Association of Leadership Educators
2022 Annual Conference Proceedings

June 26-29, 2022
Kansas City, MO

LEADERSHIP IN THE MIDDLE OF EVERYWHERE

GUIDING THE LEADERS OF TOMORROW

ALE

Table of Contents

Research and Practice/Application Manuscripts

Shrimp Tank: Preparing Entrepreneurial Leaders Using a Pitch Competition
Keith Herndon, PhD, The University of Georgia
Kate Hester, University of Georgia
Ev Andrews, MA, University of Georgia

Transforming the Leadership Education Undergraduate Advising Process: Incorporating Growth Mindset and Design Thinking
Addison Sellon, University of Nebraska-Lincoln
Hannah Sunderman, PhD, University of Nebraska-Lincoln
LJ McElravy, PhD, University of Nebraska-Lincoln

The Subliminality of Leadership Communication:
A Theoretical Connection Between Leadership Development and Communication
Ahmadreza Shamsi Yousefi, Doctoral Student, Kansas State University
Stephanie Dailey, Doctoral Student, Claremont Graduate University
Tim Steffensmeier, Professor at Staley School of Leadership, Kansas State University

Learning Team Leadership Through Film: Analyzing the Stages of Group Development in *Jumanji: Welcome to the Jungle*
Clay Hurdle, MS, MA, University of Florida
Laura Greenhaw, PhD, University of Florida

The Hidden Leadership Curriculum:
Alumni Perspectives on the Leadership Lessons Gained Through Co-Curricular Engagement
David Rosch, PhD, University of Illinois at Urbana-Champaign
Kevin Wilson, MS, University of Illinois at Urbana-Champaign
Reuben May, PhD, University of Illinois at Urbana-Champaign
Gayle Spencer, PhD, University of Illinois at Urbana-Champaign

Framing Up: Contextualizing Organizational Leadership in Agricultural and Natural Resources
Caitlin Lunzmann, University of Florida
Nicole Stedman, PhD, University of Florida

Capstone Pathways:
Meeting the Needs of Online Adult Learners in Leadership Education
Kaley Klaus, EdD, Fort Hays State University

Forced Innovation: Mentoring for Lea
"FORCED INNOVATION": MENTORING FOR LEADERSHIP DEVELOPMENT IN VIRTUAL ENVIRONMENTS
Lindsay Hastings, PhD, University of Nebraska - Lincoln
Hannah Sunderman, PhD, University of Nebraska - Lincoln

Assessing Voice: Meaning-Making and Knowledge Production through Google Jamboards
Nyasha GuramatunhuCooper, PhD, Girton Road Leadership Learning and Consulting
Dan Jenkins, PhD, University of Southern Maine

Changing Industry Perceptions: Leadership Lessons on Stoicism
Amy Brown, MS, University of Florida
Clay Hurdle, MS, University of Florida

Co-Construction through Co-Instruction: The Importance, Challenges, and Opportunities of Standpoint Plurality in Leadership Education
Lisa Kuron, PhD, Wilfrid Laurier University
Erin Hodson, M.Ed., Wilfrid Laurier University

Measuring Active Listening as a Leadership Skill: A Pilot Study
John Slieter, PhD, University of Nebraska - Lincoln

Leadership Development "in the Middle" of Work: Team Meeting Observation as a Practice-Based Intervention
Kerry Priest, PhD, Kansas State University
Roberta Maldonado Franzen, PhD, Kansas State University
RJ Youngblood, MA, Kansas State University

Leadership Learning Labs: Remaking Discussions into Skill Building Experiences
Mark Halvorson, PhD, Trinity Western University

The Effect of Pandemic Disruption on Community-Based Leadership Education, Students Experiences and Learning Outcomes
Elizabeth Goryunova, PhD, University of Southern Maine
Tara Grey Coste, PhD, University of Southern Maine

"Happy Because I was Being Heard": An Exploration of Pedagogical Strategies that Support BIPOC Students in Postsecondary Leadership Courses
Katherine McKee, PhD, North Carolina State University
Jennifer Smist, PhD, University of Illinois
Haley Traini, PhD, Oregon State University
David Rosch, PhD, University of Illinois

Shrimp Tank: Preparing Entrepreneurial Leaders Using a Pitch Competition

Keith Herndon, PhD, The University of Georgia
Kate Hester, University of Georgia
Ev Andrews, MA, University of Georgia

Abstract

This innovative practice paper explains how a class business plan competition loosely modeled on the popular TV show *Shark Tank* became an educational tool to teach concepts essential to entrepreneurial leadership. Given the rise in entrepreneurship as a career path, this exercise uses the perceived attributes of innovation as a framework to teach emerging entrepreneurial leaders how to communicate their ideas in markets facing relentless change and disruption. Using a business plan competition called *Shrimp Tank*, this innovative practice asks young leaders to create and own a business idea and challenges them to effectively persuade their peers about its benefits in a competitive forum.

Introduction

ABC Television's hit show *Shark Tank* has enjoyed 11 seasons of ratings success as its featured investors – the sharks – have doled out more than $100 million in investment capital (ABC, 2021). The reality show built its audience and won an Emmy Award by featuring the angst-filled pitches entrepreneurs endure in hopes of landing an investment deal that could catapult their businesses forward (ABC, 2021). While some have debated the merits of the show as business education (Deeb, 2013; Hay, 2015), anecdotal evidence suggests the show has influenced a generation's awareness of entrepreneurship. A column in *Entrepreneur* magazine framed it this way:

> We've become a "Shark Tank" nation. Since the show's inception in 2009, it's become a household staple. Members of generation Z — who were weaned on investments, valuations, royalties and Mr. Wonderful's snark — have embraced the concept in a big way. Is it any wonder that these late 1990s babies are poised to become the biggest entrepreneurial generation yet? (Varshneya, 2017, paras. 1-2).

Naming our training exercise *Shrimp Tank* was purposeful in that it resonated with students familiar with *Shark Tank,* but indicated a lower stakes approach. Unlike entrepreneurs on the show seeking investments from the "sharks," our students participate as a class assignment. Although students compete for class medals and the honor of winning *Shrimp Tank*, there is not any real investment money involved. We decided on "shrimp" as a polar opposite of shark and also felt it reflected the humor Mr. Wonderful, Canadian businessman Kevin O'Leary, brings to the show. Subsequently, we have connected the exercise to a key entrepreneurial leadership attribute O'Leary has articulated:

> What are the most important qualities that make a successful entrepreneur? The ability to communicate. The ability to express your idea with certainty. That's how you become a leader even if you are unsure, your ability to explain your

> vision and your direction is the attribute you need the most (Starter Story, 2021, para. 9).

Recent data confirm that entrepreneurship is soaring. Since early 2020, more than a half million new people identified as self-employed, according to the U.S. Labor Department. The Census Bureau reported that the number of entrepreneurs filing for tax identification numbers was up more than 50% in the first three quarters of 2020 (Mitchell & Dill, 2021). According to one *Wall Street Journal* article, "The pandemic has unleashed a historic burst in entrepreneurship" (Mitchell & Dill, 2021). As more students embrace entrepreneurial career paths, leadership education will be expected to provide appropriate training. The following literature review explains the theoretical and pedagogical framework supporting the business pitch competition that is the subject of this paper.

Review of Related Scholarship

Entrepreneurship Education in Context

Entrepreneurship is a hot topic. However, students, instructors, and even entrepreneurs themselves may have nuanced definitions of what exactly the word means. In our program entrepreneurship is defined as "offering a new product, applying a new technique or technology, opening a new market, or developing a new form of organization for the purpose of producing or enhancing a product" (Skripak, 2018, p. 123).

Students must also understand why entrepreneurship is being taught. While students typically are trained with skills necessary to carry out job functions, many are unsure how to navigate their careers (LaGree, Tefertiller, & Olsen, 2021). This becomes more troublesome when the elements of entrepreneurial risk are introduced (Barbosa, Kickul, & Smith, 2008). A common misconception is that entrepreneurs are born and not made, when in fact an entrepreneurial perspective can be developed in all individuals (Kuratko, 2007). Therefore, we present our exercise as a tool for preparing students to participate meaningfully in entrepreneurial activities and to begin the process of developing entrepreneurial thought processes. According to Caplan, Kanigel, and Tsakarestou (2020), "Entrepreneurship develops key life skills and mindsets that can help students navigate this complex professional market" (p. 29).

A business plan competition is a form of experiential learning that puts students in a real-life situation while still within the safety of the classroom. Maniou, Stark, and Touwen (2020) outlined the key characteristics of experiential learning as "concrete experience, observation of a reflection on that experience, formation of abstract concepts based on the reflection, applying and testing the new concepts" (p. 35). The pitch competition requires students to think about how their business will be structured and how it will make money. They learn about business models as "conceptual tools" that will allow them "to express the business logic" of their idea (Osterwalder, Pigneur, & Tucci, 2005, p. 3).

When beginning the business plan competition, students are first challenged with coming up with their idea: "What am I going to do?" They must create and commit to their big idea. To this end, students are challenged to consider market gaps and markets that are underserved. They must study potential competitors and identify how their idea would better serve the market. (Kelly, 2015). Students are placed in peer groups for ideation sessions and are asked to challenge their peers' assumptions and justifications. The intent is to get students away from their normal linear thought processes and to embrace the idea of change (Gutsche, 2020). The design of the business plan itself and the overall competition features multiple deadlines, graded deliverables, pitch practices, and peer reflections, all of which are used to create a sense of urgency and to make the process somewhat uncomfortable. As Gutsche wrote:

> When you finally stumble upon a great idea, you must be prepared to deal with the awkwardness and discomfort of pursuing something that makes you uncomfortable. New ideas are awkward, they require us to change. To achieve breakthrough, you must master discomfort (Gutsche, 2020, p. 103).

Although the process is a classroom simulation, the breakthroughs students experience are real and lead them to appreciate their results.

A Theoretical, Yet Practical Framework

Students engaged in a business pitch competition require tools for assessing their ideas (Withheld for Review, 2020). For this exercise, students are taught the perceived attributes of innovation introduced in the seminal work by Rogers and Shoemaker (1971) and later refined (Rogers, 2003). Numerous models and frameworks are available for such purposes, including Porter's (1985) factors affecting competitive advantages and Christensen's (1997) pioneering construct of disruptive innovation. However, "the simplicity and straightforward approach found in the perceived attributes of innovation" make the framework an engaging tool for "equipping students with a critical-thinking exercise they can readily understand and use to evaluate new product ideas" (Withheld for Review, 2020, p. 2).

The communications theorist Everett Rogers (1962) introduced the characteristics of innovation as part of his work on diffusion theory, which explains how innovations spread. His initial framework was expanded and renamed "the perceived attributes of innovation" as part of his collaboration with Shoemaker (1971). Much of the instructional material used in our teaching comes from Rogers (2010), which succinctly defined two important sets of factors for considering product innovation: the types of people who would adopt a product and the influences on the rate of market adoption.

Rogers (2010) identified five types of adopters of innovations: (1) *Innovators* are the quickest to try an innovation and are not risk-averse; (2) *Early Adopters* are leaders who do not need information before adopting; (3) the *Early Majority* adopt innovations more quickly than average but need evidence that the innovation works; (4) the *Late Majority* are skeptical and wait to try an innovation until the majority already has; and (5) *Laggards* are traditionalists who are suspicious of innovations and innovators. Each of the adopters sits at one part of a bell curve, with the majority of the population falling at the center of the time range to adopt an innovation. Each of these types of adopters can further the spread of the innovation or impede it. In addition, different strategies can be used to get each of the five types to adopt the innovation.

Five main factors influence the rate of adoption and the overall adoption or rejection of an innovation (Rogers, 2010): (1) Its *relative advantage*, which is how advantageous it is perceived to be compared to other products or services; (2) its *compatibility*, or its consistency with prior experiences and values; (3) its *complexity*, or how difficult it is to use or comprehend; (4) its *trialability*, or its ability to be tested and experimented with; and (5) its *observability*, or how easy it is to explain to other potential adopters. Not all innovations are equivalent. Essentially, products with high compatibility, trialability, and observability that were low in complexity are likely to have a relative advantage in the marketplace (Rogers, 2010). As students in the competition develop their ideas, they evaluate them against the perceived attributes of innovation.

Description of the Practice

Shrimp Tank, our business plan competition, is the focus of a semester-long course in entrepreneurship that attracts 15–20 students each fall and spring semester. The course is divided into four parts: concept education, business plan development, pitch competition, and reflection. Concept education is a vital component of the course as many students come into the class with little exposure to entrepreneurial endeavors (aside from having seen some episodes of *Shark Tank*). This portion of the class focuses on the principles and frameworks described in the literature review. However, to fully contextualize entrepreneurship, students are exposed to materials that define innovation and explain that strategy represents a major vision while tactics are the steps used to achieve the vision (Gutsche, 2020; Madu, 2013; Rothauer, 2018; Schultz, Slevin, & Pinto, 1987). Students are taught about various types of business structures, including incorporation. They also learn about investment capital and the differences between friends and family funding, angel investments, and venture capital. Once the conceptual training concludes, students take a concept test to assess their understanding of the material.

Students are encouraged during the conceptual training portion of the class to begin formulating their ideas. After completing the concept test, students are randomly assigned to peer groups for a series of ideation sessions. During these sessions, students challenge each other’s ideas with questions and suggestions. They use this feedback to refine their ideas before submitting their proposals, a concise one-page description of the business idea, including a business model and target customers. The students are given one week to revise and rethink their proposal before ideas are locked and plan writing begins. The plan starts with a purpose statement that succinctly defines the business idea and then includes four content sections: problem definition/proposed solution, target customers, marketing timing (why now?), and competition. (Each plan must identify at least three potential competitors.) In addition, each plan also includes a design prototype that visually explains the business idea and a spreadsheet outlining the anticipated expenses and revenue for the first year of operation. The components of the plan were influenced by outlines provided by Sequoia Capital (Oppong, 2013). To stay on track during the process, students submit drafts of each section. This allows the professor to provide ongoing feedback as well as breaking the project into manageable sections, which keeps students from being overwhelmed by the entirety of the project. For the final submission, the full plans are posted online using WordPress, Medium, or a similar platform to facilitate sharing among everyone in the class. While the plan is the foundational activity, each student also prepares about a dozen slides used to summarize the plans during the actual pitch presentations.

Students typically have about eight weeks to develop their plans and presentations. The pitch competition usually covers four class periods, with four or five students presenting each day. The pitches must be at least six minutes but cannot exceed eight minutes. Students complete an evaluation form for each pitch as well as peer reviews, ultimately casting ballots for the top three ideas and pitches. Each pitch session also features a guest judge from the community, which serves to formalize making the pitch competition more formal. The student votes count 75%, while the guest judge votes count for 25%. The professor maintains final authority over the students' grades, which could differ from the voting results. Once the pitch competition concludes, each student writes a reflection essay about their experiences in the course in lieu of a final exam. Each of the activities described above are separately graded to hold the students accountable for their work throughout the course. Table 1 in the appendix outlines the grading weights.

Discussion of Outcomes and Results

The course and its *Shrimp Tank* exercise have successfully provided entrepreneurial education to undergraduate students who are not business majors and who generally are not exposed to business and entrepreneurial concepts. To illustrate the course's effectiveness, we received permission from our university's Internal Review Board to share selected data from course evaluations, not as research findings per se, but as anonymous student feedback about the course. This feedback is based on 10 semesters of student evaluations, with 148 of 159 (93%) undergraduates completing the forms. While the overall forms are intended as teacher evaluations, we are presenting the responses to three specific statements that reflect an underlying leadership education aspect of the course. The numerical scores are based on a five-point Likert scale that corresponds to strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4), and strongly agree (5). An overview of the results is below, and the full results are included in Table 2 in the appendix.

No. 1: "I have become more competent in this area because of this course."

Low	High	Overall Average
4.69 (Fall 2015)	4.95 (Spring 2016)	4.81

No. 2: "I felt that this course challenged me intellectually."

Low	High	Overall Average
4.31 (Fall 2020)	4.77 (Spring 2020)	4.60

No. 3: "This class helped me develop competence as an independent thinker."

Low	High	Overall Average
4.31 (Fall 2015)	4.92 (Spring 2020)	4.72

The open-ended comments from students also reflect how the course goals were met. Several examples capture the essence of the course as a confidence-builder:

"Even though the research was tough, it was nice to see it all come together."
"It forced us to be creative and almost create our own problem and then find a solution to it."
"The course . . . inspired me to think with a business mindset and it's inspired me for the future."

"It taught me that anything is achievable with a simple vision and the right drive."
"This course taught me how to market myself and my ideas in a compelling way."

Reflections of the Practitioner

Entrepreneurship is a hot topic, and in many industries, entrepreneurship is credited with driving innovative change (Buschow & Laugeman, 2020). Entrepreneurial endeavors have the power to disrupt inertia as they challenge established production processes and organizational structures (Buschow & Laugeman, 2020). Given this reality, we believe entrepreneurship education is vital training for aspiring leaders who need exposure to concepts rooted in strategic planning and the notions of innovation and disruption. But how do you teach this complex construct? We believe our class pitch project is an immersive approach that deeply engages students with this material. Requiring students to create comprehensive business plans helps them learn about business structures and competitive marketplaces as they prepare to pitch their ideas. We understand that entrepreneurial pitch competitions are commonplace in higher education, but consider our approach an innovative deployment of the practice because of our intentionality as a leadership exercise.

We acknowledge that some scholars are skeptical of the overall effectiveness of pitch competitions in business education (Brentnall, Rodríguez, & Culkin, 2017) or the usefulness of creating a comprehensive business plan (Daxhelet & Witmeur, 2011). Nevertheless, our experience through 10 semesters and more than 150 students has convinced us that an immersive pitch competition is an effective tool for getting students out of their comfort zones through a challenging exercise that fosters introspection and critical thinking. But these reflections come with a significant caveat. We believe the course's success is at least partially due to the instructor adopting a coaching model rather than a teaching model (Chelladurai & Kuga, 1996; Drewe, 2000). In our view of the two models, coaching requires the instructor to provide much higher levels of personal intervention through feedback than would be typical in a teaching model approach. As a coach, the instructor challenges the students' thinking and facilitates approaches for students to find their own answers to questions, while also holding them accountable for meeting deadlines and overall work quality. Salleh et al (2017) described it this way: "Coaching approach is a method that directly involves the learners, by actively encouraging them to do something in order to achieve their goals" (p. 111).

However, it will likely take a semester or two for instructors beginning an exercise like this to get comfortable with such an active and facilitative approach. In the feedback presented in Table 2 in the appendix, for example, some of the lowest scores were for the first semester. Also, we believe this exercise works best in an in-person setting. The lowest feedback score for the activity as an intellectual challenge was recorded in fall 2020, when the course was taught in a hybrid format including recorded video pitches due to pandemic accommodations.

Recommendations

Greenberg, McKone-Sweet, and Wilson (2011) emphasize that "entrepreneurial leadership is not synonymous with entrepreneurship" (p. 2). They describe it as "a new model of leadership" that reflects leaders who, "through a combination of self-reflection, analysis, resourcefulness, and creative thinking and action, . . . find ways to inspire and lead others to tackle seemingly intractable problems" (p. 2). In that context, we recommend that leadership educators view training in entrepreneurial leadership as training in empowerment. The intense pitch competition we have described helps achieve this goal. Covin and Slevin (2015) explained how entrepreneurial leadership relies on "the discovery, evaluation, and exploitation of entrepreneurial opportunities" (p. 1). However, as [Withheld for Review] (2018) observed, "students new to this process need tools to enable their discovery and evaluation" (p. 6).

We believe a pitch competition is as an ideal way to introduce these tools and concepts to students eager for approaches with real-world applicability. *Shrimp Tank* requires students to ideate, create, and persuade their peers on the merits of their ideas. Although the classroom project is merely a simulation, students must put significant effort and energy into their project. In doing so, it is an important education tool for "entrepreneurial leaders (who) must learn to apply a different logic that is based in action, discovery, and creation" (Greenberg et al., 2011, p. 15). Greenberg et al. (2011) describe this construct as "creation logic" and assert that "with creation logic students learn that the future is created, not predicted" (p.15).

Appendix

Table 1
Assignment Grading

Assignment	Percentage
Concepts exercises	10%
Concepts Test	15%
Draft Process	10%
Business Plan	30%
Business Plan Pitch	20%
Reflections Essay	15%
	100%

Table 2
Average Response Score by Semester
(Based on 5-point Likert Scale)

N =	**Fall 2015** *13/16*	**Spring 2016** *19/19*	**Spring 2017** *16/17*	**Fall 2017** *19/19*	**Spring 2018** *14/14*	**Fall 2018** *13/14*	**Spring 2019** *15/15*	**Fall 2019** *13/14*	**Spring 2020** *13/13*	**Fall 2020** *13/18*
No. 1	4.69	4.95	4.88	4.84	4.71	4.77	4.87	4.77	4.92	4.69
No. 2	4.46	4.74	4.69	4.68	4.71	4.51	4.60	4.47	4.77	4.31
No. 3	4.31	4.74	4.81	4.79	4.86	4.69	4.67	4.69	4.92	4.69

No. 1: "I have become more competent in this area because of this course."
No. 2: "I felt that this course challenged me intellectually."
No. 3: "This class helped me develop competence as an independent thinker."

References

ABC. (2021). *Shark Tank: About*. https://abc.com/shows/shark-tank/about-the-show

Barbosa, S. D., Kickul, J., & Smith, B. R. (2008). The road less intended: Integrating entrepreneurial cognition and risk in entrepreneurship education. *Journal of Enterprising Culture*, *16*(4), 411–439.

Brentnall, C., Rodríguez, I. D., & Culkin, N. (2017). We need to talk about competitions: A theoretically flawed EE intervention? *UH Business School Working Papers*. University of Hertfordshire, 1–30.

Buschow, C., & Laugeman, R. (2020). What makes a media entrepreneur? Factors influencing entrepreneurial intention of mass communication students. *Journalism and Mass Communication Educator*, *75*(3), 321–334.

Caplan, J., Kanigel, R., & Tsakarestou, B. (2020). Entrepreneurial journalism: Teaching innovation and nurturing an entrepreneurial mindset. *Journalism and Mass Communication Educator*, *75*(1), 27–32.

Chelladurai, P., & Kuga, D. J. (1996). Teaching and coaching: Group and task differences. *Quest*, *48*(4), 470–485.

Covin, J. G., & Slevin, D. P. (2015). Leadership, entrepreneurial. In *Wiley Encyclopedia of Management*, 1–4. https://onlinelibrary.wiley.com/doi/abs/10.1002/9781118785317.weom030065

Daxhelet, O., & Witmeur, O. (2011). What financial backers expect from business plans: Effectual versus causal logic. *Working Paper CEB 11–029*.

Deeb, G. (2013, October 9). Comparing 'Shark Tank' to venture capital reality. *Forbes*. https://www.forbes.com/sites/georgedeeb/2013/10/09/comparing-shark-tank-to-venture-capital-reality/?sh=9a5d8491260e

Drewe, S. B. (2000). An examination of the relationship between coaching and teaching. *Quest*, *52*(1), 79-88.

Greenberg, D., McKone-Sweet, K., & Wilson, H. J. (2011). *The new entrepreneurial leader: Developing leaders who shape social and economic opportunity*. Berrett-Koehler.

Gutsche, J. (2020). *Create the future: Tactics for disruptive thinking* and *the innovation handbook*. Fast Company Press.

Hay, T. (2015, July 14). Mark Cuban defends Shark Tank from VC's jabs. *The Wall Street Journal*. https://www.wsj.com/articles/BL-VCDB-17362

[Withheld For Review]

Kelly, S. (2015). *The entrepreneurial journalist's toolkit: Manage your media*. Taylor and Francis.

Kuratko, D. (2007). Entrepreneurial leadership in the 21st century. *Journal of Leadership and Organizational Studies, 13*(4), 1–11.

LaGree, D., Tefertiller, A., & Olsen, K. (2021). Preparing mass communications students for an evolving industry: The influence of emotional intelligence and extracurricular involvement on career adaptability. *Journalism and Mass Communication Educator*, *76*(1), 65–77.

Madu, B. C. (2013). Vision: The relationship between a firm's strategy and business model. *Journal of Behavioral Studies in Business*, *6*(1), 1–9.

Maniou, T., Stark. A., & Touwen, C. (2020). Journalism training beyond journalism schools. *Journalism and Mass Communication Educator, 75*(1), 33–39.

Mitchell, J., & Dill, K. (2021, November 29). Workers quit jobs in droves to become their own bosses. *The Wall Street Journal*. https://www.wsj.com/articles/workers-quit-jobs-in-droves-to-become-their-own-bosses-11638199199

Oppong, T. (2013, January 21). *Sequoia Capital investor friendly business plan format for startups*. AllTopStartups. https://alltopstartups.com/2013/01/21/sequoia-capital-investor-friendly-business-plan-format-for-startups/

Osterwalder, A., Pigneur, Y., & Tucci, C. L. (2005). Clarifying business models: Origins, present, and future of the concept. *Communications of the Association for Information Systems*, *16*(1), 1-25. https://doi.org/10.17705/1CAIS.01601

Rothauer, D. (2018). *Vision & strategy: Strategic thinking for creative and social entrepreneurs*. Birkhäuser. https://doi.org/10.1515/9783035614961

Rogers, E.M. (1962). *Diffusion of innovations*. Free Press.

Rogers, E. M. (2010). *Diffusion of innovations* (4th ed.). Simon and Schuster.

Rogers, E. M., & Shoemaker, F. F. (1971). *Communication of innovations: A cross-cultural approach*. Free Press.

Salleh, D., Ayoub, H., Khairudin, N., Ibrahim, M., & Khairudin, R. (2017). Improving students' critical thinking skills and psychological well-being through coaching approach as teaching strategy. *Jurnal Psikologi Malaysia*, 31(3), 111-119.

Schultz, R. L., Slevin, D. P., & Pinto, J. K. (1987). Strategy and tactics in a process model of project implementation. *Interfaces*, *17*(3), 34–46.

Skripak, S. J. (2018). *Fundamentals of business*. VT Publishing.

Starter Story. (2021, May 13). *40 best Kevin O'Leary quotes to help you succeed.* https://www.starterstory.com/kevin-oleary-quotes

Varshneya, R. (2017, November 18). How Shark Tank is revolutionizing business school. *Entrepreneur*. https://www.entrepreneur.com/article/302837

Transforming the Leadership Education Undergraduate Advising Process: Incorporating Growth Mindset and Design Thinking

Addison Sellon, University of Nebraska-Lincoln
Hannah Sunderman, PhD, University of Nebraska-Lincoln
LJ McElravy, PhD, University of Nebraska-Lincoln

Abstract

The purpose of this proposed application manuscript is to share two undergraduate academic advising manuals that are rooted in growth mindset and design thinking theory and aimed to provide structure and individualization to the academic advising process. Specifically, we discuss both student-centered and faculty-centered manuals that were developed to address concerns within undergraduate academic advising. Growth mindset and design thinking are linked to overall motivation, confidence, and problem-solving (Dweck, 2015; Hochanadel & Finamore, 2015; Mann, 2020), allowing for students to take control of and be actively engaged in their academic advising experience. The manuals will be evaluated based on feedback and data collected from students and academic advisors. Through thorough descriptions of the two manuals and an evaluation strategy, the current application manuscript provides leadership education students and their advisors with various tools to enhance and guide their undergraduate academic advising sessions.

Session Learning/Participant Objectives

As a result of attending this session, participants will be able to do the following:

- Understand the value of implementing a growth mindset and design thinking into leadership education undergraduate academic advising practices.
- Recognize various techniques of growth mindset and design thinking within the leadership education undergraduate academic advising.
- Gain confidence in how to interact and engage with leadership education undergraduate students during academic advising sessions.

Introduction

Academic advisors play an invaluable and constant role in the lives of undergraduate students (Hunter & White, 2004; Mann, 2020; Museus, 2021; Spratley, 2020). The advisor and student connection should center around high levels of investment and support to encourage students to make the most of their undergraduate experience. Engagement between students and their academic advisor has been found to encourage students to actively participate in academic experiences while simultaneously expanding and developing those experiences (Mann, 2020). However, advisors have broadly voiced that challenges can arise in the advising environment, specifically with finding a best practice that all view as vital to student learning (Hunter & White, 2004). On a local scale, the advising department at the current university shared a desire to have a unified advising process while still allowing for individualization within the advising experience. The present application manuscript showcases two tools that were formatted to address both the local and broad challenges within the field of academic advising in leadership education.

To generate a student-centered advising manual that increases student motivation and self-confidence, the concepts of growth mindset and design thinking were combined (Hochanadel & Finnamore, 2015; Dweck, 2015). Growth mindset and design thinking have also been connected to empathy, creativity, and problem-solving (Goldman & Kabayadondo, 2017; Karpen et al., 2017, Mann, 2020). Recognizing the challenges of academic advising and the benefits of these two theories, an advising manual was developed to provide structure to the academic advising process while simultaneously enhancing leadership education students' confidence and independent problem-solving. In addition to the student manual, a faculty guide was also generated. The faculty manual was developed to enhance the overall advising experience and compliment the student manual to create cohesion and unity for advisors. Both manuals will provide leadership education students and advisors with a general framework and specific tools that allow for collaboration and guidance during the academic advising process.

Background

Growth mindset, as defined by Dweck (2006), is the belief that one's, "basic qualities are things you can cultivate through your efforts, your strategies, and help from others" (p. 7). This concept is formulated around how an individual approaches and interacts with problems as well as processes failure. The opposite of growth mindset is fixed mindset, a mindset in which an individual views their intelligence and abilities as stagnant, rather than as something that can be grown and developed (Dweck, 2006). When incorporated into higher education, growth mindset was found to increase students' abilities to overcome challenges by providing enhanced motivation and self-confidence (Hochanadel & Finnamore, 2015; Dweck, 2015). Specifically in the context of academic advising, Kyte et al. (2020), found that sending micro-messages formulated around growth mindset to struggling students encouraged them to feel more motivated to face their challenges. Additionally, when advisors incorporate growth mindset, it has been linked to students overcoming challenges and achieving their goals (Cairncross et al., 2015).

Design thinking is a framework that emphasizes a human-centered problem-solving process. Following the framework developed by the British Design Council (2019), design thinking is generated from four unique phases: (a) discover; (b) define; (c) develop; and (d) deliver. The discover phase takes place when the individual is seeking to understand and recognize the problem at hand (Mann, 2020). The define phase occurs when the specific challenge is identified after analyzing the information gathered during the discover phase (Mann, 2020). The develop phase represents when the individual begins to conceptualize and build solutions (Mann, 2020). Lastly, the deliver phase takes place when the proposed solution is executed while feedback for adjustments is simultaneously received (Mann, 2020). When implemented in a higher education setting, design thinking has been found to encourage students to trust the process at hand, find a balance of control and freedom, not be afraid of failing, and focus on development throughout the process rather than the result (Coakley et al., 2014). When incorporated into academic advising, design thinking has the potential to provide individuals with a framework to process and overcome challenges through open communication, processing, and planning.
Combining growth mindset and design thinking into the academic advising experience has a variety of potential advantages for leadership education students and has been linked to overall student success (Spratley, 2020; Banter et al., 2020). During the advising experience, advisors

help their students grow and seek new opportunities. Through growth mindset and design thinking, advisors can connect and collaborate with their students to explore and identify specific opportunities that are best suited for the student. Lowenstein (2013) also states that growth mindset and design thinking can encourage students to perceive their education and college experience as an ever-evolving multilayered process. When combined, the frameworks allow students to shift their thinking to a focus of growth and process, while also providing steps in which they can work towards and engage with problems they face. By so doing, students can work towards their success and take charge of their advising and education experiences.

Growth mindset and design thinking have previously and can presently provide great value to undergraduate leadership education students and their advisors. The current application manuscript seeks to provide tools for academic advisors, specifically those working in leadership education, to incorporate into their practices. Both growth mindset and design thinking are rooted in a rich history of research and implementations in various academic settings and, when combined, can provide continued growth, ownership, and confidence for undergraduate leadership education students. Additionally, these resources provide advisors with a unique and structured framework to streamline the advising process while still fostering engaging and collaborative environments for their students.

Description of the Practice

In response to the challenges of academic advising, we composed two manuals. The first manual is centered around the student and the second focuses on the advisor, serving as a complementary piece to enhance undergraduate academic advising sessions through growth mindset and design thinking. These tools are being implemented within a leadership education program at a four-year, public, Midwestern University.

The first manual is a fillable PDF and was generated to serve as a tool specifically for students and focuses on introducing both theories, interactive growth activities, yearly worksheets, and reflection questions. The first section of the manual introduces growth mindset and design thinking to the student. The pages within the first section include definitions of the overall concepts and the phases of design thinking (see Figure 1). Section One also provides figures and visuals of growth mindset and design thinking along with a portion describing the benefits of combining the concepts. We recommend that Section One is introduced to the student before the first advising meeting so they can familiarize themselves with the concepts before meeting with their advisor. Once the student has met with their advisor, they can discuss both frameworks and any questions the student may have about growth mindset and design thinking.

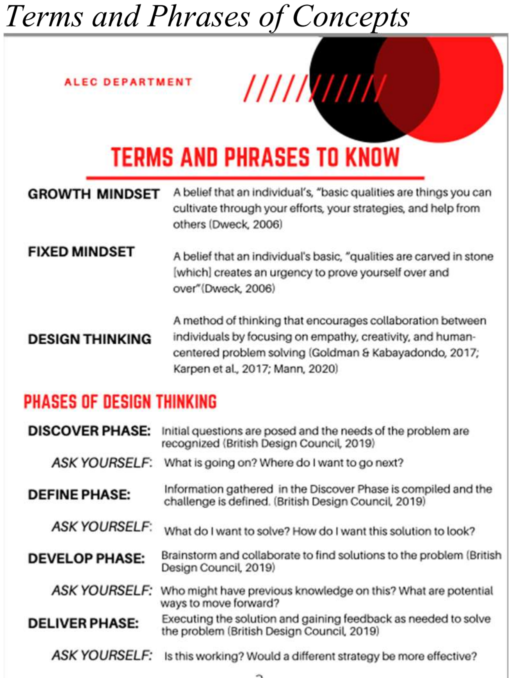
The second section of the manual incorporates three growth activities that allow students to apply growth mindset and design thinking to their present lives. These activities were generated to increase student comfortability with growth mindset and design thinking and to provide an opportunity for students to recognize how both concepts can relate to their personal experiences. An example of one of the growth activities can be found in Figure 2. In this growth activity, the student is asked to connect factors of a growth mindset and fixed mindset to a challenge they are facing. All of the growth activities in Section Two can be completed at any stage of the undergraduate experience and can be completed as many times as desired. There are certain times in which students are asked to complete specific activities; however, that is not the only time the activities can be applied.

The third section of the student manual focuses on conversations and concepts for the student and advisor to discuss relative to the year the student is in. This includes class schedules, selecting a minor, studying abroad, internships, and careers. Each year with Section Three follows the pattern of having three subsections: (a) expectations before the advising meeting, (b) expectation during the advising meeting, and (c) expectations after the advising meeting. This pattern provides structure, allowing the student and advisor to be prepared and understand the expectations for the advising meeting. For example, the third year is centered around internships. Expectations of students before the meeting include completing the third growth activity, researching locations they would be interested in interning, attending a career fair, and preparing a resume. During the meeting, it is recommended that students be prepared to discuss the third growth activity with their advisor. After the advising meeting, the manual asks students to complete the personal reflection questions, which are aimed to prepare them for the internship process (see Figure 3).

The final section of the student manual is a reflection at the end of each year for students to complete. These components are aimed to allow students to think about the previous year: what they enjoyed, where they saw growth, and what they would like to continue and adjust moving into the next year (see Figure 4). Section Four encourages students to spend time intentionally reflecting on their previous academic year to prepare for the next.

Figure 1

Terms and Phrases of Concepts



ALEC DEPARTMENT

TERMS AND PHRASES TO KNOW

GROWTH MINDSET: A belief that an individual's, "basic qualities are things you can cultivate through your efforts, your strategies, and help from others (Dweck, 2006)

FIXED MINDSET: A belief that an individual's basic, "qualities are carved in stone [which] creates an urgency to prove yourself over and over"(Dweck, 2006)

DESIGN THINKING: A method of thinking that encourages collaboration between individuals by focusing on empathy, creativity, and human-centered problem solving (Goldman & Kabayadondo, 2017; Karpen et al., 2017; Mann, 2020)

PHASES OF DESIGN THINKING

DISCOVER PHASE: Initial questions are posed and the needs of the problem are recognized (British Design Council, 2019)

ASK YOURSELF: What is going on? Where do I want to go next?

DEFINE PHASE: Information gathered in the Discover Phase is compiled and the challenge is defined. (British Design Council, 2019)

ASK YOURSELF: What do I want to solve? How do I want this solution to look?

DEVELOP PHASE: Brainstorm and collaborate to find solutions to the problem (British Design Council, 2019)

ASK YOURSELF: Who might have previous knowledge on this? What are potential ways to move forward?

DELIVER PHASE: Executing the solution and gaining feedback as needed to solve the problem (British Design Council, 2019)

ASK YOURSELF: Is this working? Would a different strategy be more effective?

3

Figure 2

Growth Activity 1, Page 1

ALEC DEPARTMENT

GROWTH ACTIVITIES

ACTIVITY 1

COMPLETE THE FOLLOWING QUESTIONS:

1. Come up with three different challenging situations that you are facing right now (i.e. challenging class).

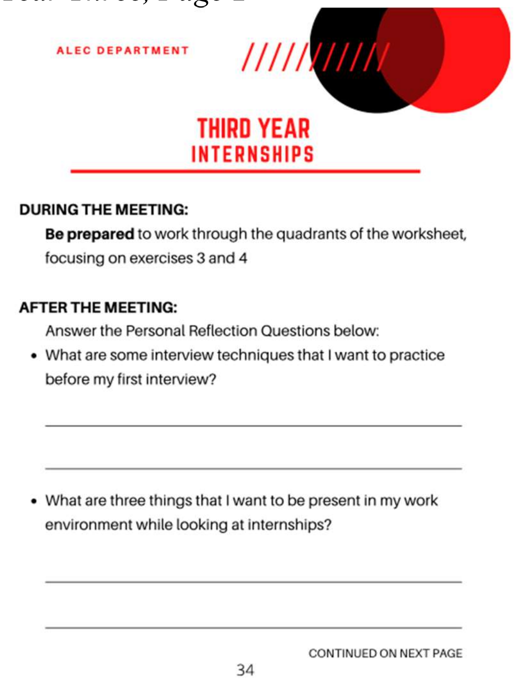
2. Focusing on one of these situations, what are three phrases you might use that demonstrate a fixed mindset?
(See pages 6 and 7 for examples of different phrases.)

CONTINUED ON NEXT PAGE

10

Figure 3

Year Three, Page 2


ALEC DEPARTMENT

THIRD YEAR
INTERNSHIPS

DURING THE MEETING:

Be prepared to work through the quadrants of the worksheet, focusing on exercises 3 and 4

AFTER THE MEETING:

Answer the Personal Reflection Questions below:

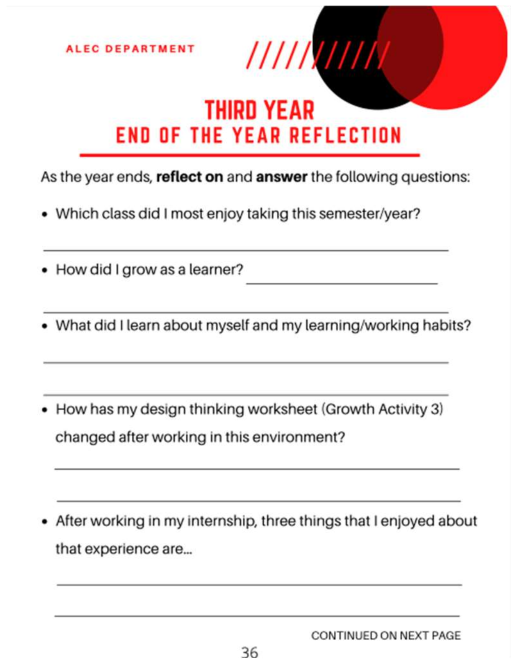
- What are some interview techniques that I want to practice before my first interview?
- What are three things that I want to be present in my work environment while looking at internships?

CONTINUED ON NEXT PAGE

34

Figure 4

End of Year Reflection, Year Three, Page 1


ALEC DEPARTMENT

THIRD YEAR
END OF THE YEAR REFLECTION

As the year ends, **reflect on** and **answer** the following questions:

- Which class did I most enjoy taking this semester/year?
- How did I grow as a learner?
- What did I learn about myself and my learning/working habits?
- How has my design thinking worksheet (Growth Activity 3) changed after working in this environment?
- After working in my internship, three things that I enjoyed about that experience are...

CONTINUED ON NEXT PAGE

36

The authors' recommended timeline of the advising manual follows the four-year pattern of a traditional undergraduate student. However, the manuals also encourage a flexible and interpretative structure to advising that best meets the needs of that specific student. The current manual can be implemented into advising sessions for students on a non-traditional academic path, such as a transfer student. In this case, the advisor may choose to share the manual with the student before their initial meeting and then work with them to find a starting point that would best suit their needs, completing the manual from that point. We hope that by engaging in this process together, the new student and their advisor connect and spend time actively finding a place to begin their advising meetings.

The second manual provided within this application proposal is an advising manual centered on the advisor. This manual stemmed from the student manual and is designed to serve as a guide for advisors who implement the student manual into their advising sessions. This manual follows a timeline similar to the student manual and, again, includes four sections, one for each year of a traditional student experience. The four sections include an essence statement, timelines and reminders, overall goals, and framing your thinking (see Figure 5). The advisor manual provides advisors with a recommended framework for implementing the student manual within their advising sessions.

Figure 5

Advisor's Guide, Year Two

ALEC DEPARTMENT

YEAR TWO

ESSENCE STATEMENT

The focus of student learning within the second year is taking **ownership** of their education process.

Now that the student is familiar with the terms and general concepts of growth mindset and design thinking, the focus shifts towards letting them take more direct control of their learning experience. They have been provided with the tools and framework for decision making and direct planning, now the aim is to put them into practice.

The growth activities on pages ten through thirteen of the manual can be used to guide students on how these can be implemented within their lives. Activity one focuses on growth mindset and provides ways in which the student can frame challenges they face using a growth mindset. Activity two showcases how to use design thinking for problem solving through a step-by-step approach. Both of these activities are designed in an introductory way to build students' comfortability with the concepts.

TIMELINES & REMINDERS

Send an email prior to your meeting to share that you're looking forward to connecting again. Also send a reminder for them to complete the "Expectations Before Meeting" page prior to your meeting (page 25 & 28). (**note that the study aboard section is optional based on the student's interest**)

The second year, students are starting to explore potential opportunities for themselves, such as studying aboard, various minors, etc. As a constant faculty member in their life, they may come to you with questions that you might not have have direction for. When this is the case, share any resources or connections you may have and encourage them to do their own research so they can find the information they're looking for.

OVERALL GOALS

Use this year's meeting with your student to check in on the proximal goals they set for themself the previous year. Ask if they felt they were able to meet their proximal goals and are happy with the progress they were able to make on them. Ask if there are any adjustments they wish to make on their overall distal goals they set during Year One.

Encourage students to reflect on their past goals and set more proximal goals during their "End of Year Reflection" in their manual. Have students use this year's proximal goals towards internships and other professional advancements that will be focused on in Year Three of their manual. This will ease them into the process of finding internships and beginning to look at specific job environments and roles they could be interested in.

FRAMING YOUR THINKING

Frame your thinking during your meetings in a way that continues to encourages students to take ownership of their education through choices that they can make (their minor or studying abroad). Continue to incorporate growth mindset language, especially if students are feeling doubtful of their abilities as they enter more complex and challenging classes.

Try incorporating the self-determination theory when interacting with your student. This theory emphasizes the value in giving people freedom to make personal choices. When this is done, the individual is found to have a higher sense of of autonomy and a higher level of interest in a task (Latham, 2012). Students are making their own choices in their undergraduate career. Utilizing this theory allows them to feel a sense of autonomy, level of competence, and relatedness to others, all of which are critical to intrinsic motivation (Latham, 2012).

Figure 6

Advisor's Guide, Self Determination Theory

ALEC DEPARTMENT

FURTHER LEARNING

SELF DETERMINATION THEORY

Self-Determination Theory

Human beings have three basic needs:

Competence: People need to gain mastery and control of their own lives & their environment. Essential to wellness

Autonomy: People need to feel in control of their own life, behaviours and goals. This is about choice.

Relatedness: People need to experience a sense of belonging and connection with other people. *Feeling cared for by others & to care for others.*

Based on the work of Richard Ryan and Edward Deci.

(Cusick, 2021)

ADDITIONAL RESOURCES

Cusick, J. (2021, January 12). *Self-determination and recovery*. Luminate wellness. http://www.luminatewellness.com/blog//self-determination-amp-recovery

Deci, E. L., & Ryan, R. M. (1985). The general causality orientation scale: Self-determination in personality. *Journal of Research in Personality, 19*, 109-137.

Latham, G. P. (2012). Work Motivation: History, theory, research, and practice (2nd ed.). Sage Publications.

Each year in the advisor manual has a unique focus relative to the student's year, referred to as the essence statement (see Figure 5). For example, year one focuses on student understanding, meaning the main role of the advisor at this time is to help their students become comfortable with growth mindset and design thinking. Timelines and reminders provide advisors with suggested email content and reminders to share with their students to ensure they are prepared for their upcoming meetings. Overall goals and goal setting are recommended for each year and incorporated into the student manual as well through reflections at the end of each year. Each of the *framing your thinking* sections includes suggested motivational theories that can be incorporated into the advising session relative to the students' focus (see Figure 5). For example, the second-year section suggests incorporating elements of the self-determination theory when interacting with students to encourage them to make personal choices and take charge of their undergraduate careers. At the end of the manual, further content and resources are included for each of the motivational theories for the advisor to explore and apply as they see fit (see Figure 6).

Discussion of Outcomes/Results

The overall goal of both manuals was to provide a cohesive framework for students and their advisors that increases students' motivation, confidence, and problem-solving abilities. We will evaluate the current four-year tool using various sources of data collection and feedback. The manuals are currently being implemented by advisors within a leadership education department at a four-year, large, Midwestern university. Feedback will be collected from advisors who implemented the manual and their students, who will be randomly selected. Feedback will be collected via survey using the response anchors recommended by Seemiller (2013; 0 = Did not increase, 3 = Greatly increased). The survey will ask advisors and their students to respond to the following statements relative to student growth: (a) My understanding of growth mindset; (b) My understanding of design thinking; (c) My ability to implement growth mindset in situations; (d) My ability to implement design thinking in situations; and (e) My belief that I can face problems and solve them. Utilizing the same response anchors, advisors will also be asked to answer the following statements relative to their experiences in the advising role: (a) Positive/beneficial interactions with my student during our meetings and (b) My preparation and confidence going into advising meetings. To indicate that the manual has met its objectives among students, a cumulative score of > 10.0 will need to be reached, as this would demonstrate an average score of 2.0 on the evaluation questions, noting a “moderate increase” in addition to “advanced proficiency” (Seemiller, 2016). To that the manual has met its objectives among advisors, an average score of >14.0 will be sought, as this would indicate an average score of 2.0 on the evaluation questions, expressing a “moderate increase” and “advanced proficiency” among advisors (Seemiller, 2016).

Focus groups composed of undergraduate students within a leadership education course will also be utilized to collect feedback on the student manual. The focus group will consist of roughly five students who will independently work through the student manual while the researchers serve as theoretical advisors. The students will share their thoughts on the following questions: (a) What do you see as strengths/benefits to using this manual during academic advising sessions?; (b) What do you see as challenges/difficulties to using this manual during academic advising sessions?; (c) How could this manual be improved to enhance academic advising sessions?; and (d) What other comments or observations do you have regarding the manual? The responses from the focus group will allow the researchers to gather a broader student perspective while also collecting data from advisors and students who are actively implementing the manuals within an academic advising environment.

Reflections of the Practitioner

The purpose of the current application manuscript was to propose the development, implementation, and assessment of student-centered and advisor-centered academic advising manuals that can serve to enhance and develop the academic advising experience among leadership educators. Specifically, these manuals are aimed to increase student independence and problem solving, while providing advisors with a resource for how to engage students. The implementation and forthcoming results of the proposed manuals have multiple implications for leadership educators.

The first implication for these manuals is that students within the leadership education field will be able to broaden their understanding of growth mindset and design thinking. Studies have demonstrated the positive effects that both concepts have on students, specifically enhancing their motivation and innovation (Dweck, 2006; Hochanadel & Finamore, 2015; Kimbell, 2011). We hope that providing the manual as a resource for students to learn and grow through both concepts, will strengthen them in their current academic and future professional lives, such as attaining higher levels of empowerment, commitment, and problem-solving (Banter, 2020; Dweck, 2016). The concepts and activities in the manual were generated to apply to a variety of settings and for repeated use.

The second implication for the two manuals is to enhance the academic advising experience and address challenges surrounding the role of the academic advisor. As previously mentioned, Hunter and White (2004) share the challenge of establishing an academic advising process that everyone involved deems as valuable. Additionally, Aiken-Wisniewski et al. (2015) state that while many advisors note that student engagement is a critical element to advising, additional tasks and expectations of the advisor can make it difficult to fully engage the student during their time together. The generated manuals can address both challenges by serving as a comprehensive resource that guides advisors into a student-centered framework during their meetings, while still allowing for an individualized approach to engage students. For example, academic advisors and students may choose to work together to select the activities and conversations that most align with the student's needs and goals. Further, the manuals share expectations and preparation requirements for both advisors and students, allowing them to spend quality and developmental time together during their advising sessions.

Recommendations

Academic advisors within leadership education may wish to utilize only specific portions of the manuals. The manuals were designed to serve as a flexible tool during academic advising sessions and can be incorporated however the advisor and their student find the most beneficial. The advisor can implement the manual in a manner that most enhances the advising experience. Moreover, we recommend scholars build upon the present manuals and continue exploring growth mindset and design thinking in academic advising. While manuals are presently incorporated within a department of leadership education, future scholars may wish to expand the manuals on a larger scale within an institution, perhaps including graduate advising. Additionally, we encourage leadership educators who teach an introductory or survey course at an institution of higher education to utilize portions of the student manual to help their students plan for their time in college.

Given the positive outcomes that have been linked to growth mindset and design thinking, particularly within academic advising (Spratley, 2020; Banter et al., 2020), the two manuals may be highly beneficial to academic advisors in leadership education. As previously stated, academic advisors can play an impactful role in their students' lives (Hunter & White, 2004; Mann, 2020; Museus, 2021; Spratley, 2020). These manuals in turn can provide leadership education academic advisors with an efficient and time-friendly resource to use with their students to make the most out of the time they spend together.

References

Aiken-Wisniewski, S., Johnson, A., Larson, J., & Barkemeyer, J. (2015). A preliminary report of advisor perceptions of advising and of a profession. *NACADA Journal 35*(2), 60-70. Retrieved from https://doi.org/10.12930/NACADA-14-020

Banter, J., Egan, J., Hayes, K., & Phillips, B. (2020). Using design thinking as a student-centered approach to enhance an undergraduate leadership program. *Journal of Leadership Education, 19*(3)*,* 69-74. https://doi.org/10.12806/V19/I3/A2

Cairncross, C., VanDeGrift, T., Jones, S. A., & Chelton, L. (2015). Best practices for advising at-risk first-year engineering students. *Engineering Faculty Publications and Presentations,* 36. Retrieved from http://pilotscholars.up.edu/egr_facpubs/36

Coakley, L. A., Roberto, M. A., & Segovis, J. C. (2014). Meeting the challenge of developing innovative problem-solving students using design thinking and organizational behavior concepts. *Business Education Innovation Journal, 6*(2). Retrieved from http://www.elmstpress.com/images/V6N2_final.pdf#page=34

Dweck, C. S. (2006). Mindset: The new psychology of success. *Random House.*

Dweck, C. (2015). Carol Dweck revisits the 'growth mindset'. *Commentary, Education Week, 35*(5), 20-24.

Goldman, S., & Kabayadondo, Z. (2017). “Taking design thinking to schools: How the technology of design can transform teachers, learners, and classrooms,” in *Taking Design Thinking to Schools: How the Technology of Design Can Transform Teachers, Learners, and Classrooms,* eds S. Goldman and Z. Kabayadondo (New York, NY: Routledge), 3-19.

Hochanadel, A., & Finamore, D. (2015). Fixed and growth mindset in education and how grit helps students persist in the face of adversity. *Journal of International Education Research- First Quarter 11*(1), 47-50.

Hunter, M. S., White, E. R. (2004). Could fixing: Academic advising: Fix higher education. *College Student Educators International, 9*(1), 20-25. Retrieved from https://doi.org/10.1177/108648220400900103

Karpen, O., Gemser, G., & Calabretta, G. (2017). A multilevel consideration of service design conditions: towards a portfolio of organizational capabilities, interactive practices and individual abilities. *J. Serv. Theory Pract. 27,* 384-407. https://doi.org/10.1108/JSTP-05-2015-0121

Kimbell, L. (2011) Rethinking design thinking: Part 1. *Design and Culture, 3*(3), 285-306, https://doi.org/10.2752/175470811X13071166525216

Kyte, S. B., Collins, E., & Deil-Amen, R. (2020). Mindset messaging: Fostering student support and confidence through micro-messaging in advisor communication. *NACADA Journal, 40*(1) 36-48.

Lowenstein, M. (2013). Envisioning the future. Drake, J. K., Jordan, P., & Miller M. A. (Eds.), *Academic advising approaches: Strategies that teach students to make the most of college* (243-257). Jossey-Bass.

Mann, C. (2020). Advising by design: Co-creating advising services with students for their success. *Frontiers in Education, 5*(99). https://doi.org/10.3389/feduc.2020.00099

Museus, S. D. (2021). Revisiting the role of academic advising in equitably serving diverse college students. *NACADA Journal, 41*(1), 26-32. https://doi.org/10.12930/NACADA-21-06

Seemiller, C. (2013). *The student leadership competencies guidebook: Designing intentional leadership learning and development.* San Francisco: Jossey-Bass.

Seemiller, C. (2016). Assessing student leadership competency development. *New directions for student leadership, 2016*(151), 51-66.

Spratley, S. (2020). Exploring the role of the academic advisor in leadership education. *Journal of Leadership Education, 19*(2). https://doi.org/10.12806/V19/I2/R3

What is the framework for innovation? Design Council's evolved double diamond. (2019, September 10). https://www.designcouncil.org.uk/news-opinion/what-framework-innovation-design-councils-evolved-double-diamond.

The Subliminality of Leadership Communication:
A Theoretical Connection Between Leadership Development and Communication

Ahmadreza Shamsi Yousefi, Doctoral Student, Kansas State University
Stephanie Dailey, Doctoral Student, Claremont Graduate University
Tim Steffensmeier, Professor at Staley School of Leadership, Kansas State University

Abstract

This paper aims at increasing the effectiveness of leadership development programs. It establishes a theoretical connection between constructs in the fields of leadership communication and the psychology of how leaders develop. Anchored on the relationship between Leader Developmental Readiness and Elaboration Likelihood Model of persuasion, this paper argues that leadership educators can tailor their teaching styles to participants' interpretation styles particularly central and peripheral message processing systems. To do so, we examine teaching modules of a two-day leader development program called Your Leadership Edge held monthly throughout 2021 (with 2223 participants) by Kansas Leadership Center. Then, evaluating the effectiveness of the program using pre-post surveys (with 325 participants who responded at three time-points), we hypothesize that the teaching style in some ways can help to the increase in leadership behavior of the participants. This hypothesis is currently being tested by a parallel study and part of the results were presented at the time of the ALE conference in June 2022.

Keywords: leader developmental readiness, leader development, elaboration likelihood model, leader behavior, leader self-views

Session Learning/Participant Objectives

- How to evaluate the effectiveness of leadership development programs
- How to design effective leadership development programs
- To better understand the role of communication in leadership development

Introduction

Despite the prevalence of leader development programs, growth is variable among and within people and is often noticed gradually (Day & Dragoni, 2015). According to Day and Dragoni (2015), leader self-views serve as a proximal indicator of development. Leader self-views represent a person's self-conception of themselves as a capable leader and include three dimensions: leader self-efficacy, leader self-awareness, leader identity. Self-views matter because they are early indicators of a leader's behavioral change (Day & Dragoni, 2015). Taken together, changes in leader self-views, and later changes leader behaviors, demonstrate that a leader development effort has been effective.

Whereas some people emerge from leader development opportunities changed, others display no perceptible growth in proximal or distal indicators (Avolio et al., 2009; Reichard & Beck, 2017). This variability makes it difficult to evaluate the success of a leader development program. However, it has been noted that individual differences in developmental outcomes are related, in part, to variations in participants' readiness to develop (Avolio & Hannah, 2008). Leader developmental readiness (LDR), one's motivation and ability to develop as a leader, could serve as a reliable predictor of whether someone will benefit from leader development and succeed in developing as a leader.

LDR could also illuminate how people are interpreting messages during developmental experiences. This study addresses the relationship between message creation and interpretation in leadership development. It explores the consistency between trainers' teaching styles and participants' interpretation styles and its impact on the effectiveness of leadership development programs. To examine this relationship, we conducted a field experiment in partnership with Kansas Leadership Center (KLC) conducting a two-day leader development program called Your Leadership Edge (YLE). In this evaluation study, participants' LDR, leader self-views, and leader behavior are being monitored before and after the program to see how participants' leadership behavior changes and how we can analyze the role of teaching styles in this change.

This paper has two aims. First, to empirically test the effectiveness of the program by measuring proximal and distal outcomes of leader development before and after the program (Day & Dragoni, 2015). After reviewing leader development, how it unfolds, and its outcomes, we introduce the concept of LDR and describe parallels with cognitive constructs related to learning and persuasion. We then share study findings about the effectiveness of the program in increasing participants' leader self-views and leader behaviors. The second aim is to explore theoretically how adapting teaching to match participants' learning styles can make leader development more impactful. This can help programs purposefully consider their participants' readiness in meaning-making and design modules tailored to their learning capacity. The research team is now collecting Time 4 data from the participants and doing an explanatory qualitative interview study, the findings of which we hope to present at the ALE conference in 2023. Finally, we elaborate on implications for theory and practice and discuss limitations and future research directions.

Background

Leader Development

Leader development is the effort to enhance individual human capital by increasing the leader effectiveness of individual organizational members (Day, 2000). Early focus on leadership research assumed leaders were born, not made (Lord & Hall, 2005). However, only about 40% of leader emergence can be explained by genetics (Chaturvedi et al., 2012). Therefore, more recent trends in leader development research investigate the outcomes and antecedents of effective leadership, as well as the process of development over time.

Outcomes of Leader Development

Distal outcomes of leader development are the long-term developmental indicators of leader effectiveness (Day & Dragoni, 2015). They include dynamic skills and advanced meaning-making structures and mental processes. Day (2000) argues that measuring leader behavior (rather than other indicators like job performance) is an appropriate criterion for measuring development. That is, leaders are effective in so far as they apply their leadership knowledge, skills, and abilities in order to exhibit effective leadership behaviors (i.e., distal outcome; Day &

Dragoni, 2015). Before a person experiences changes in their leader behaviors, Day and Dragoni (2015) argue that there are earlier, more proximal, outcomes we can observe earlier in the process of development. Proximal outcomes of leader development are early changes in a person's self-concept that indicate their likelihood to develop. The three leader self-views are leader self-efficacy, leader self-awareness, and leader identity (Day & Dragoni, 2015).

The Training Transfer Gap

Despite the prevalence of leader development programs within organizations, measuring and ensuring program effectiveness has not been clearly operationalized. Dynamic skill theory explains why growth is variable among and within people and is often noticed gradually (Day & Dragoni, 2015). Whereas some people emerge from leader development opportunities changed, others display no perceptible growth in proximal or distal indicators (Avolio et al., 2009; Reichard & Beck, 2017). This variability makes it difficult to evaluate the success of a leader development program. According to Huang et al. (2015), training transfer falls along a continuum from trainees' potential to the actual transfer. This fluctuating transfer rate may depend on many factors like time, context, content, and capacity of participants.

Closing the Training Transfer Gap

What might accelerate someone's leader development or close the gap in training transfer? It has been argued that individual differences in developmental outcomes are related, in part, to variations in participants' readiness to develop (Avolio & Hannah, 2008). Individual state antecedents of development include identity, self-efficacy, self-awareness, which are subsumed under the construct LDR. Moreover, the way that programs target these individual states matters. According to Griffin (2019), communication is the "relational process of creating and interpreting a message that elicits a response" (p. 6). Thus, the expected behavioral and attitude change after the leader development program depends on the relational communication of message creators and interpreters. That is why the participants' LDR and teaching styles of trainers play major roles in closing the training transfer gap.

Leader Developmental Readiness

LDR, a relatively new theoretical construct put forth by Avolio and Hannah (2008), provides a helpful framework that captures many of the aforementioned individual-level antecedents of leader development. LDR has several proposed subcomponents nested within two dimensions of motivation and ability. Avolio and Hannah (2008, 2010) initially described LDR as having six subcomponents: learning goal orientation (i.e., approaching a goal with the intent to learn and grow; Button et al., 1996), developmental efficacy (i.e., belief in one's ability to develop; Bandura, 1997), self-concept clarity (i.e., a clear, consistent and well-defined sense of oneself; Campbell et al., 1996), metacognitive ability (i.e., the ability to think about thinking; Metcalf & Shimamura, 1994), leader cognitive complexity (i.e., one's level of nuanced understanding of leadership; Hannah et al., 2009), and interest and goals (Hidi & Harackiewicz, 2000).

Other theorists have proposed additional components of motivation and ability. Reichard and Beck (2017) propose mindfulness (e.g., Bishop et al., 2004) as a possible indicator of ability to develop and leader developmental psychological capital (i.e., a combination of one's efficacy, hope, optimism, and resilience related to their leader development; Pitichat et al., 2018) as an alternative dimension of motivation. Powers et al. (in press) added additional sub-factors: locus of control (i.e., responsibility for self-development), energy (i.e., cognitive and emotional resources), and orientation to feedback. In their current study, Powers et al. (in press) are validating the LDR scale based on Avolio and Hannah's (2008) definition.

We employ the most recent conceptualization of LDR as *the ability and motivation to maximize learning and growth from a leadership development experience* (Powers et al. in press). The following section describes what we can learn from LDR theoretically and how it is related to people's interpretation styles.

How LDR Applies to Leadership Communication: Parallels Between LDR and Elaboration Likelihood Model

Hannah and Lester (2009) define LDR as "both the ability and motivation to attend to, make meaning of, and appropriate new knowledge into one's long-term memory structures" (p. 37). Day et al. (2009) argue that it is essential to match "aptitude level to developmental programs [because] mismatching aptitude with an experience could impede or even retard growth" (Day et al., 2009, p. 25). As such, this paper focuses on the importance of consistency between a person's LDR, specifically meaning-making aptitude (message interpretation), and the program's teaching styles (message creation).

LDR and its subfactors, motivation and ability, relate to the dual message processing models of persuasion. According to Krcmar (2019), "Dual [message] processing models assume that humans use two different processing styles. One is a quick … that relies on well-learned information; the other … that is slower, more deliberative, and relies on rules and symbolic logic" (p.228). Petty & Cacioppo (1986) call these two brain systems the central and peripheral message processing systems, place one's motivation and ability to process a message at each side of the Elaboration Likelihood Model (ELM) continuum. While motivation is affected by subfactors like personal relevance, personal responsibility, and the need for cognition, the ability to process a message is influenced by distraction and repetition (Petty & Cacioppo, 1986). Comparing the motivation and ability subfactors in LDR with ELM and translating them as motivation and ability to make meaning of new knowledge (Hannah & Lester, 2009), LDR's subcomponents discussed above relate to ELM components.

In ELM, motivation and ability define how much elaboration is needed for processing a message. If motivation and ability to process the message are high, the central system will be involved in the communication and the attitude change happens by contemplative consideration of the arguments. In contrast, when either motivation or ability is low, message processing will shift to the peripheral system and attitude change happens because of peripheral cues like images, illustrations, slogans, etc. (Hoyt et al., 2006). Recognizing leadership training programs as communicative environments in which trainers are sending messages to trainees, participants' LDR may indicate what message processing system the trainees are learning with. In other words, LDR scores can show whether participants attend the program with their central or peripheral processing systems activated. The next section presents more information about these two processing routes and how they relate to leader development.

Mechanisms for Learning: Two Brain Systems

Peripheral and central message processing systems have been addressed in various fields. Scholars proposed a variety of names for each of them from Schneider and Shiffrin's (1977) *automatic* and *controlled* systems to Stanovich's (1999) *System 1* and *System 2* and Evan's (2008) *Type 1* and *Type 2*. Later, Kahneman (2011) named these two as *fast* and *slow* thinking. He described System 1 as automatic, impulsive, nimble, and fast and System 2 as analytic, cautious, lazy, and slow. He argues that the majority of activities, judgments, and reactions stem from System 1, which can be problematic because they may contain biases and mistakes (Kahneman, 2011).

The discussion of brain systems has extended outside the realms of communication and psychology to other fields as well. For instance, in political science, Marcus's (2002) emphasis on these two systems provides more clarification about the emotional mechanisms behind these systems. Marcus (2002) talks about two systems in the brain called the *disposition system* and the *surveillance system.* He asserts that both systems are active through our emotions. While the disposition system is responsible for our habits and routine activities, the surveillance system is responsible for monitoring the correspondence between our habits/plans and the environment. The surveillance system triggers the mind to make a decision if there is a mismatch or surprise. This surprise or mismatch and the consequent shift from disposition system to surveillance system links to Heidegger's (1962) *building mode* and *dwelling mode* of engagement. Dwelling mode is what Heidegger (1962) calls *availableness,* "a mode of [unconscious] awareness…in which the being is totally immersed in his/her surroundings" (Chia & Holt, 2006, p.640). On the other hand, when a surprise, disturbance, dissonance, or breakdown happens, dwelling mode shifts to building mode of engagement and "alerts our consciousness and attention and causes one to stand back and survey our circumstance" (Chia & Holt, 2006, p.642). This is the same mechanism that Marcus (2002) calls surveillance system which needs an understanding of the situation, deliberation, and conscious action.

Brain Systems in Leadership

In leadership, these two systems surreptitiously appeared in Kelman's (1958) volitional forms of leader-follower influence: *identification* and *internalization*. Hoyt et al. (2006) argue that Kelman's forms of influence are related to ELM and the dual routes of persuasion. While in *identification mode*, the follower is influenced by the leader's attractiveness and personal characteristics (peripheral cues), in *internalization* mode, the leader's way of thinking and arguments persuade the follower (central processing).

Leadership as Practice Theory

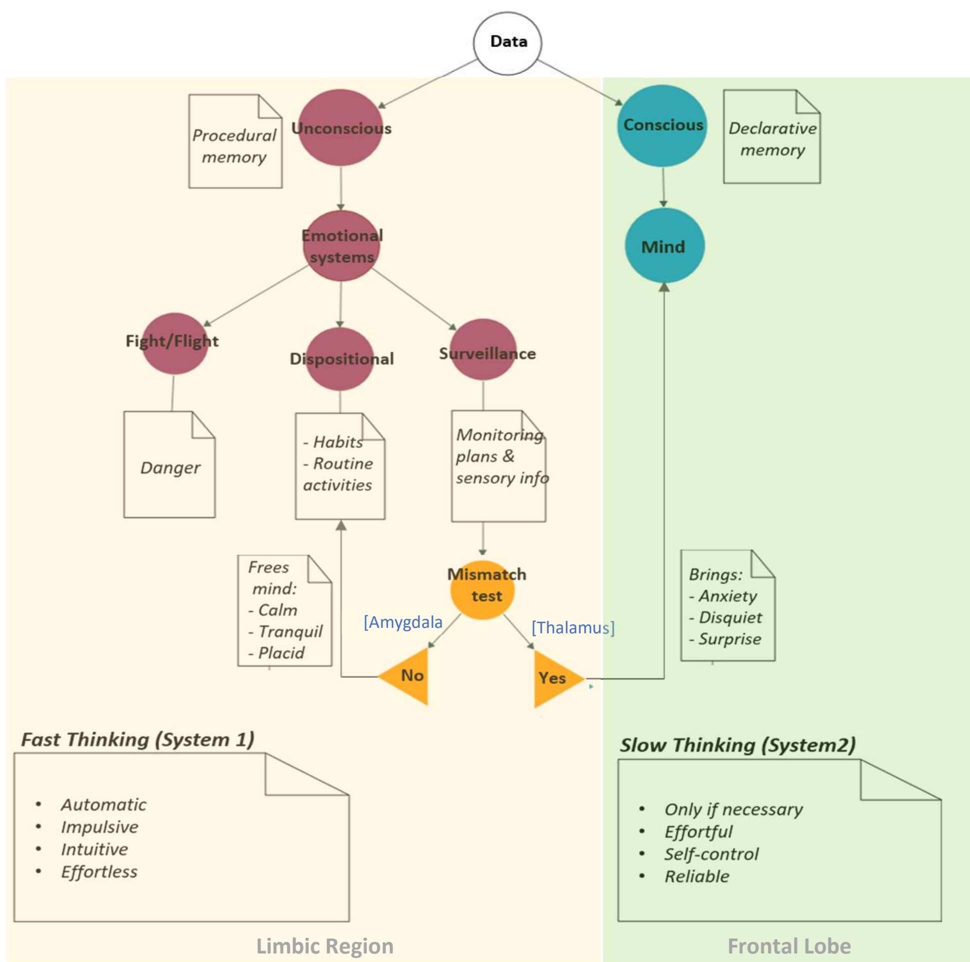
Leadership as Practice (LAP) is a new theory in leadership that implicitly points to the two brain systems. LAP borrows Heidegger's building and dwelling modes of engagement and defines leadership as *practices* rather than *makers of actions*. LAP theorists insist that the majority of our actions happen on feet and therefore propose that leadership practice resides in the dwelling mode (Carol, et al., 2008; Raelin, 2011). LAP posits that leadership happens immanently and unconsciously through day-to-day activities and interactions with the context rather than consciously, deliberately, and purposefully (Chia & MacKay, 2007). As such, it suggests that "leadership development must be prepared to work with what is unspoken, inarticulate, and oftentimes unconscious" (Caroll, et al., 2008, p.374). Focused on practices rather than actors, the practice turn in leadership suggests the consistency between message interpretation and creation resides in the entwinement of interpreters with creators (Tsoukas, 2018). What here connects LAP to brain systems is that development happens through daily activities that engage people's System 1.

Hypothesis: LDR Sheds Light on Leadership Development Strategies

Up to now, we've discussed how different fields including communication and leadership incorporate the brain systems and processing routes and how LDR gives us clues to these systems. Figure 1 shows that System 1 operates based on past learning and exists in habits, memories, routines, and experiences while System 2 is activated by nudges like anxiety, pain, disturbance, and conflicts that bring consciousness to a new situation. We conclude that low and high LDR scores serve as an indicator of which system is active when a participant enters a program. Furthermore, LDR can tell us how participants process messages, engage in learning, and can be influenced by the trainers. Therefore, we hypothesize that designing teaching strategies based on LDR scores (high scores need more elaborative styles; low scores need more peripheral cues) can make the program more effective and reduce the training transfer gap.

Figure 1.

System 1 and System 2 Mental Processes



Low LDR **High LDR**

Note. Figure 1 visualizes the way that the brain works upon receiving either new data or data consistent with one's memories. It also shows what roles emotions and the mind play in activating the two systems and responding to received data.

Description of the Practice

In this section, we describe three main phases of the YLE program conducted monthly by a Kansas Leadership Center throughout 2021: pre-assessment, teaching modules, and post-assessment. In this online program, each month an average number of 180 people from a variety of sectors (governmental, private, non-profit, education, and faith) participated. Anchored in the practice of exercising leadership on adaptive challenges, the program tried to change people's understanding of leadership from a leader-centric paradigm to "leadership as activity" (leaderful) paradigm in response to the adaptive challenges they face in their organizations and communities.

Phase 1: Pre-assessment

Two weeks before the YLE program, participants respond to a survey (Time 1) consisting of 36 questions in three main sections: LDR, leadership self-views (identity, awareness, efficacy), and leader behavior.

Phase 2: Teaching Modules

The YLE program includes the following 60-minute modules and teaching practices:

Module 1: Leadership Starts with You

The teachers ask participants to think about a time that they were effective in dealing with a challenge. They continue by asking "What made you effective?" Responses to this question are used to create a drawing that helps the group understand their role in starting leadership. Then participants are assigned to various groups of 5-8 members (called edge groups) for 20 minutes and asked to discuss their responses to this question: "What is one thing you want to improve after participating in this program?" In this session, the teacher tries to help participants find things they feel uncomfortable with and hope to improve after this program. Reflecting on relational aspects of participants' challenges, the teacher explains the concepts of "expanding personal edge" and "manage self" and clarifies leadership as an activity that starts with you when you try to mobilize others to do difficult works.

Module 2: Lead with Powerful Questions

In this session, participants learn how to mobilize others by asking powerful questions. Describing what powerful questions look like, the teacher assigns participants to different groups and asks them to practice asking and answering powerful questions about each other's personal challenges. Reflecting on participants' conversations in the group, the teacher explains how asking powerful questions in organizations and communities builds the capacity to deal with emerging challenges.

Module 3: Test Multiple Interpretations

In this module, images are used to have participants make observations and interpretations about what they see. Participants are asked to make tough interpretations of pictures. By doing this, teachers help participants practice the critical thinking needed for diagnosing challenges. They help participants make connections between diagnosis of challenges and skillful interventions. Through this exercise, teachers invite participants to make the distinction between technical and adaptive challenges in their community and organization. They put participants into edge groups and ask them to describe their challenges as technical or adaptive and share their tough interpretations of them.

Module 4: Life in the Gap

In this session, the teacher reminds participants of their personal goals and hopes shared at the beginning of the program. Then participants are asked to think about the current and future of their organizations/communities and verbalize the gap between their concerns and aspirations. A discussion occurs about what makes closing the gap difficult. The teacher wraps up the day by reviewing the competencies practiced during the last session as the skills needed for closing the gap between concerns and aspirations. At the end of the YLE program, the participants receive an assignment to draw a faction map (stakeholder map) for their individual adaptive challenge.

Module 5: On the Balcony (Day 2)

In this session, participants learn how to step back from challenging situations to observe, analyze, and interpret effectively through the balcony perspective metaphor. Participants are asked to debrief what they have been experiencing and how they are showing up for the second day of the YLE program using the balcony perspective.

Module 6: Energize Others

Participants start to create experiments they might try to exercise leadership. In this session, participants are asked to discuss the assignment given yesterday. In each group, each person presents their challenge and asks others to make tough interpretations and ask powerful questions either about the challenge or the stakeholders involved.

Module 7: Managing the Heat

The teacher talks about raising the heat as the first step for intervening skillfully. This is to start engaging people who are dealing with the status quo in making progress on adaptive challenges. They illustrate the productive zone of disequilibrium (heat), somewhere between the threshold of learning and the limit of tolerance, where there is the capacity in people to change the current situation. The teacher asks edge groups to share their adaptive challenges and possible ways to raise the heat among different stakeholders and rate the possible risks in doing so.

Module 8: The Courage to Intervene & Building a Culture of Leadership

In this module, the teacher puts participants into groups and asks them to develop and discuss different experiments for making progress on their own adaptive challenges. Participants are expected to assess their scenarios in terms of risks, efforts, and learning opportunities and finally role-play how to intervene. At last, the teacher reviews the intervention process (diagnosing the situation, managing self, energizing others, intervening skillfully) and discusses the support and relationships that will be needed to exercise leadership.

Phase 3: Post-assessment

This consists of three surveys: right after (Time 2), 30 days after (Time 3), and one year after (Time 4) the program. The surveys ask 23-30 questions in four main sections: learning objectives, leadership self-views (identity, awareness, efficacy), and leader behavior (just for Time 3 and 4). Time 4 survey starts in February 2022 and data collection will be completed by February 2023.

Discussion of Outcomes/Results

In the present study, to measure the effectiveness of the YLE program, we consider two indicators: growth in leader self-views and growth in leader behaviors. These are operationalized and measured as the extent to which an individual's leader self-views increase directly after the program and 30 days after, and the extent to which they exhibit leader behaviors 30 days after a developmental experience.

Results

All data cleaning and subsequent analyses were performed using R (R Core Team, 2021). After matching participant data across time points, we listwise deleted incomplete cases above the threshold of three missing items, reducing the sample from 325 to 305. After acceptable internal consistency indicated by Cronbach alpha scores of at least 0.70, mean composite scores for all items were used. We confirmed the data do not the violate assumption of a dependent t-test, normality of the difference scores. Histograms of the difference scores appear normal and skew values < 3 and kurtosis <10 confirm normality of the difference scores. Given no violations, we proceeded to analysis.

Leader Identity

Dependent t-tests were run to compare differences in scores in leader self-views between all three-time points. Results demonstrated a significant increase in leader identity from time-one to time-two, ($t(305) = 9.26$, $p < 0.001$, d = 0.53) with time-two scores (M=5.53) being significantly higher than time-one scores (M=5.04) and a moderate effect size (cohen's d= 0.53). Additionally, results demonstrated significant increase in leader identity from time-two to time-three, ($t(305) = 2.65$, $p < 0.001$, d = 0.14.) with time-three scores (M=5.64) being significantly higher than time-two scores (M= 5.53) and a small effect size (cohen's d= 0.14)

Leader Self-Awareness

Dependent t-tests results demonstrated a significant increase leader self-awareness from time-one to time-two, ($t(305) = 4.75$, $p < 0.001$, d = 0.27) with time-two scores (M=5.27) being significantly higher than time-one scores (M=5.06) and asmall effect size (cohen's d= 0.27). Additionally, results demonstrated significant increase in leader self-awareness from time-two to time-three, ($t(305) = 4.41$, $p < 0.001$, Cohen's d = 0.25) with time-three scores (M=5.46) being significantly higher than time-two scores (M=5.27) and a small effect size (cohen's d= 0.25).

Leader Self-Efficacy
Dependent t-tests results demonstrated a significant increase leader self-efficacy from time-one to time-two, ($t(305) = 10.34$, $p < 0.001$, d = 0.59) with time-two scores (M=70.49) being significantly higher than time-one scores (M=61.83) and a moderate effect size (cohen's d= 0.59). Additionally, results demonstrated significant increase leader self-efficacy from time-two to time-three, ($t(305) = 2.03$, $p < 0.001$, d = 0.12) with time-three scores (M=72.04) being significantly higher than time-two scores (M=70.49) and a small effect size (cohen's d= 0.12).

Leader Behavior
Dependent t-tests results demonstrated a significant increase leader behavior from time-one to time-three, ($t(304) = 6.41$, $p < 0.001$, d = 0.37) with time-three scores (M=6.00) being significantly higher than time-one scores (M=5.81) and a small effect size (cohen's d= 0.37).

Statistical results can be found in Table 1.

Table 1
Increase in Leader Self-Views and Leader Behaviors across Three Time-Points

Variable	N	M	SD	t	d
Leader Identity T1	305	5.04	1.10	---	---
Leader Identity T2	305	5.53	0.98	9.26***	0.53
Leader Identity T3	305	5.64	0.88	2.56***	0.14
Self-Awareness T1	305	5.06	0.85	---	---
Self-Awareness T2	305	5.27	0.86	4.75***	0.27
Self-Awareness T3	305	5.46	0.75	4.41***	0.25
Self-Efficacy T1	305	61.83	18.75	---	---
Self-Efficacy T2	305	70.49	17.88	10.34***	0.59
Self-Efficacy T3	305	72.04	18.11	2.03***	0.12
Leader Behavior T1	305	5.81	0.62	---	---
Leader Behavior T3	305	6.00	0.57	6.41***	0.37

Note. N, M and SD are used to represent the sample size, mean, and standard deviation, respectively. All variables are on a scale of 1-7 except Leader Self-Efficacy is on a scale of 1-

100. Composite scores were used because Cronbach alpha values of each scale demonstrated internal reliability of each scale.
* = p < .05, ** =p < .01, *** = p < .001

Discussion of Results
Participants who go through the YLE program report an increase in their leader self-views and their subsequent leader behaviors. Specifically, participants reported stronger leader identities, and greater leader self-awareness and leader self-efficacy. Additionally, one month after participating in the program, all three leader self-views continue to increase. Lastly, compared to baseline, participants reported enacting more leader behaviors 30-days after participating in the program. In sum, as a direct result of the YLE program, participants reported growth in their leader self-views and leader behaviors, and thereby, their leader effectiveness.

The way that LDR affects growth in participants' leader self-views and leader behaviors in this program is explored by Powers et al. (in press) in an ongoing LDR scale validation study.

Reflections of the Practitioners

Since we know participants experience growth in their leader self-views and leader behavior after the program, we turn to another question. If LDR predicts this growth (Powers et al., in press), could LDR be leveraged to optimize training effectiveness? Building on the dual message processing model of persuasion, we hypothesize that LDR scores may illustrate how participants process training messages differently, and thus, may need different communication techniques to change their attitudes depending on their level of LDR. In other words, tailoring teaching styles to participants' System 1 and System 2 can make the program more effective.

Making progress on adaptive challenges in the real world requires an active System 2. According to Heifetz (1994), people respond to their challenges in three ways: with a current existent response, short response with long-term costs, or with learning and adaptation over time. Heifetz (1994) asserts that we are interested in turning the second possibility to the third in our societies and communities. However, too often people fail to respond to challenges with a posture of learning and adaptation for three reasons. First, they misperceive the challenge as a threat (rather than a learning opportunity). Second, they cannot develop the appropriate capabilities in response to the challenges. Third, they generate work avoidance (defense mechanism) by sticking to past assumptions, denying, blaming others, etc.

From the cognition point of view, all these reasons may originate from the dominance of System 1 over System 2. Dealing with problems based on previous responses, assumptions, and without planning for a new solution means people are highly stuck to their disposition system rather than the surveillance system; a phenomenon called as Einstellung effect (Luchins & Luchins, 1994). In other words, people are limited to the habits that are biologically rewarding for them. Sometimes people like their problems (Forester, 2009), and want to remain in an existing situation to avoid the negative disequilibrium, anxiety, and distress of grappling with the problem or conflicting with others (Kahneman et. al, 2021). Hence, instead of adding new consonant or dissonant beliefs, people will increase the importance of consonant beliefs and decrease the importance of dissonant beliefs (Sherman & Gorkin, 1980). As such, activating

System 2 in making progress on adaptive challenges is necessary. Although leadership trainers can relationally communicate and influence System 1 through peripheral cues, they need to help participants move from System 1 to System 2.

Leadership trainers can activate System 2 in participants. Anchored in the direct influence of emotions on the mind, Marcus (2002) claims that "anxiety" is a principal sensation to activate the surveillance system and consequently engage the conscious mind. Marcus's anxiety, disquiet, and surprise have been repeated by Ganz (2010) as agitation or anger, and as "heat" in the development program. Anxiety can positively motivate a person to change the situation if the surveillance system identifies a counter-problem threat. As Festinger's (1959) cognitive dissonance theory explains, this inconsistency among learners' beliefs and behaviors as psychological tension can lead to a positive change in action. According to Krcmar et al. (2019), "in this situation, people will engage in additional behaviors that are consistent with the original attitude in an attempt to change the ratio of dissonant behaviors to consonant behaviors"(p.219). Sherman & Gorkin (1980) call this "attitude bolstering."

Our observation of the YLE program shows that, in some ways, the teachers naturally communicate via different processing routes. Photo interpretation for making tough interpretations, role-playing after designing experiments, visioning (the gap between concerns and aspirations), and storytelling in the edge groups are among teaching techniques that transfer non-elaborative clues to participants' System 1 while triggering System 2. For instance, Hailey et al. (2015) argue that photo interpretation technique, or Visual Thinking Strategy, "involves the conscientious mental work of suspending judgment, overcoming the inertia that inclines one to accept suggestions, and willingness to endure a condition of mental unrest and disturbance" (p.64). Additionally, storytelling can provoke cognitive dissonance to participants' benefit to make better decisions (Martin, 2008). Moreover, Reddick and Smith's (2020) assessment of their role-playing workshops demonstrated that "role-playing game is an effective way for trainees to build their confidence and hone the skills introduced in earlier modules" (p.57). When these techniques are accompanied by edge group tasks and discussing personal challenges, they can evoke emotions like urgency, anger, hope, and solidarity that catalyze System 2 against inhibiting ones: inertia, apathy, fear, isolation, self-doubt which habitually elicit System 1 (Ganz, 2010). It seems the program tried to activate System 2 through the peripheral cues that are consistent with System 1 processing. This can be seen in the program especially through the concept of balcony perspective. Teachers invite participants to leave the dancing stage (status quo situation-System 1) and stand on the balcony to observe and make tough interpretations about the situation (System 2).

Recommendations

This paper demonstrates the effectiveness of a leader development program on changing participants' leader self-views and leader behaviors once they return to work. Additionally, it is a theoretical paper exploring the relationship between participants' mental state and the effectiveness of the teaching style in leader development. As for the next steps, Time 4 data collection (one year after participating in the program) is underway and will provide more insights into this discussion. Moreover, a qualitative interview study is being conducted by the authors of this paper to explore the role of brain systems in practicing leadership. Lastly, Powers et al.'s (in press) LDR scale validation study on the validation of LDR can show to what extent LDR affects leadership behavior and help find what percentage of participants attended the program with their System 1 and 2.

The findings in this paper illuminate areas for further research. One possible area is designing programs that deliberately target participants' System 1 and 2 separately, tailoring communication techniques to enhance participants' leader development over time. Another possibility is to explore the transdisciplinary nature of these questions (across cognitive psychology, neurology, and leadership). For instance, benefitting from brain scanning technologies like fMRI, leadership scholars, neuroscientists, and psychologists can jointly monitor and evaluate the mechanisms by which development occurs.

There are some limitations to this study. First is the self-report measurement, which is susceptible to common method bias (Podsakoff, et al. 2003). It would be a stronger study if other-rater methods could have been included (Podsakoff, et al. 2003). However, to avoid common methods bias, Podsakoff et al. (2003) recommend temporal separation, which we are leveraging by collecting study variables at different times. The second limitation concerns the validation of the LDR scale, upon which the hypothesis and arguments of this paper rest.

References

Avolio, B. J., Avey, J. B., & Quisenberry, D. (2010). Estimating return on leadership development investment. *The Leadership Quarterly*, *21*(4), 633–644. https://doi.org/10.1016/j.leaqua.2010.06.006

Avolio, B. J., & Hannah, S. T. (2008). Developmental readiness: Accelerating leader development. *Consulting Psychology Journal: Practice and Research*, *60*(4), 331–347. https://doi.org/10.1037/1065-9293.60.4.331

Avolio, B. J., Reichard, R. J., Hannah, S. T., Walumbwa, F. O., & Chan, A. (2009). A meta-analytic review of leadership impact research: Experimental and quasi-experimental studies. *The Leadership Quarterly*, *20*(5), 764–784. https://doi.org/10.1016/j.leaqua.2009.06.006

Bandura, A. (1989). Regulation of cognitive processes through perceived self-efficacy. *Developmental Psychology*, *25*(5), 729–735. https://doi.org/10.1037/0012-1649.25.5.729

Bishop, S. R., Lau, M., Shapiro, S., Carlson, L., Anderson, N. D., Carmody, J., Segal, Z. V., Abbey, S., Speca, M., Velting, D., & Devins, G. (2004). Mindfulness: A proposed operational definition. *Clinical Psychology: Science and Practice*, *11*(3), 230–241. https://doi.org/10.1093/clipsy.bph077

Bourdieu, P. (1998). *Practical reason*. Cambridge: Polity.

Button, S. B., Mathieu, J. E., & Zajac, D. M. (1996). Goal orientation in organizational research: A conceptual and empirical foundation. *Organizational Behavior and Human Decision Processes*, *67*(1), 26–48. https://doi.org/10.1006/obhd.1996.0063

Campbell, J. D., Trapnell, P. D., Heine, S. J., Katz, I. M., Lavallee, L. F., & Lehman, D. R. (1996). Self-concept clarity: Measurement, personality correlates, and cultural boundaries. *Journal of Personality and Social Psychology*, *70*(1), 141–156. https://doi.org/10.1037/0022-3514.70.1.141

Carroll, B., Levy, L., & Richmond, D. (2008). Leadership as practice: Challenging the competency paradigm. *Leadership*, *4*(4), 363–379.

Chaturvedi, S., Zyphur, M. J., Arvey, R. D., Avolio, B. J., & Larsson, G. (2012). The heritability of emergent leadership: Age and gender as moderating factors. *The Leadership Quarterly*, *23*(2), 219–232. https://doi.org/10.1016/j.leaqua.2011.08.004

Chia, R. (2004). Strategy-as-practice: Reflections on the research agenda. *European Management Review,* 1, 29–34.

Chia, R., & Holt, R. (2006). Strategy as practical coping: A Heideggerian perspective. *Organization Studies,* 27(5), 635–55.

Chia, R., & MacKay, B. (2007). Post-processual challenges for the emerging strategy-as-practice perspective: Discovering strategy in the logic of practice. *Human Relations, 60*(1), 217–42.

Crevani, L., & Endrissat, N. (2016). Mapping the leadership-as-practice terrain. In J. Raelin, *Leadership-as-Practice* (pp. 21-49). Routledge.

Day, D. V. (2000). Leadership development: A review in context. *The Leadership Quarterly, 11*(4), 581–613. https://doi-org.ccl.idm.oclc.org/10.1016/S1048-9843(00)00061-8

Day, D. V., Harrison, M. M., & Halpin, S. M. (2009). *An integrative approach to leader development: Connecting adult development, identity, and expertise*. Routledge/Taylor & Francis Group.

Day, D. V., & Dragoni, L. (2015). Leadership development: An outcome-oriented review based on time and levels of analyses. *Annual Review of Organizational Psychology and Organizational Behavior*, *2*(1), 133–156. https://doi.org/10.1146/annurev-orgpsych-032414-111328

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, *44*(2), 350–383. https://doi.org/10.2307/2666999

Evans, J. St. B. T. (2008). Dual-processing accounts of reasoning, judgment, and social cognition. *Annual Review of Psychology*, *59*(1), 255–278. https://doi.org/10.1146/annurev.psych.59.103006.093629

Festinger, L. (1957). *A Theory of cognitive dissonance*. Stanford, CA: Stanford University Press.

Forester, J. (2009). *Dealing with differences: Dramas of mediating public*. Oxford University Press.

Griffin, Em, Andrew, L., & Sparks, G. (2019). *A First Look at Communication Theory*. New York: McGraw Hill.

Hannah, S. T., & Lester, P. B. (2009). A multilevel approach to building and leading learning organizations. *The Leadership Quarterly*, *20*(1), 34–48. https://doi.org/10.1016/j.leaqua.2008.11.003

Hannah, S. T., Woolfolk, R. L., & Lord, R. G. (2009). Leader self-structure: A framework for positive leadership. *Journal of Organizational Behavior*, *30*(2), 269–290. https://doi.org/10.1002/job.586

Heidegger, M. (1962). *Being and time*. Blackwell.

Heifetz, R. A. (1994). *Leadership without easy answers.* Cambridge, Mass: Belknap Press of Harvard University Press.

Hidi, S., & Harackiewicz, J. M. (2000). Motivating the academically unmotivated: A critical issue for the 21st century. *Review of Educational Research*, *70*(2), 151–179. https://doi.org/10.3102/00346543070002151

Higgins, M. C., & Kram, K. E. (2001). Reconceptualizing mentoring at work: A developmental network perspective. *The Academy of Management Review*, *26*(2), 264. https://doi.org/10.2307/259122

Hoyt, C.L. Goethals, G.R., & Riggio, R.E. (2006). Leader-follower relations: Group dynamics and the role of leadership. In C.L. Goethals & G.L.J B. Sorenson (Eds.), *The quest for a general theory of leadership* (pp. 96-122). Edward Elgar Publishing.

Kahneman, D. (2011). *Thinking, fast and slow*. Farrar, Straus and Giroux.

Kahneman, D., Sibony, O., & Sunstein, C. R. (2021). *Noise: A flaw in human judgement.* Little, Brown Spark.

Kelman, H. C. (1958). Compliance, identification, and internalization three processes of attitude change. *Journal of Conflict Resolution*, *2*(1), 51–60. https://doi.org/10.1177/002200275800200106

Krcmar, M., Ewoldsen, D. R., & Koerner, A. (2016). *Communication science theory and research: An advanced introduction.* New York: Routledge.

Lord, R. G., & Hall, R. J. (2005). Identity, deep structure and the development of leadership skill. *The Leadership Quarterly*, *16*(4), 591–615. https://doi.org/10.1016/j.leaqua.2005.06.003

Luchins, A.S., & Luchins, E.H. (1994). The water jar experiments and einstellung effects. II: Gestalt psychology and past experience. *Gestalt Theory, 16*, 205–270.

Marsick, V. J., & Watkins, K. E. (2003). Demonstrating the value of an organization's learning culture: The dimensions of the learning organization questionnaire. *Advances in Developing Human Resources*, *5*(2), 132–151. https://doi.org/10.1177/1523422303005002002

Metcalfe, J., & Shimamura, A. P. (Eds.). (1994). *Metacognition: Knowing about knowing*. The MIT Press. https://doi.org/10.7551/mitpress/4561.001.0001

Petty, R.E., & Cacioppo, J.T. (1986). The elaboration likelihood model of persuasion. *Advances in Experimental Social Psychology*, 19, 123-205.

Pitichat, T., Reichard, R. J., Kea-Edwards, A., Middleton, E., & Norman, S. M. (2018).

Psychological capital for leader development. *Journal of Leadership & Organizational Studies*, *25*(1), 47–62. https://doi.org/10.1177/1548051817719232

Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, *88*(5), 879–903. https://doi.org/10.1037/0021-9010.88.5.879

Powers, K., Diaz, J., Dailey, S., Reichard, B., Bernhardt, A. (in press). Leader Developmental Readiness: Measuring Accelerated Leader Development. [Unpublished Manuscript]

R Core Team (2021). R: A language and environment for statistical computing. *R Foundation for Statistical Computing,* Vienna, Austria. https://www.R-project.org/

Reichard, R. J., & Beck, J. E. (2017). Leader developmental readiness: Deconstructed and reconstructed. In M. G. Clark & C. W. Gruber (Eds.), *Leader Development Deconstructed* (pp. 115–140). Springer International Publishing. https://doi.org/10.1007/978-3-319-64740-1_6

Learning Team Leadership Through Film: Analyzing the Stages of Group Development in *Jumanji: Welcome to the Jungle*

Clay Hurdle, MS, MA, University of Florida
Laura Greenhaw, PhD, University of Florida

Abstract

Film has been used to teach leadership in recent decades, but a review of the literature indicates much of this work is prescriptive rather than empirical. This study sought to understand the effectiveness of film in an undergraduate leadership class by determining learner satisfaction with a film analysis assignment and exploring learner ability to identify the stages of group development. A mixed-method approach was undertaken. Learners were surveyed to elicit their level of satisfaction with an essay assignment where they analyzed the stages of group development in the film *Jumanji: Welcome to the Jungle*. In addition, their essays were subject to a content analysis to determine if learners could successfully identify the stages of group development. The survey indicated that learners were enthusiastic about the assignment and preferred that film help assess their understanding of group development. The content analysis indicated that learners could identify the stages of group development throughout the movie. However, there was variation in which scenes were representative of the different stages. Future research should explore the distinction between inductive and deductive approaches to content instruction and learner outcomes. Film familiarity and its impact on learner outcomes should also be investigated.

Introduction

As leadership educators consider effective approaches to teaching leadership, it is important to consider the implications of general teaching and learning theory. General tenets of social constructivism dictate that learning is carried out in groups. In particular, the co-construction of knowledge with fellow learners leads the individual learner to a deeper understanding of the world around them (Schunk, 2020). This is important for leadership because it has been asserted that leadership is a socially constructed phenomenon (Rost & Barker, 2000).

Social Cognitive Theory arose out of the constructivist school of thought and, at its core, suggests that the drivers of human behaviors are best understood through the interplay of people, their environment, and behaviors (Bandura, 1986). Accompanying theories that have resulted from the initial work in Social Cognitive Theory include the notion of social comparison and modeling. In a basic sense, people have a tendency to compare themselves to others whether it be friends, family, colleagues, rivals, or role models (Wheeler & Suls, 2005). Modeling refers to the fundamental piece of vicarious learning: observation of human or non-human symbols to acquire knowledge and/or modify behaviors (Schunk, 2020). The very essence of vicarious learning and the concept of modeling are fundamental to a postindustrial approach to leadership education.

Vicarious learning presents leadership educators with an arsenal of approaches for engaging their learners. However, the types of models that best serve leadership education is a subject for debate. The general tendency is to have leadership students model "great leaders" of history and/or pop culture. While this can result in positive outcomes, Billsberry (2013) noted that leadership's "slipperiness" as a construct can be further confounded by this approach due to the disconnect between grand challenges that "great leaders" tend to address when compared to the average person. Furthermore, he proposed that "great leaders'" challenges are situated in particular circumstances not necessarily relevant to leadership students. Therefore, if leadership instruction is to be vicarious, nonhuman models might present an alternative to avoid the pitfalls of "great leaders." The advent of media and technology in the last century has provided educators with a robust cache of modalities at their disposal for instruction. Due to its novelty, dramatized media such as film has been found to be an effective tool for instruction (Golden-Biddle, 1993; Sprinkle & Urick, 2016; Taubeneck, 2000). In line with constructivist and social cognitive principles, using film in leadership instruction might encourage students to engage in more holistic conversations about leadership traits, behaviors, and practices than lecture-based instruction or the analysis of the aforementioned "great leaders," (Higgins, 2003; Williams, 2006). This study, therefore, sought to further understand the effectiveness of using film in a leadership education classroom.

Framework and Literature Review

Social Cognitive Theory

Social Cognitive Theory traces its roots to the work of Albert Bandura, who posited that human behavior could be conceptualized as the reciprocal interactions between a person, their behavior, and the environment (Bandura, 1982, 1986, 2001; Schunk 2020). Bandura (1986) contended that learning requires a learner to gather information through their behavior and perceptions of the environment in order to develop symbols that then guide them. As such, Social Cognitive Theory impels educators and learners to consider the ways in which learning occurs. Schunk (2012; 2020) noted that learning occurs either vicariously or enactively. Simply put, enactive learning refers to learning from the experience and the consequences of an action, or learning by doing. Vicarious learning, unlike enactive learning, is non-participatory. Learners rely on models to aid them in the acquisition of new knowledge, skills, and behaviors and their associated outcomes. Models can be other people or nonhuman symbols, including fictional characters, artwork, comics books, graphics, and books, to name a few (Schunk, 2020). Film can be considered a type of nonhuman model for use in learning (Manz & Sims Jr., 1981; Schunk, 1987; Schunk, 2012; Schunk, 2020).

Throughout his life, Dale sought to explore and establish best practices and ideologies for engaging learners (Nichols, 2006). As a result, he devised a Cone of Experience (Dale, 1946) as a means to categorize the various media by which learners could engage in vicarious learning experiences (Lee & Reeves, 2007). He organized his learning experiences according to Bruner's (1966) three modes of learning in an amended version of the original cone (Dale, 1969). Subsequently, learning experiences could be interpreted as being direct, purposeful experiences (learning by doing); iconic experiences (learning through observation); or symbolic experiences (learning through abstractions) (Lee & Reeves, 2007). While Dale's Cone has been subject to some misinterpretation over the years (Jackson, 2016; Lee & Reeves, 2007; Lee & Reeves, 2018) it still warrants merit for its original intent to represent learning as a continuum for the types of concrete experiences learners can have in their pursuit of deeper learning (Jackson, 2016).With this in mind, Dale considered motion pictures (film) to be an avenue for learning and categorized it as a form of iconic experience in accordance with Bruner's work (1966). This aligns Social Cognitive Theory's notion of vicarious learning and modeling as well as the theoretical offshoots of Bandura's work that relate to learning through observation.

Leadership & Film

As time progresses and new media continue to develop, educators have seen a multitude of new methods, tools, and teaching strategies at their disposal for the effective instruction of their discipline. Berk (2009) noted that videos (a broad term that encompasses film and related visual media) have been used in teaching since the days of 16mm projectors. Therefore, it should come as no surprise that YouTube video clips, DVDs, and now streaming services are employed by teachers with various pedagogical aims. Berk also affirmed that there are as many as 20 learning outcomes for the use of videos in the classroom including fostering deeper learning, tapping the imagination, focusing concentration on a particular topic, and serving to inspire and motivate learners.

English and Steffy (1997) outlined benefits of using film when teaching leadership. Broadly speaking, they believe film helps learners observe and consider leadership theory and practice with a great deal of depth through the lens of fiction or historical fiction. In addition, they suggest that film can help contextualize leadership in different ways than traditional textbooks or – to a certain extent – naturalistic learning settings. Many leadership educators have explored incorporating film into their leadership coursework. In fact, media clips were identified as the fifth most common instructional strategy in a recent study by Jenkins (2020). Leadership educators use film to teach a wide variety of leadership theories and concepts including servant leadership, transformational leadership, authentic leadership, power and influence, strengths-based leadership, leadership in teams, leading change, and even toxic leadership, among others (Cenkci, 2020; Dryburch, 2020; Edwards et al., 2015; Hickman & Meixner, 2008; Hilby et al., 2016; Kuri & Kaufman, 2020; Long, 2017; Porter & Wimmer, 2012; Rosson & Weeks, 2018; Scott & Weeks, 2016; Urick, 2018; Urick & Sprinkle, 2019; Williams, 2006; Wimmer et al., 2012). Hannay and Venne (2012) stated that "movies are particularly useful in leadership education as they can provide role models of both effective and ineffective leadership practices that students can identify and discuss" (p. 245).

Although several published manuscripts recommend strategies for integrating film to teach leadership and others provide recommendations of films for teaching specific leadership theories and concepts (Cenkci, 2020; Dryburch, 2020; Edwards et al., 2015; Graham et al., 2004; Hannay & Venne, 2012; Hickman & Meixner, 2008; Hilby et al., 2016; Kuri & Kaufman, 2020; Long, 2017; Porter & Wimmer, 2012; Rosser, 2007; Rosson & Weeks, 2018; Scott & Weeks, 2016; Urick, 2018; Urick & Sprinkle, 2019; Williams, 2006; Wimmer et al., 2012), there are far fewer that report empirical studies documenting learner outcomes associated with vicarious learning through film. Wimmer et al. (2012) reported that students were able to recognize leadership lessons in *The Office* and connect leadership scenarios to their own life experiences. Likewise, Pogston-Tuck, et al. (2016) found that films helped students link theory to practice. Moreover, Lee and Lo (2014) noted that both inductive and deductive approaches to teaching with film were effective, though students were slightly more satisfied with the deductive approach in which the concept was learned prior to identifying and analyzing it in a film. The present study specifically sought to contribute to the latter knowledge base by exploring student outcomes.

Stages of Team Development

In 1965, Bruce Tuckman conceptualized a model of small group development, proposing that small groups develop through four distinct stages he named forming, storming, norming, and performing. These stages represent the progression of both task activity and group structure development over time. Forming is the initial stage wherein groups concern themselves with orienting, identifying boundaries of both personal interactions and task actions, and determining relationships among group members. Conflict signals the second stage, called storming. Overcoming conflict during storming leads to the third stage of norming, where cohesion develops, and new standards and roles emerge. Finally, performing is characterized by resolution of structural issues such that the energy of the group is focused on the task. Ten years after the original conceptualization, Tuckman and Jensen (1977) conducted a review of studies that empirically tested the model, resulting in the addition of a fifth stage, called adjourning.

In our study, learners were asked to identify scenes in a film that exemplified the stages of group development and conduct a critical analysis of the team's progression through the model.

The purpose of this study was to explore the effectiveness of using film as a pedagogy to teach the stages of group development (Tuckman & Jensen, 1977) in a team leadership course. Specifically, the present study sought to

1. Determine learners' satisfaction related to the team in film analysis assignment.
2. Explore learners' ability to identify and describe the stages of development of a team in film.

Methods

This research was conducted in a team leadership course at [University] taught during Fall 2021. The learning objectives of the course focus on developing learners' knowledge, skills, and ability to effectively communicate in and lead groups and teams. The course incorporates experiential learning by assigning students to project teams in which they must utilize the leadership skills learned throughout the course to develop and carry out a unique team project of their own design. Additionally, students complete individual assignments designed to assess their understanding of the course content. One such assignment includes viewing a film about a team and analyzing the team's progression through the stages of development (Tuckman & Jensen, 1977). All students received direct instruction on the stages of group development during the third week of the course. During weeks 11 and 12, students viewed the movie *Jumanji: Welcome to the Jungle* (2017) together in class and participated in a class discussion identifying and analyzing various leadership concepts illustrated in the film. This included, but was not limited to, the stages of group development, conflict management, team design, communication, group decision making, and team norms, roles, and responsibilities. Students then composed and submitted their written analysis the following week. As an additional requirement of the written assignment, students responded to questions assessing their perceptions of and satisfaction with the assignment.

The population for this research consisted of all students enrolled in one section of a course on team leadership at [University] during Fall 2021 ($N = 16$). Ten students consented to participate in the research, allowing the researchers to include their written assignment in data analysis. Of the 10 written assignments, only nine were analyzed because one student had been absent during the in-class viewing and watched the sequel to *Jumanji: Welcome to the Jungle* by mistake.

Descriptive statistics were calculated for Likert-type questions assessing student perceptions of the assignment as well as the assignment grades. Qualitative analysis was then undertaken on the assignments to gauge whether learners were able to accurately identify and describe the stages of group development in the film. A content analysis (Saldaña, 2021; Saldaña & Omasta, 2022) was conducted to analyze the data accordingly. Descriptive coding (Saldaña, 2021) was used to organize data segments according to the different scenes that participants would reference in their essays. Concept coding (Saldaña, 2021) was then used to assign macro-level meaning to data when attempting to construct themes in participant writing. In the present study's case, concept codes were somewhat a priori as the five stages of group development served to identify concepts within the data. The cross-checking of these with participant identification of the five stages in their own words coalesced the data's emergent themes according to the scenes established in the descriptive coding phase. It was determined that this approach was both effective as well as complementary to the deductive approach taken to teaching the stages of group development for the present study's learners (Lee & Lo, 2014).

Results and Findings

Four Likert-type questions assessed learners' perceptions of and satisfaction with the assignment. Participants responded on a 7-point scale, where 1 indicated "extremely difficult" or "strongly disagree" while 7 indicated "extremely easy" or "strongly agree". As noted in Table1, learners reported that they found the assignment to be easy (m = 5.9), including applying their understanding of stages of development to a team in film (m = 6). Participants also indicated they enjoyed the assignment (m = 5.7).

Table 1

Learners' Perceptions of and Satisfaction with Team in Film Analysis Assignment

Item	Mean	SD	Mode
Ease of writing paper.	5.9	0.88	6.0
Ease of applying understanding of the concept to a team in film.	6.0	0.67	6.0
Enjoyed assignment.	5.7	1.34	6.0
Would have preferred a different assignment to assess understanding.	2.3	1.06	2.0

Note. $N = 10$. The 7-point scale encompassed a range of 1 = extremely difficult/strongly disagree and 7 = extremely easy/strongly agree.

Overall, participants seemed to be adept at identifying the five stages of group development in the context of the film as indicated by a mean grade of 96.35%. Subsequently, researchers sought to construct emergent themes based on the data present in the different segments of the participants' essays. How this naturally played out in the nine participants' essays revolved around the participants' overt inclusion of the five stages of group development, which were then supported by the explanation of how these were applicable to specific scenes in the film. As such, coding these essays precipitated the common scenes, which participants deemed as underscoring the stages of group development. These constituted the principal themes for the five stages of group development identified in the film outlined in the ensuing subsections.

Forming

In nearly every participant's essay, the *detention scene* at the beginning of the film was outlined as one of the first elements of the forming stage. Participants noted that the scene was the first instance where the principal characters were together and began to truly learn about each other's backgrounds and personalities. Although this constituted the first piece of the forming stage, participants also noted that it was not the completion of the forming stage.

Participants indicated that the moment in the film where the principal characters discover their Jumanji *avatars' strengths and weaknesses* for the first time constituted the final phase of the forming stage. In their writings and prior to identifying the scene, most participants underscored how this was the point where team members meet and establish their skills and purpose. These sentiments from both *the detention scene* and *the avatars' strengths and weaknesses scene* can be read in the sample data below.

- *"The forming stage is the initial stage that focuses on team building, missions, goals and getting to know each other. This stage is often awkward and relies heavily on dependency and inclusion that set the tone for the rest of the stages. Depending on the circumstances, some teams are intentional and others a forced. In the movie, this stage initially happened when the characters got detention and while they were there they found an old video game and decided to play it. Each character picked a player and was unknowing assigned to a role on a team. Once they got sucked into the game, they were not aware of what was happening or that they were a team. After meeting Niall, they figured out that they were in a game and their purpose and goals. They were able to find out more about each other and the aspects of the game such as the map and their strengths. This gave them a better understanding of each person's roles and responsibilities." (Participant U)*

- *"The first stage, forming, is where team members are brought together. During this time, individuals have yet to uncover their team's purpose or what their roles are. In this time of uncertainty, team members may unconsciously be waiting on a leader to give them direction and purpose. In the film, Spencer, Bethany, Fridge, and Martha were all placed in detention for various reasons. None of them were close with one another, making this collaboration more uncomfortable. After discovering the Jumanji video game and becoming trapped in the jungle, the group began to realize they would have to make a* *plan in order to make it out as a team. Spencer becomes the leader the group turns to due to his real-life knowledge of video games and character strengths." (Participant W)*

Storming

Similar to the forming stage, in almost every essay, participants indicated that the scene in which Fridge's avatar pushes Spencer's avatar off the cliff (sometimes referred to as a mountain by participants), resulting in a loss of one of his game lives, constituted the pinnacle of the storming stage in the film. Commentary regarding *the cliff scene* can be seen in examples of participant data below.

- *"An example of this is when they are in the performing stage when fighting the first level. The team branches off into two groups to take out their enemies and complete the level. However, not long after this Fridge and Spencer begin fighting over why they are not friends anymore (storming) and Fridge pushes Spencer off of the mountain causing Spencer to lose one of his three lives. This incident however does have a productive outcome as the team agrees not to waste any more of each other's lives." (Participant R)*

- *"A great depiction of this in the movie is when Antony and Spencer got into a fight about the paper. Built up tension between them caused Antony to say some rude things to Spencer, procced to push him off a cliff and Spencer lost a life. After that incident, the team realized that they cannot keep wasting lives and they must work as a team to be able to win the game and return home. The resolution of this conflict was able to dissolve some of the tension between the teammates and they were able to begin taking the game seriously and start working together." (Participant U)*

Prior to also highlighting *the cliff scene,* Participant Q noted that the principal characters spend a great deal of their time in the storming stage throughout the film, indicating that the point where Spencer's avatar pushes Fridge's avatar out of the helicopter was part of the storming stage as well. This view did not arise in any of the other essays; however, a few participants did note a couple of other sequences as possibly pertaining to the storming stage. For example, Participant Y noted that the personality differences and strengths and weakness differences between both principal characters and their avatars were a source of storming throughout the film. This is a rational point; however, the participant does concede that this comes to a head with *the cliff scene* as seen below:

- *"In one scene, Spencer discovers that he can read his strengths and weaknesses of his character. This causes other players to discover more about their characters. Some players are happy and others are not. For example, Spencer is the strongest, and Fridge is not. Fridge is the strongest character in real life, but he cannot use any of this strength in the game. This is frustrating for him. Bethany has taken on a male character, and she has lost much of her feminine beauty. This is also frustrating for her. In the midst of this frustration, communication gets tense between Fridge and Spencer. Fridge blames Spencer for landing him in detention. A fight ensues between Fridge and Spencer, causing a loss of life. The team learns that each player has a number of lives from this* *experience, but this moment was not necessary in terms of team performance." (Participant Y)*

Participant W notes something similar with respect to character personalities as the foundation of the storming stage. Nevertheless, they also concede that the pinnacle of the stage is manifested in the *cliff scene* as seen below.

- *"This stage is depicted in the film when the cast of characters become accustomed with their new physical bodies. They experience conflict in solving puzzles like the map and navigating personal issues. Rising conflict ultimately leads to a confrontation between Fridge and Spencer. The conflict is over personal issues involving the decline in their friendship and the consequences of cheating on assignments. It ends with Fridge throwing Spencer over a cliff, leading to the team's discovery that they each only have three lives. Spencer serves as a leader with morals and does not retaliate against Fridge. Instead, he uses it as a teaching moment and ultimately the team's bond grows stronger." (Participant W)*

Norming

For the norming stage, there was a bit more variance among the participants' papers. Nevertheless, a couple of participants indicated that the instance where Bethany and Martha's avatars set aside their differences as the point where the characters work together so that Martha can learn how to "seduce" the guards at the transportation shed as a distraction. The references to the setting aside of their differences and *the guard seduction scene* can be seen in sample participant data below.

- *"Another example of this stage was when Bethany gives Martha a pep talk, which allows her to become more comfortable in her role, which is to seduce the guards with her looks and her strength of dance fighting." (Participant R)*

- *"Bethany also shows a great example of this when she later on coaches Martha in the art of flirting. She uses a strength that she has to help her teammates out which in turn also moves the entire team closer to completing their common goal." (Participant S)*

Another of the consistencies with respect to norming related to the scene in which the characters obtain the gemstone from beneath the black mamba snake in the bazaar. *The bazaar scene* outlined by the participants can be seen in sample data below.

- *"Anthony was able to use his knowledge about the snake to identify the species and know that they must defang it. The team was able to work in an agile setting and trust one another. Spencer was able to grab the snake using his strength and Anthony was able to successfully kill the snake and get the stone. By working together as a team and utilizing one another's strengths they were able to successfully complete their task. This was a venerable and scary moment for everyone on the team and by working together and trusting each other, they were able to establish a closer bond." (Participant U)*

- *"An example of this is in the room with the snake, a player came up with an idea to maintain eye contact with the snake while another player was supposed to grab what the snake was protecting. This idea was obeyed, but the team failed to acquire the item on the first attempt. The second time around, Fridge stepped in with another technique, this time not to distract but to kill the snake, and the team succeeded. No criticism was held against the first player. This team has made it a norm to trust one another." (Participant Y)*

Participant Q also referenced *the bazaar scene* as an example of norming, but they also noted parenthetically that it was also an example of performing. This is an interesting point as several participants considered this scene as an example of performing in the next subsection.

- *"This is best displayed when they are in the bazaar and they are trying to get past the snake. At this point, they all know each other's strengths are and use them to get past the snake. Since Spencer doesn't have any weaknesses he tells Martha from being bit by the snake, Bethany agrees to try to stare down the snake as a distraction, and Fridge defangs the snake since he is a zoologist. This scene perfectly displays norming (and performing) as the team now understands how to use their strengths to help each other and we get to see this in action." (Participant Q)*

Performing

Similar to the norming stage, the performing stage presented more variance with respect to the scenes that participants felt illustrated the stage best. For some participants, *the bazaar scene* was actually considered a moment where the characters came together and accomplished group tasks by relying on their strengths, as seen in the sample data below.

- *"The performing stage is all about the active flow of the team's functions. They are using all they have learned through earlier stages of team development to perform to their fullest potential. In Jumanji's team, members use their strengths to work their way through the jungle and solve puzzles as they arise. They remain together as a cohesive unit, depending on each other for task completion and safety. When solving the puzzle with the snake in a basket, the team knows to keep Martha away because of her venom weakness. Fridge uses his strength in zoology to solve the puzzle by defanging the snake. This can be applied to each member throughout the film. For example, Spencer uses his skills in martial arts to fight off villains in the bazaar and Bethany uses her skills in cartography to read the map. The team now works as a cohesive unit due to their combination of skills." (Participant W)*

Other participants found *the transportation shed scene* to be the prime illustrator of the performing stage, highlighting that individual strengths contributed to the collective goal of commandeering the helicopter to advance through the transportation level.

"An example of them performing is when they need to sneak into the vehicle shed. The group needs to sneak into the shed so they vote to have Martha distract the guards. Since Martha doesn't know how to flirt Bethany does her best to teach her before they send her down to

distract the guards. As Martha is distracting the guards the rest of the team sneaks into the vehicle shed to find a getaway vehicle that Jeff can pilot. While the rest of the team is in the shed Bethany realizes that she can't keep flirting to distract the guards and uses one of her skills, dance fighting to keep the guards occupied and give the team more time to find the right vehicle. As Jeff is on his last life he is nervous and doesn't want to choose the wrong vehicle to pilot and wants to abandon the plan. The team bands together to convince him to pilot the helicopter and together they escape and defeat the level." (Participant Q)

Still other participants noted that *the final scene* in which the team worked to return the sacred gemstone to the jaguar statue was a good example of performing because it served as another collective effort in which the characters worked together to successfully meet their goal.

"Toward the end of the film, each player uses their unique strengths to distract the enemy and hold on to the jewel. In one part, even a weakness is used. Martha is holding the jewel and finds herself surrounded by snakes, and her weakness is venom. She accepts the risk of death and instantly forms a game plan. She dies to distract the enemy, but she knows from watching other players die that she will be revived and fall back to the ground, this time away from the snakes. Because of this moment, she can hand off the jewel to Spencer, who is racing up the mountain on his motorbike. The jewel is placed in its rightful place and the team has fulfilled the mission." (Participant Y)

Adjourning

Universally, participants noted that the adjourning stage of team development was best represented by the characters concluding the game by returning the precious gemstone to the jaguar statue and leaving behind their avatar bodies to return to the real world. Most participants also noted that part of this process involved the characters remaining friends after their goal was attained as can be seen in sample data below.

- *"Finally, after the norming stage, the 'adjourning' stage of group developments comes next and is the final stage. This phase occurs after the team has completed their mission, and the team dissolves, even though close bonds have often formed. This is shown in the movie where the group is still friends even after completing their mission, even though they had not been friends at the beginning of the movie." (Participant V)*

- *"At the end of the film, when the group finally got the stone to the Jaguar and lifted the curse, it was time for the group enter the Adjourning stage. Spencer was scared because he didn't want the dynamic to change, he loved being Smoldering Doctor Bravestone, but Martha reassured him that they could continue their newfound friendship at home. The team experience turned out to be a transformative one. They all remain friends afterwards and Spencer becomes more confident, Fridge reclaims his friendship with Spencer, Bethany is more down to Earth, and Martha branches out of her shell and starts dating Spencer." (Participant Z)*

Discussion & Recommendations

The purpose of this study was to explore the effectiveness of using film as a pedagogy to teach the stages of group development (Tuckman & Jensen, 1977) in a team leadership course. Specifically, the present study sought to

1. Determine learners' satisfaction related to the team in film analysis assignment.
2. Explore learners' ability to identify and describe the stages of development of a team in film.

It is important to note some limitations prior to drawing conclusions and offering recommendations. First, enrollment in the course was lower than anticipated, resulting in a small sample size. Second, the film is a fictional story which may have limited learners' ability to identify behaviors that exemplified the stages of development, particularly unrealistic behaviors such as one character pushing another off a cliff with the knowledge that he would 'come back to life'. Nonetheless, meaningful conclusions can be drawn with respect to the research objectives.

Quantitative data revealed that learners found the assignment easy and enjoyable. This aligns with Lee and Lo's (2014) findings that students were satisfied with a deductive approach to learning through film. Additionally, learners reported that applying their understanding of the stages of group development to analyze a team in film was easy. This is substantiated by the high grades students earned on the assignment (m = 96.35). Content analysis of learners' essays indicated vicarious learning occurred through the iconic experience of viewing the film, *Jumanji: Welcome to the Jungle* (2017), as depicted in Dale's (1969) modified Cone of Experience. Moreover, as Berk (2009) noted, learners for the present study were able to focus specifically on the stages of group development, strengthening their understanding of the concept. Similar to Wimmer et al.'s (2012) findings, learners for the present study accurately identified behaviors indicative of stages of development exhibited by the team in the film. Moreover, they provided further explanation connecting the illustration to the appropriate stage of development, supporting findings reported by Pogston-Tuck, et al. (2016).

Overall, learners accurately identified stages of the *Jumanji* group's development, but there was some variation in terms of which scenes learners felt depicted a stage best. This was particularly true of the norming stage, where three different scenes were used as examples of group norming. This may be attributed to the difficulty in depicting the somewhat ambiguous stage of norming. Furthermore, Tuckman and Jensen (1977) revealed that some questions arise through research regarding the distinctness of the stages Tuckman (1965) conceptualized, specifically the middle three- storming, norming, and performing. Moreover, only one student explicitly noted the disruption of group development and regression resulting from the addition and socialization of Jeff, a fifth and final team member, several scenes into the movie. Again, this may be attributed to the difficulty of depicting distinct stages of group development. However, it may also signal a lack of critical thought in which one might expect learners to challenge the assumed linearity of the model as a result of the vicarious experience.

Several recommendations emerged from this study. Regarding research, first, this study should be replicated with a larger sample size. Second, a deductive approach was used, wherein students were taught the stages of group development and then asked to apply them through the iconic experience of the film. Lee and Lo (2014) however, indicated that an inductive approach is also effective. Future research should investigate differences in student outcomes when learning inductively versus deductively through film. Vicarious learning is thought to result in modeling. Our learners were not instructed to further extrapolate their learning to their own experiences; thus, it cannot be determined if or how students modeled the group development behavior they learned. Therefore, we recommend future research explore how students model behavior learned vicariously through film. Additionally, research should investigate if the type of film has bearing on student outcomes, such that more 'realistic' films provide models of behavior learners could actually mimic, as opposed to fictional films where characters exhibit behaviors real people cannot enact. Similarly, research should investigate the impact of film familiarity on student outcomes. If learners have seen the film previously, are they better able to focus on the task of identifying the leadership concepts present as opposed to just following the plot?

Practitioner recommendations were derived from the instructor's reflection following data analysis. If possible, show the film during class time. This allows the instructor to teach "in the moment" by emphasizing specific scenes or content that illustrates leadership concepts. In the debrief discussion or written assignment, encourage students to identify personal experiences that exemplify the leadership concepts learned or imagine how they would enact the leadership behaviors identified in the film. Additionally, instructors could contribute to developing life-long learning practice by incorporating reflective questions throughout the course about leadership competencies learners have identified in other media. Finally, leadership educators should be encouraged to incorporate media into their teaching, especially where students might not have their own experience to learn from but could benefit from vicarious learning.

References

Balsco, P. G., Moreto, G., & Pessini, L. (2018). Using movie clips to promote reflective practice: A creative approach for teaching ethics. *Asian Bioethics Review, 10*, 75-85. https://doi.org/10.1007/s41649-018-0046-z

Bandura, A. (1982). Self-efficacy mechanism in human agency. *American psychologist*, *37*(2), 122-147. https://doi.org/10.1037/0003-066X.37.2.122

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ, US: Prentice Hall.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, *52*(1), 1-26. https://doi.org/10.1146/annurev.psych.52.1.1

Billsberry, J. (2013). Teaching leadership from a social constructionist perspective. *Journal of Management and Organization*, *19*(6), 679-688. https://doi.org/10.1017/jmo.2014.4

Berk, R. A. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Technology in Teaching & Learning*, *5*(1), 1-21.

Bruner, J. S. (1966). T*oward a theory of instruction*. Harvard University.

Burns, J. S. (2000). A river runs through it: A metaphor for teaching leadership theory. *Journal of Leadership Studies*, *7*(3), 41-55. https://doi.org/10.1177/107179190000700303

Cenkci, A. T. (2020). Examining a chain reaction of lies: Using Chernobyl (miniseries) to teach ethical leadership. *Journal of Leadership Education, 19*(4), 192-199. https://doi.org/10.12806/V19/I4/PM1

Dale, E. (1946). *Audiovisual methods in teaching*. Dryden Press

Dale, E. (1969). *Audiovisual methods in teaching* (3rd ed.). Dryden Press.

Dryburch, M. (2020). Teaching servant leadership: Ansar Burney and child camel jockeys. *Journal of Leadership Education, 19*(4), 116-122. https://doi.org/10.12806/V19/I4/A1

Edwards, G., Schedlitzki, D., Ward, J., & Wood, M. (2015). Exploring critical perspectives of toxic and bad leadership through film. *Advances in Developing Human Resources, 17*(3), 363-375. https://doi.org/10.1177/1523422315587903

English, F. W., & Steffy, B. E. (1997). Using film to teach leadership in educational administration. *Educational Administration Quarterly*, *33*(1), 107-115. https://doi.org/10.1177/0013161X97033001006

Golden-Biddle, K. (1993). Organizational dramas and dramatic stagings about them. *Journal of Management Education*, *17*, 39-48. https://doi.org/10.1177/105256299301700103

Graham, T. S., Ackermann, J. C., & Maxwell, K. K. (2004). Reel leadership II: Getting emotional at the movies. *Journal of Leadership Education, 3*(3), 44-57.

Hannay, M., & Venne, R. (2012). It's showtime: Using movies to teach leadership in online courses. *Journal of Online Learning and Teaching*, *8*(3), 238-247.

Hickman, B., & Meixner, C. (2008). Transforming leadership: Film as a vehicle for social change. *Journal of Leadership Education, 7*(2), 41-45.

Higgins, S. (2003). *Management goes to the movies*. http://www.moviesforbusiness.com

Hilby, A. C., Stephens, C. A., & Stripling, C. T. (2016). Utilizing film to teach leadership: An analysis of *Miracle, Rocky IV*, and *Lincoln*. *Journal of Human Sciences and Education, 4*(3), 143-157.

Jackson, J. (2016). Myths of active learning: Edgar Dale and the cone of experience. *Journal of the Human Anatomy and Physiology Society*, *20*(2), 51-53.

Jenkins, D. M. (2020). What the best leadership educators do: A sequential explanatory mixed methods study of instructional and assessment strategy use in leadership education. *Journal of Leadership Education, 19*(4), 37-55. https://doi.org/10.12806/V19/I4/R4

Kuri, S. K., & Kaufman, E. K. (2020). Leadership insights from Hollywood-based war movies: An opportunity for vicarious learning. *Journal of Leadership Studies, 14*(1), 53-61. https://doi.org/10.1002/jls.21682

Lee, V., & Lo, A. (2014). From theory to practice: Teaching management using films through deductive and inductive processes. *The International Journal of Management Education, 12*(2014), 44-54. https://doi.org/10.1016/j.ijme.2013.05.001

Lee, S. J., & Reeves, T. C. (2018). Edgar Dale and the cone of experience. In R. E. West (Ed.), *Foundations of learning and instructional design technology* (Chapter 7). Pressbooks.

Long, B.S. (2017). Film narrative and lessons learned in leadership: Insights from the film and leadership case study (FLICS) club. *Journal of Leadership Studies, 10*(4), 75-89. https://doi.org/10.1002/jls.21498

Manz, C. C., & Sims Jr, H. P. (1981). Vicarious learning: The influence of modeling on organizational behavior. *Academy of Management Review*, *6*(1), 105-113. https://doi.org/10.5465/amr.1981.4288021

Nichols, J. (2006). Countering censorship: Edgar Dale and the film appreciation movement. *Cinema Journal*, *46*(1), 3-22. https://www.jstor.org/stable/4137150

Pogston-Tuck, S., Baume, K., Clarke, C., & Heng, S. (2016). Understanding the patient experience through the power of film: A mixed method qualitative research study. *Nurse Education Today, 46*(2016), 69-74. http://dx.doi.org/10.1016/j.nedt.2016.08.025

Porter, H., & Wimmer, G. (2012). A winning strategy: Using Glory Road to illustrate the stages of group development. *Journal of Leadership Education, 11*(2), 247-255.

Rosser, M. H. (2007). The magic of leadership: An exploration of Harry Potter and the Goblet of Fire. *Advances in Developing Human Resources*, *9*(2), 236-250. https://doi.org/10.1177/1523422306298869

Rosson, H., & Weeks, P. P. (2018). "I am different, not less": Temple Grandin and Strengths-based leadership education. *Journal of Leadership Education, 17*(3), 231-240. https://doi.org/10.12806/V17/I3/A4

Rost, J. C., & Barker, R. A. (2000). Leadership education in colleges: Toward a 21st century paradigm. *Journal of Leadership Studies*, *7*(1), 3-12. https://doi.org/10.1177/107179190000700102

Saldaña, J. (2021). The coding manual for qualitative researchers (4th ed.). Sage Publishing.

Saldaña, J., & Omasta, M. (2022). Qualitative research: Analyzing life (2nd ed.). Sage Publishing.

Schunk, D. H. (1987). Peer models and children's behavioral change. *Review of educational research*, *57*(2), 149-174. https://doi.org/10.3102/00346543057002149

Schunk, D. H. (2012). *Social cognitive theory.* In K. R. Harris, S. Graham, T. Urdan, C. B. McCormick, G. M. Sinatra, & J. Sweller (Eds.), *APA handbooks in psychology®. APA educational psychology handbook, Vol. 1. Theories, constructs, and critical issues* (p. 101–123).

Schunk, D. H. (2020). *Learning theories: An educational perspective* (8th ed.). Pearson.

Scott, M., & Weeks, P.P. (2016). Using film to teach authentic leadership. *Journal of Leadership Education, 15*(1), 140-149. https://doi.org/10.12806/V15/I1/A5

Sprinkle, T. A., & Urick, M. J. (2016). Alternatives to the movie sandwich habit: Practical approaches to using movies to teach leadership and power. *Management Teaching Review*, *1*(2), 105-119. https://doi.org/10.1177/2379298115624944

Taubeneck, A. (2000, September 28). "Erin Brockovich" teaches too: To appeal to today's "visual" students, more professors are using movie clips in the classroom. *Chicago Tribune*. http://articles.chicagotribune.com/2000-09-28/features/0009280006_1_death-penalty-movies-films

Tuckman, B. W., & Jensen, M. A. C. (1977). *Stages of small-group development revisited. Group & Organization Studies, 2*(4), 419-427.

Urick, M. J. (2018). Becoming a Jedi manager: The force awakens through classic leadership perspectives. *Journal of Leadership and Management, 14*(2018), 206-211.

Urick, M.J., & Sprinkle, T. A. (2019). Teaching leadership: Using Wonder Woman to highlight the importance of gender diversity. *Management Teaching Review, 4*(20), 173-181. https://doi.org/10.1177/2379298118769254

Wheeler, L., & Suls, J. (2005). *Social Comparison and self-evaluations of competence.* In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (p. 566–578). Guilford Publications.

Williams, J. R. (2006). Pirates and power: What Captain Jack Sparrow, his friends, and his foes can teach us about power bases. *Journal of Leadership Education*, *5*(2), 60-68.

Wimmer, G., Meyers, C., Porter, H., & Shaw, M. (2012). Learning vicariously: Students' reflections of the leadership lessons portrayed in The Office. *Journal of Leadership Education, 11*(2), 52-70.

The Hidden Leadership Curriculum: Alumni Perspectives on the Leadership Lessons Gained Through Co-Curricular Engagement

David Rosch, PhD, University of Illinois at Urbana-Champaign
Kevin Wilson, MS, University of Illinois at Urbana-Champaign
Reuben May, PhD, University of Illinois at Urbana-Champaign
Gayle Spencer, PhD, University of Illinois at Urbana-Champaign

ABSTRACT

Co-curricular engagement in postsecondary education provides students with a breadth of opportunity for leadership-focused developmental experiences. However, few studies have qualitatively examined in detail how formal co-curricular involvement contributes to such development – especially in the context of post-graduate professional success – resulting in what we describe as a “hidden leadership curriculum” embedded in co-curricular engagement. To address this gap in the literature, we explored the leadership experiences of 25 recent alumni who were engaged within various co-curricular organizations, and the leadership lessons relevant to their professional success that they report learning as a direct result of their involvement. Findings from this study reveal how the inherent organizational challenges embedded within co-curricular engagements lead students to develop a more interdependent, relational conception of effective leadership behaviors. These conceptualizations place value on collective group engagement and decision-making, and help students recognize group needs over individual desires. In addition, many participants reported acquiring the value of generativity – building a leadership pipeline - within their respective co-curricular organizations. We discuss practical implications, such as the central role of challenging experiences within the co-curriculum, and suggest future research recommendations.

INTRODUCTION

Several decades of academic scholarship have been dedicated to examining the co-curriculum in postsecondary education – essentially, the avenues for students to become involved within their campus community outside of the academic courses and programs in which they are enrolled – and student development. Despite such long-standing focus, issues persist in understanding the relationship between these two concepts. For example, many studies fail to rigorously define the co-curriculum, and inadvertently conflate it with academic engagement outside of a strict classroom boundary (e.g., visiting an instructor outside of class; organizing a study group to prepare for an exam) (Wolf-Wendel, Ward, & Kinzie, 2009). Other studies employ generalized measures of student learning (e.g., Keeling, 2004; Kuh, 1995) as outcomes, thus dampening the ability to understand other aspects of student growth. Yet other researchers examine the relationship between co-curricular involvement and student retention (e.g., Pascarella & Terenzini, 2005), positioning these outcomes, in part, as proxies for student development at best. In this study, we focused specifically on what we define as “formal” co-curricular engagement – that is, activities that are explicitly initiated and supported by campus administrators that are not directly connected to academic experiences. Within these activities, we studied student leadership development outcomes reported by recent alumni who were involved within them.

Our findings are designed to illustrate how student participants make sense of the relationship between their involvement and their development.

Co-curricular Involvement: A Hidden Leadership Curriculum

Student involvement within a co-curriculum in higher education has existed almost as long as universities have existed (Rosch & Collins, 2017). However, it may be surprising how disorganized the scholarship of student co-curricular involvement has been when such involvement is separated from engagement in formal academic experiences (Vetter, et al., 2019). Such disorganization might be explained by the significant breadth of experiences that could be defined as "co-curricular" – for example, student organizations, community service initiatives, student on-campus employment, fraternities and sororities, intramural, club, and varsity sports, and numerous other avenues can be included. Just as broad is the depth to which students may become involved. One student might dedicate several hours a week to their student organization while another might spend less than an hour a month simply attending that organization's meetings. Given such diversity of experiences, research strongly suggests that involvement, in general, is "good," but fails to delineate the specific lessons that students might take from their experiences (Suskie, 2015). Moreover, while some qualitative studies delineate how specific populations of students grow from specific types of co-curricular involvement (e.g., Quaye, et al., 2019), few studies exist that examine how involvement is related to student growth and learning. Said another way, when students choose to enroll in a class, they often have access to information that states how that class will inform their learning. When they join a student club, however, explicit messages regarding the results of joining are much rarer (Dean, 2015). Such lack of information results in an institution's co-curricular portfolio comprising a "hidden curriculum" of lessons and learning. This study is designed to illustrate some of those lessons and processes of learning, organizing the perspectives of a diverse group of recent alumni regarding how they made sense of their learning to effectively lead as an undergraduate student.

In the context of this study, we frame the concept of "co-curricular involvement" founded in Astin's (1984) definition of "physical and psychic energy" that students dedicate to an endeavor. However, we create a boundary between "formal" experiences that are explicitly influenced within the administration of a university education and "informal" experiences that might occur in any social setting. For example, university administrators have long supported formal student organizations by creating policies that govern their creation and oversight, dedicate space for these organizations to achieve their goals, and often assign university staff to support their success. We define these as "formal" experiences specifically designed, at least in part, for student leadership development. By contrast, students might report how beneficial informal conversations over dinner with peers might be to their growth and development. Campus administrators have limited ability to influence the shape and direction of these conversations beyond setting the menu. Moreover, these conversations might just as easily occur in settings that have nothing to do with a university-specific context. For these reasons, we define these more ambiguous experiences as "informal" in relation to a university's role in supporting them to contribute to student leadership development. Within this study, we attempted to focus specifically on "formal" co-curricular student experiences where the shape and direction of these experiences could be directly influenced by university administrators and faculty.

Models of Student Leadership Learning and Development

To focus on what students take away from their formal co-curricular experiences, we first review how we define leadership development and the process of learning how to lead. Most contemporary leadership scholars describe the concept of leadership in modern society from a "post-industrial" perspective. There, the processes of leadership are interdependently enacted by members in relationship to their groups, where individual positionality is less significant than the state of the relationships between individuals, and where the goals of leading are to create positive change and behave with a sense of ethical values that benefit the group and community as a whole (Rost, 1991). Models of leadership development aligned with a post-industrial perspective have been created and employed specifically for educating college students, such as the Social Change Model of Leadership Development (HERI, 1996), that focus on the interaction of individuals, groups, and communities, and how students need to develop capacity to operate as individuals, group members, and citizens in a larger society (Astin, 1996). The Relational Leadership Model (Komives, et al., 1998) represents another popular model for college students, where the goal is to help students develop a framework for leading that is process-oriented, purposeful, inclusive, empowering of others, and ethical in nature. While most leadership educators within universities found their curriculum on these models and similar ones (Owen, 2012), research suggests that most students do not begin their higher education possessing a mental model of leadership aligned with a post-industrial perspective (Komives et al., 2006).

Prior research suggests, however, that many undergraduate students hold beliefs that leadership stems from possessing formal positions in organizations and where individuals occupying those positions influence their organizations through providing direction and structure (Komives et al., 2006). Even students who were currently engaged in formal leadership education possess disorganized and often conflicting views of what effective leadership entails (Rosch & Collier, 2016). Relatively clear misalignment exists between what scholars suggest effective leadership is and what research on current university students suggest these students believe about effective leadership practices. The misalignment indicates a need to focus on the process of learning that students employ during their postsecondary education experiences.

To help illustrate processes by which students might develop a perspective of leading more aligned with these models, Guthrie and Jenkins (2018) described a model of student leadership learning where components primarily consist of observing others, engaging in formal or informal training, engaging in activities that require students to behave in a leadership capacity, and reflecting on their leadership development. Formal co-curricular experiences represent a potentially fruitful setting for such learning, where students join these experiences and often observe the leadership behaviors of others and through active engagement over time, becoming more formal leaders themselves.

Assessing Recent Alumni

Research in the past decade focused on student leadership development suggests that growth is not linear, nor is it always positive (Day & Sin, 2011; Rosch, Ogolsky, & Stephens, 2017), especially in the context of co-curricular involvement (Rosch & Collins, 2019). Yet most research in leadership learning employs a data collection process limited to the time period of active participation (Rosch, 2018). A potentially helpful population for studies that examine the outcomes and impact of leadership learning over time could be alumni who have since graduated. Employing alumni-focused studies also possesses the additional benefit that these former students have moved on to full-time employment, and therefore possess perspectives embedded in professional and adult community settings – in other words, the settings for which postsecondary education is designed to help students prepare (Seemiller, 2021). Indeed, in the past decade, scholars (e.g., Saunders-Smits & DeGraff, 2012) focused on discipline-specific learning outcomes have begun utilizing participants that have already completed their education and were currently professionally employed. Utilizing alumni currently engaged in professional settings to share their perspectives could inform scholars and campus administrators on the process and outcomes of their leadership-focused learning in co-curricular settings, and how each are relevant to their professional success.

Research Study Objectives

Our overall objective in this research study was to interview recent graduates who have attained a bachelor's degree and were currently employed in professional settings. Our goal was to analyze themes in what they shared to help deepen our understanding of the learning processes embedded within formal co-curricular engagement opportunities, and to better understand the specific outcomes that might result from such engagement.

METHODS

Study Design

We utilized semi-structured interviews to develop a common framework for analyzing key aspects of our participants' leadership experiences while providing them the freedom to expound upon their unique developmental experiences (Johnson & Christensen, 2012). This study provided participants with an opportunity to share detailed accounts of salient leadership lessons learned from their participation in formal co-curricular contexts throughout their post-secondary education experience.

Sample

We interviewed recent alumni from a large, research-intensive, Mid-Western, public university who graduated between 2015 and 2019. Based on this selection criteria, 1,002 potential participants were identified by the campus's institutional advancement office as having participated in a leadership program hosted by the campus's co-curricular leadership center at some time during their undergraduate experience. While these programs were not the focus of this study, we deemed this population of current alumni to possess a potentially elevated interest in the topic of leadership, and therefore more likely to respond to invitations to participate in an interview. Recruitment for this study began with alumni from the 2019 graduate cohort and consisted of sending personalized emails, LinkedIn messages, and invitations from campus administrators and faculty. Recruitment efforts continued through the 2018 to 2015 graduate cohort until data analysis suggested that sample had been appropriately saturated. Among the potential participants, 25 individuals were selected for their responsiveness to recruitment efforts, completion of a demographic survey, and willingness to schedule and participate in a follow-up interview.

Of the 25 study participants, ten graduated in 2019, 13 in 2018, one in 2016, and one in 2015. Thirteen participants identified as (Caucasian/White), six as (LatinX/Hispanic), four as (Asian American), and two as (African American/Black). Eighteen individuals identified as Female, and seven identified as Male. Six participants identified as first-generation college students. Twenty-four participants identified as heterosexual, and one participant identified as bisexual.

Procedures

Our semi-structured interview protocol was designed to investigate the process by which recent alumni report learning leadership lessons through their engagement in the co-curriculum. We guided our participants to self-identify their involvement in various co-curricular contexts, with participants reporting involvement in registered student organizations, on-campus employment and internship opportunities, fraternities and sororities, and club and intramural sports affiliations. Within these co-curricular contexts, we asked participants to identify their own process of student leadership development loosely falling within four thematic areas, specifically how their involvement may or may not have led to: increased self-knowledge, development of skills creating and sustaining interpersonal relationships, development of competence leading groups and organizations, and increased engagement within wider societal and community settings. All interviews were conducted through video conference with one member of the research team and lasted approximately 45-60 minutes. Audio and video recordings were made of each interview for further analysis.

Data Analysis

After electronically transcribing the interviews, two members of the research team independently coded the transcripts for emergent themes using a grounded theory approach (Corbin & Strauss, 2008). Once completed, the research team analyzed and compared emergent thematic categories independently identified by each coder, noting numerous categorical commonalities arising from the data, including such categories as student-led clubs, fraternities and sororities, intramural/club/varsity sports, on-campus employment, among many others. Further analysis of individual participant transcripts was conducted via research memos to identify pathways of leadership development through various co-curricular contexts. The combined analysis of the emergent thematic categories and research memos represent the foundation of our findings.

Positionality

We offer a brief statement regarding how our collective positionalities have informed our research efforts. One member of the research team identifies as a White cisgender man who serves as a research-based faculty member and has extensive experience advising student organizations. Another member identifies as a Black cisgender man who studies the sociology of gender and race as a faculty member. A third member identifies as a White cisgender woman who serves as a student affairs administrator responsible for leadership education initiatives. A fourth member is a current graduate student who was recently engaged in co-curricular initiatives as a participant, and identifies as a White cisgender man. These historical connections to the topic and context informed how we advertised this study to alumni, communicated with our participants, as well as how it guided our coding and analyses.

RESULTS

By and large, our participants have articulated that the leadership lessons learned through their involvement in myriad co-curricular organizations have helped them shift their understanding of leadership from a concept based on organizational position and unidirectional influence to one based more on reciprocal influence and organizational interdependence. While the pathways leading our participants to experience these leadership lessons are unique to each individual, the underlying structure of the leadership lessons remain largely similar. Herein, our findings suggest that our respondents' co-curricular leadership experiences led them to learn that: 1) The practice of leadership is an interdependent process, not a behavior or series of behaviors undertaken by a single individual directed at a group. 2) The needs of the group are greater than the needs of any one individual, which require effective group members to relinquish self-centric behaviors to accomplish group goals. 3) Leaders possess a responsibility to prepare the way for others to succeed. These leadership lessons, expressed in the words of our respondents, now serve as the basis for our analysis.

Leadership as an Interdependent Process: "I couldn't do everything on my own."

Our participants were involved in very diverse types of experiences, ranging from sports teams to clubs to Greek-letter organizations, yet similar themes emerged regarding the shape of their leadership learning. For many of our participants, the complexities of their leadership experiences presented them with opportunities to learn that leadership is not an independent action of one formal leader towards a group of followers, but rather, an interdependent relational process that emerges within a group to achieve common goals. In this segment of our analysis, we focus on this common experience, and how our participants described the process through which their engagement in formal co-curricular initiatives (i.e., those with explicit ties to campus administration and/or advising) challenged them to incorporate a more interdependent and collaborative approach to leadership. Preslie, who identifies as a White female, shares a particularly challenging growth experience while serving as captain of the university cheer team that fundamentally altered her way of operating as a leader:

> "I think that there were a couple of times when I was a captain, that we were going through like, some adversity on the team. There were people, they weren't happy with some of the things that were going on, like on the coaching end, and then also on the athletic department end. So, kind of learning how to navigate that and talk about that with important people like in a politically correct way, it was very hard as like a 20, 21-year-old student, like knowing how to kind of like navigate this, like really touchy subject, and not say the wrong thing. So I think that really helped me that it definitely wasn't all rainbows and butterflies all the time. Like, we definitely went through some things as a team that needed to be addressed. And when I was a captain, during that time, it was definitely a learning experience for me to learn how to lead a group of people through some difficult times."

Reflecting on this experience, Preslie notes learning that engaging in leadership is not always "rainbows and butterflies," which presented an opportunity to develop her leadership capacity through overcoming adversity as a team. When asked about how she was able to overcome this particular challenge, Preslie says:

> "I think, I, that one really brought me like closer to our coaching staff. I think that it made me realize that I couldn't do everything on my own and the coaching staff couldn't do everything on their own, that we kind of like work together. So yeah, I think it taught me like when we're going through, when you're going through hard things as like a leader or even as just the group as a whole, to work together and not try to like solve this entire problem on your own. That like, the reason why you have other coaching staff and why your teammates are very smart and capable, too. And you have all these resources, so use them, and that we can kind of figure everything out together. And it's not just like my responsibility."

As Preslie navigated this difficult experience, she was faced with the limitations of her own individual ability to influence the group. But through her process of learning to work with others, she developed the understanding of leadership as a shared group experience, where she could rely on coaches and teammates for support. For Preslie, learning this leadership lesson appears to be a direct consequence of the complexity of the challenge facing her organization. This leadership experience required Preslie to shift her mental model of leadership from a limited, leader-centric perspective toward a more sophisticated relation-oriented outlook that values the input and talents of the group. Similarly, Grant, who identifies as a White male, shares his experience of developing a more sophisticated, relational approach to leadership during his term as his fraternity's vice president:

> "Being the leader of volunteers and stuff like that, and college age kids, you know, a lot of times, they just don't want to do stuff, or they've got other things going on and it's [difficult] trying to get them to be able to do things. And I think the biggest takeaway I had was like, sometimes I would just do people's work for them, and do whatever they're supposed to do and just do it myself, because I was like, whatever, it just needs to happen. And then I slowly started to learn well, that's not even being a leader, right? Like, if I just do everything, one, that's not scalable, and sustainable. So, I was like, okay, how do I convince people to kind of start to do it?"

Grant expresses the realization that although he held a formal leadership position within his fraternity, he was, in his own words, "not even being a leader," which as he comes to find, requires the inclusion of others:

> "So, I think kind of what I learned was, taking a, trying to get them to take ownership of their position, or their project or anything like that. Where you know, whatever it is, you put your name on it, or you put their name on it, you are the one who always has them talk about it, in chapter or in meetings in a business setting where it's like, hey, this person is driving the ship here, I'm just kind of in the background. So, I think that was a thing that I kind of slowly started to learn was, you know, if you let them kind of drive the ship, have their name on it, they become personally invested in it a little bit more."

In Grant's case, we see the process by which he relinquishes a core leader-centric knowledge principle that a leader must do it all for a more inclusive understanding of leadership that empowers individual group members to invest in the organization more deeply through opportunities for others to "drive the ship," and bring to bear their own responsibility for organizational success. As with Preslie's captaincy of the cheer team, Grant's role as fraternity vice president provided the necessary leadership challenges to experience a shift toward a more interdependent and reciprocal approach to leadership. For Kiana, who identifies as a White female, the pathway to this leadership lesson developed through her experiences as co-captain of the women's university softball team:

> "I mean, the softball team thing, that's number one for me. . . It made me find my voice as a leader. Like, for example, we've got like, gassers – we're running back and forth, back and forth, we're about to vomit. And it's like, we all have these [individual] times that we have to make. And if someone doesn't make their time, the rep for the entire team doesn't count. . . And I'm like, yo, figure it out. We need you to do this right now, like everyone else is counting on you find a way how to do this. . . And we did all sorts of other drills where like, like running, that's my strength. But then like, I have my weaknesses too. And maybe we're doing this one skill drill during practice that I suck in. And until I do it right, we have to run a pole [sprint across the field from foul pole to foul pole] every single time I mess up or something like I definitely had my moments of weakness as well. And that's when my teammates had to pick me up too. Which really, I mean like that's what made it all work is it's not like the same people were like yelling at others all the time. It's all everybody picking each other up."

Although Kiana held a formal leadership position as co-captain of the softball team, she was presented with experiences in which the success or failure of the group could not be solely determined by her individual efforts. Learning to trust and rely upon her teammates, Kiana recognized the value that her teammates provide to the group, even as her positional leadership role became more ill-defined while sharing leadership responsibilities amongst her team members. As our respondents reflected on the leadership experiences, we have consistently observed that despite their involvement in holistically different co-curricular organizations, their experiences generated very similar outcomes, namely, learning that leadership is not an independent action, but rather requires engaging the collective capacities of the group for success.

In Service of The Group: "Give them what they want . . . but also what they need."

Co-curricular experiences provide numerous opportunities for students to develop post-industrial leadership capacities which center the values of the group above that of an individual positional leader. Indeed, through their various co-curricular involvements, our respondents express learning that the purpose of leading is to serve the needs of the group first, a critical component of a post-industrial leadership framework. For Aurelie, who identifies as an African American female, serving on the student union programming board provided an experience which served to deepen her commitment to the needs of others:

> "Yeah, so one of my moments was trying to figure out, for example, who to bring to campus [for] events. So, it was sitting down looking at the budget, looking at which would be the most cost effective. Looking at how can we do more for students for the

money they pay for activity fees. So, which would be the most beneficial? I mean, I remember one time we brought on Hasan Minhaj. And, oh, man, that was something because it was something people really enjoyed, and it was overfilled. You could see people in the Union like that room. They were like, outside. We just tried to look in and we're just like, oh my goodness, this is a lot [of students]. Like what can we do best for the students? What can we do best to see, give them what they want and what they don't know they want but also what they need."

A common thread throughout Aurelie's response is the value she places in addressing the needs of her fellow students, and how this serves as the central goal of her leadership position. When Aurelie was asked how she was able to determine the best course of action for serving the interests of students overall, her response was: "Democracy. . . Yeah, just democracy. Just if you have a couple of choices, which one do people think would be best, would most benefit [the students]." Another participant, Lydia, who identifies as a White female, underwent a similar process of learning that employing a democratic process of decision-making can strengthen a group while serving on the executive board of her sorority. When asked about how the experience informed her understanding of what it means to be a member of the broader community, Lydia says:

> "I think it taught me when to step up and say something, and when to step back and let somebody else talk. I, there were nine of us on the executive board. And everybody had different roles to play. But like we all were making the same decisions together. And I mean, the community, everybody had an opinion on every decision that was being made in the whole house, all like 150 people. You can't make a decision without everybody's input. So yeah, I think that was pretty valuable."

Despite the executive power afforded by Lydia's formal leadership position, she actively engaged her sorority sisters in the decision-making process, learning the value of attending to the opinions and needs of others, even if this meant taking a "step back." Lydia went on to describe how this decision-making process unfolded and how she intentionally solicited the involvement of her sorority sisters:

> "For the most part, we had a meeting every week, we would make all house decisions all together. We'd vote on everything. It was very involved. We'd put signs on the doors that said what we were gonna be voting on that week. We really made it like, this is on you. This is your experience too. We're [the Executive Board is] not gonna make the decisions."

Aurelie and Lydia's positional leadership roles in a communal governing body provided them numerous opportunities to recognize that the purpose of leadership is to identify and fulfill the needs of those whom they serve while giving voice to individuals throughout the organization to do the same thing. For other participants, arriving at this understanding required more trial and error in their leadership roles. Such was the case for Caitlin, who identifies as a White female, and served as co-chair of the fundraising committee for the university dance team:

> "The dance team was extremely bad about fundraising and me and my co-chair wanted to turn that around, and we had all these great ideas. And the girls weren't particularly interested in helping to see that through, even though they knew the outcome would ultimately benefit them in the end. So that was definitely a good learning experience

> dealing with, Okay, well, we have this idea, we want to execute this idea. But we're receiving pushback, even though ultimately, the execution is going to benefit everyone on the team. So, we were going to do a silent auction . . . and we told the girls, okay, this is how many like companies we want you to talk with to try to get people to donate to our silent auction. And when we were getting pushback on that, me and my co-chair literally spent an entire day driving around, going out to businesses so the girls could see that we were actually doing what we were telling them to do."

Initially for Caitlin, she viewed her leadership role as purely managing the tasks of the group, which limited her ability to recognize the needs of her team members. Over time, the limitations of this viewpoint presented an opportunity to expand her awareness of the needs of her team members and model the behavior that might encourage greater participation from them.

To this point, we have illustrated the learning outcomes our participants have identified through holding a positional leadership role within their respective co-curricular organizations. Additionally, as noted by Guthrie et al. (2018), leadership development also occurs through direct observation of the leadership behaviors of others. Breonna, who identifies as an Asian American female, learned about serving the needs of others by observing the poor leadership behavior of her shift manager, while working in the university dining hall:

> "But I will say, I learned what I wanted out of a leader in order to be a good employee. And also on the flip side of that, who I wanted to be as a leader, because I had a few experiences in shifts in management… They come in, and they do everything like they did at their old building or something, and they don't listen to you and they don't value your feedback. "It's my way or the highway" and there was a lot of conflict when we had some specific management switch changes. And I knew people were getting tired of coming to work, they didn't like the management. None of us wanted to be there and I knew that wasn't something that I ever wanted to make my employees feel if I ever get to the point of being, you know, a high, a high position leader in a company. And so it taught me a lot about what didn't want to be as a leader."

Our participants, through their commitment to supporting the success of their organizations, collectively shared several key lessons learned. In general, they indicated that a primary responsibility of leading was to help others feel an increased sense of duty to the group. Principal means for accomplishing this was to engender collective decision-making, role model behaviors they would like to see in others, and perhaps most significantly, create processes that might not be popular or easy to enact, but would result in better group outcomes.

Preparing the Way: "The right thing to do is to help the next person."

As our respondents reflected on their numerous co-curricular leadership experiences, we consistently observed an expression of generativity toward the individuals and organizations that they associated with throughout their university experience. For some of our participants, the desire to prepare the way for others naturally evolved through their participation in co-curricular organizations. Bryan, who identifies as an Asian American male, discusses the evolution of this interest while serving as director of internal development for the campus's business honors society:

> So, me and a co-director, we were running, like, mentorship programs where we're pairing up a candidate, so like a new, a candidate that's new into the chapter, pairing them up with, him or her up with someone that's more experienced, so that there's like more one-on-one attention. And then you also run, you know, weekly, bi-weekly, called presentations, where you're teaching them about different skills. Me and my co-director, we really were both very passionate about kind of helping others. So, we, we created PowerPoints, we spent a significant amount of time kind of building out a curriculum that I believe that the organization still uses to this day.

Reflecting on the lessons learned through his involvement in the organization Bryan says:

> Yeah, I think the biggest thing that, that organization taught me was that, you know, everyone, no one gets anywhere without help. . . I got all my internships because of, because of mentors for me, because they were willing to sit down with me and review my resume, give me tips, help me with my interview skills, and whatnot. And that's something that I wanted to give back as well."

The initial focus of Bryan's involvement with the business honors society centered on the numerous personal benefits that would result from his participation, but over time, he discovered that the greatest personal benefit was the opportunity to develop younger participants and guide them toward success, a benefit that his mentors similarly provided him. Alex, who identifies as a LatinX male, also learned the importance of guiding the next generation of students through his position as an intramural sports manager:

> When I was a freshman, I was hired at intramurals. And as a sophomore, I was promoted to be a manager, to be an IM, an intramural manager. So, I started as a referee, but then I was supervising the referees and it was cool to get to know everybody, and to really, you have to be early when you're a supervisor. Like you can't, as a referee, if you come like two minutes late, it's like, "Alright, well, hop in the game." But as a supervisor, everyone's like, "Well, where's the supervisor," so you can't be late. So, it was cool to be relied on by a lot of people. I knew I had to come through. And then really making sure everyone knew what they had to do, where they had to go, what to be aware of.

In addition to Alex's trial and error leadership experiences as an intramural manager, he regularly turned to his peer mentors for advice and developmental support. As the complexities of his leadership role increased, he often found himself:

> … talking to some of the older people, talking and hearing their experiences. . . So, it was real helpful to hear what they had to say. And then as I got older, I became one of those supervisors who would help the youngins out. And I remember I would even, I was even part of the process that interviewed the referees, so they can become supervisors. So, I was part of that process when I was like a senior. So, just kind of going full circle where I was one of the old guys and then I was teaching the young people how to, you know, my experiences and everything like that."

Alex expresses finding pleasure in the cyclical nature of his leadership role and the opportunity to provide guidance to referees stepping into supervisory positions. For other participants, the absence of guidance while serving in their co-curricular leadership role became the impetus for giving back to those who succeeded them. Such was the experience for Grant:

> "Yeah, and I would say when I transitioned out of my role of VP at the fraternity, like, you know, there's not a ton of documentation on how to do things. So, I kind of came up and wrote up some stuff and met with the next person. And I was like, obviously, if you have any questions, or you don't know what to do, or anything, just call me. So. And that was, that was another thing that I kind of learned too in leadership roles. It can be easy to just be like, oh, my time's up, I don't do this anymore, like I'm done. But the right thing to kind of do is to help the next person."

Through their participation in various co-curricular organizations, our participants express learning that leaders possess a responsibility to help prepare the next generation of students for both individual and organizational success. This expression of generativity generally occurred when our participants purposefully dedicated themselves to mentoring younger members of their respective organizations, imparting the wisdom of their leadership experience, while also considering the broader needs of the organizations they belonged to.

DISCUSSION

Findings from this study illuminate the developmental process by which post-secondary education students report learning post-industrial leadership behaviors through myriad formal co-curricular involvements. Indeed, our findings suggest that students who actively dedicate themselves to participating in the formal co-curriculum may encounter various leadership lessons through organizational experiences that provide opportunities to develop post-industrial leadership behaviors. For many of our alumni, their co-curricular experiences provided an opportunity to learn that the practice of leadership is an interdependent process, rather than an individual leader's actions or behaviors directed at a group, which Komives and colleagues have described as the primary indicator of a more advanced individual identity as a leader (Komives, et al., 2005). Their learning commonly occurred as our alumni encountered significant group and organizational challenges that revealed their inability to do everything on their own. These experiences led our participants to create reciprocal and interdependent leadership processes that invite collaboration amongst group members and engage the collective capacities of the group.

Alumni also report learning through their co-curricular leadership experiences that serving the needs of the group requires them to do the work to hold "group success" as their primary goal. Through observational and direct leadership experience, our participants found that serving the needs of the group is an active process whereby leaders give space for group members to have a voice and share opinions, role-model behaviors necessary for organizational success, and invite group members to participate in democratic decision-making processes.

Findings from this study also suggest that for some participants, holding formal leadership positions within their respective co-curricular organizations helped them learn that leaders possess a responsibility to prepare the next generation of students. As our respondents reflected on their co-curricular experiences, they expressed a desire to give back to younger members of their organization, often through personal mentorship or the development of organizational training materials to serve future members. For our participants, this expression of generativity came at the twilight of their organizational involvement and appears to be a reflection of their long-term commitment to the co-curricular organization with which they were affiliated.

Implications for Campus Administrators

Many developmental psychologists (e.g., Kegan, 1982; Baxter Magolda, 1999) suggest that it is through the experience of personal challenge that often results in movement towards personal development. Results from this study suggest that the challenges student leaders face within the formal co-curriculum is what may promote development beyond self-centric leadership practices toward interdependent relational leadership behaviors. The experience of challenge led our participants to face their individual limitations as leaders, which required them to develop inclusive leadership practices that actively engage the collective capacities of the group. These results suggest that postsecondary administrators and advisors may best support leadership development by encouraging students to create challenging organizational goals where the process for achieving them can only result from effort across the organization.

Our results also suggest the potential for leadership development that can arise through helping students build a spirit of service and responsibility to something greater than the individual within their co-curricular settings. Many of our participants reported that, years later, it was through their felt responsibility to sustain success beyond their direct involvement within their co-curricular experiences that led them to recognize the importance of doing so in professional and community settings. Administrators might increase the depth of leadership learning within students by more intentionally and comprehensively teaching these values within the student-centered settings for which they are responsible.

Implications for Researchers

Participants within this study identified numerous organizational processes within their respective groups that served as drivers of their leadership development. These findings invite future researchers to specifically focus on the organizational processes that may promote or hinder student leadership development. Such research may enable leadership educators to prescribe certain co-curricular experiences as having the ability to foster the development of particular leadership capacities, or clusters of capacities, for students seeking practical leadership development experiences in addition to other academic leadership education experiences. For example, the processes by which students as a whole were allowed to have a voice and influence organizational direction seemed to have been a particularly salient factor that led to certain realizations within our participants. Future research might focus on the role of group decision-making on individual student learning and leadership growth.

While our participants overwhelmingly report positive developmental outcomes from their co-curricular involvements, we recognize that participants from this study may represent a minority of highly engaged and dedicated alumni who felt confident in discussing their experiences as positional leaders within their respective organizations. As such, there is need for researchers to further investigate the individual characteristics of students who thrive in such co-curricular environments as well as those who may languish. Furthermore, future research should also investigate the degree to which a student's level of dedication to a particular co-curricular organization may moderate their ability to develop leadership capacities generally associated with co-curricular involvement. More knowledge in this area can help inform how administrators can optimize the co-curriculum for maximum potential for broad-based student learning and growth.

CONCLUSION

This study examined the leadership lessons embedded within the co-curriculum that undergraduate students report learning through diverse organizational experiences, and which contributed to the development of post-industrial leadership skills and behaviors. Our participants reported involvement in a vast array of co-curricular organizations. Despite the breadth of their separate experiences, they collectively expressed a shift toward recognizing that leadership processes involve interdependent actors working together in common purpose and a spirit of reciprocity and generativity towards the future. For many participants, this shift occurred by participating in and observing processes and behaviors within co-curricular settings, often through experiencing challenging circumstances in a team setting. This study provides empirical data that support the need for leadership educators and campus administrators to develop collaborative initiatives that more intentionally integrate leadership education with the co-curriculum. Our findings might shed light on specifically how co-curricular experiences are associated with student leadership development, especially in helping students master post-industrial leadership skills necessary for success as adults in contemporary professional settings.

References

Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel*, *25*(4), 297-308.

Astin, H. S. (1996). Leadership for Social Change. *About Campus*, *1*(3), 4–10. https://doi.org/10.1002/abc.6190010302

Baxter Magolda, M. B. (1999). *Creating contexts for learning and self-authorship: Constructive-developmental pedagogy.* Vanderbilt University Press.

Collier, D. A., & Rosch, D. M. (2016). The internal conflicts of undergraduate students regarding effective leadership practices. *Journal of Leadership Studies*, *10*(2), 19-30. https://doi.org/10.1002/jls.21435

Corbin, J. M., & Strauss, A. L. (2008). *Basics of qualitative research techniques and procedures for developing grounded theory* (3rd ed.). SAGE.

Day, D. V., & Sin, H. P. (2011). Longitudinal tests of an integrative model of leader development: Charting and understanding developmental trajectories. *The Leadership Quarterly*, *22*(3), 545-560. https://doi.org/10.1016/j.leaqua.2011.04.011

Dean, K. L. (2015). Understanding student success by measuring co-curricular learning. *New Directions for Institutional Research*, *2014*(164), 27-38. 10.1002/ir.20113

Guthrie, K. L., & Jenkins, D. M. (2018). *The role of leadership educators: Transforming learning*. Information Age Publishing.

Higher Education Research Institute. (1996). A social change model of leadership development guidebook. Version III. Los Angeles, CA: Higher Education Research Institute.

Johnson, B., & Christensen, L. (2012). *Educational Research: Quantitative, qualitative, and mixed approaches* (4th ed.). SAGE.

Keeling, R. P. (Ed.). (2004). Learning reconsidered: A campus-wide focus on the student experience. Washington, DC: ACPA and NASPA.

Kegan, R. (1982). *The evolving self*. Harvard University Press.

Komives, S. R., Lucas, N., & McMahon, T. R. (1998). *Exploring Leadership: For College Students Who Want To Make a Difference* (1st ed.). Jossey-Bass.

Komives, S. R., Owen, J. E., Longerbeam, S. D., Mainella, F. C., & Osteen, L. (2005). Developing a leadership identity: A grounded theory. *Journal of College Student Development*, *46*(6), 593-611. 10.1353/csd.2005.0061

Komives, S. R., Longerbeam, S. D., Owen, J. E., Mainella, F. C., & Osteen, L. (2006). A leadership identity development model: Applications from a grounded theory. *Journal of College Student Development*, *47*(4), 401-418. 10.1353/csd.2006.0048

Kuh, G. D. (1995). The Other Curriculum: Out-of-Class Experiences Associated with Student Learning and Personal Development. *The Journal of Higher Education*, *66*(2), 123–155. https://doi.org/10.2307/2943909

Owen, J. E. (2012). Findings from the Multi-Institutional Study of Leadership Institutional Survey: A National Report. College Park, MD: National Clearinghouse for Leadership Programs.

Pascarella, E. T., & Terenzini, P. T. (2005). *How College Affects Students: A Third Decade of Research. Volume 2*. Jossey-Bass, An Imprint of Wiley.

Quaye, S. J., Harper, S. R., & Pendakur, S. L. (Eds.). (2019). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. Routledge.

Rosch, D. M. (2018). Examining the (Lack of) Effects Associated with Leadership Training Participation in Higher Education. *Journal of Leadership Education*, *17*(4), 169-184. 10.12806/V17/I4/R10

Rosch, D. M., & Collins, J. D. (2017). The significance of student organizations to leadership development. *New Directions for Student Leadership*, *2017*(155), 9-19. https://doi.org/10.1002/yd.20246

Rosch, D. M., & Collins, J. D. (2019). Peaks and Valleys: A Two-year Study of Student Leadership Capacity Associated with Campus Involvement. *Journal of Leadership Education*, *18*(1), 68-85. DOI:10.12806/V18/I1/R5

Rosch, D., Ogolsky, B., & Stephens, C. M. (2017). Trajectories of student leadership development through training: An analysis by gender, race, and prior exposure. *Journal of College Student Development*, *58*(8), 1184-1200. 10.1353/csd.2017.0093

Rost, J. C. (1991). *Leadership for the twenty-first century*. Greenwood Publishing Group.

Saunders-Smits, G., & de Graaff, E. (2012). Assessment of curriculum quality through alumni research. *European Journal of Engineering Education, 37*(2), 133-142. DOI:10.1080/03043797.2012.665847

Seemiller, C. (2021). Preparing Leaders of Tomorrow: An Analysis of Leadership Competencies within Accredited Academic Program Learning Outcomes. *Journal of Leadership Studies*, *15*(1), 6-27. https://doi.org/10.1002/jls.21737

Suskie, L. (2015). Introduction to measuring co-curricular learning. *New Directions for Institutional Research*, *2014*(164), 5-13. 10.1002/ir.20111

Vetter, M. K., Schreiner, L. A., McIntosh, E. J., & Dugan, J. P. (2019). Leveraging the quantity and quality of co-curricular involvement experiences to promote student thriving. *Journal of Campus Activities Practice & Scholarship*, *1*(1), 39-51.

Wolf-Wendel, L., Ward, K., & Kinzie, J. (2009). A Tangled Web of Terms: The Overlap and Unique Contribution of Involvement, Engagement, and Integration to Understanding College Student Success. *Journal of College Student Development 50*(4), 407-428. doi:10.1353/csd.0.0077.

Framing Up: Contextualizing Organizational Leadership in Agricultural and Natural Resources

Caitlin Lunzmann, University of Florida
Nicole Stedman, PhD, University of Florida

Abstract

Leadership is a crucial ability in the workplace (National Association of Colleges and Employers, 2021). However, university graduates are not being adequately prepared for this aspect of their work (National Research Council, 2009). A multi-institutional project took up this charge by creating a multi-level experiential leadership program to train faculty on how to teach leadership in their various disciplines. Through a 14-week online series of modules and a field experience, faculty were taught Bolman and Deal's Organizational Frames (2017). The leadership frames provided the framework to create case studies specific to their disciplines. In doing this, the question arose as to how well participants understood and used the frames themselves. This study aimed to quantitatively analyze how often they used each of these frames as assessment questions in their case studies. From the eight published case studies on the multi-institutional project's website, data on assessment questions was collected to observe trends in the use of each frame. Trends from this this study will serve as a starting point to better understand how non-leadership faculty understand and utilize leadership concepts. Further research could be conducted to gain a more in-depth understanding of how external faculty interprets and applies each frame.

Session Objectives

1. By the end of the session, participants should be able to identify how the multi-level experiential leadership program educated faculty participants on Bolman and Deal's (2017) Organizational Frames.
2. By the end of the session, participants should be able to describe how the multi-level experiential leadership program used case studies and natural disasters in agriculture to allow faculty participants to contextualize Bolman and Deal's (2017) Organizational Frames in order to teach classes in their departments.
3. By the end of the session, participants should be able to identify how frequently faculty participants used each of Bolman and Deal's (2017) Organizational Frames in the assessment questions of their case studies.

Introduction

Leadership is generally accepted as a valuable skill in the workplace; it currently ranks fourth on the National Association of Colleges and Employers' list of key attributes employers seek in students (2021). However, it is not being taught across all departments in higher education institutions. When employers assess candidates' competencies for a position, they are looking for both technical and soft skills. While technical skills often refer to the candidate's knowledge of their area of expertise (major), Crawford et al. (2011) have identified that soft skills focus on their social skills. Technical skills are generally the focus of higher education and often not found lacking in potential employees, whereas soft skills are. In particular, the National Research

Council has challenged higher education to integrate education on leadership into their various departments (2009).

A multi-institutional project focused on global education sought to identify a solution to this challenge, through the development of a multi-level experiential leadership education program. Their aim was to educate faculty on how to incorporate leadership education into their technical coursework using case studies they developed. The project consisted of 40 faculty members from different agricultural disciplines, external to leadership, engaging in a 14-week online course. The course focused on creating case studies that could be used to teach leadership concepts from real natural disasters in an agricultural context.

Each faculty member had to apply their new knowledge of case studies and leadership to build a case that would be used in an undergraduate agricultural discipline course. This resulted in many different perspectives trying to incorporate leadership into a teaching tool that could be used in their particular discipline. The aim of this study is to take a closer look at how these faculty members incorporated the four frames of leadership into their case studies.

Literature Review

To stay competitive in the working world, recent graduates are expected to have competency in several soft skills. Employers want these soft skills in employees, no matter how little experience they have in the field (Deepa & Seth, 2013). The National Research Council (2009) challenged universities to improve on developing graduates' technical and soft skills to meet this need. In particular, they focused on how they could include leadership development in their various departments. While technical skills are typically based on core knowledge or competencies associated with a task, soft skills include more interaction-centered skills, such as leadership (Crawford et al., 2011). Jenkins and Owen (2015) identified that these skills were not often taught in the development of agricultural professionals.

Leadership is recognized as essential to succeed in a career after graduation (Casner-Lotto & Barrington, 2006; Crawford et al., 2011; Stewart, Wall, & Marciniec, 2016). It was recognized as a 21st century work skill needed by graduates entering the workforce (Crawford et al., 2011; National Research Council, 2009). Crawford et al. (2011) defined leadership as having vision, realizing when to lead, acknowledging individual's contributions, encouraging and motivating others, as well as leading change. It was integral to this program because of how important leadership is during the crises agricultural and life sciences face after natural disasters.

In the midst of adapting to the change a pandemic has brought on, Sowcik and Stein (2020) suggest that Bolman and Deal's (2017) Organizational Frames can help leaders navigate these complex situations. Similarly, during natural disasters, these frames can be useful tools for leaders dealing with nuanced issues. They can also be applied in employee recognition to increase motivation (Sowcik et al., 2018). By using the four frames, leaders can develop a better understanding of employees' need to be recognized and by recognizing them can help increase their motivation and subsequently the organization's productivity (Sowcik et al., 2018).

Providing specific experiences to help contextualize Bolman and Deal's (2017) Organizational Frames is critical in teaching the frames (Kellerman, 2014). Gallos (1993) found that using multi-frame thinking is an effective method of teaching leadership. However, the faculty responsible for teaching leadership may not have experience with leadership in general or have the knowledge of how to educate others on it (Jenkins & Owen, 2015; Owen, 2012).When considering the agricultural field, leadership can be contextualized in how production is affected by natural disasters which are often weather-related. When these events occur, they can affect production negatively as farmers' inputs may be contaminated or outputs lost (Rosenzweig, Iglesias, Yang, Epstein, & Chivian, 2001; U.S. Environmental Protection Agency, n.d.).

In order to provide a contextualized approach to Bolman and Deal's (2017) Organizational Frames, the multi-level experiential leadership program used case studies as the method for faculty participants to teach leadership. Observing natural disasters gave them real, relevant data for students to relate to. In addition to that, it gave faculty opportunity to educate students on several frames and multi-frame thinking. The goal of this program was to provide students a better opportunity to develop leadership skills to help respond when they are impacted by these natural disasters.

The purpose of this study is to quantitatively analyze how frequently faculty participants used each of Bolman and Deal's Organizational Frames (2017) as assessment questions in the case studies they created.

Theoretical Framework

Bolman and Deal's Organizational Frames (2017) were critical in the creation of the multi-level experiential leadership education program. Their theory was chosen for participants to both learn and use in their creation of case studies as educational material. Their four frames are a useful way to categorize different aspects of leadership into broader groups.

Instead of trying to promote one universal theory of leadership, Bolman and Deal (2017) attempt to consolidate different schools of thought on how organizations work into four frames. They wanted to create knowledge that was usable in organizations which are complex and not easy to lead with one theory. Their Organizational Frames (2017) consist of four frames, each of which is a lens used to view different aspects of leadership in an organization. These four frames are structural, human resource, political, and symbolic. Each has its own criteria on how to view leadership.

The structural frame of leadership is focused on how the organization structures its leadership (Bolman & Deal, 2017). They consider it like looking at a chart with a hierarchy of the organization, and it refers to people's roles and positions within an organization. Its emphasis is on how the structure of people's jobs and responsibilities will help improve their job performance. It has several assumptions including that organizations work to reach established goals, that specialized labor is more efficient, that control and coordination helps different units work together, that the best work is done through rational thought, that effective structure is best fit to the current situation of the organization, and that when performance is faltering via structure, it should be fixed with restructuring. An organization's structure is what helps it achieve its strategic goals, and it has two core issues: how to divide work between individuals and how to coordinate complex tasks after dividing them. There are many methods of coordination both vertical and lateral. Vertical methods include use of authority, rules and policies, and planning and control systems. Lateral methods include meetings, task forces, coordinating roles, matrix structures, and networks.

Meanwhile, the human resource frame takes a different approach. It focuses on how organizations and people work for each other (Bolman & Deal, 2017). It assumes that organizations exist to meet human needs, that both the organization and people need each other, and that when the people and system do not fit well, both do not do well whereas when they do fit well, both succeed. They classify needs as both basic and higher needs. In this frame they discuss motivation and what inspires people to work. It is built on several theories including Maslow's (1954) Hierarchy of Needs and McGregor's theory of X and Y (1960).

Next, Bolman and Deal discuss their political frame (2017). It focuses on how decisions are made in organizations and how resources are allocated. The assumptions it makes about organizations include that they are groups of different individuals and interest groups, that each have different values, beliefs, and perceptions, that most important decisions are about diving up scarce resources, that these resources can create conflict, and that goals and decisions are a result of negotiation amongst individuals and interest groups. Through this frame, Bolman and Deal (2017) look at the impact of coalitions, power, decision making, authorities, partisans, conflicts, and morality in organizations.

Finally, the last frame Bolman and Deal (2017) use to view leadership in organizations is symbolic. This frame is used to look at how people use symbols to help make sense of the world and how they are used to create meaning. It assumes that importance is not defined by what happens, but by what it means, that any action can be interpreted differently by different people, when faced with uncertain situations, symbols can help people find answers, impact is often more important than intent in events, and culture helps tie people together in organizations. Symbols take on many forms in organizations, including myths, vision, values, heroes, heroines, stories, fairytales, rituals, ceremonies, metaphors, humor, and play.

Bolman and Deal (2017) encourage leaders to use the four frames together in a multi-frame approach. Instead of narrowly focusing on one angle of leadership, they recommend looking at a situation through multiple frames at once. In 2020, Sowcik and Stein used these frames to provide best practices for how to use the frames in rapidly changing situations. The multi-level experiential leadership program in this study used this type of thinking to teach faculty participants. It was then incorporated into the case studies they created to teach their classes about leadership.

Methods

This study employed a quantitative research design based on data published from multi-institutional project's leadership program. The eight case studies currently published on the larger program's website were reviewed to identify how faculty used each of Bolman and Deal's Organizational Frames (2017). Assessment questions from the published case studies were reviewed by one investigator. Questions were sorted into each of Bolman and Deal's Organizational Frames (2017) based on case study author's labeling. Samples of each question were randomly selected as examples. All of the case studies can be viewed on the larger program's website.

In the leadership program, faculty participants for the project were recruited from colleges of agriculture across the southeastern United States from various disciplines. This was done by developing recruitment materials and using them to gather applicants from colleges of agriculture and life sciences across the southeastern U.S. Once faculty applied, they were evaluated based on their ability to meet project goals, the relevance of the program to their teaching, and their potential to impact a large number of undergraduate students. A total of 40 participants were selected through this process.

Participants spent 14 weeks of a semester completing online academy modules. Faculty were taught Bolman and Deal's Organizational Frames (2017), how to create case studies, and online lectures, readings, discussions, and quizzes. Case studies were chosen as the method of education for several reasons. They offered faculty an opportunity for professional development by learning how to use a new instructional technique. They also allowed faculty to implement their preferred method of teaching.

After completing the online academy, participants were separated into three groups and traveled to areas impacted by natural disasters. At their locations, participants spent two days in a framing session to prepare for the field experience and case study. This included time spent on analyzing the example case study of the project team. Next, the participants were introduced to real organizations that had faced crises through natural disasters. They used these trips to collect real, relevant data on how the organizations responded to crises. Data included text, interviews, videos, and photos. Field experiences were about four to five days long and involved meeting intentionally selected stakeholders who had been impacted by natural disasters. These experiences were facilitated by project team members. Following the data collection, the participants met again with project team members to reflect and process their experience and start developing their case studies.

Using the data they collected, participants had four months to develop case studies to be used as teaching tools to educate students in their discipline on basic principles of leadership. Faculty had the option of focusing on a decision/dilemma, an appraisal/issues, or a historical topic. They also were allowed to select the teaching approach they preferred: discussion, problem-based learning, scientific research team, team-learning, or individual. Their case studies included text, interviews, videos, and photos. They are intended to be taught over a week of instructional time with assessments.

After submission, each case studied was reviewed three times by peers, leadership specialists, and education specialists. To allow for easier access, it was then digitized and published online. Participants were then charged with implementing their case study in one of their classes while being mentored by a project team member.

Finally, these published case studies were reviewed for this study to determine how frequently participants used each of Bolman and Deal's Organizational Frames (2017).

Findings

Of the eight case studies published on the program's website, a total of 138 assessment questions were asked that were organized into four categories based on Bolman and Deal's Organizational Frames (2017). The results are summarized in Table 1.

Table 1

Case Study Assessment Questions Per Frame

Case Study	**Author(s)**	**Number of frames used**	**Number of Questions Per Frame**			
			Structural	**HR**	**Political**	**Symbolic**
1	A	4	3	3	1	3
2	B	4	N/A	N/A	N/A	N/A
3	C	4	5	5	6	5
4	D	3	5	3	0	4
5	E	4	3	4	4	4
6	F	4	5	4	4	5
7	G	4	10	12	9	12
8	H	4	6	4	5	4
Total	138 questions		37	35	29	37
Percent of each type of question			26.8%	25.4%	21%	26.8%

Structural Frame

The structural frame, which focuses on how work is divided and coordinated (Bolman & Deal, 2017), contributed 26.8% (n = 37) of the total questions asked. It included questions such as, "How does the inclusion of partner organizations manipulate the structure of the organization?," "How does this change the reporting structure (formalized roles) of the organization?," and "How do the differing roles of differing county leaders potentially impact the needed response to agriculturalists and extensionists, and how did these play out in this case study?"

Human Resource Frame

The human resource frame refers the reciprocal relationship between organizations and the people in them (Bolman & Deal, 2017). Out of all the questions, 25.4% (n = 35) were categorized in the human resource frame. Some examples of the questions included are "Do you believe that the EOC had adeq0u1ate training for a hurricane response?," "How have the needs/skills of the local team changed due to the hurricane?," and "How do you go about establishing a volunteer network that is a win-win scenario for everyone involved?"

Political Frame

The political frame, which includes the decision-making process and allocation of resources, was the least used, with only 21% (*n* = 29) of the total questions being categorized in it. Questions such as, "How much power and influence does the county judge have in his role as EOC chair?," "If one of the values was to educate the public about agriculture, how can this value remain if there is a single crop (soil)?," and "What organizations and/or government agencies at the local, state and federal levels could be considered for future requests for assistance and/or resources?" were used to stimulate thinking about the political frame.

Symbolic Frame

Finally, the symbolic frame is focused on how people make sense of the word through myths, symbols, and icons. Of the questions, 26.8% (*n* = 37) were on the symbolic frame. It included questions such as "Is it possible to continue with the same values and organizational mission if the organization moves from small-scale to large-scale biochar production?," "How can the park be managed in a way that seemingly aligns more effectively to the state park slogan?," and "Should the aftermath of Hurricane Irma be an opportunity for Sundance Orchids and Bromeliads to develop a mission statement for the organization?"

Discussion

Across all eight case studies, by the almost equal distribution of questions, it is clear faculty worked hard to use all of Bolman and Deal's (2017) Organizational Frames to maximize student learning in these cases. It is interesting to note that the lowest used frame was the political frame. There are many possible reasons for this. Some possibilities could be lack of relevance, lack of understanding, or personal preference. Since the political frame deals with resource allocation and natural disasters tend to seriously impact resources, it is surprisingly this frame was not used more frequently in the case studies. However, the lack of preference in frame is consistent with Probst's (2011) findings that participation in leadership development programs had no effect on frame preference.

Furthermore, out of all eight case studies, only one group of authors chose to use less than all four frames. This aligns with Roddy's (2010) dissertation work which found that most headmasters use more than one frame. Similarly, Durocher (1995) found that almost half (45.3%) reported using at least three or four frames. However, it is in direct contrast with previous research by Bensimon (1989) who found that most higher education presidents prefer to use one frame to lead as opposed to two or multiple. This could be interpreted several ways. It is possible faculty participants may have a good understanding of the frames and seen applications for all of them in each natural disaster, or they may not have a thorough enough understanding to be able to understand which frames are most appropriate for their case. In either respect, it would be require further research to learn if the participants lead with more than one frame just as they gave questions with multiple frames.

Recommendations

Further investigation is required to have a thorough understanding of how external faculty understand leadership and Bolman and Deal’s (2017) Organizational Frames. As noted previously, the least used frame was the political frame. Further investigation would be required to determine if this was due to the nature of the cases, the understanding of the frames by the faculty or another unknown factor. Future research to discover this could include evaluating how well students taught using these case studies can identify and apply the four frames, given no prior knowledge of the frames. Research could also be done as to whether faculty lead with the same frames they used to assess students.

Conclusions

After reviewing the multi-level experiential leadership program’s published case studies, it is evident that there was almost equal use of all four of Bolman and Deal’s (2017) Organizational Frames as assessment questions. It is unclear if this was intentionally done by faculty participants or due to lack of knowledge about how to discern which frames were most applicable to each case study. Further investigation is recommended to have a more in-depth understanding of why faculty participants chose the assessment questions they did for their case studies.

References

Bolman, L. G., & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership*. Hoboken, New Jersey: John Wiley & Sons.

Bensimon, E. M. (1989). The meaning of" good presidential leadership": A frame analysis. *The review of higher education*, *12*(2), 107-123.

Casner-Lotto, & Barrington, L. (2006). *Are they really ready to work? Employers' perspectives on the basic knowledge and applied skills of new entrants to the 21st century U.S. workforce.* New York, NY: The Conference Board.

Crawford, P., Lang, S., Fink, W., Dalton, R., & Fielitz, L. (2011). *Comparative analysis of soft skills: Perceptions of employers, alum, faculty and students*. East Lansing, MI: Michigan State University.

Deepa, S., & Seth, M. (2013). Do soft skills matter?-Implications for educators based on recruiters' perspective. *IUP Journal of Soft Skills*, *7*(1), 7.

Gallos, J. V. (1993). Teaching about reframing with films and videos. *Journal of Management Education, 17*(1), 127-132.

Jenkins, D. M., & Owen, J. E. (2015). Who teaches leadership? A comparative analysis of faculty and student affairs leadership educators and implications for leadership learning. *Journal of Leadership Education, 15*(2), 98-113. doi: 1012806/V15/I2/R1

Kellerman, B. (2014). *Hard times: Leadership in America*. Palo alto, CA: Stanford University Press.

Maslow, A. H. (1954). *Motivation and personality*. New York: HarperCollins.

McGregor, D. (1960). *The human side of enterprise*. New York: McGraw-Hill.

National Association of Colleges and Employers. (2021). *Job outlook 2018*. Bethlehem, PA: National Association of Colleges and Employers.

National Research Council. (2009). *Learning science in informal environments: People, places, and pursuits*. National Academies Press.

Owen, J. E. (2012). *Examining the design and delivery of collegiate student leadership development programs: Findings from the multi-institutional study of leadership (MSLIS), a national report.* Washington, DC: Council for the Advancement of Standards in Higher Education.

Probst, M. B. (2011). *An analysis of leadership frame preference of academic administration: Using the Bolman and Deal four frame model* (Doctoral dissertation, Capella University).

Roddy, T. P. (2010). *Frame analysis of the self-perceived leadership orientations of headmasters of the independent schools association of the southwest, southern association of independent schools, and the association of independent schools of greater Washington member schools*. University of New Orleans.

Rosenzweig, C., Iglesias, A., Yang, X. B., Epstein, P. R., & Chivian, E. (2001). Climate change and extreme weather events; implications for food production, plant diseases, and pests. G*lobal Change & Human Health*, *2*(2), 90-104.

Sowcik, M., Carter, H., & McKee, V. (2018). Reframing Recognition in Organizations: AEC662/WC325, 12/2018. *EDIS*, *2018*(6).

Sowcik, M., & Stein, M. (2020). Navigating the Unprecedented: Leading Remotely Unexpectedly: AEC691/WC354, 3/2020. *EDIS*, *2020*.

Stewart, C., Wall, A., & Marciniec, S. (2016). Mixed signals: Do college graduates have the soft skills that employers want? *Competition Forum, 14*(2), 276-281.

U.S. Environmental Protection Agency. (n.d*.). Agriculture: Natural events and disasters*. Washington, DC: EPA. Retrieved from: https://www.epa.gov/agriculture/agriculturenatural-events-and-disasters

Capstone Pathways:
Meeting the Needs of Online Adult Learners in Leadership Education

Kaley Klaus, EdD, Fort Hays State University

Abstract

Collegiate academic leadership programs have a diverse combination of instructional and assessment strategies, depending on the context and conceptual framework of the program; however, a common component of most programs is a capstone experience. With the understanding the student population of higher education is shifting to "non-traditional" learners with unique needs, the author of this paper discusses how faculty at a midwestern university developed a new capstone experience for its large population of online adult learners, giving students needed flexibility and the opportunity to reflect on their learning in academic, professional, and personal contexts.

Introduction

The multidisciplinary nature of leadership studies has led leadership educators to think outside-the-box when it comes to teaching and learning. After all, one does not learn how to do leadership by simply listening to a lecture. Jenkins has conducted multiple reviews on an assortment of instructional and assessment strategies in leadership education (2012; 2013; 2016; 2018), so it is evident there are many ways to teach leadership and assess our students' skills and knowledge. Collegiate academic leadership programs have a diverse combination of instructional and assessment strategies, depending on the context and conceptual framework of the program; however, a common component of most programs is a capstone experience. Capstone experiences, though, should differ based on student needs and their goals for a postsecondary education. In this innovative practice paper, the author discusses how faculty at a midwestern university developed a new capstone experience for its large population of online adult learners, giving students needed flexibility and the opportunity to reflect on their learning in academic, professional, and personal contexts.

Participants who attend this innovative practice paper session at the annual conference will learn about:

- capstone experiences in leadership education,
- the needs of online adult learners, and
- a capstone experience designed specifically for online adult learners in an online undergraduate program in organizational leadership.

Background/Literature

Capstone Experiences in Leadership Education

Academic leadership programs utilize a variety of activities to facilitate learning in a culminating or capstone experience—problem based- or project based- learning, case study analysis, field or work placements, internships, simulations, travel study tours or immersion experiences, service-learning, and volunteering (Holdworth et al., 2009). At its core, a capstone experience is intended to help students view what they learned in their academic program, holistically, and how they can apply what they learned to their profession (Cycyota et al., 2020). Some capstone experiences last only a single academic semester, while others take a full academic year to complete (Gifford et al., 2011; Moore et al., 2011; Moore et al., 2017; Ruben et al., 2018; Wefald et al., 2021).

Capstone experiences come in a variety of forms at the undergraduate level. For business management education, Cycyota et al. (2020) developed a capstone typology based on the academic scope of the experience (focused vs. broad), and the scope of application to practice (low to high). The model resulted in four types of capstone experiences: 1) Extending, 2) Integrating, 3) Transitioning, and 4) Culminating. Extending capstone experiences are those such as independent studies or academic research papers; they contain a focused academic scope, but little application to practice. Integrating capstone experiences are those such as with a broad academic scope, and low application to practice. Integrating capstones require a student to synthesize their learning and apply it to case studies, articles, or other assignments. Transitioning capstone experiences are likely what comes to mind when we think of a capstone, as they are broad in academic scope, but are high in application to practice; they typically come in the form of internships or practicums, so to help students transition from academic study to professional practice. Finally, culminating capstones have a focused academic scope and high application to practice. Students participate in a culminating capstone when participating in discipline-specific competitions, conferences, or even organization-specific consulting practice. This typology can easily be applied to any area of study, including leadership studies.

There has been some publication on various capstone experiences in academic leadership programs. The most common approach to capstone experiences has historically been an internship; however, Gifford and colleagues (2011) describe a capstone experience which focuses on special event planning and career planning. During the course, students form teams to create a special event management proposal; in addition, they complete an issue brief regarding a current event or issue in their field. Per Cycyota et al.'s (2020) typology, this capstone might be categorized as integrating. Moore, Odom, and Wied (2011) discuss the capstone project, *Leadership for Dummies*, in which students utilize their disciplined mind, synthesizing mind, and creating mind (see Gardner's *5 Minds for the Future*, 2009) to write a set of chapters about various facets of leadership. Each chapter contains a "dumb" summary of the leadership concept; examples of how the student learned the concept, referencing assignments from their course; how the concept is relevant to everyday life and how readers can apply it to their life; among other unique details. Based on the broad academic scope of this experience but little application to practice, one could consider this experience a combination of an extending and integrating capstone. Further, Moore, Odom, and Boyd (2017) describe the *Team Leadership Summit*, a project-based learning activity through which students are placed in teams to address "a critical issue requiring leadership as a solution" (p. 4). Students are asked to research the issue, recommend solutions, and create action plans to address the problem at hand, which creates the opportunity for students to develop their leadership capacities in managing and creating change in a variety of contexts. Like Gifford and colleague's capstone, the *Team Leadership Summit* could be categorized as an integrating capstone. At the graduate level, Goertzen et al. (2016) describe using electronic portfolios (ePortfolios) as the comprehensive capstone experience for their master's in organizational leadership. The ePortfolio contains a reflection of the students' learning experience while demonstrating their achievement of the program learning outcomes, and application of program content to personal and professional contexts. This capstone has a broad academic scope, but as it asks students to apply their learning to the professional context, it could be considered a combination of integrating and transitioning capstone experiences.

Noting the diversity of experiences discussed above, a capstone experience can be what a program deems it to be, as long as the central aim is for students to transfer their academic knowledge into practice to some degree. This transferal might be delayed or in real-time, depending on the student, and today, our student population is more diverse than ever, with one-third of all college students being considered adult learners (NCES, 2019) and almost 20% of all students earning their postsecondary degrees online (NCES, 2021). Not surprisingly, almost half of online learners are also adult learners (NCES, 2018), who have unique characteristics not often met by "traditional" academic learning experiences; therefore, capstone experiences for this group of students should be tailored the students' needs.

Who are Undergraduate Adult Learners?

There are many ways we can describe the adult learner. The most common characteristics of an adult learner are students who are age 25 or older, work full-time, care for one or more dependents, be a military veteran, and/or enroll in coursework part-time, among other attributes (Chen, 2017; Osam et al., 2017; MacDonald, 2018; McCall et al., 2018). Adult learners comprise a large percentage of students in postsecondary education. In 2019, there were over six million students over the age of 25 enrolled in a postsecondary institution, which accounted for 33% of all students enrolled (NCES, 2019). Further, 17.6% of all students enrolled exclusively in distance education courses (NCES, 2021). The latest data from the National Center for Education Statistics shows 42.4% of students enrolled in an online degree program in 2015-16 were age of 25 or above (NCES, 2018). With such a large number of adult learners in our online programs, it is important postsecondary faculty consider the needs of this unique population when designing learning experiences.

As adult learners have a variety of unique characteristics, they too have unique needs. MacDonald (2018) notes adult learners seek programs that allow course and program flexibility, which is likely why so many adult learners are enrolled in online programs. Further, adult learners need differentiated instruction, meaning faculty should empower adult learners in the classroom (2018) and incorporate reflective practice (Ishler, 2003), which allows the adult learner to connect their own experiences to what they are learning in the course; after all, adult learners bring a wealth of life experience to the online classroom, which is not often the case in traditional face-to-face classrooms. In addition, adult learners require clearly articulated expectations for course achievement, and desire feedback on their progress (Berling, 2013). Finally, it is important to recognize that many adult learners struggle with time management, as they often balance, work, family, and financial obligations in addition to academics (Ross-Gordon (2011).

Knowing who our students are is a key component to consider when designing a capstone experience. With all of this in mind, one midwestern state university created an alternate pathway for online adult learners completing their bachelor's degree in organizational leadership.

Description of Practice

Program Context

The Department of [redacted] at [redacted] State University has offered an undergraduate organizational leadership major program in both on-campus and online formats since 2001. The goals of the program are diverse, ranging from building students' knowledge of leadership theory to designing strategic plans, demonstrating emotional intelligence and effective communication, and demonstrating ability to manage conflict. Students are required to complete 48 credit hours for the major portion of their bachelor's degree, all of which can be completed on-campus or online.

As of fall 2021, there were 115 adult learners, out of 144 total students, enrolled in the undergraduate organizational leadership program, comprising a majority of the student population. Of these adult learners, 114 complete their bachelor's degree entirely online, without setting foot on campus. Most of these learners are also working full-time, and are at a mid-point in their career for which a degree in organizational leadership would improve their career trajectory.

Capstone History

Since the creation of the organizational leadership major, students have been required to complete an internship at the conclusion of the program, regardless of whether they were learning on-campus or online. A mandated portion of the curriculum, students most often sought projects with local or regional organizations (paid or unpaid), and completed 50-150 hours of work over the course of a semester. Throughout the internship, students would reflect on their internship with weekly logs, and conclude the experience with a final project report, demonstrating how the experience helped them achieve the established program learning outcomes. The internship was considered a vital piece of the curriculum, as the outcomes were founded in experiential learning; however, not all students in our program found the internship a valuable experience.

In particular, our online adult learners, who were working full-time at established organizations and juggling a plethora of "adult duties," found the internship to be a complex endeavor. Most online adult learners would fulfill the internship requirement by completing a special project with their current employer; however, these projects rarely offered the student a significant growth experience, or provided the student an opportunity to achieve the program learning outcomes. Further, some students were placed in areas of the world where an internship was not feasible. For example, active duty military students found obtaining an internship extremely difficult due to their ever-changing schedules; in another case, a female student was living in Saudi Arabia during a time in history when women were not allowed to work, so an organizational internship was unobtainable at the time. With these limitations in mind, and as our online adult learner population continues to increase, it became evident a more rewarding experience was necessary to help these students cross the finish line of their degree program.

Rethinking the Capstone

There is no doubt an internship can be a valuable capstone experience for many. For a traditional undergraduate student, who has had little experience in the “real-world,” an internship can be pivotal to cementing knowledge and skills gained in their academic journey and transitioning to the professional workplace; however, as discussed above, obtaining an internship and having a valuable learning experience can be difficult for online adult learners who have already entered their career. Phelps (2012) noted “leadership educators often seek to ‘meet students where they are at,’ leading more and more practitioners to incorporate technology into their courses, program, and events,” (p. 67). Our department, therefore, determined this particular population of students deserved a new capstone experience, which would “meet students where they are,” build on their professional and academic experiences, and provide a meaningful product for the future. As a result, we developed a second pathway for our adult online learners to complete their capstone through an ePortfolio with integrated reflection. While online adult learners would still be welcome to participate in an internship should they wish (e.g., if they are aiming to change career paths), an ePortfolio would help them gather their wealth of experiences into a summative evaluation of their leadership development. Based on Cycyota et al.’s (2020) capstone typology, an ePortfolio would likely be considered a combination of the integrating and transitioning capstones; the author discusses this further in the following section.

The ePortfolio

An electronic portfolio (ePortfolio) is “a digitized collection of artifacts, including demonstrations, resources, and accomplishments that represent an individual, group, community, organization or institution” (Lorenzo & Ittelson, 2005). In this ePortfolio, students create a collection of artifacts which demonstrate their mastery of the learning outcomes established for the organizational leadership program. There are three major components to the capstone portfolio: 1) home page and welcome, 2) learning outcomes/related artifacts/narratives, and 3) reflection. A majority of the work in the ePortfolio is contained in sections two and three.

In section two, students upload artifacts from their academic, personal, and/or professional experiences, and write reflective narratives detailing the learning experiences which resulted in said artifact and how the artifact demonstrates achievement of the selected learning outcome. For example, a program learning outcome in the major is for students to be able to demonstrate their ability to design organizational strategic plans. There are several artifacts a student could use to demonstrate their achievement of this outcome, including, but not limited to: a strategic plan the student designed in their workplace with their colleagues, a strategic plan designed for the fieldwork class (which is a required course in the major program), or even change implementation plans the student created for a new project or program in the community. The opportunities are vast. Alongside the artifact(s), the student discusses their process of learning how to design strategic plans, how they came to develop their artifact, and how it demonstrates they achieved the program learning outcome. Allowing the student to select artifacts from outside their academic experience (e.g., from their professional workplace experience) is a unique attribute of this ePortfolio, and why this particular project could be considered a transitioning capstone. Our online adult learners are applying what they learn as they are learning it, and the ePortfolio captures the application to practice that is not otherwise consistently captured in coursework throughout the academic program.

The ePortfolio concludes in section three, in which the student provides an overall reflection about their time in the leadership program. In this reflection, the student is asked to address both direct and indirect results of their experience in the program (i.e., personal growth they did not initially expect), any “AHA!” moments, challenges and obstacles they had to overcome, and how their experience in the program contributed to their personal and professional journey. Incorporating several areas for reflective practice follows the guidance of Ishler (2003), who noted adult learners have a better experience when they can connect their life experiences to what they are learning.

Students are also encouraged to be creative when designing their ePortfolios. They are prompted to tell their unique story throughout the ePortfolio and in their artifact reflections. Further, they are not restricted to a particular platform through which to build their ePortfolio. Many students choose to create temporary websites through free services such as Weebly, Wix, or Google Sites. Other students use a combination of Office 365 tools to create a digital “book.” Not restricting the ePorfolio to a particular platform allows faculty to “meet students where they are” with regard to their technology skill level.

Discussion of Outcomes

The author of this paper first piloted the ePortfolio capstone experience in fall 2020 with three adult learners earning their degree online while also working full-time. While the story-telling aspect of the students’ learning experience in the context of their full life was plentiful, more attention needed to be paid to how they achieved the program learning outcomes of the major. With this in mind, a second iteration of the ePortfolio assignment was developed with an accompanying “Guide for Demonstrating Outcome Achievement,” and a more descriptive set of guidelines and grading rubric, which detailed expectations in a more granular manner. Doing this aligns with Berling’s (2013) notion that adult learners need clearly articulated expectations for course achievement. In addition, a special unit on reflective practice and reflective writing was integrated into the course schedule. Utilizing resources from Cambridge Assessment International Education (CIETLT, n.d.), students are instructed on Gibbs’ Reflective Cycle for reflective practice and writing, and advised to utilize this model when writing their artifact narratives and reflections.

Moreover, additional assignments beyond the ePortfolio were added to the capstone course to promote more reflective practice and encourage students to work on their ePortfolio over the course of the 16-week semester. To promote further reflective practice, a “leadership experiences essay” asks students to reflect on their leadership experiences personally, professional, and academically. They are challenged to draw intentional connections between their experiences and what they learned in the major program. This allows students to better understand the process of reflective writing, and intentionally use that process when writing for their ePortfolio. Finally, a progress report is now a required submission for students completing an ePortfolio. In the progress report, students briefly discuss artifacts they collected, how those artifacts align to the program learning outcomes of the major, and one or two artifact narratives they have prepared. Providing the artifact narratives provides the opportunity for the course instructor to provide feedback, which is a specific desire of adult learners, according to Berling (2013). As a result, the student can develop higher quality narratives in their final ePortfolio submission. Further, giving students the autonomy to complete the ePortfolio at their pace, with some structured checkpoints, provides adult learners the flexibility to manage their many responsibilities, as noted by MacDonald (2018).

In addition, a set of "Project Selection Criteria" was developed for the capstone course as traditional students and online adult learners would take the capstone course together. These criteria specified the "type" of student who would be able to complete an ePortfolio, and which type of student would be required to complete an internship. While students' capstone pathway must be approved by the instructor at the start of the semester, these guidelines establish a basic foundation for students and instructors to make these judgments. For example, students who have substantial relevant professional experiences (usually online adult learners) have the option to complete an internship *or* ePortfolio; whereas students will little to no relevant professional experience (usually traditional on-campus students) should complete an internship. After these new resources and assignments were added to the capstone course, ePortfolio quality increased exponentially.

Reflection & Recommendations from the Practitioner

I have been working in leadership education for about seven years. When I first began teaching our capstone course, the only option for students was to complete an internship, regardless of whether they were employed full-time. During almost every conversation I had with online adult learners, they expressed concern. These concerns ranged from time required, to the lack of potential projects, and to the lack of a quality learning experience. Having heard these concerns consistently, I was determined to create a new opportunity for this unique group of students—especially considering our online adult learners are a majority of students in our program.

I have seen firsthand how this new option has been a breath of fresh air for our online adult learners. In my conversations with them, I hear excitement about the opportunity for reflection, and, most of all, the chance to bring together their professional and academic experience into a cohesive whole. Of course, after our first full semester, there were issues that surfaced needing to be addressed.

First, because online adult learners often juggle many "adult duties" while earning their degree, they often enroll in classes on only a part-time basis, prolonging the completing of the program; further, students may "stop-out" of the program at various points, to simply take a break or focus on other areas of their lives. Because of this, students had a difficult time recollecting their entire learning experience, such as which courses they took, what assignments they completed, etc. Subsequently, I provided a list of all courses in the major program and the assignments completed in each class; this helped spark the student's memory about their experience and gather appropriate artifacts. Another obstacle occurred when students were unable to access their previous courses in our learning management system (Blackboard) to download old assignments, which was remedied via administrative access to archived courses. In thinking about these obstacles, our department is in the process of creating an advising guide for online adult learners, which includes important details about this capstone pathway, and the need for students to keep all documents and assignments from their courses in a safe place until they complete the capstone course. I am confident these changes will help alleviate these types of difficulties in the future.

In all, providing this second capstone pathway was the right move for our online adult learners. This was proven in the end-of-semester course evaluations, in which one student noted,

> Being an on–line non traditional student in the work place for over 30yrs doing an internship was difficult. I appreciate the skills that I learned putting together the website, I will take this onto other projects professionally and personally.

In conclusion, based on my experience and feedback from our students, I encourage other leadership educators to examine their students' needs from all perspectives to build a capstone experience most beneficial for them. While we as leadership educators recognize many high-impact practices, these practices may not be impactful everyone. When most of our students are no longer "traditional," we have a duty to meet them where they are, and offer a learning experience aimed for their personal and professional growth.

References

Berling, V. (2013, July 23). Five most critical needs of adult students. *The Evolllution*. https://evolllution.com/opinions/critical-adult-students/

Cambridge International Education Teaching and Learning Team [CIETLT]. (n.d.). *Getting started with reflective practice*. Cambridge Assessment International Education. https://www.cambridge-community.org.uk/professional-development/gswrp/index.html

Chen, J. C. (2017). Nontraditional adult learners: the neglected diversity in postsecondary education. *SAGE Open*. https://doi.org/10.1177/2158244017697161

Cycyota, C. S., Heppard, K. A., Green, S. G., Heyler, S. G., & Harting, T. R. (2020). Intentionally designed capstone courses: A typology to enhance student learning. *Journal of Education for Business, 95*(7), 458-468. https://doi.org/10.1080/08832323.2019.1678003

Gardner, H. (2009). *Five minds for the future*. Harvard Business School Press.

Gifford, G. T., Cannon, K. J., Stedman, N. L., & Telg, R. W. (2011). Preparation for full-time employment: A capstone experience for students in leadership programs. *Journal of Leadership Education, 10*(1), 123-131. https://doi.org/10.12806/V10/I1/AB1

Goertzen, B., McRay, J., & Klaus, K. (2016). Electronic portfolios as capstone experiences in a graduate program in organizational leadership. *Journal of Leadership Education, 15*(3), 42-52. https://doi.org/1012806/V15/I3/A5

Holdsworth, A., Watty, K., & Davies, M. (2009). *Developing capstone experiences*. Center for the Study of Higher Education, University of Melbourne. http://hdl.handle.net/10536/DRO/DU:30033379

Ishler, J. L. C. (2003). Laying the foundation for general education: The role of first-year and short seminars. *Journal of General Education, 52*(2), 71-83.

Jenkins, D. M. (2018). Comparing instructional and assessment strategy use in graduate- and undergraduate-level leadership studies: A Global Study. *Journal of Leadership Education, 17*(1), 73-92. https:/doi.org/10.12806/V17/I1/R2

Jenkins, D. M. (2012). Exploring signature pedagogies in undergraduate leadership education. *Journal of Leadership Education, 11*(1), 1-27. https://doi.org/10.12806/V11/I1/RF1

Jenkins, D. M. (2013). Exploring instructional strategies in student leadership development programming. *Journal of Leadership Studies, 6*(4), 48-62.

Jenkins, D. M. (2016). Teaching leadership online: An exploratory study of instructional and assessment strategy use. *Journal of Leadership Education, 15*(2), 129-149. https://doi.org/ 10.12806/V15/I2/R3

Lorenzo, G., & Ittelson, J. (2005). An overview of e-portfolios. *Educause Learning Initiative, 1*(1), 1–27.

MacDonald, K. (2018). A review of the literature: The needs of nontraditional students in postsecondary education. *Strategic Enrollment Management Quarterly, 5*(4), 159-164.

McCall, R. C., Padron, K., & Andrews, C. (2018). Evidence-based instructional strategies for adult learners: A review of the literature. *Codex: The Journal of the Louisiana Chapter of the ACRL, 4*(4), 29-47.

Moore, L. L., Odom, S. F., & Wied, L. M. (2011). Leadership for dummies: A capstone project for leadership studies. *Journal of Leadership Education, 10*(1), 123-131. https://doi.org/10.12806/V10/I1/IB2

Moore, L. L., Odom, S. F., & Boyd, B. L. (2017). The Team Leadership Summit: Culminating the leadership experience. *Journal of Leadership Education, 16*(3). https://doi.org/10.12806/V16/I3/A1

National Center for Education Statistics [NCES]. (2018). *Digest of Education Statistics: Number and percentage of undergraduate students enrolled in distance education or online classes and degree programs, by selected characteristics: Selected years, 2003-04 through 2015-16* (Table 311.22.). United States Department of Education. https://nces.ed.gov/programs/digest/d19/tables/dt19_311.22.asp

National Center for Education Statistics [NCES]. (2019). *Integrated Postsecondary Education Data System (IPEDS): Fall enrollment component final data (2003 - 2017) and provisional data*. United States Department of Education. https://nces.ed.gov/ipeds/TrendGenerator/app/answer/2/8

National Center for Education Statistics [NCES]. (2021). *Digest of Education Statistics: Number and percentage of students enrolled in degree-granting postsecondary institutions, by distance education participation, location of student, level of enrollment, and control and level of institution: Fall 2018 and fall 2019* (Table 311.15). United States Department of Education. https://nces.ed.gov/programs/digest/d20/tables/dt20_311.15.asp

Osam, E. K., Bergman, M., & Cumberland, D. M. (2017). An integrative literature review on the barriers impacting adult learners' return to college. *Adult Learning, 28*(2), 54-60. https://doi.org/10.1177/1045159516658013

Phelps, K. (2012). Leadership online: expanding the horizon. *New Directions for Student Services, 140*, 65-75. https://doi.org/10.1002/ss.20032

Ross-Gordon, J. M. (2011). Research on adult learners: Supporting the needs of a student population that is no longer traditional. *Peer Review, 13*(1), 26-29.

Ruben, B. D., De Lisi, R., Gigliotti, R. A. (2018). Academic leadership development programs: Conceptual foundations, structural and pedagogical components, and operational considerations. *Journal of Leadership Education, 17*(3), 241-254. https://doi.org/10.12806/V17/I3/A5

Wefald, A. J., Hornung, M., & Burkhart, T. (2021). Coaching and mentoring in a capstone leadership development program. *Journal of Leadership Education, 20*(3). https://doi.org/10.12806/V20/I3/A1

"FORCED INNOVATION": MENTORING FOR LEADERSHIP DEVELOPMENT IN VIRTUAL ENVIRONMENTS

Lindsay Hastings, PhD, University of Nebraska - Lincoln
Hannah Sunderman, PhD, University of Nebraska - Lincoln

ABSTRACT

While "forced innovation" has been the ubiquitous mantra throughout the COVID-19 pandemic, leadership education programs focused on developmental interactions such as mentoring were particularly confronted with "forced innovation" challenges. How do we replicate the developmental transformation from highly personal investment relationships in a virtual environment, especially when those relationships had previously been cultivated in and acculturated to face-to-face environments? The purpose of this application manuscript is to discuss mentoring for leadership development in virtual spaces utilizing reflection data from a 360-student leadership mentoring program in the wake of a forced change from in-person to virtual interactions. The themes presented from the current paper suggest that unilateral mimicking of face-to-face mentoring interactions in digital environments is insufficient and perhaps even contributes to a sense of futility for leadership mentors in virtual environments. Implications for necessary alternative approaches for virtual leadership mentoring are discussed.

SESSION LEARNING/PARTICIPANT OBJECTIVES

By the end of this practice/application session at ALE, participants will be able to:

- Recognize mentoring's utility in leadership education
- Acknowledge the unique innovative opportunities, challenges, and training considerations for leadership mentoring in virtual environments
- Establish distinct mentoring best practices for in-person versus digital environments

INTRODUCTION AND BACKGROUND

Mentoring is acknowledged as one of the most effective leader and leadership development practices (Campbell et al., 2012; Day, 2001; Dugan & Komives, 2010; Hastings & Kane, 2018; Hastings & Sunderman, 2020; Komives et al., 2005, 2006; Renn, 2007; Turner, 2018). Mentoring is particularly efficacious because it embeds leadership development within the ongoing experiences of a burgeoning leader - an increasingly valued feature of leadership development interventions (Day & Liu, 2019).

Mentoring's utility in leadership development has been validated via research in K – 12, higher education, and workplace contexts (Campbell et al., 2012; Chopin et al., 2013; Collins-Shapiro, 2006; Day et al., 2014; Dugan & Komives, 2007, 2010; Hastings et al., 2015; Hastings & Sunderman, 2019; Komives & Collins-Shapiro, 2006; Komives et al., 2009; Sunderman, 2020). Effectual mentoring relationships satisfy the basic human need to develop and maintain positive relationships, connecting mentoring to numerous positive behavioral, affective, and cognitive outcomes (Allen & Eby, 2010). For example, mentoring cultivates intrapersonal and interpersonal competence in the mentee, leading to an expansive organizational understanding and attainment of higher social capital (Day et al., 2014). Mentoring has been documented to positively influence additional outcomes in the mentee such as leadership self-efficacy, political skill, and socially responsible leadership (Chopin et al., 2013; Dugan & Komives, 2010). While mentoring relationships develop the mentee's ability to amass knowledge, skills, and self-confidence in hopes of becoming a better student, employee, or organizational leader (Burke, 1984; Fagan & Walter, 1982), both the mentor and the mentee mutually benefit (Crisp & Cruz, 2009). Mentors benefit from increased pride and satisfaction, sharpened leadership competencies, particularly in socially responsible leadership, greater confidence, improved job performance, and higher levels of generativity (Bass, 1990; Hastings et al., 2015; Hastings & Sunderman, 2019; Lockwood et al., 2010; Newby & Corner, 1997; Sunderman, 2020).

Mentoring for the purpose of leadership development necessitates significant investment in both personal development and leadership empowerment (Campbell et al., 2012). Mentoring, in comparison to other types of developmental relationships, is a long-term process, thus requiring commitment from both mentor and mentee to establish a close, personal relationship and a willingness to extend beyond scheduled meetings to engage in just-in-time reflective processing for the mentee (Hastings & Kane, 2018; Hastings & Sunderman, 2020). Considering the highly personalized, process-based features of mentoring relationships, mentoring has, historically, primarily occurred within in-person contexts (Bierema & Hill, 2005). While online education has been accessible since 1989 (Kentnor, 2015), face-to-face mimicked interactions via internet-based video communication applications such as FaceTime, Skype, and Zoom have only been widely available since the early 2000s (Patrizio, 2021). Thus, the field of leadership education is still rapidly studying and learning from authors like Allen et al. (2020), Cabellon and Ahlquist (2016), Guthrie and Jenkins (2018), Guthrie and Meriwether (2018), and Seemiller and Grace (2016) about how to develop leaders and leadership in digital environments. Even if in-person interactions are still the preferred medium for mentoring in the future, digital environments need to be as robust as face-to-face environments to develop the 21st century leader and to ensure that developmental interactions such as mentoring are accessible to all students (Guthrie & Merriweather, 2018). The purpose of this application manuscript is to discuss mentoring for leadership development in virtual spaces utilizing reflection data from a 360-student leadership mentoring program (LMP) at a four-year, public, Midwestern university in the wake of a forced change from in-person to virtual interactions due to COVID-19.

DESCRIPTION OF PRACTICE

The LMP serving as the focal point for the current paper is comprised of 180 college student leaders who mentor 180 K – 12 student leaders in the local community. The LMP was founded in 1949 by two positive psychology pioneers and exists currently as a non-profit within a four-year, public, Midwestern university, guided and advised by a volunteer board of directors. College student mentors in the LMP (called "leadership mentors") are selected as second-semester freshmen and paired in one-to-one relationships (called "investment relationships") with nominated K – 12 students ("leadership mentees") who have been recognized by their schools as demonstrating noteworthy leadership talent and potential. Each mentoring pair meets weekly for three years. The leadership mentor's goal is to identify and develop the leadership talents within their leadership mentee. Leadership mentors are organized into small groups, called "projects" based on the age or school of their leadership mentee. One high performing senior student is assigned as a "staff advisor" to each project. Projects meet each week during fall and spring academic semesters to reflect upon the relationship development and leadership development within their mentees. Leadership mentors also complete an 'interpersonal skills for leadership' course during one semester of their LMP experience. Each fall and spring, the LMP hosts a "Real Leadership Challenges" retreat for all mentors and mentees. Each April, the LMP hosts an Annual Recognition Day for which each mentoring pair creates and presents a symbol that represents the growth in their investment relationship over the past year. After the Annual Recognition Day, a year-end program evaluation survey is sent out to all collegiate mentors.

During March of 2020, the hosting institution for the LMP suspended all in-person instruction and activity and closed all campus buildings as the COVID-19 pandemic began to swell. College students were encouraged to move home and local health officials were strongly advising against any in-person interactions beyond immediate household members. In consultation with the board of directors and local university officials, the LMP staff decided to continue its regular mentoring operations schedule, but to conduct such operations in a digital environment. Leadership mentors and mentees were still expected and encouraged to meet each week over Zoom, FaceTime, or Skype. Each week, LMP professional staff posted 'Connection' and 'Reinvestment' challenges on the LMP's social media platforms (i.e., Facebook and Instagram). Weekly project meetings were conducted over Zoom or one-on-one reflections were shared via written threads on Facebook groups. Weekly meetings with senior staff advisors moved to Zoom. In April 2020, the LMP's Annual Recognition Day moved to a series of online videos shared on the LMP's social media.

In the fall of 2020, the hosting institution and local school district resumed in-person instruction with mask mandates. LMP pairs were encouraged to work together to decide which method of meeting (in-person or virtually) they felt most comfortable with, defaulting to the person who needed to exercise the most significant degree of caution. If mentoring pairs selected in-person meetings, masks and social distancing were requested. LMP staff created a Canvas page with one-on-one ideas sorted by the age of mentee and topic area to support both in-person and virtual mentoring interactions. Weekly project meetings were held outside or over Zoom. All LMP-wide large events (retreats and Annual Recognition Day) were held in a virtual format (Zoom meetings or Webinars). In April 2021, after Annual Recognition Day, LMP mentors completed program evaluation surveys via GoogleForms. In addition to the regular questions assessing growth on targeted competences and program outcomes, leadership mentors were asked three questions related to their experience transitioning from in-person to virtual mentoring: (a) What is one thing you did with your LT (leadership mentee) in a digital leadership mentoring space that you wouldn't necessarily have done had you been in person (think "forced innovation")?; (b) What is one challenge you encountered in a digital leadership mentoring space that you wouldn't have encountered during in-person mentoring, and how did you overcome it?; and (c) If you had to train someone to be an effective leadership mentor in a digital environment, what wisdom and guidance would you offer?

DISCUSSION OF OUTCOMES/RESULTS

Eighty-six collegiate leadership mentors completed the program evaluation survey in April 2021. The 2021 evaluation survey included three new questions targeting leadership mentoring in a virtual environment. Sixty-four responses were provided for the first digital mentoring question, 67 responses for the second question, and 69 responses for the third question. The remaining respondents either left the digital mentoring question blank, listed ‘never met on Zoom’, indicated ‘N/A’, or specified that the relationship didn’t change in a virtual environment. Basic qualitative thematic analysis (Creswell & Poth, 2018) was employed for each of the three questions to identify germane patterns and dimensions of mentoring for leadership development in virtual spaces. Emergent themes from all three questions were then considered in totality to consider their overall essence related to mentoring for leadership development in virtual spaces.

Mentoring Innovations Generated by Transition to Virtual Environment

In response to the question, *What is one thing you did with your LT (leadership mentee) in a digital leadership mentoring space that you wouldn’t necessarily have done had you been in person (think “forced innovation”)?,* leadership mentors who indicated that they met with their mentees in digital environments overwhelmingly discussed the power of creating common experiences. Twelve mentors discussed the use of videos, Ted Talks in particular, as fodder for discussion and subsequent action. One mentor highlighted the use of Ted Talks in her weekly time with her mentee: “…One of the activities we did was watch a Ted Talk about spreading positivity and then we used the Zoom whiteboard function to collaboratively brainstorm small acts of kindness we could do each day.” Twelve others created common digital experiences via online games (n = 7), tests and quizzes (such as personality tests; n = 3), and virtual escape rooms (n = 2). A subset of 11 mentors discussed non-digital common experiences with their mentees such as baking, photography, letter-writing, March Madness brackets, reading a common book, journaling, and art projects. Two mentors even utilized the digital environment to include others who wouldn’t normally be part of the weekly mentoring time (such as previous mentors and other difference makers). Nine mentoring pairs utilized the virtual environment opportunity to give each “home tours,” some remarking the unique bonding opportunity of sharing cultural heritage: “…in a virtual space, we were given an opportunity to see each other’s home base. I was able to see her home and bedroom, and she saw my house in [my town] over facetime. This is something minor, but it was a great opportunity to get a sense of where we both come from and how that has shaped us into the people we are today.” Regardless of type, the common shared experience (digital or otherwise) was an important tool for directing conversation, which may have felt a little less natural in a digital environment: “…I hadn’t really utilized videos before this, so it was a new thing for our relationship but was very easy to do on zoom. It also led [to] a direct conversation afterwards which was nice, because sometimes on zoom it isn’t as natural as in person.”

Similarly, six respondents specifically talked about intentionally focused conversation (i.e., “Really think about things independently before coming together and sharing”; “We met over zoom and talked about our routines and how they affected our lifestyle and decisions.”). Interestingly, three respondents indicated that utilizing video conferencing technologies allowed them to ensure that they never missed a week, even when they began meeting back in person. One mentor remarked, “We were able to meet more frequently over long breaks, which was nice. When one of us was out of town or pressed for time one week, being able to meet virtually made it easier to take the time to still meet (as opposed to skipping a week).” While the transition to mentoring in virtual environments offered the opportunity for innovation, responding mentors also highlighted common challenges discussed below.

Challenges to Digital Leadership Mentoring

In answer to the second question addressing digital mentoring, *What is one challenge you encountered in a digital leadership mentoring space that you wouldn't have encountered during in-person mentoring, and how did you overcome it?*, responding mentors overwhelmingly acknowledged lacking a depth of connection with their mentees due to (a) limited activities, (b) awkward/forced conversations, and (c) distraction/disengagement. Five mentors explicitly mentioned that meeting with their mentee in virtual environments limited the type of activities they could do together: "We couldn't do our one-on-one activities that we normally would do like going places, eating somewhere, making a craft, etc. We had to really limit ourselves in terms of just having a conversation a lot of the time in the spring semester." Ten mentors attributed their mentoring challenges in a digital environment to less natural conversation, four of which specifically using the word "awkward" or "forced." One mentor's comment represented this sentiment well when they wrote, "It's a lot harder to get conversations going naturally online. When you're in person, pauses don't feel unnatural and you can do activities together to help juice up the conversation. Digitally, things are a lot more forced and awkward…" The most pervasive challenge identified by 28 respondents was a lack of focus and/or engagement from their mentee due to Zoom fatigue or the presence of too many distractions (parents/siblings/notifications from other devices or apps).

To address the challenges stated above, 11 mentors mentioned the importance of having an agenda of planned activities or conversation topics. Relatedly, six other mentors mentioned deliberately incorporating fun through games or using silly filters. In addition to these strategies, mentors who experienced challenges related to distracted/disengaged mentees discussed (a) having open and frank conversations with their mentees about expectations, (b) incorporating their mentees' hobbies and interests in the conversations, (c) texting more frequently in between meetings, and (d) shortening video conferencing sessions. To provide further depth and reflection on how to prevent challenges, LMP mentors addressed a final question about how they would train someone to be an effective leadership mentor in a digital environment.

Training Considerations for Leadership Mentoring in a Virtual Environment

The most prominent theme related to training considerations was *be prepared*, which was unsurprising given that 11 mentors mentioned creating an agenda to address challenges presented from mentoring in a virtual environment. In response to the question, "*If you had to train someone to be an effective leadership mentor in a digital environment, what wisdom and guidance would you offer?,*" 19 mentors implored future leadership mentors to formulate an agenda, plan activities, or create structure. Capturing this theme, one mentor wrote, "I would tell them to have a game plan and to spend a good amount of time just catching up at the beginning. Fostering a relationship can be difficult or just get very dull in a virtual space. Do not wing your virtual 1-1s, it will be so obvious." Three additional mentor responses suggested empowering the mentee to help set the agenda for the digital mentoring meetings, and three other responses discussed the importance of accessing resources (i.e., videos, online worksheets) when planning for a virtual mentoring meeting. Nine responses strongly encouraged the balance of planning with innovation and creativity, represented by the comment: "Always be open to new ideas and be creative. Not every digital meeting is going to go how you plan. Most of the time, the meet[ing]s actually went better than expected. Do not be afraid to not structure the entirety of the meeting, give some time for your mentee and you to talk!"

Sixteen mentor responses specifically addressed patience and grace for the self and the mentee in a virtual environment. Thirteen of the 16 responses related to patience and grace were written in a supportive and encouraging tone ("Know that it's okay for things to feel awkward or weird"; "Be kind to yourself"; "Be patient"; "Keep trying"; "Give yourself grace, this is hard!"; "Go easy on yourself"; "Don't be discouraged"; "It takes time"), generally acknowledging that mentoring in a virtual environment is perhaps more difficult than face-to-face and requires a different approach than in-person mentoring.

The final theme related to training considerations involved consistency and setting expectations. Nine mentor responses indicated the importance of consistency in virtual mentoring meetings, and seven other responses explicitly addressed establishing expectations, especially around removing distractions. One mentor discussed the broader opportunities available with digitally-contexed consistency expectations:

> Be consistent and fully embrace the relationship building aspect; virtual one-on-ones aren't ideal a lot of the time but virtual communication doesn't have to [be] shallow or unintentional. See it as an opportunity to create honest dialogue with your mentee and learn more about who they are as a person, and then plan virtual activities that challenge them on a personal level.

The theme of consistency and setting expectations, while more operationally focused than encouraging, aligned with the challenge theme of distraction/disengagement and aligns with previous work in mentoring best practices as outlined by Hastings and Sunderman (2020) and Guthrie and Meriwether (2018). In the section below, the themes from all three questions will be discussed in totality to consider their overall essence related to mentoring for leadership development in virtual spaces.

REFLECTIONS AND RECOMMENDATIONS

The novel opportunity presented by the current application manuscript is that it utilized reflection data from a large (360-student) leadership mentoring program in the wake of a forced change from in-person to virtual interactions. Thus, the responding mentors to the April 2021 LMP program evaluation survey had the unique ability to compare in-person to virtual mentoring experiences with the same mentee. Previous discourse on mentoring in digital spaces (i.e., Bierema & Hill, 2005; Guthrie & Merriweather, 2018; Ohlson, 2012) highlights mentoring programs that were designed to be virtual. In the case of the current paper, respondents could offer direct comparisons.

When considering the themes presented above in totality, there was an overwhelming preference for in-person mentoring interactions. When discussing innovation opportunities presented by virtual interactions, responding mentors, on trend, discussed the power and necessity of creating common experiences to direct conversation that was perceived to be less natural in a digital environment. In turn, responding mentors, on trend, identified the challenge of more shallow connections with their mentees in virtual environments that required much more intentional planning to address. Last, the surprising prominence of the *patience and grace* theme in the question addressing training considerations and the encouraging tone of the supporting quotes acknowledged that mentoring in a virtual environment is perhaps more difficult than face-to-face and requires an alternative approach.

While the comparative reflections offered by the responding mentors suggest preference for in-person mentoring interactions, the need for leadership mentoring in digital spaces is not going to disappear in the wake of the COVID-19 pandemic. Developing the 21st century leader and ensuring equitable access to leadership development opportunities will require that digital environments for leadership mentoring be as robust as face-to-face environments (Guthrie & Merriweather, 2018). The reflections offered from the current application manuscript suggest three recommendations for leadership educators to facilitate robust leadership mentoring in digital spaces.

First, it will be incumbent upon leadership educators to ensure that their mentors plan, plan, plan. To support the planning process, leadership educators must provide a breadth and depth of online resources (i.e., videos, articles, worksheets, activity ideas). The most prominent theme related to training considerations in the current paper was *be prepared* and the notion of preparation was mentioned repeatedly throughout mentor comments on all three virtual mentoring questions.

Second, mentoring for leadership development in virtual spaces, like face-to-face mentoring, necessitates consistency and setting expectations. Mentors and mentees in both face-to-face and virtual environments need to be able to commit to long-term, regular meetings (preferably weekly), a recommended best practice (Campbell et al., 2012; Crisp & Cruz, 2009; Hastings, 2016; Hastings & Sunderman, 2020; Keller, 2010; Rhodes & DuBois, 2008; Sipe, 2002). Unlike face-to-face mentoring, however, setting expectations for virtual mentoring might involve a shared commitment to turn off additional devices and app notifications or a written agreement with family members/roommates about interruptions during mentoring sessions.

Last, mentoring for leadership development in virtual spaces should involve active reflection *and* supportive encouragement opportunities among mentors. Acknowledging that mentoring in a virtual environment is perhaps more difficult than a face-to-face environment and requires more innovative and intentional planning, it will be important for leadership educators to create space for mentors to be able to say, “Be patient,” “Keep trying,” and “Give yourself grace, this is hard!” to one another. While reflection opportunities for mentors have been identified as a best practice in previous work (Hastings, 2016; Hastings & Sunderman, 2020; Sipe, 2002; Vaccaro & Camba-Kelsay, 2018), the themes presented from the current paper extend the notion of reflection to the notion of support. Leadership mentors in virtual spaces need to be positioned to actively support the well-being of their fellow mentors, and leadership educators need to vigilantly ensure that support and encouragement are explicitly present as part of reflection opportunities.

While the generalizability of the current paper is limited due to evaluation data from one LMP that implemented a forced change to virtual interaction as opposed to an intentional change, these recommendations offer, at the very least, important considerations for the facilitation of robust leadership mentoring in digital spaces. Mentoring is and will continue to be one of the most powerful tools in leader and leadership development due to its ability to embed leadership development within ongoing life experiences (Day & Liu, 2019). Thus, it will be critical for leadership educators to ensure the developmental transformation from highly personal investment relationships is as robust in a digital environment as face-to-face. Additionally, it will be necessary for leadership education researchers to identify the unique developmental outcomes from virtual mentoring due to "digitized development", a concept introduced by Brown (2016, p. 62) highlighting the psychological growth and self-learning processes that occur when digital contexts are presented. The reflective data from the current paper suggest that unilateral mimicking of face-to-face mentoring interactions in digital environments is insufficient and perhaps even contributes to a sense of futility for leadership mentors in virtual environments. Mentoring for leadership development in virtual spaces requires more intense, creative planning, context-specific expectations, and high support relationships among mentors.

REFERENCES

Allen, T. D., & Eby, L. T. (2010). Common bonds: An integrative view of mentoring relationships. In T. D. Allen & L. T. Eby (Eds.), *The Blackwell handbook of mentoring: A multiple perspectives approach* (pp. 397-419). Chichester, UK: Blackwell Publishing.

Allen, S., Gower, K., & Allen, D. K. (Eds.). (2020). *Handbook of teaching with technology in management, leadership, and business*. Cheltenham, UK: Edward Elgar Publishing.

Bass, B. M. (1990). *Bass and Stogdill's handbook of leadership* (3rd ed.). New York, NY: Free Press.

Bierema, L. L., & Hill, J. R. (2005). Virtual mentoring and HRD. *Advances in Developing Human Resources*, *7*(4), 556-568.

Brown, P. G. (2016). College student development in digital spaces. In E. Cabellon & J. Ahlquist (Eds.), *New Directions for Student Services: No. 155. Engaging the digital generation* (pp. 75-89). San Francisco, CA: Jossey-Bass.

Burke, R. J. (1984). Mentors in organizations. *Group and Organization Studies, 9*(3)*,* 353-372.

Cabellon, E. T., & Ahlquist, J. (Eds.). (2016). Engaging the digital generation. *New Directions for Student Services, Number 155*. San Francisco, CA: Jossey-Bass.

Campbell, C. M., Smith, M., Dugan, J. D., & Komives, S. R. (2012). Mentors and college student leadership outcomes: The importance of position and process. *The Review of Higher Education, 35*, 595-625.

Chopin, S. M., Danish, S. J., Seers, A., & Hook, J. N. (2012). Effects of mentoring on the development of leadership self-efficacy and political skill. *Journal of Leadership Studies*, *6*(3), 17-32.

Collins-Shapiro, C. (2006). *Mentoring and leadership development.* Leadership Insights and Application Series #21. College Park, MD: National Clearinghouse for Leadership Programs.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage Publications Inc.

Crisp, G., & Cruz, I. (2009). Mentoring college students: A critical review of the literature between 1990 and 2007. *Research in Higher Education, 50*, 525-545.

Day, D. V. (2001). Leadership development: A review in context. *Leadership Quarterly, 11*, 581-613.

Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research and theory. *Leadership Quarterly, 25*, 63-82.

Day, D. V., & Liu, Z. (2019). What is wrong with leadership development and what might be done about it? In R. E. Riggio (Ed.), *What's wrong with leadership? Improving leadership research and practice* (pp. 226-240). New York, NY: Routledge.

Dugan, J. P., & Komives, S. R. (2007). *Developing leadership capacity in college students: Findings from a national study.* A Report from the Multi-Institutional Study of Leadership. College Park, MD: National Clearinghouse for Leadership Programs.

Dugan, J. P., & Komives, S. R. (2010). Influences on college students' capacities for socially responsible leadership. *Journal of College Student Development, 51*, 525-549.

Fagan, M. M., & Walter, G. (1982). Mentoring among teachers. *Journal of Educational Research, 76,* 113-118.

Gross, L., & Meriwether, J. L. (2016). Student engagement through digital data. In E. Cabellon & J. Ahlquist (Eds.), *New Directions for Student Services: No. 155. Engaging the digital generation* (pp. 75-89). San Francisco, CA: Jossey-Bass.

Guthrie, K. L., & Jenkins, D. M. (2018). *The role of leadership educators: Transforming learning*. Charlotte, NC: Information Age Publishing.

Guthrie, K. L., & Meriwether, J. L. (2018). Leadership development in digital spaces through mentoring, coaching, and advising. In L. Hastings & C. Kane (Eds.)., *New Directions for Student Leadership: No. 158. Role of mentoring, coaching, and advising in developing Sleadership* (pp. 99 – 110). San Fracisco, CA: Jossey-Bass.

Hastings, L. J. (2016). Intersecting asset-based service, strengths, and mentoring for socially responsible leadership. In W. Wagner & J. M. Pigza (Eds.), *New Directions for Student Leadership: No. 150. Leadership development through service-learning* (pp. 85-96). San Francisco, CA: Jossey-Bass.

Hastings, L. J., Griesen, J. V., Hoover, R. E., Creswell, J. W., & Dlugosh, L. L. (2015). Generativity in college students: Comparing and explaining the impact of mentoring. *Journal of College Student Development, 56*, 651-669.

Hastings, L. J., & Kane, C. (2018). Distinguishing mentoring, coaching, and advising for developing leadership. In L. J. Hastings & C. Kane (Eds.), *New Directions for Student Leadership: No. 158. Role of mentoring, coaching, and advising in developing leadership* (pp. 9-22). San Francisco, CA: Jossey-Bass.

Hastings, L. H. & Sunderman, H. M. (2019). Generativity and socially responsible leadership among college student leaders who mentor. *Journal of Leadership Education, 18*(3)*,* 1 – 14.

Hastings, L. J., & Sunderman, H. (2020). Evidence-based practices in mentoring for leadership development. In M. R. Johnson and K. Soria (Eds.), *New Directions for Student Leadership. Evidence-Based Practices to Strengthen Leadership Development, 168,* pp. 75 - 84.

Junco, R. (2014). *Engaging students through social media: Evidence-based practices for use in student affairs.* San Francisco, CA: Jossey-Bass.

Keller, T. E. (2010). Youth mentoring: Theoretical and methodological issues. In T. D. Allen and L. T. Eby (Eds.), *The Blackwell handbook of mentoring: A multiple perspectives approach* (pp. 23-48). Chichester, UK: Blackwell Publishing.

Kentnor, H. (2015). Distance education and the evolution of online learning in the United States. *Curriculum and Teaching Dialogues, 17* (1&2), 21 – 34.

Komives, S. R., & Collins-Shapiro, C. (2006). The critical role of mentoring in leadership development. *Concepts and Connections, 14*(3), 9-11.

Komives, S. R., Longerbeam, S. D., Owen, J. E., Mainella, F. C., & Osteen, L. (2005). Developing a leadership identity: A grounded theory. *Journal of College Student Development, 46*, 593-611.

Komives, S. R., Longerbeam, S. D., Owen, J. E., Mainella, F. C., & Osteen, L. (2006). A leadership identity development model: Applications from a grounded theory. *Journal of College Student Development*, *47*, 401-418.

Komives, S. R., Longerbeam, S. D., Mainella, F., Osteen, L., & Owen, J. E. (2009). Leadership identity development: Challenges in applying a developmental model. *Journal of Leadership Education, 8*(1), 11-47.

Lockwood, A. L., Carr Evans, S., & Eby L. T. (2010). Reflections on the benefits of mentoring. In T. D. Allen & L. T. Eby (Eds.), *The Blackwell handbook of mentoring: A multiple perspectives approach* (pp. 233-236). Chichester, West Sussex: Blackwell Publishing Ltd.

Newby, T. J., & Corner, J. (1997). Mentoring for increased performance: Benefits and key principles. *Performance Improvement, 36*(4)*,* 10-13.

Ohlson, M. (2012). Virtual mentoring: Developing global leaders for life. *Journal of Educational Multimedia and Hypermedia*, *21*(2), 175-185.

Pasquini, L.A. (2016). Setting the course: Strategies for writing digital and social guidelines. In E. Cabellon & J. Ahlquist (Eds.), *New Directions for Student Services: No. 155. Engaging the digital generation* (pp. 75-89). San Francisco, CA: Jossey-Bass.

Patrizio, A. (2021, August 17). The history and evolution of video conferencing. *TechTarget*. https://whatis.techtarget.com/feature/The-history-and-evolution-of-video-conferencing

Renn, K. A. (2007). LGBT student leaders and queer activists: Identities of lesbian, gay, bisexual, transgender, and queer identified college student leaders and activists. *Journal of College Student Development*, *48*(3), 311-330.

Rhodes, J. E., & Dubois, D. L. (2008). Mentoring relationships and programs for youth. *Current Directions in Psychological Science,17*, 254-258.

Salmon, G. (2004). E-tivities: The key to active online learning. London, UK: RoutledgeFarmer.

Seemiller, C., & Grace, M. (2016). *Generation Z goes to college*. San Francisco, CA: Jossey-Bass.

Sipe, C. L. (2002). Mentoring programs for adolescents: A research summary. *Journal of Adolescent Health*, *31*, 251-260.

Sunderman, H. M. (2020). The development of generativity among college student leaders who mentor: A growth curve analysis [Unpublished doctoral dissertation]. University of Nebraska – Lincoln.

Turner, P. (2019). Leadership capability through personal insight and leadership identity. In P. Turner (Ed.), *Leadership in Healthcare* (pp. 143-172). Palgrave Macmillan, Cham.

Vaccaro, A., & Camba-Kelsay, M. J. (2018). Cultural competence and inclusivity in mentoring, coaching, and advising. In L. J. Hastings & C. Kane (Eds.), *New Directions for Student Leadership: No. 158. Role of mentoring, coaching, and advising in developing leadership* (pp. 87-97). San Francisco, CA: Jossey-Bass.

Assessing Voice: Meaning-Making and Knowledge Production through Google Jamboards

Nyasha GuramatunhuCooper, PhD, Girton Road Leadership Learning and Consulting
Dan Jenkins, PhD, University of Southern Maine

Abstract

This practice/application manuscript describes how Google Jamboards is used as an educational tool to create a virtual space for students to engage in meaning-making and knowledge production. We discuss strategies for using Google Jamboards in leadership education and explore how students can demonstrate leadership learning via the emergence of three levels of voice (knowledge production and meaning-making): performative, critical, and vulnerable. We offer two examples (undergraduate and graduate courses) that demonstrate how Google Jamboards was used to facilitate the emergence of performative, vulnerable, and/or critical voice to demonstrate knowledge about leadership perspectives and concepts. By presenting these two examples, our work serves as a demonstration of how technology can support cognitive and affective learning in leadership education.

Introduction

Google Jamboards are collaborative, digital whiteboards that allow users to (a) add sticky notes, drawings, images, and text; (b) search Google and insert images or webpages; (c) move images, texts, notes, and drawings around on the screen; (d) drag and resize text and images; and (e) share "jams" with others to collaborate (Hernandez, 2020; Szajner, 2020). Among the websites and applications referred to as Web 2.0 technologies, digital whiteboards or interactive online whiteboards (IOWBs) are services or software that provide a virtual whiteboard where participants can both write and interact with one another (Ng et al., 2020). In this paper and review of scholarship, we will focus on the use of Google Jamboards as a Web 2.0 technology that, when used as a mediating educational tool, facilitates a virtual space for students to engage in meaning-making and knowledge production through the concept of voice.

Grounded within a theoretical perspective on teaching and learning which draws mainly from socio-cultural theories of learning (Cole & Engstrom, 1993; Vygotsky, 1978; Wertsch, 1991), IOWBs are among many tools that mediate human action. Within this framework, tools (e.g., pen, paper, computer) and semiotic systems (e.g., language, graphs, diagrams) include the idea of person-acting-with-mediational-means (Wertsch, 1991). Both expand the view of what an individual can do and suggest that they might be constrained by their situated and mediated action. Just as tools such as the *Center for Creative Leadership's Visual Explorer* may be used to enhance dialogue by placing a mediating object in the middle (Jenkins, 2019; Jenkins & Palus, 2018; Palus & Drath, 2001), an IOWB such as Google Jamboards may promote shared meaning-making and the production of knowledge through skilled facilitation in a synchronous learning environment.

Background

Web 2.0 technologies (e.g., Twitter, Google Docs, Skype, blogs, and wikis) allow users to add and change content easily, collaborate, and communicate instantaneously in order to share, develop, and distribute information (Abdelmalak, 2015). In addition to providing a virtual space for students to interact, collaborate, and engage with one another, when used intentionally, these technologies have the ability to enhance the development of learning communities and reduce the isolation and distance felt by students in online courses (Abdelmalak, 2015; Gunawardena et al., 2009; Kearns & Frey, 2010; Palloff & Pratt, 2009). Accordingly, instructors are critical to mediating and integrating these tools appropriately to promote quality interactions and interactivity and, like any instructional strategy or technology-enhanced technique, should not be used merely for its own sake (Armstrong et al., 2005; Glover & Miller, 2001). This paper will outline an activity used in two leadership courses (one undergraduate; one graduate) that used the Web 2.0 technology Google Jamboards as an educational tool to facilitate meaning-making and knowledge production via the three levels of voice: performative, critical, and vulnerable. Before discussing the two examples, a review of related scholarly literature provides an academic and pedagogical framework for our approach.

Voice

Dugan and Humbles (2018) noted that leadership development does not happen in a vacuum. Instead, the process is influenced by the "environments, cultures, and contexts in which we are nested" (Dugan & Humbles, 2018, p. 11). When viewed in the context of leadership education, teaching and learning is a meaning-making process that is a negotiation of individual and communal "environments, cultures, and contexts" (Dugan & Humbles, 2018, p. 11) that make up social location. This negotiation is an important part of transformative learning (Mezirow, 1991), emphasizing the construction of knowledge as an interplay among self-reflection, critical thinking, and intentional application. A result of this construction through negotiation is the concept of voice: an "enactment of forces" (Mazzei, 2016, p. 153) to produce knowledge. The forces in question are a result of environment, culture, and context coming together (or against each other, at times) as knowledge is produced. A theme in Mazzei's work is the uncoupling of voice from the physical body: voice is not just spoken and written word (2016). In leadership education, voice becomes an individual or communal output that relies on interpretation, analysis, and interrogation of environment, culture, and context to engage theories, concepts, and disciplinary traditions.

Coupling Voice with Emotion and Pedagogy of Discomfort

Leadership educators have an obligation to help learners understand that emotional experience is a path towards knowledge in itself. As Boler (1999) contends, discomforting learning processes may contribute to unsettled learned modes of feeling and knowledge and support students' socioemotional development. A pedagogy of discomfort leads learners to examine uncomfortable emotions, presenting guided opportunities to question beliefs and confront resistance (Boler, 1999). Leadership educators can responsibly leverage emotions as a path towards knowledge and support students' socioemotional development (Boler, 1999; Prebel 2016). Thus, instead of giving in to temptations to "dismiss views we don't want to hear" or having students' "assumptions and ideas" simply validated, we might purposefully encourage students to examine their discomfort—their uneasy or uncomfortable emotions—and in the process "unsettle learned modes" of feeling and knowledge (Boler, 1999, p. 179). When facilitated with scaffolding strategies, in other words, by supporting students' learning and "socio-emotional development" through stages or steps, students come to understand how "language communicates emotions" (Meyer & Turner, 2007, p. 245). As a result, students gain a better sense of themselves in relation to their educational experiences and develop stronger "intersubjectivity," or an understanding of how emotion is part of building the "mutual trust, respect, and communication skills necessary" to work effectively with others (Meyer & Turner, 2007, p. 245).

Three Levels of Voice: Performative, Critical, and Vulnerable

Using various instructional tools and styles, leadership education is an exciting space for voice to emerge. Depending on the time, place, and purpose, voice can emerge under the stewardship of an instructor (leadership educator) or from the learners as they exercise agency in assigning meaning to leadership concepts. Our work focuses on the emergence of voice through pedagogical choices made by the leadership educator. Using two examples in undergraduate and graduate education, we examine the emergence of three types of voice: performative, critical, and vulnerable.

A performative voice represents the demonstration of specific knowledge or competency related to a particular subject or discipline. For example, being asked to respond to a question with only one right answer such as the name of a theory or author. A critical voice leads by curiosity and a willingness to engage multiple perspectives. A critical voice also compares and contrasts, analyzes, questions, and examines knowledge, prompting learners to consider what is gained or lost (included or excluded) by engaging with a particular premise, concept, or decision. A vulnerable voice leads by emotional expression, transparency of experience, and openness to one's environment. A vulnerable voice also articulates and publicly exposes knowledge by centering the self, supporting a perspective with experience, allowing the experience to become the evidence needed to create new ways of knowing. In doing so, the vulnerable voice is also open to judgment and discomfort and recognizes the limitations of one's own knowledge and experience. The vulnerable voice asks learners to question their own assumptions, beliefs, experiences, admit to gaps, and sit with discomfort. To illustrate this phenomenon through the framework of learning, we map these three levels of voice to Bloom's Taxonomy (1956, 2001) in Table 1 below.

Table 1

Mapping Three Levels of Voice On/With Bloom's Taxonomy

	Performative	Critical	Vulnerable
Remember	X		
Understand	X		
Apply	X	X	
Analyze		X	X
Evaluate			X
Create			X

While Bloom's Taxonomy is typically used to denote cognitive learning in teaching and learning (Fink, 2013), mapping performative, critical, and vulnerable voice to the often-cited learning taxonomy shows learning as necessarily and simultaneously cognitive and affective (Parra, 2019). This connection begins to address the critique that the hierarchy central to Bloom's Taxonomy does not always represent different kinds of learning such as "learning how to learn, leadership and interpersonal skills, ethics, communication skills, character, tolerance, and the ability to adapt to change" (Fink, 2013, p. 34). These kinds of learning are central to leadership education and represent a foundation for transformative learning that comes from self-reflection, critical thinking, and application of knowledge (Mezirow, 1991). Our mapping of voice to learning serves a practical purpose: to help leadership educators think more broadly about the different kinds of learning that take place during knowledge production.

Description of the Practice

The following sections describe how we utilized the popular Four Corners debate format on the digital platform Google Jamboards to facilitate the knowledge creation and socioemotional development of learners. Included in our descriptions are practitioner reflections on our use of Google Jamboards, the primary practice/application highlighted in this manuscript. In our practice, we used the Four Corners debate approach (Hopkins, 2003a; Kennedy, 2007) to explore some facets of leadership. In each instance, the learning activities were used in either the first or second class meeting of the semester as an exploratory scaffolding pedagogical tool designed intentionally to develop students' capacity towards primary learning goals in each of our courses. Additionally, learners in both of our classes had no prior experience with or knowledge of Google Jamboards, so it was necessary to introduce the tool and its functions. Our practice/application of this technique includes four variations of the first activity below: "Is This Leadership?" The second activity, "Perspectives on Conflict," is highlighted to offer an alternative learning activity that also uses Google Jamboards.

Four Corners

The learning activities showcased in this practice/application use the popular Four Corners debate where students contemplate their opinions of a statement and then move to one of the four corners of the room, which are labeled 'strongly agree,' 'agree,' 'disagree,' and 'strongly disagree'" (Kennedy, 2007, p. 185). Depending on how the Four Corners debate is facilitated, a facilitator may choose to let students who have selected the same corner work together to present arguments for their position, call on students who have selected particular positions to share with the larger group, and/or allow students to switch corners if their opinions have changed (Hopkins, 2003a; Kennedy, 2007). Instructors may also choose to facilitate Four Corners as a "role-play debate", where, instead of allowing students to choose their corner, they are assigned individually or in small groups to a particular position (Hopkins, 2003b). Whether instructors choose to use the debate approach: where learners must consider or discuss opposing positions or arguments related to a particular issue (Bradshaw, 2010), or role-play approach: where learners act out or improvise assigned roles (based on their conceptions) in case scenarios or unstructured situations (McKeachie, 1986), both are active learning strategies that promote critical thinking and student engagement in higher education generally (Bonwell & Eison, 1991; Burbach et al., Fritz, 2004; Fink, 2013; Svinicki & McKeachie, 2014) and in leadership education specifically (Gibson, 2003; Guthrie & Jenkins, 2018).

Practitioner Reflections

Learning Activity Reflection: “Is This Leadership?”

The use of Google Jamboards began for me (Author1) while planning for the Fall 2020 semester when I was lamenting about several experiential learning activities that I felt would be foregone as a result of the transition from face-to-face to remote learning. I happened upon a conversation with a fellow leadership educator who had been using the IOWB client *Mural* with an educational license. Through asking my institution’s center for technology-enhanced teaching about acquiring such a license, I was referred to Google Jamboards, which my institution had very recently added to our suite of Google tools. Immediately, I began experimenting with Jamboards, trying out templates others had designed (e.g., Szajner, 2020), and creating my own for upcoming class sessions in my leadership courses, one of which is a variation of the “Leadership Paradigms Standing Continuum" activity (Osteen, 2013).

In my (Author1) version of Osteen’s (2013) activity, “Is This Leadership?”, facilitated on Google Jamboards in an introductory 200-level undergraduate course, students were asked to log into a Jamboard I created prior to class. In the Jamboard were 10 separate boards, each with the four corners of the board labeled “strongly agree,” “agree,” “disagree,” and “strongly disagree”. On each board were statements that allowed for students to react to and share their beliefs about leaders and leadership including “leaders are born and not made,” “leaders and followers are of equal importance,” and “Hitler was a good leader”, among others. In order for students to choose their position on a particular statement, they were asked to use the “sticky note” tool in the Jamboard which allowed them to create a virtual sticky note, to add their first name to their sticky note, and to move it to the corner that represented their position. One of the key features of the Jamboard tool is that, once a student creates their sticky note, all participants may observe other students’ sticky notes “in action”. That is, as a student chooses their position and places their sticky note accordingly, it literally moves across the Jamboard just as a student would move to one of the four corners of a room set up for the activity if facilitated in person. Once students chose their corner in the Jamboard, I called on students in particular positions to share their reactions while bridging to an overview of the foundational principles covered in the first reading of the semester.

Levels of Voice in “Is This Leadership?”

In this learning activity facilitated in an introductory leadership course, students had opportunities to experience all three levels of voice–performative, critical, and vulnerable. While some prompts in the “Is This Leadership?” activity were more surface level (e.g., “One person can engage in leadership”, “There is one standard way of leading”), other prompts offered deeper level opportunities (e.g., “Hitler was a good leader”, “You have to have charisma to be an effective leader”, and “Leadership is hierarchical and you need to hold a formal position (have status & power) to be considered a leader”) for critical dialogue and healthy debate.

In this learning activity, the performative voice functions as a tool to meet learning goals and develop foundational knowledge in introductory-level leadership theory. Here, the performative voice manifests naturally as students attempt to understand and remember key assumptions and components of the various leadership models introduced in early required readings and work to apply the models to real-life situations as well as other academic subjects and/or current events, a key bridge to activating the critical voice. In activating students' critical voice, more focus is placed on their experiences as a filter for application to the aforementioned areas as well as deeper-level analysis. This deeper-level analysis comes most often from historical (e.g., World War II) and current (COVID-19 pandemic) events and how specific leaders match up to the skills, behaviors, and abilities associated with particular leadership approaches introduced in the course text. The penultimate level of vulnerable voice emerges in this activity once students are willing and able to challenge their own assumptions as well as critique what they have read in the course text. In doing so, students oftentimes physically reposition their virtual selves among the four corners after listening to a classmate share a perspective about a particular prompt. The beauty of this, when it happens, is that it creates a visualization of repositioning that all students can see and provides an opportunity for further exploration and dialogue, that is, prompting the instructor to inquire with the student directly as to why they chose to change their position among the four corners.

As with many learning activities, the onus is on the facilitator to guide the depth of the discussion accordingly. The level of depth in an introductory course like this one may vary greatly from that of an upper-level undergraduate or graduate-level course, for example. That being stated, the levels at which learners choose to engage are also a factor. For example, while some students may be willing to challenge their own assumptions, beliefs, and experiences, either explicitly or implicitly (during or after the learning activity), the choice to do so remains their own.

Learning Activity Reflection: "Perspectives on Conflict"

National and global events in 2020 drastically changed teaching and learning in general, and leadership education. In response to these drastic changes, various leadership educator communities provided time and space to discuss the challenges and opportunities that remote and online learning offered during this time of crisis. I (Author2) learned about Google Jamboards during a virtual gathering for leadership educators. My leadership education teaching practice has relied heavily on discussions that prompt learners to interrogate and integrate their funds of knowledge (Moll et al., 2015) about leadership topics and current events. As a leadership educator, I believe that leadership education does not take place in a vacuum and is heavily influenced by external events (local, national, and global).

I used Google Jamboards to help learners in a doctoral-level conflict management course share their perspectives on the nature and fundamentals of conflict, and how their perspectives on conflict shaped their understanding of the widely documented rallies and subsequent attacks at the United States Capitol on January 6, 2021. By using a Four Corners Google Jamboards exercise, my goal was to help learners build preliminary language around conflict management, locate their lived experiences by sharing their perspectives around conflict, and use real-life events to demonstrate their shared and/or contrasting perspectives about conflict. This positioned learners to be producers of content and knowledge about leadership and conflict, using Google Jamboards as a tool to facilitate this role.

The exercise was executed during the first class of the semester for second-year doctoral students. This timing was crucial because I wanted to create space for learners to think about how their perspectives about conflict would impact their conceptualization and application of the course content. Learners were assigned pre-class readings on the nature of conflict by Rahim (2011) and Roberto (2013). These gave them language about the concept of conflict they would need to complete the Four Corners exercise. In addition to the assigned readings, learners completed a conflict management scale (Liptak & Leutenberg, 2010) that gauged how and what they thought about conflict prior to engaging with course content. After completing the conflict management scale and discussing the readings, learners participated in the Four Corners exercise, with seven statements about conflict. The statements were based on the assigned readings as well as general themes from the conflict management scale:

- Conflict is inevitable
- There are always winners and losers in conflict
- Leaders must always minimize conflict
- Conflict should be about ideas not emotions
- Harmony is more important than disagreement
- There are just some things we should not talk about
- Not everyone's perspective can or should be understood

The small size of the class (seven learners) allowed for each learner to share their perspective and for others to respond. Time was a limiting factor in that this segment of the course had to be completed in 50 minutes. As such, discussion after each prompt had to be cut short in order to complete the exercise within the allotted time. The next segment after the Four Corners exercise was a discussion on the events at the United States Capitol on January 6, 2021, using the assigned readings, conflict management scale, and Four Corners Exercise.

Finally, I shared the accompanying pedagogical choice to include it in class as a way to have reflection, discussion, and invite equitable participation and contribution. When viewed together, the assigned readings, conflict management scale, and four corners exercise functioned as a primer for a discussion on the rallies and subsequent attacks at the United States Capitol on January 6, 2021.

Levels of Voice in "Perspectives on Conflict"

In this doctoral course, learners had the opportunity to enact both performative and critical voice. In demonstrating performative voice, learners defined the concept of conflict, identified its elements, and recalled contemporary perspectives based on assigned readings during the Four Corner Jamboard exercise. The performative voice functioned as a tool to meet learning outcomes and build foundational knowledge about the course topic. In this instance, the performative voice was relatively simple to surface but a necessary step to activating the critical voice during the discussion of the January 6th events.

In engaging their critical voice, students used the foundational knowledge established by the performative voice to describe and discuss the events of January 6th. Activation of the critical voice was instructor-led in that learners had to use course concepts and readings to discuss this very public event that had happened a week prior to the class. However, the learners took on the intellectual labor of making connections, interrogating ideas, and posing powerful questions.

The learning activity could have engaged the vulnerable voice. Indeed, the events of January 6th evoked (and still) a wide range of opinions, emotions, and perspectives. I deliberately decided not to create space for the vulnerable voice because I could not guarantee a psychologically safe space within that first class meeting considering the newness of the events and constant media coverage. As the instructor, I had (and have) the responsibility to intentionally create conditions for an environment that allows for curious, spirited, and respectful dialogue and debate.

Recommendations

In the proposed practice/application manuscript, we demonstrated how Google Jamboards is used as a virtual holding environment for the three levels of voice--performative, critical, and vulnerable--and as a tool for assessing learners' meaning-making and knowledge production in leadership education. Accordingly, we offer recommendations for leadership educators when using interactive online whiteboards (IOWBs).

Google Jamboards offer an accessible mediating tool that, when used with clear intentionality, provides a virtual space for learners to engage in meaningful dialogue and collaborative meaning-making. It is important for the instructor to create a structure and sequence that guides students through the process. We recommend that instructors utilize course planning and mapping to show clear alignment between tools, activities, and course outcomes. The process of progressing through sequential boards within Google Jamboards is a powerful and engaging scaffolding instrument for knowledge and capacity building in remote learning. Scaffolding is a critical part of engaging different types of learning as students move from comprehension to application (Fink, 2013).

Each level of voice--performative, critical, and vulnerable--is a powerful tool for assessing the depth of an individual's cognitive and affective leadership learning. The three levels of voice demonstrate “learning how to learn, leadership and interpersonal skills, ethics, communication skills, character, tolerance, and the ability to adapt to change” (Fink, 2013, p. 34). The use of Google Jamboards, when done with intention and alignment, can support students’ socioemotional development, allow them to gain a better sense of themselves in relation to their educational experiences, and help them develop stronger skills for working effectively with others (Prebel, 2016). Our proposed practice/application manuscript offers leadership educators an additional tool to use, thus further developing and strengthening a community of leadership educators who are teaching remotely now and in the future.

References

Boler, M. (1999). *Feeling power: Emotions and education*. Routledge.

Bloom, B. S. (1956). *Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners*. Longman.

Bonwell, C. C., & Eison, J. A. (1991). *Active learning: Creating excitement in the classroom*. George Washington University ERIC Clearinghouse on Higher Education.

Bradshaw, M. J. (2010). Debate as a teaching strategy. In M. J. Bradshaw, & A. J. Lowenstein (Eds.) *Innovative teaching strategies in nursing and related health professions*. (5th ed.) (pp. 163-172). Jones and Bartlett Publishers.

Cole, M. & Engstrom, Y. (1993) *A cultural-historical approach to distributed cognition. In G. Salmon (Ed.) Distributed cognition*. Cambridge University Press.

Dugan, J. P., & Humbles, A. D. (2018). A paradigm shift in leadership education: Integrating critical perspectives into leadership development. In J. P. Dugan (Ed.), *Integrating critical perspectives into leadership development* (pp. 9–26). Jossey-Bass. https://doi.org/10.1002/yd.20294

Fink, L. D. (2013). *Creating significant learning experiences.* John Wiley & Sons.

Gibson, K. (2003). Games students play: Incorporating the prisoner's dilemma in teaching business ethics. *Journal of Business Ethics, 48*(1), 53–64. https://doi.org/10.1023/b:busi.0000004367.60776.b3

Guthrie, K. L. & Jenkins, D. M. (2018). *The role of leadership educators: Transforming learning*. Information Age Publishing.

Hernandez, R. M. (2020, September 8). Getting out of a jam with Google Jamboards. *The FLTMAG*. Retrieved from https://fltmag.com/getting-out-of-a-jam-with-google-jamboards/

Hopkins, G. (2003). Four corner debate. *Education World*. Retrieved from http://www.educationworld.com/a_lesson/03/lp304-04.shtml

Jenkins, D., (July, 2019). *Why don't you just meet me in the middle? Using metaphor cards to enhance and facilitate mediated dialogue in leadership education*. Paper presented at the Association of Leadership Educators 29th Annual Conference, Albuquerque, NM. Retrieved from https://www.leadershipeducators.org/resources/Documents/Annual%20Conference%20Proceedings%2012-11-19.pdf

Jenkins, D., & Palus, C. (2018, December 27). Enhancing leadership learning and dialogue with visual explorer. *Interface: The Newsletter of the International Leadership Association*. Retrieved from https://intersections.ilamembers.org/member-benefit-access/interface/pause-for-pedagogy/2018ccl

Kennedy, R. (2007). In-Class debates: Fertile ground for active learning and the cultivation of critical thinking and oral communication skills. *International Journal of Teaching and Learning in Higher Education, 19*(2), 183-190.

Leutenberg, E., & Liptak, J.J. (2010). *The conflict management skills workbook: Self-assessments, exercises & educational handouts*. Whole Person Associates.

Mazzei, L. A. (2016). Voice without a subject. *Cultural Studies ↔ Critical Methodologies, 16*(2), 151–161. https://doi.org/10.1177/1532708616636893

Mezirow, J. (1991). *Transformative dimensions of adult learning.* Jossey-Bass.

Meyer, D. K., & Turner, J. C. (2007). Scaffolding emotions in classrooms. In P. A. Schultz & R. Pekrun (Eds.), *Emotion in education* (pp. 243-257). Elsevier/Academic Press. https://doi.org/10.1016/b978-012372545-5/50015-0

Ng, O., Ting, F., Lam, W. H., & Liu, M. (2020). Active learning in undergraduate mathematics tutorials via cooperative problem-based learning and peer assessment with interactive online whiteboards. *The Asia-Pacific Education Researcher, 29*(3), 285-294. https://doi.org/10.1007/s40299-019-00481-1

Osteen, L. (2013). Leadership paradigms standing continuum. In W. Wagner, D. T. Ostick, & Associates (Eds.), *Exploring leadership for college students who want to make a difference: Facilitation and activity guide* (pp. 3-4). Jossey-Bass.

Palus, C. J., & Drath, W. H. (2001). Putting something in the middle: An approach to dialogue. *Reflections, 3*(2), 28–39. https://doi.org/10.1162/15241730152695216

Parra, R. (2019). Promoting significant learning: A case in computational chemistry. *Journal of Effective Teaching in Higher Education, 1*(2), 93-108. https://doi.org/10.36021/jethe.v2i1.19

Prebel, J. (2016, Summer). Engaging a "pedagogy of discomfort": Emotion as critical inquiry in community-based writing courses. *Composition Forum, 34*. Retrieved from http://compositionforum.com/issue/34/discomfort.php

Rahim, M. A. (2011). *Managing conflict in organizations* (4th ed.). Transaction publishers.

Roberto, M. A. (2013). *Why great leaders don't take yes for an answer: Managing for conflict and consensus*. Pearson Education, Inc.

Szajner, K. (2020, July 15). 10 Jamboard templates for distance learning. *Ditch that textbook.* Retrieved from https://ditchthattextbook.com/jamboard-templates/

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Wertsch, J. (1991) *Voices of the mind: a sociocultural approach to mediated action*. Harvester.

Changing Industry Perceptions: Leadership Lessons on Stoicism

Amy Brown, MS, University of Florida
Clay Hurdle, MS, University of Florida

Abstract

The ancient philosophy of Stoicism can draw both criticism and skepticism from academic scholars. To be a Stoic is commonly known as practicing emotional repression, yet a deeper look at the philosophy will reveal a practical set of skills for navigating life's challenges and achieving a happy, flourishing life. Leadership education has begun to investigate this paradigm with a viewpoint based on original teachings. This phenomenological study investigates leadership professionals' perspectives (n = 26) on Stoicism. Three different leadership professional groups participated in a Stoicism workshop which served as focus groups for the study. Data analysis employed descriptive, concept, and pattern coding methods, resulting in four themes: Change in Perception, Cognitive Restructuring and Accommodation, Acknowledgement of Pre-existing Stoic Traits and Their Usage, and Desirability of Practical Application. Participants felt Stoicism was negatively stigmatized and could identify traits in themselves or others that mirrored the behaviors modeled in the philosophy. This identification led to a restructuring of their perception of Stoicism and inspired recognition where the philosophy's tools could be of use. Future research to explore participants' continued practice of the Stoic disciplines is recommended, as is the use of personalized case studies for facilitating discussion.

Introduction

Since 300 B.C.E., Stoicism has guided the world's greatest leaders in overcoming challenging situations (Aurelius, 1915; Aurelius, ca. 160 A.D./2002; Hays, 2022). The ancient philosophy's core disciplines provide leaders a pathway to practice strong decision-making skills, critical thinking, resilience, humility, empathy, and the ability to make difficult decisions that advance themselves and others toward a better life (Rhodes, 2019). It is not so much about a theory on the way of life, but rather a toolkit for how to live it.

Despite the common misconception that Stoics are emotionless and devoid of suffering, Stoicism is a practical philosophy aimed at achieving eudaimonia, happiness, and human flourishing (Oxford Dictionary, 2020; Sandbach, 1994). This understanding has increasingly grown in the public interest with popular press articles such as the New York Times (Hays, 2021), LinkedIn (Gambhir, 2019), Entrepreneur (Tank, 2019), and others touting the benefits of practicing the philosophy to combat common leadership challenges and everyday stressors. In April 2020, Arianna Huffington's corporate wellness company advised business executives to practice Stoicism to manage the emotional stress and leadership challenges associated with COVID-19 (Lipworth, 2020). Individuals sought out the teachings of the Stoics, with online sales from Seneca the Younger's book "Letters from a Stoic" rising three hundred and fifty-six percent (Knight, 2022).

The interest in Stoicism as a practical tool for overcoming challenging situations has value in a leadership education setting. Without any pre-existing literature in that area, an initial question to this undertaking was what are the current perspectives of Stoicism from leadership professionals and are there opportunities in sharing the philosophies original doctrines as a practical tool in life and the workplace? Inspired by the interest in the ancient philosophy expressed by the leadership education community at the 2021 Association of Leadership Education conference, the researchers sought to explore the results of educating working professionals on the practical application of Stoicism. This study addresses a gap in leadership literature as the only qualitative analysis of Stoicism in leader behaviors. The three Stoic disciplines were used to teach participants a succinct set of skills and provided a framework from which to structure overall lessons of the ancient philosophy. The immediate identification of the many ways Stoicism could be explored within the leadership education realm was refined to an initial interest to investigate any pre-existing behaviors and possible affinity for Stoic practices after a brief introduction to the basic principles.

The purpose of this study is to investigate agricultural industry leaders' perceptions of Stoicism. Study participants' opinions of Stoic behaviors in themselves and others are explored. This study was guided by the research question:

What are individuals' perceptions of Stoicism and Stoic behaviors, and do any applications exist for leaders in the ag industry?

Literature Review

Stoicism and Scholarship

Research on the presence of Stoicism within leadership development has been theoretical with limited positive associations connecting the philosophy to resilience, power, and ethics (Case et al., 2011; Koestenbaum, 2002), and referenced negatively as an example of what not to do if one aims to be a good leader (Salovey et al., 2002). Similarly, leadership scholars have drawn attention to Stoics as individuals who put rationality above all else because they were incapable of coming to an agreeance on the role of emotion (Mayer et al., 2008). Stoicism has also been juxtaposed directly with emotional intelligence, calling out the Stoics as individuals who "believed emotion too far heated and unpredictable to be of much use to rational thought" (p. 330, Grewal & Salovey, 2005). Other mentions of Stoicism as a positive tool for leaders to combat burnout and build resilience hail primarily from the medical field (Albert, 2019; Huecker, 2020). The empirical exploration of the topic is limited to pain management, suicide, and repression (Appleyard, 2019; Calderon et al., 2017; Seidler et al., 2016; Spiers, 2006; Quintener et al., 2019).

Given the association with emotions, the first empirical study on Stoicism in the context of leadership explored the relationship with emotional intelligence (Brown et al., 2021). While the quantitative analysis between Stoic behaviors and levels of emotional intelligence was limited due to the internal validity of the Stoic assessment, it provided a starting point for continued exploration into the role of Stoicism in leadership practice today.

Philosophy of Stoicism

Stoicism was founded by Zeno of Citium when he had arrived in Athens after having lost all his possessions in a shipwreck. These origins lend themselves to the core of the philosophy which is focused on providing a toolkit to the common man for handling hardships. Stoicism was practical and accessible – students interested in the philosophy only had to stop by the *stoa,* or painted porch, to engage in discourse if they could catch a teacher. Many of the Stoics were more concerned with practicing the philosophy over teaching it or writing about it. This application limits early writings from which to fully understand the philosophy. Most of what is known comes from the later Stoics, hundreds of years after Zeno spent his days in Athens. It is widely known in the study of Stoicism that accounts of the core doctrines are interpretations of the many perspectives from students over the years (Hadot, 1995). Even the writings from the better-known Stoics whom we look to for understanding today were drafted accounts from their apprentices or weren't written for public consumption (Aurelius, ca. 160 A.D./ 2002; Epictetus, ca. 105 A.D./1995; Seneca, ca. 63 A.D./1969).

All of Stoicism is directed at living a happy life, full of human flourishing, or eudaimonia. To the Stoics, this is achieved by developing one's character and practicing the four virtues – courage, justice, temperance, and wisdom (Sandbach, 1994). The Stoics practice having a realistic perspective of the world to stay on the path in pursuit of eudaimonia. However, as individuals navigate through life, encountering difficulties is likely inevitable and threatens the path toward living joyously. Fortunately, the practical philosophy acknowledges the challenge of navigating hardships and has an established set of disciplines to apply throughout life (Epictetus ca. 105 A.D., 1995).

In ancient Greece, philosophy was known as a practice to maintain the health of the soul. The three disciplines are a part of the techniques recommended by philosophers to prevent obtrusive thoughts such as anger, anxiety, and regret (Irvine, 2021). These disciplines help individuals to maintain a realistic perspective on life's events. Practicing the disciplines does not limit a Stoic's emotional experience but serves as a reminder how one reacts to those situations is what matters. As Epictetus says, "It's not things that upset us but rather our opinions about them" (Handbook, 5). The Stoics' perspective on emotional management inspired Albert Ellis' (1997) work in developing Cognitive Behavior Therapy (CBT) which is used to address anxiety, anger, and depression (Robertson, 2020). It is not the presence of emotion Stoics are concerned about but rather the appropriateness. Stoics are open to emotional experiences. Again, Epictetus claims he would "not be unfeeling like a statue" and supports the Stoic's perspective of social responsibility and connection to all others by acknowledging the importance of his "relationships both natural and acquired – as a pious man, a son, a brother, a father, a citizen" (Discourses, 3.2-4).

The first of the three disciplines is that of desire. To practice Stoicism is to be aware of that which is in and out of one's control. Those things that fall under one's control include opinions, desires, impulses, and aversions (Epictetus, ca. 105 A.D., 1995). To spend time focused on anything outside one's control is a waste of time and distraction toward living virtuously (Irvine, 2009). Also known as the dichotomy of control, this dynamic reminds Stoics to focus their desires only on those things which are within their control. Continually monitoring what is and is not up to us, is the key to happiness (Sellars, 2006).

Following the discipline of desire is the discipline of action, the way in which one behaves and acts on impulse (Hadot, 2001). This discipline reminds Stoics to act appropriately, conscious of those things that are in their control, including being just and courageous and looking out for others. For the Stoics, there is a pervading force that runs throughout all living things called the *logos*. Human beings are participants in the pattern of life alongside all other creatures, and only that which separates us is the ability to reason (Long, 2002; Sellars, 2006). This interconnectedness is reinforced by humans' natural dependence upon one another – merely consider the frailty in how we are born. Humanity depends upon the well-being of other humans to survive, or for a more advanced society, thrive. The Stoics believe in playing their part in the logos, or what they refer to as living according to nature. The discipline of action reminds Stoics of their role in nature to guide proper behavior where man strives to be the best version of himself to better help others. "The first thing philosophy promises us is the feelings of fellowship, of belonging to mankind and being member of a community" (Seneca, Epistles 5-5).

Finally, is the discipline of assent. Epictetus' *Discourses* (ca. 105 A.D./1995), states "Just as Socrates used to say that we are not to lead an unexamined life, so neither are we to accept an unexamined impression but to say, 'Stop, let me see what you are, and where you come from'" (3.12.14-15). To assent is to give in, agree, approve, or go along with. This discipline acts as an opportunity for Stoics to stop and practice examining their judgments and evaluating their truth before choosing how or if to respond. As Donald Robertson (2013) explains the discipline "is the virtue of living in harmony with our own essential nature as rational beings, which means living in accord with reason and truthfulness in both our thoughts and speech." Stoics work to practice constant awareness of their thoughts, being aware of unhealthy or upsetting impressions that would distract from pursuing the four virtues or that which is incongruent with reason.

Methods

The present study employed a phenomenological research design (Ary et al., 2014; Creswell & Poth, 2018; Saldaña & Omasta, 2022). The phenomenological paradigm leverages the power of participants' lived experiences and perspectives to better understand a shared phenomenon. This was considered especially pertinent to the present study's focus on individual perceptions of Stoicism because Stoic behaviors are the cornerstone of the philosophy and would constitute much of the participants' identification of the philosophy's practice in their own lives.

Participants were adult men and women considered leaders in their fields of agribusiness and agricultural interest groups. Membership in the three professional, leadership organizations was determined through community voting or a rigorous application process. Direction for the study population was influenced by an awarded small scholarship from the Center for Leadership Graduate Student Support designed to build resilience in agriculture and natural resource stakeholders. Focus groups constituted the leadership team in each of the three organizations constituted the primary data collection method for the study. Data were collected pre and post a Stoicism workshop which included a brief overview of the philosophy, explanation of the three disciplines, personalized case studies, self-reflection, and group discussion. Historically, interviews have served as the principal means for collecting data in the phenomenological paradigm. However, Bradbury-Jones et al. (2009) noted that group discussion can preserve individuals' lived experiences and enrich their understanding by exploring new perspectives and stimulating additional commentary on the various facets associated with the phenomenon.

Setting the stage for the participant's participation in the focus groups and streamlining data collection involved the facilitation of a workshop that introduced them to foundational historical information about Stoicism and the formal terms associated with Stoic behaviors. It was believed that this deductive approach and input would provide participants with adequate scaffolding and enable them to think critically about the Stoicism already present in their lives and/or a means for applying Stoicism to the second element of the workshop: case studies. Personalized case studies were selected to both spur conversation about Stoicism among participants and to contextualize the philosophy for their own lives. Namely, case studies were written with relevant agricultural themes and situations to appeal to participant backgrounds and sensibilities.

Data Collection & Analysis

Three focus groups were conducted on separate occasions with three different groups. There was a total of 26 participants (*n*=26). Data were collected using audio recording devices and subsequently transcribed through a paid transcription service. Participant identification was removed through the transcription process.

Three phases of coding were utilized to work toward the coalescence of emergent themes: descriptive, concept, and pattern (Creswell & Poth, 2018; Saldaña, 2021; Saldaña & Omasta, 2022). Descriptive coding was used to label and organize the various pieces of data relevant to the guiding research question. Concept coding was used to refine data into short phrases that assigned "big picture" or macro-level meaning to items present in the transcriptions. Lastly, pattern coding was used as a means to categorize data into themes. The researchers sought to attain rigor and trustworthiness via confirmability, dependability, credibility, and transferability (Ary et al., 2014; Lincoln & Guba, 1985; Saldaña & Omasta, 2022). In the spirit of the phenomenological tradition, researchers bracketed their biases and preconceived notions about the phenomenon and engaged in self-reflexivity (Creswell & Poth, 2018; Tracy, 2010). This was principally achieved through purposive and reflective conversations with the respective members of the research team, but it also included the use of reflective journaling (Tufford & Newman, 2010).

Results

Data analysis resulted in the emergence of four principal themes across the three groups of participants. These themes were *Change in Perception, Cognitive Restructuring and Accommodation, Acknowledgement of Pre-existing Stoic Traits and Their Usage, and Desirability of Practical Application***.** Each of these are explained in further detail with supporting participant data in the ensuing subsections.

Change in Perception

The change in perception theme principally coalesced from statements where participants felt that Stoicism was negatively stigmatized. In some instances, participants talked about how someone who is Stoic could be perceived with words like cold, calculating, withdrawn, or other such descriptors. Indeed, flows in conversations would often point that there was a misunderstanding about its connotations and its role as a philosophy of practice throughout history. Nevertheless, despite these statements, participants across all three groups would invariably settle on the notion that their perceptions of the philosophy were far more positive than when they engaged in a conversation among their peers and being provided a bit of context on the history of the philosophy and how to operationalize its principal tenets and facets. As such, the change in perception for participants seemed to be a positive shift in outlook on people who are "Stoic" and the beachiors of Stoicism. These sentiments can be seen in statements from the three focus groups.

"I thought "Stoic" had a very negative connotation. I feel like this is not negative." (Focus group 1)

"I would say that before I would have thought Stoicism was more of a negative, but now you see the value in those disciplines." (Focus group 2)

"We had more negative adjectives to describe this before, and I feel like we would have a little bit more positive ones if we came back and were asked the same question." (Focus group 3)

Cognitive Restructuring and Accommodation

The cognitive restructuring and accommodation theme is the result of statements in which participants would process the various elements and behaviors of Stoicism in two ways. The first involved verbalizing and contextualizing their own understanding through either hypothetical examples or real-life scenarios with themselves or people in their personal and professional lives. The second involved a similar process but the statements precipitated from conversations about the hypothetical case studies in the workshop. Both of these restructuring approaches seem to describe the process whereby participants deconstructed preconceived notions and/or prior experience with Stoicism to replace it with a new perspective having participated in the focus group and workshop. There were instances of these types of statements across all three groups.

"My husband is definitely a Stoic. He's just a natural. I would have never thought that because he's a very outgoing personality, but he always is that calm person that looks at both sides and says, 'Okay. This is how we deal with it.'" (Focus Group 1, not in reference to case study)

"You know, 'Not my circus, not my monkey.' It's like, walk away from this one. You know? When we sit in these meetings sometimes and we say, I'm not gonna engage in that fight. Like, that person is looking for something, and I'm gonna move past it. I feel like we did not realize we're already doing these things on a lot of levels." (Focus Group 1, not in reference to case study)

"Like I got out of Winn-Dixie the other day, and it was pouring rain and lightning. I parked right where the storm drain goes into the ground. I was like, "You know what? It's water. It's not burning oil. It's water. It's stepping water, and my shoes are gonna dry. I got in the car and I was like, "Thank you for not letting me get struck by lightning when I walked out to my car," so I'm trying." (Focus Group 1, not in reference to case study)

"Act and react with as little emotional damage as possible. Make sure your people are taken care of, and then help your neighbor. Because you're gonna be panicking the whole time you're helping them if you haven't already helped your family. (Focus Group 1, in reference to case study)

"I mean, that would probably be Action, because—well, I mean, we kind of lived that about a month ago. Because about a week after I got COVID, my in-laws got COVID, and then my brother and sister-in-law got COVID. My daughter, out of all of us, is the only one that did not get COVID. As much as I told her to stay away and everything, she was our lifeline for going to the store and delivering things. We worked it out. She could leave it at the door of the in-laws and they were able to get it. There was never any angst about it. It was just, it's needed. There's a need that needs to be filled, we're able to fill it, we're the closest ones to fill it, and you just do it." (Focus group 2, partially in reference to case study).

"You can transition to assent—or actually, to action and letting them voice their opinion to be fair to everybody, but then you kinda spring into the assent, and you gotta think before you speak." (Focus group 3, in reference to case study)

Acknowledgment of Pre-existing Stoic Traits and Their Usage

The acknowledgment of pre-existing Stoic traits and their usage theme describes those situations where participants referenced (often overtly) the identification of Stoic traits in their own life and previous usage of Stoic practices. These types of statements often oscillated around the recognition that participants did not actually realize that they were practicing Stoic behaviors until the workshop and focus group contextualized their behavior. Examples of these types of statements were common across all three groups.

"Absolutely. When she said, leadership, now I see it so much because I've been through so many different leadership trainings that this is the one thing they say is "take control of what can. Put it into action what you can help and how you can solve this problem, and you do it even-keeled." I never thought of it like that." (Focus Group 1)

"I kind of realized I was already doing something and I didn't know there was a name for it. 'Cause I try and do those—control yourself, control your emotions, not react right on everything and stuff. It's kind of like, I think it's neat that it has a name." (Focus Group 2)

"I think you can put a definition to what we were kinda already doing in the ways that we didn't know we were doing it … I said I think it kinda—by going over this, it put a definition to what we were already doing that we didn't know we were doing. We kinda—you'll think about it more

now and say, "Okay. Well, let me get back to those three disciplines and think about,"—it's like you're talking about, in that moment of the situation, they'll pop up." (Focus Group 3)

Desirability of Practical Application

The desirability of practical application theme relates to participant statements that imply a motivation to consciously apply Stoic behaviors and practices in their lives beyond the workshop and focus groups. While this might look slightly different between participants, the general sentiment of making an effort to be more Stoic was most common among group 3 participants with one such statement being derived from group 1 and none from group 2.

"Beside that, but I will say this is a good thing. That it is exciting. Maybe we should all try to be a part of this because the more of us that are trying this, the better people we're all gonna be supporting each other." (Focus Group 1)

"I know I should work on my short fuse, but this sort of gave me a template to work on that, I guess." (Focus Group 3)

"I think that in my past, I was always very quick to judge, but as I've grown and gone through a lot of leadership classes and stuff like that, I control my own thoughts, and I don't need to think that way." (Focus Group 3)

"The biggest thing for me is just the desire. If you don't have control over it, don't stress over it, don't worry about that, don't dread on it. For me personally, that's one of the biggest things is you don't have control, so don't focus on that." (Focus Group 3)

"I think just realizing what you can do—just take—as a practicing Stoic—what we thought it was in the beginning and then realize that you can take those qualities, implement them in your life, and reach your goals." (Focus Group 3)

Conclusion & Recommendations

Several recommendations precipitated from this project. With the limited exploration of Stoicism in the context of leadership, this study proves a meaningful outcome of introducing the philosophy to persons in leadership roles and providing opportunities to apply the basic doctrines. Participant's positive association with the transferability and applicable nature of Stoic behaviors are in direct contrast to existing leadership emotional intelligence literature which negatively references Stoicism as an example of what not to do if one aims to be a good leader (Grewal & Salovey, 2005; Mayer et al., 2008; Pierce, 2015). Moreover, the findings from the qualitative study, regardless of any implications, add to the sparse body of empirical research which until this point was limited to the medical field (Appleyard, 2019; Calderon et al., 2017; Seidler et al., 2016; Spiers, 2006; Quintener et al., 2019). This social science research is the first to approach the topic of what it means to be Stoic from a philosophical standpoint, honoring the ancient teachings and using a comprehensive workshop to inform participants based on the philosophy. While participants' initial perception of being Stoic matched the commonly understood dictionary definition (Oxford Dictionary, 2020), it proved following an introduction to the original doctrines, a change in perspective and a better understanding of the present-day practicality of Stoicism is possible. With this change, Stoicism can be adopted as the tool to combat burnout and build resilience as has been presented by medical field experts (Albert, 2019; Huecker, 2020).

From a research standpoint, although literature does support focus groups as a means of understanding lived experience through the phenomenological paradigm, the research team recognizes the value of interviews when garnering participant perspectives on something as multifaceted as behavior (i.e., stoic practices). As such, the spirit of this project could be transferred to contexts where interviews are the primary form of data collection. It might be worthwhile to incorporate both interviews and focus groups in a future study to see if collective and singular contexts have any kind of significant impact on participant perceptions of Stoicism. Another recommendation would be adapting the project into a longitudinal study following up with participants from the Stoicism workshop to further explore their perceptions of Stoicism from the renewed sense of Stoic recognition and to see what levels of desirability and practical application might exist. Furthermore, assuming the survey's questions are developed in such a way, researchers might be able to garner further contextual insights on what environmental factors (i.e., real-life situations that resemble the workshop case studies) contribute to participant stoic behavior.

A practitioner recommendation for this research includes the further development of the case study as a method of facilitating discussions about Stoicism. Participants seemed to respond enthusiastically to case studies that were contextualized to their fields of interest and professions (i.e., agricultural settings). As such, it might be of interest to practitioners to consider this method as a means of helping participants identify stoic behaviors and consider their own stoic applications in other fields and contexts: business, higher education, K-12 education, government, to name a few. This would be helpful to a wider range of leaders, and it could also open avenues for future research projects similar to the present study in contexts outside of agriculture.

References

Albert, J. (2019). Leadership Lessons from history and Stoicism [Editorial]. (2019). *Spine Deformity, 7, 187-190.*

Appleyard, S. E., & Clarke, C. (2019). Cancer pain and coping. In S. van Rysewyk, (Ed.). *Meanings of Pain* (Vol. 2, pp. 185-207). Springer.

Ary, D., Jacobs, L. C., Sorensen, C. K., & Walker, D. A. (2014). *Introduction to research in education* (9th ed.). Wadsworth, Cengage Learning.

Aurelius, M. (1915, February 8). Marcus Aurelius. Theodore Roosevelt Birthplace National Historic Site. https://www.theodorerooseveltcenter.org/Research/Digital-Library/Record?libID=o284909

Aurelius, M. (2002). *Meditations.* (G. Hays, Trans.) Modern Library. (Original work published ca. 160 A.D.)

Bradbury-Jones, C., Sambrook, S. & Irvine, F. (2009).The phenomenological focus group: An oxymoron? *Journal of Advanced Nursing 65*(3), 663–671. https://doi.org/10.1111/j.1365-2648.2008.04922.x

Brown, A., Stedman, N., Sowcik, M., & Bunch, J. C. (In Review). The relationship between stoicism and emotional intelligence in undergraduate leadership students. *Journal of Leadership Education.*

Calderon, C., Ferrando, P. J., Lorenzo-Seva, U., Carmona-Bayonas, A., Jara, C., Ayala de la Peña, F., Beato, C., Ramchandani, A., García, T., Mangas-Izquierdo, M., Castelo, B., Donnay, O., Muñoz, M., Castro, E., Garcia S., Ghanem, I., Mellen, T., & Jiménez-Fonseca, P. (2017). Psychometric properties of Liverpool Stoicism Scale (LSS) in a cohort of patients with resected cancer in adjuvant treatment. *Anales de Psicología, 33*(3): 621-629. https://doi.org/10.6018/analesps.33.3.277061

Case, P., French, R., & Simpson, P. (2011). Philosophy of leadership. In A. Bryman, D. Collinson, K. Grint, B. Jackson, & M. Uhl-Bien (Eds.), *SAGE handbook of leadership* (pp. 242 - 254). Sage. https://us.sagepub.com/en-us/nam/the-sage-handbook-of-leadership/book233409

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publishing.

Ellis, A., & Harper, R. A. (1997). *A guide to rational living* (3rd Revised ed.). Wilshire.

Epictetus. (1995). *The discourses of Epictetus* (C. Gill, Ed. & R. Hard, Trans.) Orion Publishing Group. (Original work published ca. 105 A.D.)

Gambhir, V. (2019, October 28). Stoicism can make you a better leader. *LinkedIn*. https://www.linkedin.com/pulse/stoicism-can-make-you-better-leader-vivekgambhir/

Grewal, D., & Salovey, P. (2005). Feeling smart: The science of emotional intelligence: A new idea in psychology has matured and shows promise of explaining how attending to emotions can help us in everyday life. *American Scientist, 93*(4), 330-339. Retrieved, March 11, 2020, from: https://www.jstor.org/stable/27858608

Hadot, P. (1995). *Philosophy as a way of life* (A. I. Davidson, Trans.). Blackwell Publishing.

Hadot, P. (2001). *The inner citadel:The Meditations of Marcus Aurelius* (M. Chase, Trans.). First Harvard University Press.

Hays, G. (2021). Tune out & lean in. [Review of the book *That one should disdain hardships: The teachings of a Roman Stoic,* by M. Rufus; *How to keep your cool: An ancient guide to anger management,* by S.; *How to be free: An ancient guide to the Stoic life,* by E.; *The pocket Stoic,* by J. Sellars; *Stillness is the key,* by R. Holiday; *Not all dead white men: Classics and misogyny in the digital age,* by D. Zuckerberg]. *The New York Review.* https://www.nybooks.com/articles/2021/03/11/tune-out-lean-in-stoic-philosophy/

Huecker, M. R. (2020). Stoicism defeats burnout. *Academic Emergency Medicine*, *27*(12), 1374-1376.

Irvine, W. (2021). *Waking Up: The art of living* [Audio podcast]. Sam Harris. https://www.samharris.org/podcasts/waking-up-conversations

Knight, I. (2022, Jan. 24). *Stoic philosophy goes to Hollywood.* The New Yorker. https://www.newyorker.com/magazine/2022/01/31/Stoic-philosophy-goes-hollywood

Koestenbaum, P. (2002). *Leadership, the inner side of greatness: A philosophy for leaders* (2nd ed.). Jossey-Bass.

Lincoln, Y. S., & Guba. E. G. (1985). *Naturalistic inquiry*. Sage Publishing.

Lipworth, E. (2020, April 2). *How staying in the moment can help us fight stress during a pandemic.* Thrive Global. https://thriveglobal.com/stories/coronavirus-covid- staying-present-in-the-moment-stoics-reduce-stress/?utm_source=Newsletter_General&utm_medium=Thrive

Long, A. A. (2002). *Epictetus: A stoic and Socratic guide to life.* Oxford University Press.

Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional intelligence. *Annual Review of Psychology, 59*, 507 – 536. https://doi.org/10.1146/annurev.psych.59.103006.093646

Oxford University Press (n.d.). *Oxford English Dictionary.* Retrieved March 11, 2020 from https://www.oed.com/

Rhodes, K. (2019). *The practical guide to Stoicism and critical thinking: The secrets to the stoic philosophy and art of happiness in modern life and to mastering critical thinking, decision making and problem solving*. Charlie Piper.

Robertson, D. (2013, February 20). *Introduction to Stoicism: The Three Disciplines.* Donald Robertson. https://donaldrobertson.name/2013/02/20/introduction-to-stoicism-the-three-disciplines/#:~:text=The%20discipline%20of%20assent%2C%20according,both%20our%20thoughts%20and%20speech.

Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). Sage Publishing.

Saldaña, J., & Omasta, M. (2022). *Qualitative research: Analyzing life* (2nd ed.). Sage Publishing.

Salovey, P., Mayer, J. D., & Caruso, D. (2002). The positive psychology of emotional intelligence. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 159-171). Oxford University Press.

Sandbach, F. H. (1994). *The Stoics* (2nd ed.). Bristol Classic Press.

Seidler, Z. E., Dawes, A. J., Rice, S. M., Oliffe, J. L., & Dhillon, H. M. (2016). The role of masculinity in men's help-seeking for depression: A systematic review. *Clinical Psychology Review, 49,* 106-118. https://doi.org/10.1016/j.cpr.2016.09.002

Sellars, J. (2006). *Stoicism.* Routledge.

Seneca, L. A. (1969). *Letters from a Stoic: Epistulae morales ad Lucilium*. (R. Campbell, Trans.). Penguin Books. (Original work published ca. 63 A.D.)

Spiers, J. (2006). Expressing and responding to pain and Stoicism in home-care nurse–patient interactions, *Caring Sciences 20*(3), 293 - 301. https://doi.org/10.1111/j.1471-6712.2006.00407.x

Tank, A. (2019, September 23). Why today's best business leaders look to Stoicism. *Entrepreneur*. https://www.entrepreneur.com/article/338735

Tracy, S. J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry, 16*(10), 837–851. https://doi.org/10.1177/1077800410383121

Tufford, L., & Newman, P. (2010). Bracketing in qualitative research. *Qualitative Social Work, 11*(1), 80–96. https://doi.org/10.1177/1473325010368316

Co-Construction through Co-Instruction: The Importance, Challenges, and Opportunities of Standpoint Plurality in Leadership Education

Lisa Kuron, PhD, Wilfrid Laurier University
Erin Hodson, M.Ed., Wilfrid Laurier University

Abstract

Co-teaching occurs when two (or more) educators plan, deliver, and assess learning within a shared space. Though co-teaching is commonly used in K-12 classrooms and within education programs in higher education, there is limited exploration of how or if co-teaching can be used within leadership education. To this end, we share our experience co-teaching a leadership course on diversity within a remote learning environment. Using Kouzes and Posner's (2012) practice of modelling the way as a foundation, we argue that when used with intention, the practice of co-teaching can lead to numerous benefits, both pedagogically and professionally. We recognize the numerous challenges inherent in co-teaching, offer strategies to overcome these challenges, and share successes and reflections based on our experience. To conclude, we offer recommendations for educators, researchers, administrators, and institutions to consider when enacting co-teaching in their context.

Session Learning/Participant Objectives

- To explore the potential of co-teaching as a pedagogical and professional development tool in leadership education;
- To reflect on how leadership educators can model the way to enhance student learning;
- To articulate intentionality in the process of co-teaching practices.

Introduction

During the great academic pivot of 2020, many of our colleagues were focusing on learning how to shift their pedagogical delivery to remote learning. In our case, we also set upon a journey of co-construction. To be specific, we tried co-teaching – that is, "planning, delivering, and assessing instruction together in single classroom" (Brown, Howerter, & Morgan, 2013, p. 85) for the first time. Was it the best time to try something new? Perhaps not given the many other pivots we were all trying to manage. Or, perhaps the numerous other challenges made it the opportune time – after all, as leadership educators we understand the importance of balancing tasks with relationships. For better or for worse, we committed to co-teaching (also denoted throughout as co-instructing) and to creating a learning environment that was community-based and rooted in relationality.

To date, we have co-taught four sections of the same course, across two semesters to a total of approximately 150 students (technically) across two campuses (but realistically on Zoom). As we will share below, through critical reflection of our shared and individual experiences and values, we believe that the pedagogical benefits of co-teaching are numerous and can be a powerful personal and professional development experience for leadership educators through modelling the way (Kouzes & Posner, 2012). To be clear, co-teaching is not easy. We will explore the challenges it brings and how those challenges, in turn, provide us further opportunity to develop ourselves not just as leadership educators, but as leadership practitioners within higher education.

Background

Leadership is often conceptualized as a collaborative process rather than a position that someone occupies (Northouse, 2020). We begin with this statement to note that there is an inherent tension between the conceptualization of leadership and traditional models of education wherein the professor occupies a position of power and thus makes most decisions unilaterally. As King (1993) argued, many professors follow the model of “sage on the stage” - a transmittal model of learning wherein professors disseminate the knowledge that they hold. This is usually aligned with the Banking Model of education (Freire, 2000) where students are expected to take in knowledge and then repeat it in assessments to assess their knowledge retention, not knowledge creation. Rather than take a traditional approach, King (1993) encouraged educators to move toward constructivist models of learning – that is, to be the “guide on the side” and facilitate meaning making among students. Herein, we do not aim to dispute King’s (1993) recommendation; rather, we seek to extend it by exploring how co-teaching might facilitate a constructivist approach by having leadership educators model the way (Kouzes & Posner, 2012). Research demonstrates that it takes time for students to move from a hierarchical understanding of leadership toward a more collaborative one (Komives, Owen, Longerbeam, Mainella, & Osteen, 2005), and so, having educators model the way of co-construction through co-instruction may serve to increase students’ self-efficacy (Bandura, 1999) and thus capacity to engage in collaborative approaches themselves.

The co-teaching practice we describe below is rooted in the first of "Five Practices of Exemplary Leadership” to “Model the Way” as described in Kouzes and Posner’s (2012) seminal book. As Kouzes and Posner (2012) argue, leaders build integrity and trust by leading by example – that is, by living and believing in the values they want others to follow. To model the way, a leader must clarify their values and then set the example by living in accordance with those values. Below, we will describe how our co-teaching practice came to be and has been shaped by the principle of modeling the way. As we reflect on our practice, we furthermore utilize Kouzes and Posner’s (2012) remaining four practices (Inspire a Shared Vision; Challenge the Process; Enable Others to Act; Encourage the Heart) to reflect on and extend our co-teaching practice.

We also rely on the co-teaching framework outlined by Friend (2014) to describe and make sense of our co-teaching practice. According to Friend and Cook (2010), co-teaching is significantly different from traditional teaching and can take many forms (e.g., one teach, one observe; station teaching; parallel teaching; alternative teaching; teaming; one teach, one assist) (Friend, 2014). As we will further elucidate below, we believe our co-teaching practice is best described as “teaming” as we were both responsible for planning and delivering instruction together, but note that we also relied on elements of other co-teaching types during class preparations and assessment grading (Friend, 2014).

Description of the Practice

Our co-teaching practice came to be during the summer of 2020. One of the authors (heretofore referred to as “Author A”) had been teaching a course on diversity and was reviewing learning materials for the year ahead. While reflecting on Ferdman’s (2014) systemic framework for inclusion, and more specifically the concept of standpoint plurality, they recognized an opportunity to practice standpoint plurality by shifting from teaching independently to co-teaching. Pless and Maak (2004) define standpoint plurality in simple terms – it involves being open to different perspectives – but further note that while simple in definition, standpoint plurality can be difficult to practice given implicit preferences for a single “right” solution, which often tends to be that offered by dominant voices, and therefore the simplicity of standpoint plurality can be hindered by unequal distributions of power. As defined, standpoint plurality parallels the conceptualization of leadership as a co-constructed process and aligns with a constructivist approach to teaching. It is this reflection that led Author A to recognize that to model the way and practice standpoint plurality, it was necessary to re-distribute power in the classroom. Such power re-distribution was especially necessary given that their social location includes many privileged (i.e., dominant) identities.

Shifting to a model of co-teaching takes the willingness of the instructor who would be otherwise be teaching independently, as well as administration to adjust workloads and other supportive tasks (e.g., hiring). We are grateful to our department, faculty, and institution for supporting the shift to co-teaching and the additional work needed to accomplish it. We are also grateful to the results of the hiring panel that led Author B to join Author A on a co-teaching journey.

Beginning our co-teaching online due to the global pandemic was an unexpected twist, but one we met with great intention. For context, though this was our first-time co-teaching together, Author B had been involved in previous iterations of the course led by Author A as a guest speaker. Thus, we note the potential for unequal power distribution within the co-teaching team: Author A is a full-time faculty member who had independently planned and delivered the course four times previously; Author B is a contract faculty member (and full-time staff member) who had not taught this specific course before. As our leadership theories recommend, we first focused on building a relationship before moving forward to the task at hand. In doing so, we emphasized the importance of open communication, multiple perspectives, and the need to dismantle perceptions of unequal power distribution within our co-teaching team and between ourselves and our future students. As Kouzes and Posner (2012) describe, we enabled each other to act by fostering collaboration. Having described how our co-teaching practice began, we will now describe how it was enacted across three distinct categories of behaviour: 1) preparatory work, 2) classroom dynamics, and 3) ongoing maintenance using Friend’s (2014) framework of co-teaching types.

First, in terms of how we prepared to co-teach, we shared our teaching philosophies and found common ground in wanting to be build community to engage our students. We shared our goals for the course, which included Author A explicitly stating that their goal was not to follow the same structure and lesson plans as used in the past, but to co-create a new path forward. Together, we co-constructed the learning outcomes for the course, followed by mapping out a schedule of lessons that would help us accomplish those goals. We had open discussions as to our subject matter expertise, as well as the benefits of leveraging some past materials to manage our workloads. As the semester drew nearer and we prepared our learning materials, we often employed “station teaching” (Friend, 2014). Typically, this occurs in the classroom, wherein educators lead a “station” and students rotate between stations to engage with all content. Similarly, prior to entering the classroom, each of us was responsible for creating content for a specific “station” within the lesson. We then moved toward teaming – working through each of the stations together, finding points of integration, and creating a narrative together.

Second, within the Zoom classroom itself, we primarily engaged in teaming – delivering the instruction together (Friend, 2014). While we each had “stations” within the lesson that we would lead, before moving on to the next “station” we would offer space to each other to build on, challenge, or re-phrase what the other had shared. In this way, to the students, our dynamic may have been perceived as “one teach, one observe” (Friend, 2014). However, we contend that because we had “teamed” in our preparation, the words shared by one of us most often included the standpoint of the other. That said, given the nature of the remote-learning environment (i.e., Zoom), we also had to rely on “one teach, one assist” wherein one of us would monitor and respond to the chat whilst the other taught, and amplify student questions, comments, and concerns afterward.

Finally, in terms of ongoing maintenance we share our approach to assessments and e-mails. For assessments, we primarily oscillated between teaming and parallel teaching – the latter defined as each educator providing the same instruction to half of the students (Friend, 2014). We developed assessments and rubrics as a team prior to sharing with the class. When grading assessments, we worked in parallel - one of us marked approximately one half of the class, and the other the other half – trusting that our teaming approach from the onset would lead to consistency in grading. When concerns did emerge, we teamed again to resolve issues. In terms of e-mails, when students e-mailed us both (our preferred policy) our approach may best be characterized as “first come, first to reply.” Whomever got to an e-mail first would be the individual to reply – letting our shared values and learning outcomes guide our response. This required a great deal of trust in each other's abilities and a willingness to support each other in response to student inquiries. As with assessments, when concerns did emerge, we teamed first before replying.

Discussion of Outcomes/Results

To begin, we want to make clear that the outcomes that follow are based on our critical reflections, as well as anecdotal evidence from our teaching evaluations and conversations with our learning community. Many of the outcomes of our co-teaching experience parallel what has been noted elsewhere (e.g., Morelock et al., 2017; Steele et al., 2021), including more plurality in the standpoints shared with students and each other which, in turn, fosters professional development within the co-teaching team; more time and effort spent coordinating; and some confusion as to who students should direct their inquiries. Rather than unpack these outcomes here, we direct readers to the work of others (e.g., Morelock et al., 2017; Steele et al., 2021) and focus on outcomes we believe are more unique to our context.

Practicing course content within our co-teaching relationship while simultaneously teaching the content allowed us to leverage our experiences as a pedagogical tool and extend students' learning. For example, when discussing the barriers to inclusion (e.g., increased costs, effort), we openly shared how we, too, experienced challenges in our co-teaching relationship, and how we sought to overcome them. When discussing how to structure group tasks in a way that leveraged individual strengths, while also developing others' capacities, we shared how and why we collaborated the way we did. In doing so, we were able to take a constructivist approach with students – guiding them as they navigated their group project and processes by sharing our processes, challenges, and successes. Practicing what we preach in this way, reinforced our understanding of theories and concepts, and moreover, allowed our students to make meaning from our experiences, leverage the example we set, and incorporate our collective learning into their practice.

The most common theme to emerge from our course evaluations and conversations with students was the creation of a community. To be sure, while course evaluations have been positive in previous iterations of the course, community emerged as a theme only when we shifted to the co-teaching model. Numerous students expressed gratitude for the ability to create relationships with their peers, which they felt was rare for a university course, and even rarer for a course taught via Zoom. Practice five from Kouzes and Posner (2012) is to "Encourage the Heart" wherein leaders recognize the contributions of others and celebrate shared values and successes to recognize the value that each individual brings to the community. As co-instructors, we intentionally and publicly recognized the contributions of our co-teaching counterpart and encouraged our students to do the same with each other. Simple actions of support, such as showing appreciation for peers using Zoom reactions or a "^" in the chat as a shorthand for "great point! I agree with this!" became the norm in our community. In turn, we found that encouraging the heart led to practice four: "Enable Others to Act" (Kouzes & Posner, 2012). Through public acts of sponsorship, our community strengthened each other, which in turn created a climate of trust and the creation of relationships necessary to foster collaboration and vulnerability. In turn, our community experimented and took risks (Kouzes & Posner, 2012) – sharing personal stories of injustice, stories of success, and several heart-warming moments. Overall, the outcome of building community led to many other outcomes, including but not limited to: joy, belonging, vulnerability, perspective-taking, relationships, and safety.

The community that was built within our classroom extended to a feeling of community between co-instructors. Teaching is a demanding profession and being able to lean on one other as the inevitable challenges of teaching surfaced allowed us to better manage the emotions associated with teaching, to incorporate standpoint plurality when responding to student questions and concerns, and to challenge the process by finding new opportunities to experiment (Kouzes & Posner, 2012) with course policies. For example, our shared value of community, and collective experience of exhaustion led us to incorporate "rest, read, and reflect days" into our course schedule – days where there was no class and no expectations of our students, but where we were available via office hours as needed. To summarize, our co-teaching practice allowed us to support one another, and in turn, find new ways to evolve our pedagogy to support our students.

Reflections of the Practitioner

The literature on co-teaching emphasizes the need for ongoing conversation and reflection to ensure co-teaching is done effectively (e.g., Conderman, Johnston-Rodrigeuz, & Hartman, 2019; Lock, Clancy, Lisella, Rosenau, Ferreir, & Rainsbury, 2016; Oh, Murawski, & Nussli, 2017). Reflection is also central to Kouzes and Posner's (2012) practices for exemplary leadership. Herein, we reflect on the mechanisms that we believe have contributed to our perceived success, the transferability of those mechanisms, as well as questions we continue to reflect on.

A central line of questioning that has guided our reflections is whether we would be interested in co-teaching again, and if so, if that willingness extends beyond us co-teaching together. As is likely to be assumed given that we are authoring this manuscript together, co-teaching together is absolutely a future priority. Co-teaching with others, however, brings some hesitation worth further reflection. Research suggests that "purposeful pairings" - that is – forming co-teaching teams based on similarities between co-instructors (Steele, Cook, & Ok, 2021) can promote collaboration and thus foster positive outcomes for educators and students. At face value, the notion of purposeful pairings may contradict our earlier stated goal of engaging in co-teaching as means to practice standpoint plurality. Afterall, standpoint plurality aims to amplify different perspectives, and purposeful pairings argues for similarity. However, as emphasized by Kouzes and Posner (2012), effective leaders not only clarify their values, but they go further to affirm shared values with others. Reflecting on our experiences, we believe that our shared teaching philosophies – centered around community building and relationality – became the cornerstone to our success. Our shared values made it possible for us to trust one another swiftly and maintain open and honest conversations throughout our time together. In this way, our shared values are a similarity that might suggest "purposeful pairing" - yet, within our context, our pairing was not entirely purposeful, but a matter of circumstance. To be clear, while it was known that Author A would be part of the co-teaching team, Author B was hired through a traditional hiring process for contract faculty in which Author A was not involved. While we are fortunate to have found shared values within our co-teaching dyad, entering a new co-teaching dyad in the same way brings uncertainty that leads to some hesitation. That said, as Kouzes and Posner (2012) note, challenging the process and finding new opportunities to experiment and take risks is critical to leadership development. As leadership educators, we believe it is necessary to lean into our discomforts to continue to model the way. In doing so, we not only espouse leadership theories, but we also practice them with intention, and thereby develop a more nuanced understanding of our profession.

Continued reflection suggests that the context of our co-teaching experience may also have contributed to our success. As we co-taught a course on diversity, a central theme in the course was inclusion – the notion that you belong, just as you are - after all, "diversity without inclusion does not work" (Ferdman, 2014, p. 9). As mentioned previously, the content of the course allowed us to intentionally reflect and incorporate course content into our practice as we navigated the inevitable challenges that co-teaching can bring. Would our efforts be as successful in a different course? Within the context of leadership education, we believe so given the inherent ability of leadership educators to "practice what they preach" (McClellan, 2021) if they so choose. That said, the content of our course also allowed us to navigate the challenges inherent in co-teaching with shared language and understanding. For example, equal and balanced distribution of workload is a common co-teaching challenge (Steele et al., 2021). At various times during our experience together, personal and professional responsibilities impeded our ability to maintain an equal and balanced workload. In response, we had honest conversations as to what constitutes "fair" and leaned on the differentiation between equality and equity to navigate these conversations. For example, in marking assessments we asked questions like: is it most fair to practice equality and have each instructor mark half of the class (e.g., parallel teaching)? Or can we take an equity-based approach and recognize that what each of us needs can vary across time and space? Similarly, as mentioned earlier, there was an inherent power differential in terms of experience teaching the course - how does that factor into distribution of work? Open and honest conversation, coupled with intentional decision-making guided by our shared values allowed us to answer these questions.

Recommendations

We are new to co-instruction and are therefore aware that we can and should seek to evolve our pedagogy. Please note: these recommendations are based on our experiences, our collective expertise, and the limited literature on co-teaching in higher education (most co-teaching literature reflects K-12 classrooms; Steele et al., 2021). Every institution, program and instructor should take their personal context into consideration when beginning their co-instruction journeys.

Our first recommendation relates to the notion of purposeful pairings (Steele et al., 2021) - selecting co-instructors with similarities to foster successful relationships. We recommend extending the idea of purposeful pairings in at least two ways: 1) to reflect the potential for co-teaching to facilitate professional development; and 2) to practice co-teaching in leadership courses in which collaboration is a central learning outcome.

Research suggests that co-teaching can be a valuable professional development tool for educators early in their career given the potential to shape and shift early educators' knowledge about and confidence in instructional strategies and communication (Drescher, 2017; Gladstone-Brown, 2018; Guidry & Howard, 2019). However, we know that leadership is also conceptualized as a process (Northouse, 2020), one that can and should evolve as demanded by personal, collective, and situational variables. As such, we believe it is short-sighted to view the professional development benefits of co-teaching as unidirectional, and moreover contend that doing so can reinforce power dynamics that hinder effective use of co-teaching (Morelock et al., 2017). Instead, we recommend purposefully pairing early and experienced educators through co-teaching, and call for research that explores the multi-directional benefits of co-teaching using insights from the mentoring literature (e.g., Seymour, Jackson, Sinclair, Weber & Wilding, 2008).

Additionally, we believe that the practice of co-teaching can and should be purposefully paired with leadership courses wherein leadership educators can practice what they preach (McClellan, 2021). As shared above, our co-teaching occurred within the context of a diversity course and allowed us to intentionally walk the talk of standpoint plurality. For us, co-teaching allowed us to show, rather than tell, students that there is place for different ways of knowing and being, and when that place is created carefully, acceptance and support will follow. Thus, we unequivocally recommend that co-teaching is purposefully practiced in diversity courses. The more perspectives that can be offered to students from a place of authority, the more they can see themselves in their education and feel confident and comfortable learning and sharing their own perspectives. Additionally, based on the review of common courses within leadership programs in the United States conducted by Brundgardt and colleagues (2006), we further recommend purposeful pairings with co-teaching and the following (non-exhaustive) list of courses: communication; managing change; emotional intelligence; team development; organizational leadership; and negotiation.

Underscoring the recommendations above is the notion of intentionality, which leads to our next recommendation: creating space for co-teaching needs to include buy-in from both co-instructors and a willingness to be open and authentically yourself, so others feel safe and comfortable doing so. We must reiterate, this is not work done simply to lighten a load, it is intentional teaching choices to ensure instructors can create a robust learning environment. We recommend, then, to reflect, discuss and be open when exploring the idea of co-instructing. Past research has highlighted how power dynamics can negatively impact the experience of co-teaching (Morelock et al., 2017). To overcome these power dynamics and enable others to act (Kouzes & Posner, 2012) a climate of trust must be created; this can be difficult for instructors as we are often encouraged to segment ourselves within the institution, only bringing our analytical mind to our work. To this end, we recommend intentionally incorporating pedagogies of care into the practice of co-teaching. As discussed by Gordon, Benner and Noddlings (1996), caring is understood as "a set of relational practices that foster mutual recognition and realisation, growth, development, protection, empowerment, and human community, culture, and possibility" (p. 1017). Such care is needed to navigate the challenges that co-teaching will bring, and to in turn, share those challenges with the learning community as part of your pedagogy (which we also recommend). When instructors speak from and share their experiences, they engage the affective domain of learning, which parallels the notion of encouraging the heart (Kouzes & Posner, 2012) and is outlined by Martin and Reigeluth (1999) as focusing on "internal changes or processes" (p. 486). If we want our students to move from theory to practice, we must then be willing to model the way for our students.

Finally, we recommend that alongside of incorporating the recommendations above, leadership educators also develop a program of research to explore the mechanisms, benefits, and challenges involved in co-teaching. There is limited research on co-teaching in higher education, and that which does exist is primarily within the context of education programs (e.g., Morelock et al., 2017; Steele et al., 2021). Certainly, there are interdisciplinary lessons to be learned, but for all the reasons above, we believe that research devoted to co-teaching within the context of leadership education can help strengthen both leadership pedagogy and practice.

References

Bandura, A. (1999). Social cognitive theory of personality. *Handbook of Personality, 2*, 154-96.

Brown, N., Howerter, C., & Morgan, J. (2013). Tools and strategies for making co-teaching work. *Intervention in School & Clinic, 49*(2), 84-91.

Brungardt, C., Greenleaf, J., Brungardt, C., & Arensdorf, J. (2006). Majoring in leadership: A review of undergraduate leadership degree programs. *Journal of Leadership Education*, *5*(1), 4-25.

Conderman, G., Johnston-Rodriguez, S., & Hartman, P. (2009). Communicating and collaborating in co-taught classrooms. *TEACHING Exceptional Children Plus, 5*(5), 1-17.

Ferdman, B.M. (2014) The practice of inclusion in diverse organizations: Toward a systemic and inclusive framework. In B.M. Ferdman & B.N. Deane (Eds.), *Diversity at Work: The Practice of Inclusion* (pp. 3 to 34). Jossey-Bass/Wiley.

Freire, P. (2000). *Pedagogy of the oppressed: 30th anniversary edition.* New York: Continuum.

Friend, M. (2014). *Co-teaching: Strategies to improve student outcomes.* [Pamphlet]. National Professional Resources, Inc.

Friend, M., & Cook, L. (2010). *Interactions: Collaboration skills for school professionals* (6th ed.). Columbus, OH: Merrill.

Gordon, S., Benner, P., & Noddings, N. (Eds.). (1996). *Caregiving: Readings in knowledge, practice, ethics, and politics.* Philadelphia, PA: University of Pennsylvania Press.

King, A. (1993). From sage on the stage to guide on the side. *College Teaching, 41*(1), 30-35.

Komives, S. R., Owen, J. E., Longerbeam, S. D., Mainella, F. C., & Osteen, L. (2005). Developing a leadership identity: A grounded theory. *Journal of College Student Development, 46*(6), 593-611.

Kouzes, J.M. & Posner, B.Z. (2012). *The leadership challenge: How to make extraordinary things happen in organizations.* Jossey-Bass.

Lock, J., Clancy, T. Lisella, R., Rosenau, P., Ferreira, C., & Rainsbury, J. (2016). The lived experiences of instructors co-teaching in higher education. *Brock Education Journal, 26*(1), 22-35.

Martin, B.L, & Reigeluth C.M. (1999). Affective education and the affective domain: Implications for Instructional-design theories and models. In C.M. Reigeluth (Ed.), *Instructional-design theories and models volume II: A new paradigm of instructional theory* (pp. 485-510). Routledge.

Northouse, P.G. (2020). *Introduction to leadership: Concepts and practice (5th edition).* Thousand Oaks, CA: Sage Publications, Inc.

Oh, K., Murawski, W., & Nussli, N. (2017). An international immersion into co-teaching: A wake-up call for teacher candidates in general and special education. *The Journal of Special Education Apprenticeship, 6*(1), 1-20.

Pless, N., Maak, T. (2004). Building an inclusive diversity culture: Principles, processes and practice. *Journal of Business Ethics 54*, 129–147.

Seymour, P. J., Jackson, C. A., Sinclair, J. S., Weber, E. G., & Wilding, M. K. (2008). Mentoring in all directions: Influence and focus throughout the department. *Perspectives on Issues in Higher Education, 11*(2), 48-55.

Steele, J. S., Cook, L., & Ok, M. W. (2021). What Makes Co-Teaching Work in Higher Education? Perspectives from a Merged Teacher Preparation Program. *Issues in Teacher Education, 30*(1/2), 4-31.

Measuring Active Listening as a Leadership Skill: A Pilot Study

John Slieter, PhD, University of Nebraska - Lincoln

Abstract

This study opens as a theoretical essay and literature review about leadership, active-listening, and empathy, then into a listening skills survey that was implemented in a desire to explore the impact of a teaching pedagogy for active-empathic listening for leaders. This reading will compel 21st century leaders and educators to embrace leadership as a relational process – one that requires highly tuned interpersonal skills, constructed on a solid foundation of active-empathic listening. This study is about listening as a Leadership Skill – arguably one aspect of leadership that is absolutely crucial, yet under-developed in today's leadership literature (Kluger & Zaidel, 2013).

To be a good listener, first you must take on the role of a listener (Noonan, 2015). What this means for leadership educators is that we must practice what we teach when it comes to teaching listening skills. A model of a teaching pedagogy is offered along with an outcome measure for listening skills. I propose this measurement will offer empirical support for specific pedagogical practice of teaching active-empathic listening skills within the context of interpersonal skills for leadership. Leadership educators will benefit from this study by gaining a deeper understanding of emerging leadership theories and psychological constructs around empathy and listening.

Session Learning/Participant Objectives

This session has been created to serve three objectives: to offer an enlightened reading and discussion around the intersection of listening skills with effective leadership; an enlightened reading and discussion about active empathic listening; and finally to explore the potential benefits of teaching active empathic listening to collegiate leadership students, and testing their scores on the Active Empathic Listening Scale before and just after engaging in a learning experience utilizing a specific listening skills learning pedagogy.

Introduction

The intent of this study is to test a measurement methodology of listening skills that would allow us to evaluate in some meaningful way, the effectiveness of our listening skills pedagogy. The pedagogy and practice of teaching listening skills to college students in a large midwestern U.S University setting is described in this study. It is our intent to provide the findings, analysis, and conclusions during the session at ALE Conference in June. This paper serves as a detailed description of our study, a literature review and a discussion of theoretical underpinnings of this study. In the end, we hope to add significant discovery about the veracity of teaching active listening skills as a module of teaching critical interpersonal skills for college students.

Background

Leadership scholars long ago de-bunked “Strong-Man” theories based on dogma that said leaders are born or destined by nature to be in their role. These trait theories ignored questions of whether leadership traits were innate or learned (Nawaz & Khan, 2016). Leadership scholars moved to examining links between traits and charismatic and transformative leadership, and then ultimately, to examine emotions involved with leadership (Avolio, Walumbwa & Weber, 2009). While traits of passion, charisma, charm, extraversion and assertiveness have been shown to be tremendously useful, Northouse (2018) argues for a more process oriented approach, and recently asserted that leadership is less about the leader and more about the process of interaction between people, stating “Leadership is a phenomenon that resides in the context of interactions between leaders and follower” (Northouse, 2018). I find this relational process of leadership to be a more credible and sustainable definition for our field going forward.

Relational definitions of leadership are well-grounded in theory and we see scholarly momentum growing in this direction. Much research effort over the past twenty years has focused on processes through which charismatic and transformational leaders positively influence people and performance (Avolio, et al, 2009). A common thread in all definitions of leader effectiveness is outcome – no matter how well followers feel about their leader, to be effective the group must achieve their goals (Nahavandi, 2015). So, how is this done? Can leaders effect change, achieve goals and keep everyone happy? We must further develop this theory of leadership as a relational process – one that allows for many leadership traits and styles to emerge within the context of specific environmental situations.

Antonakis & Day (2017) claim that relationships are the foundation of the human condition and leadership is a relational concept – it assumes the existence of some people who follow one or more other people. Another, slightly more nuanced approach asserts that a leader is any person who influences individuals and groups, helps establish goals and guides them toward achievement of those goals, thereby allowing them to be effective (Nahavandi, 2015).

Scholars have also described leadership theory in terms of the leader/follower relationship. Termed Leader-Member-Exchange (LMX), this concept integrates nicely into relational leadership theory. There is ample evidence that LMX is related to leadership effectiveness (Mahsud, Yukl & Prussia, 2010). Northouse, once again offers this clear and efficient description: “Leadership is a process whereby an individual influences a group of people to achieve a common goal.” (Northouse, 2018). Broadening our definition of leadership, yet remaining loyal to our theme of relational process, Nahavandi (2015) offers this: Leadership effectiveness occurs when followers achieve their goals, can function well together, and can adapt to changing demands from external force. I believe that Nahavandi captures the notion that leadership is a group thing – that effective leadership, while measured on many scales, cannot exist if the group is not healthy and productive together.

Because leadership is a relational process, it stands to reason that mastery of interpersonal skills is critical for effective leadership. One study showed that while cognitive skills are a given for any leadership role, strong interpersonal skills were required to a greater degree than business and strategic skills (Mumford, Campion, & Morgeson, 2007). So, it becomes clear that

Interpersonal communications emerges from the literature as a critical leadership element. Skill with interpersonal communication brings innumerable benefits across a range of social spheres, including enjoyment of high quality relationships, career advancement and successful participation in the complex environments of the 21st century (Sims, 2017).

Although definitions of listening are almost as abundant as researchers studying the phenomenon (Bodie, Worthington, Imhof, & Cooper, 2008), most leadership scholars agree that listening is a crucial element of the communication process that includes speaking, writing, and reading (Fritz, Brown, Lunde & Banset, 2005). Listening and Empathy are listed as #1 and #2 top characteristics of Servant Leaders by Northouse (2018). In reflecting on his own experience trying to live up to his famous *7 Habits of Highly Effective People*, Steven Covey said that he found it "most difficult to become more patient and a better listener." Habit 5: Seek first to understand, then to be understood (Covey, 2004). Listening is so important because it is a crucial element of the communication process for leaders (Fritz et al, 2005).

Sincere listening may well be one of the best ways leaders exhibit understanding and empathy. In fact, Kluger & Zaidel (2013) discovered that listening is known to strongly correlate with leadership perception. This kind of listening aims to bring about changes in people – once they have been listened to in this way – they become more emotionally stable, less defensive, and more open to share and contribute (Rogers & Farson, 1976). This seems to fit well with our working definition of leadership – people achieving goals together based on high quality relationships and remaining adaptive to change.

As described previously, research shows that in addition to communications skills, personality plays a role in leadership emergence (Northouse, 2018). Additionally, In fact, trait Agreeableness and Openness has been found to predict high listening skills (Sims, 2017). This seems to imply that while many of us possess requisite traits for effective listening (agreeableness and openness are widely represented in general population), even those who may not be predisposed to listening may be taught the skill.

Leadership educators are called upon to continually study and hone leadership theories that equip us to teach critical skills and understanding to future leaders. When done well, our student-leaders will be adequately prepared for those successful interactions between followers and leaders. And yes, in this 21st century world of interconnectedness and interdependence, we are often called to be followers and leaders simultaneously, inhabiting ever-increasingly complicated roles with success being achieved once we have served well in both capacities.

Empathy means that you feel what another person is feeling (Schairer, 2019). Empathy is vital to the enduring life of the organization (Fritz et al, 2005), so it stands to reason that we should pay more attention to the way we teach empathic listening to leaders.

Empathy can be defined as the ability to recognize and share the emotions of another person and rests on theory of mind – enabling us to interpret the actions and to infer the emotions that motivated them (Burton, 2015). Theory of mind is an important social-cognitive skill that involves the ability to think about thinking – the ability to attribute mental states including emotions – and involves the ability to understand that other people's thoughts and beliefs may be different than ours (Cherry, 2020).

We have all felt the empathy of a sensitive teacher or friend; we have all been struck by its absence in an unfeeling coach or boss. But when it comes to business, we rarely hear people praised let alone rewarded, for their empathy (Goleman, Boyatzis & McKee, 2013). So, how does empathy fit into leadership? I discovered the answer to this question in the leadership literature, which is replete with evidence that today's leaders must be highly emotionally intelligent – and empathy has become the new kryptonite for leaders. Empathy is an essential aspect of 21st Century leadership and can no longer be ignored (Holt & Marques, 2012).

For people to function well together, they must feel understood by their leader. Growing evidence suggests that we respond to leaders if their displays of empathy first make us feel understood, then valued (Kellett, Humphrey & Sleeth, 2006). Few in the serving professions doubt the significant effect of communication skills on relationships, engagement and demonstration of empathy (Nemec, Spagnolo & Soydan, 2017). There is growing evidence that leader empathy and ethical values are related to criteria of leadership effectiveness (Mahsud et al, 2010). Followers look to a leader for supportive emotional connection – for empathy (Goleman, Boyatzis & McKee, 2013).

John Steinbeck famously (albeit crassly) asserted that "It means very little to know that a million Chinese are starving unless you know one Chinese who is starving." That's the way empathy works – it's personal.

Active-Empathic Listening

Hearing is the process of perceiving sound – listening is hearing a sound with thoughtful attention. When we listen empathically, our actions, mostly nonverbal indicate to the speaker that we are attentive to their words and empathetic to their emotions.

It stands to reason that listening is passive—paying attention in order to hear something (Nemec, Spagnolo & Soydan, 2017). To be an active listener, we must be able to demonstrate a spirit which genuinely respects the worth of the speaker (Rogers & Farson, 1976). This requires that we prepare to listen – mindful listening requires physical and mental preparedness (Nemec, Spagnolo & Soydan, 2017). So, it is for leaders – busy executives, supervisors, managers, coaches – leaders of all kinds – we must set aside other tasks, clear our calendars and our heads for an appropriate amount of time, then center oneself and become oriented to the upcoming conversation. Active listening requires preparation, then genuine suspension of judgement.

Carl Rogers (1959) originally developed a theory of therapy based on client-centered relationships and active listening skills for therapists. An early definition emerged: to become an active listener, we must convey to the speaker that we are seeing things from their point of view (Rogers & Farson, 1976). Active-empathic listening (AEL) refers to a form of listening based on Roger's work and further developed by Drollinger (2006), to help salespeople achieve a higher form of listening, and to ultimately convince customers that they cared about what was being said.

Active listening is about demonstrating you are paying attention and conveying interest and empathy with the speaker's message as well as their "state-of-mind." Active listening responses includes asking questions, paraphrasing and summarizing the speaker's message. (Asai, et al, 2020). Listeners also convey interest and empathy through nonverbals – eye contact, leaning-in, hand gestures, facial affect, and body posture.

The Active-Empathic Listening Scale (AELS) is a self-report assessment that scores each of the three listening dimensions: sensing, processing and responding. Bodie (2011) created this scale based on Drollinger's earlier work with salespeople. The self-report version of AELS asks participants to indicate how frequently they perceive each of 11 statements to be true of themselves on a 7-point scale (1 = *Never or almost never true*, 4 = *Occasionally true*, and 7 = *Always or almost always true*). The scale is comprised of three subscales, sensing (4 items), processing (3 items), and responding (4 items).

Describing conceptualization of this listening scale, Bodie (2011) stated his goal that AELS would adequately measure each component of listening, allowing for both behavioral and cognitive aspects of each of the components (sensing, processing, and responding). And secondly, because both the perspective of listener and speaker are important in any assessment of competence, the scale should be able to capture both self-report and other-report perceptions. For this, a second version of assessment was developed by asking participants to rate another person on the same 7-point scales.

In their study to provide further validity evidence for the Active-Empathic Listening Scale, Gearhart & Bodie (2011) defined effective listening as a multidimensional construct consisting of three complex processes: cognitive (understanding and interpreting messages); affective (motivation to attend to another person's messages); and behavioral (responding with verbal and nonverbal feedback). In a later study that offered further verification for the temporal stability of AELS, Bodie, Gearhart, Denham & Vickery (2013) also discovered that AELS is linked, not only to the goals of the individual listener, but also to the contextual characteristics of the listening situation. Their finding further highlights the need for leaders to be mindful about listening. This emphasizes the importance of preparation for an active listening session – both physically, emotionally and environmentally – because context matters.

Description of the Practice

Our format for teaching and assessing college students active-empathic listening skills consists of three pedagogical methods:

1. Text readings and supporting lecture on core communications topics: Active Listening; Nonverbal Communication; Levels of Communications; Trust; Conflict Resolution; Empathy; and Cross-cultural Communications. Quizzes are used to test comprehension for each topic.

2. Role-play experiences and exercises are conducted which allow students to practice skills required for Active-Empathic Listening. These include: Nonverbal Communications Activity, Active Listening Exercise, and journaling assignments.

3. Administer Active-Empathic Listening Scale (AELS) Assessment at the beginning of the semester as a pre-assessment, then again late in the semester as a measure of knowledge retention and skills improvement.

We've been teaching Interpersonal Skills for Leaders to university students for over ten years. Our success has been measured by consistently strong student academic performance, high teacher & course evaluations, and continued strong enrollment demand for this class. Adding the AELS assessment will strengthen our measure of success in a critically important aspect of leadership education.

Discussion of Outcomes/Results

The Active Empathic Listening Scale (AELS) was used as an instrument for gathering pre-test and post-test results from students enrolled in Interpersonal Skills for Leaders coarse. We collected data during spring semester 2021 and fall semester 2021. Total number of validated respondents is 73. The intent of this Practice Application Manuscript is to present the theoretical underpinnings of this study while data analysis is being completed. I intend to offer final presentation of data analysis, conclusions, and recommendations for further research prior to presentation at the ALE Conference.

Reflections of the Practitioner/Researcher

Becoming an effective leader is not a destination, rather it is more like a life-long trek (Nahavandi, 2015). This trek has been my life's passion – leading to various roles of leadership from a shop manager of two to a director of fifty, then a Vice President of 150. In all these capacities, we drove hard for goal achievement, we created opportunities for many people, and I made a good living for my family. Leadership has been very good to me!

There were plenty of times along the way that success alluded me, yet I somehow managed to learn from various setbacks and failures – learning from each and pushing forward to learn, all the while shaping my personal perspective about leadership. After 30 years of practicing and learning to be a leader, my focus has now turned to teaching leadership – while still learning…

My role in this study is be practitioner – teaching listening skills as part of an overall interpersonal skills training for leaders, and also to be researcher – to discover new truths through observation and analysis of measured data. I will be to bring my experiences and learnings and a few biases about leadership into this project. When I have a bias about some concept or theory, I will be transparent about that. At the same time, I plan to be driven by my innate curiosity about people and social interaction.

Recommendations

While I hesitate to offer specifics prior to final data analysis, some early observations of students reaction to pre-test for listening skills hints that we all tend to over-rate our listening skills. Then, during the process of learning the key components of active empathic listening, most people realize that they were not aware of what they did not know about listening as a specific set of skills (unconscious incompetence). Once the training is complete, everyone I talked with claimed anecdotally that they learned from the training and believed that they are now much more competent listeners. I look forward to completing the data analysis to see how it fits with these observations.

Discussion of Outcomes/Results

Results of this pilot study will provide some empirical evidence about the veracity of teaching active listening skills as a module of teaching critical interpersonal skills to college students. My goal is to continue to develop these methods as leadership training modules utilizing the Active-Empathic Listening Scale for college students of all disciplines, leaders in business and people working for and serving nonprofit organizations.

References

Antonakis, J., & Day, D. V. (Eds.). (2017). *The nature of leadership*. Sage publications.

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual review of psychology*, *60*, 421-449.

Bodie, G. D., Worthington, D., Imhof, M., & Cooper, L. O. (2008). What would a unified field of listening look like? A proposal linking past perspectives and future endeavors. *The Intl. Journal of Listening*, *22*(2), 103-122.

Bodie, G. D. (2011). The Active-Empathic Listening Scale (AELS): Conceptualization and evidence of validity within the interpersonal domain. Communication Quarterly, 59(3), 277-295.

Bodie, G. D., Gearhart, C. C., Denham, J. P., & Vickery, A. J. (2013). The temporal stability and situational contingency of active-empathic listening. Western Journal of Communication, 77(2), 113-138.

Bregman, P. (2020). Empathy starts with curiosity. Harvard Business Review.

Burton, N. L. (2015). *Heaven and hell: The psychology of the emotions*. Acheron Press.

Cherry, K. (2020) How the theory of mind helps us understand others. Very Well Mind. (https://www.verywellmind.com/theory-of-mind-4176826)

Covey, S. R. (2004). *The 7 habits of highly effective people*. New York: Simon & Schuster.

Drollinger, T., Comer, L. B., & Warrington, P. T. (2006). Development and validation of the active empathetic listening scale. *Psychology & Marketing*, *23*(2), 161-180.

Fritz, S.M., Brown, F.W., Lunde, J.P., & Banset, E.A. (2005). *Interpersonal Skills for Leadership*. Upper Saddle River, NJ: Prentice Hall.

Gearhart, C. C., & Bodie, G. D. (2011). Active-empathic listening as a general social skill: Evidence from bivariate and canonical correlations. Communication Reports, 24(2), 86-98.

Goleman, D., Boyatzis, R. E., & McKee, A. (2013). *Primal leadership: Unleashing the power of emotional intelligence*. Harvard Business Press.

Holt, S., & Marques, J. (2012). Empathy in leadership: Appropriate or misplaced? An empirical study on a topic that is asking for attention. Journal of business ethics, 105(1), 95-105.

Jonsdottir, I. J., & Fridriksdottir, K. (2019). Active listening: is it the forgotten dimension in managerial communication? International Journal of Listening, 1-11.

Jonsdottir, I. J., & Kristinsson, K. (2020). Supervisors' Active-Empathetic Listening as an Important Antecedent of Work Engagement. International Journal of Environmental Research and Public Health, 17(21), 7976.

Kellett, J. B., Humphrey, R. H., & Sleeth, R. G. (2006). Empathy and the emergence of task and relations leaders. *The Leadership Quarterly*, *17*(2), 146-162.

Kluger, A. N., & Zaidel, K. (2013). Are listeners perceived as leaders? *International Journal of Listening*, *27*(2), 73-84.

Mahsud, R., Yukl, G., & Prussia, G. (2010). Leader empathy, ethical leadership, and relations-oriented behaviors as antecedents of leader-member exchange quality. Journal of Managerial Psychology.

Mumford, T. V., Campion, M. A., & Morgeson, F. P. (2007). The leadership skills strataplex: Leadership skill requirements across organizational levels. *The Leadership Quarterly*, *18*(2), 154-166.

Nahavandi, A. (2015). *The art and science of leadership*, Seventh ed. Upper Saddle River, NJ: Pearson Prentice Hall.

Nawaz, Z. A., & Khan, I. (2016). Leadership theories and styles: A literature review. *Leadership*, *16*(1), 1-7.

Nemec, P. B., Spagnolo, A. C., & Soydan, A. S. (2017). Can you hear me now? Teaching listening skills. Psychiatric rehabilitation journal, 40(4), 415.

Noonan, J. (2015) The 101 on Active Listening.

Northouse, P. G. (2018). *Leadership: Theory and practice*. Sage publications.

Pence, M. E., & Vickery, A. J. (2012). The roles of personality and trait emotional intelligence in the active-empathic listening process: Evidence from correlational and regression analyses. International Journal of Listening, 26(3), 159-174.

Rogers, C. R. (1959). *A theory of therapy, personality, and interpersonal relationships: As developed in the client-centered framework* (Vol. 3, pp. 184-256). New York: McGraw-Hill.

Rogers, C. R., & Farson, R. E. (1976). Active listening. Chicago: Industrial Relations Center of.

Schairer, S. (2019). What's the Difference Between Empathy, Sympathy, and Compassion? Compassion It Blog. Downloaded from: https://compassionit.com/2017/08/27/empathy-sympathy-and-compassion-whats-the-difference/)

Shrivastava, A. (2014). Active empathic listening as a tool for better communication. International Journal of Marketing & Business Communication, 3(3/4), 13-18.

Sims, C. M. (2017). Do the big-five personality traits predict empathic listening and assertive communication? International journal of listening, 31(3), 163-188.

Smith, M. L., Van Oosten E. & Boyatzis (2020). The Best Managers Balance Analytical and Emotional Intelligence. Harvard Business Review.

Snorrason, S. K. (2014). Exalted Road of Silence: How active-empathetic listening for supervisors is associated to subjective well-being and engagement among employees (Doctoral dissertation).

Stein, S. J., Papadogiannis, P., Yip, J. A., & Sitarenios, G. (2009). Emotional intelligence of leaders: A profile of top executives. *Leadership & Organization Development Journal*.

Leadership Development "in the Middle" of Work: Team Meeting Observation as a Practice-Based Intervention

Kerry Priest, PhD, Kansas State University
Roberta Maldonado Franzen, PhD, Kansas State University
RJ Youngblood, MA, Kansas State University

Abstract

This applied practice paper highlights a work-based leadership development experience between a university and regional organization. Our conceptual framework highlights how the interplay of leadership in complex adaptive systems and leadership-as-practice development support the need for workplace learning approaches to leadership development. Next, we describe how the process of team meeting observations as a practice-based, inquiry-focused leadership development intervention created a container for team members to explore their interactions and flow of practice in their everyday work experience. This project was part of a larger engaged research project. We share outcomes relevant to the organization's goals and considerations for scholars and practitioners. Finally, we conclude with reflection and recommendations for educators, coaches, or consultants who seek to develop leadership capacity in workplace settings.

Session Learning/Participant Objectives

In this practice paper, we will explore the question: How did a workplace leadership development intervention process enable adaptive practice within an organization? Participants in this session will be able to:

- Understand theoretical and conceptual foundations of workplace learning as a form of leadership education and development practice:
- Explore the practice of team meeting observation and debrief as a workplace leadership learning intervention; and,
- Consider the application of practice in their own leadership development work, as well as implications for enhancing classroom learning experiences.

Introduction

The desire for leadership development has led to the evolution of a variety of formal leadership learning and development programs, including undergraduate, graduate, and executive education, certificates, training centers, and professional coaching. While many programs are built around design principles like experiential learning, reflection, and application, they are often "training events" that take people out of their workplace or site of leadership activity (Raelin, 2011a).

Practitioners and scholars alike have been advancing workplace-based leadership development that creates the conditions for leadership-as-practice (Raelin, 2011b), and more recently leadership-as-practice *development* (Raelin, 2020). Some examples include strategies of action learning (Peters & Smith, 1998), group relations (Hayden & Molenkamp, 2002), case-in-point practice (Green & Fabris McBride, 2015). Key conditions include opportunities to engage in a workplace context, emphasis on here-and-now group dynamics, and meaning-making through inquiry.

We look to leadership concepts related to adaptive leadership, as well as leadership-as-practice as the basis for designing a workplace leadership learning and development intervention. The purpose of this practice paper is to describe the use of workplace observations through team meetings. We will discuss the question: How did the workplace leadership development intervention process enable adaptive practice within the organization? The lessons learned from this experience provide insights for leadership educators and developers who work with/in groups and teams in organizational contexts. In the next section, we will share the conceptual framework supporting the workplace intervention.

Background

Theoretical and Conceptual Framework

This leadership development practice is informed by collective leadership perspectives, including constructionist, relational, and practice theories. Central to this perspective is that leadership resides in groups and systems (Ospina et al., 2020). Thus, the focus of our inquiry is on the forms of relational interaction between people working together, and the relational outcomes or achievements produced (Crevani, 2015). Our attention in the study of relational leadership development practice is to describe where and how we see leadership occurring across different sites and among a variety of people, not only those with formal authority (Crevani, 2015). From a constructionist perspective, leadership is emergent and ongoing through an organization. When leadership work is about social processes that are co-created in emergent conditions, attention is on the interactions and relations in which processes unfold (Crevani, 2015; Uhl-Bien & Ospina, 2012). Cunliffe and Erikson (2011) also emphasize leadership as embedded within ongoing, everyday relational experience. The social construction of realities and identities within organizations is socio-psychological (Hosking & Marley, 1991) and socio-material (Ropo & Salovaara, 2019). While we acknowledge participants' individual development as an outcome of leadership development experiences, this paper shifts the focus and inquiry of leadership development practice to the *site* of the experience and explores *interactions* (relationships and activity) between the people and objects and within spaces and places.

Leadership in Complex Adaptive Systems

Complex adaptive systems have been conceptualized as "a cluster of individual parts that interact with each other, and over time system-wide patterns appear" (Eoyang and Holladay, 2013, p. 5). Parts can be collections of people and things that follow system rules but are also semi-autonomous in that they can make choices with the system. Dynamic interactions within the system produce patterns that influence ongoing interactions. What makes a system "adaptive" is its capacity to change, react, or adjust to conditions within the system (Holladay & Tytel, 2011). Leadership is an emergent phenomenon produced through these dynamic interactions, which collectively transform the system (Uhl-Bien & Arena, 2018).

Uhl-Bien and Michael Arena's (2018) framework of leadership for organizational adaptability illustrates leadership processes that enable adaptive work within organizational systems. Within organizational systems, entrepreneurial pressures (the need to innovate) and operational pressures (the need to produce) are always in tension. Leading through these tensions requires enabling, or opening up, adaptive space - physical, virtual, or even mental spaces that create the conditions for a diverse group of stakeholders to come together, engage in tension, and link up around adaptive solutions. Adaptive space is temporary and fluid; it emerges under conditions of pressure as a holding environment for forms of connection, conflict, and learning in the system (Uhl-Bien & Arena, 2018).

How do enabling, adaptive processes occur in systems? Eoyang and Holladay (2013)'s concept of adaptive action offers a way to conceptualize how individuals and groups navigate pressures within complex adaptive systems. Through inquiry questions of: What? So What? And Now What?, individuals and groups can pay attention to patterns as they emerge, critically examine the meaning of the patterns, and take intentional action to influence new patterns (Eoyang and Holladay, 2013). The adaptive action process reflects similar elements of the *observe, interpret, intervene* process of adaptive leadership (Heifetz et al., 2009). Adaptive leadership also shifts the work of making progress on system challenges away from individuals with formal leadership authority. Adaptive leadership work includes a number of concepts and practices (activities) that create conditions up adaptive space and identify experiments, or interventions, to potentially shift system patterns in ways that make progress (O'Malley & Cebula, 2015).

At the heart of all these frameworks are cycles of inquiry and action. Leadership in complex adaptive systems informed the overall inquiry design of our intervention–we desired to create the conditions to open up adaptive space within a workplace team setting. It also informed content-specific approaches to format and debriefing questions (see Tables 1 and 2 in the project description).

Leadership-as-Practice

Leadership-as-practice (LAP) focuses on the everyday practice of leadership, looking for leadership in its activity (where, how, why leadership work is being organized) rather than individuals (who is "leading") (Raelin, 2011a). It provides a lens to understand how leadership activity emerges in between relational, dialogic, and socio-material interactions (Raelin, 2016). Leadership-as-practice development (LAPD) draws attention to relationships, materials, and work-specific contexts (Raelin, 2020). Work-based learning is a critical intervention supporting LAPD. Through work-based learning, participants intervene in their own organizational system "to examine and potentially disrupt practices that have been producing less than effective results" (Raelin, 2020, para 6.). This is how the LAP interplays with leadership in complex adaptive systems: the common aim is to change patterns and thinking to transform the system culture. This requires learning and action: collective reflection among all participants, co-creation of new knowledge, innovation, and improvement of practices that make up the broader flow of practice.

In the design of this workplace development experience, LAP informed where we looked for leadership activity, and in the broader intervention. Our leadership development activity was immersed within the everyday activity and relationships of an organizational leadership team. As illustrated in the description of practice below, we created a "means of collective reflection on the team's experience at the right time and in the right dose to be immediately useful to them" (Raelin, 2020, para 9).

Description of the Practice

The practice described here was part of an extensive year-long workplace intervention partnership between [University] and a small, international business media company located in the Midwest. The company of 10-12 employees has offered strategic marketing consulting services for businesses since 2008. This engaged research project involved six members of the organization's leadership team (two male-identifying and four female-identifying members). Each team member led a specific business area. The organization was selected for this project based on a mutually beneficial interest in leadership learning and development in the workplace, specifically practicing adaptive work. The team that facilitated the leadership learning and development experience included four faculty members and two graduate students (including authors).

The research team developed a partnership agreement with the organization which outlined expectations and scope of work. We designed a leadership learning and development intervention plan that created a container to practice adaptive work during leadership team meetings and integrated workplace learning strategies. There were three components to the intervention: (1) once a month leadership team meeting observations and debriefs, (2) individual virtual leadership coaching sessions for all leadership team members, and (3) a leadership communication retreat. This practice paper focuses on the details and analysis of the team meeting observations and debriefs.

Leadership Team Meeting Observations and Debriefs

The organization's leadership team expressed interest in "leveling up" their capacity to navigate decision-making processes and to strengthen the ways in which decisions are communicated. Leadership team meetings were identified as a contextually relevant space where most of the leadership communication work was taking place within the organization. The leadership development intervention occurred at the organization's business office. Initially, the research project included attendance at six leadership team meetings over 6 months; however, due to COVID-19 restrictions, we extended meeting observations with some of them transitioning virtually as the pandemic progressed. The team voluntarily agreed to record their meetings and for researchers (serving as facilitators) to be present.

Each workplace observation included two facilitators to observe the team's dynamics during a leadership team meeting and conduct a discussion at the end of the meeting to debrief interactions. Facilitators recorded field notes after the session as part of a larger research project.

The meeting format included 60 minutes of observation and then 15-30 minutes allotted for a debrief led by facilitators. The purpose of the debrief was to surface leadership communication dynamics "happening in the room" as close to real-time as possible and to learn and apply skills to observe, interpret, and intervene. Facilitators utilized an inquiry approach (asking sequenced, powerful questions) (HSD, n.d.) to help the group recognize their own patterns of interaction, as well as learn and apply relevant leadership communication concepts and practices. Next, we share two different examples of intervention activities that arose from the needs of this particular group. These were both fairly early in the project, as we were helping them to make sense of the work we would do together. We conducted a total of six observations with the team, following our general design goals but adapting with the flow of the team's work.

Table 1

Sample Session 1

<table>
<tr><td>5 minutes</td><td>Introduction & Consent
● Talk about who we are and purpose of the project
● Describe overarching process
    ○ Meeting observation and debrief
    ○ Leadership coaching
    ○ Skills and tools at retreat
● Explain the process for this session</td></tr>
<tr><td>60 minutes</td><td>Team Meeting
● Team proceeds with regular meeting
● Facilitators observe</td></tr>
<tr><td>25 minutes</td><td>Debrief

Contextualize (1-2 minutes): For our remaining time, we will work together to debrief by reflecting on what we observed, interpreting what was present, and thinking through how we intervene in the future. We first would like to encourage you to take a step back to help make sense of what is happening in the room. Observations are what we notice. What did you see people do? Who spoke? Who didn't speak or act? What patterns did you identify? What did you notice people do during the conversation? We would like to invite you to write down a few things that came to your mind.

Team reflection (1-2 minutes)

Introduce, Observe, Interpret, Intervene as tool (5 minutes)

Discussion (10 minutes)

○ Observe
    ▪ What were your observations? How would you describe that this group worked together over the past hour?
        ● Thoughts, reflections, or observations
○ Interpret</td></tr>
</table>

- Make meaning
  - What interpretation?
  - Does this reflect what happens in your workplace?
  - How might we interpret these words?
  - Conflictual/generous interpretations?

Next steps (5 minutes)

- Intervene
  - Intervention
    - What is something you could try to address these challenges and communication?
    - What might we do individually or a group?
    - What concerns you most about bringing these ideas back to your organization?
    - Let's create a new group narrative, how are we making sense of what happened, what role did I play, and what behavior will I commit to changing for the next meeting?

Wrap up

Thank group for participating; reiterate purpose of why; reminder of next steps in leadership coaching; when we will be back

Table 2

Sample Session 2

15 minutes	**Purpose** (2 min) ● The purpose of this pre-session debrief is to talk about the process and make meaning of the experience **Mini-Teach Piece: Content vs. Process Challenge*** (3 min) *One way to think about our work is to understand that when trying to intervene in systems to create change there are always (at least) two challenges in the room. Challenge A is the "content" problem/question we are trying to address or topic of the discussion (e.g., creative marketing campaigns). Challenge B is the process/ problem. How we are going to make progress, the adaptive part of the work. It's the conflicts that arise as we are trying to figure out what to do (without someone just telling us what to do, which is a technical approach).* And there are layers of process problems: ● *Individual* (what might keep me from being able to fully contribute?)

	● *Group-level* (what makes our group efforts challenging? What causes a barrier to our progress?) ● *System-level* (what are barriers for our whole organization to make progress?) **Debrief Questions** (10 min) Part of naming the process challenge(s) is to be able to identify them when they are actually happening (observe/interpret) and then employ behaviors (intervene) to help work through these barriers. ● Three "Process" questions to debrief the last meeting: ○ What is working? ○ What derails us? ○ What makes progress in our meetings difficult? ● Self-reflection ○ So what do we do about this? What do we want to try in this meeting and do differently? ● Observation ○ What are the room dynamics? ○ Are they demonstrating an experimental mindset? ○ Is more curiosity present?
60 minutes	**Team Meeting** ● Team proceeds with regular meeting ● Facilitators observe
15 minutes	**Second Debrief using *Observe, Interpret, Intervene*** ● What happened? ● So what are some tough interpretations we can offer? ● Now what is something we can try differently next time? ● Now what is one thing you want to talk to your coach about?

*Note: Adapted from O'Malley & Cebula (2015)

Discussion of Outcomes/ Results

Outcomes/Results to the Organization

This practice was part of a larger engaged research project. Preliminary analysis of the workplace observations shaped an end-of-project leadership communication retreat for the organization's leadership team. At the retreat, the research team members shared findings and critical conclusions that offered sensemaking to the team and outlined next steps for the organization to continue their leadership learning and development to address the leadership challenges that surfaced during the duration of the project.

Findings and considerations for the organization's leadership team included:

- Acknowledging the need to improve communication and leverage the commitment to improving team meeting dynamics and relationships.
- Role and authority – both formal and informal – were not clearly defined, and the leadership team struggled to operate under a limited shared understanding of other team members' roles and responsibilities.
- A lack of defined technical processes and policies impacted an individual's ability to lead, adapt, and make decisions.
- There was a demonstrated need for engaging in a productive level of disagreement that moves the organization closer to defining company values, vision, and alignment of opportunities.

The research team offered both short-term and long-term recommendations and next steps for the organization:

Short-term
- Create and evaluate job descriptions that specify clear definitions of role and responsibility
- Adhere to time boundaries and remain committed to meeting structure. Create clear decision-making processes and define the role of the leadership team in decision-making.

Long-term
- Create processes for individual development plans. Connecting individual development plans to clearly defined roles and responsibilities ensure an appropriate context to build adaptive leadership capacity and limit undue stress on the organization.
- Develop a strategic vision and plan for growth and identify aspirations and benchmarks. A clear strategic framework for decision-making will allow the organization to set priorities and determine what opportunities align with the operational and business growth.

These considerations and next steps were refined from ideas and acknowledgements of leadership team dynamics that surfaced from the leadership team members throughout the project. An interesting interpretation from the delivery of these considerations and next steps by the researchers was about the role authority plays in their ability to make progress on their challenges within their specific organizational context.

The leadership team had discussed many of these findings throughout their leadership team meetings but often encountered a barrier when discussing whose authority it was to make progress on these challenges. The dynamics that surfaced found alignment of all team members about what they identified as challenges to their organization -- except for the CEO. The dynamic of the CEO not acknowledging that what the leadership team surfaced were real issues that the organization needed to address made it impossible for the leadership team to feel that they had the authority to make progress despite that they agreed on tension points and priorities. The compounding of outside the organization researchers echoing the challenges team members saw shifted and perhaps even problematized these dynamics further. These dynamics will be further analyzed and explored in future work.

Outcomes/Results to the Scholar-Practitioners

This leadership development project helped the research team build a theoretically informed practice that observed leadership development concepts playing out in real-life messiness of organizational life. While the research team acknowledged and saw organizational challenges surface throughout the project, our goal was not to solve organizational problems, but rather be concerned with building individual and group capacity to intervene, surface challenges, and make progress when working together as a group. This approach was sometimes unsettling for the leadership team when the authority to make progress on their organization's challenges was put back on the leadership team, rather than the researchers holding the authority and jumping in to offer expertise and solve their problems. The leadership team often commented about how the leadership development experience wasn't what they wanted but was what they needed.

The following themes of our interpretative analysis are in response to the inquiry question: How did the workplace leadership development intervention process enable adaptive practice within the organization?

Creating a work-based holding environment
The workplace intervention created a holding environment for the leadership team to engage in adaptive work. By developing the intervention around an already existing team meeting, we were able to both observe and support leadership practice in the "here and now." This practice moved closer to researchers being able to observe the leadership activity and make sense of it with the group as it was happening, as well as see the impact of individual leadership coaching by observing individuals experimenting in new ways during the meetings.

Tensions in the system
In complex adaptive systems, tensions create energy, which enables adaptive work, and can also be a barrier to adaptive work (too high or too low). Tensions are related to differences that made a difference in the system. We observed ongoing/overarching tensions as well as in-the-moment tensions. For example, differences in expectation of the process (of the intervention) or differences in gender and authority roles.

Interaction
We were interested in noticing the patterns of interaction occurring in the system that enabled or hindered adaptive work. We will briefly elaborate on activity:

- **Between team members:** Observing and identifying where commitments made to experiment or "show up" differently in individual leadership coaching were activated on during the leadership meetings and altered patterns of interactions among team members.
- **Between research team and leadership team:** We noticed patterns of interactions where team members would "break" from their team meeting to acknowledge researchers. Sometimes they would joke about how were were accounting for their dynamics or actions in our notes or in our own debrief.
- **Authority dynamics:** We noticed varied dynamics between the authority role and other roles among the leadership team, and with the team and as the researchers. Researchers gave voice as "authority" to what was shared in meetings during debriefs in ways that supported the progress of the group. Additionally, a strong personality with the most

authority created a different narrative where even though it was stated that the leadership team had authority to make progress the practice of that made team members reconsider their role in making progress.

- **Shifting language use**: Researchers noticed how participants adopted language and concepts from the debrief meetings and leadership coaching sessions. This gave the leadership team shared language to work through organizational change and challenge as well as understand their work differently.

Reflections & Recommendations

Meeting observation and debrief can be powerful tool for adaptive work (diagnosing and helping groups move through challenges) as well as leadership-as-practice development. This practice adds to the growing body of literature on collective, relational, practice based leadership, and offers insight into workplace learning for leadership development. The framing and findings of this study will add value to leadership development consultants who ground their work in research and are interested in the design of work-based interventions that support leadership as practice.

External and in-house facilitators, consultants, coaches, trainers and practitioners can incorporate leadership learning processes within existing organizational structures and systems (e.g., meetings, retreats) to create the conditions for adaptive work. Organizations, members of teams, committees can use this approach to deepen effective leadership practice in the here and now. There is a pull within systems to depend on authority; therefore, anyone designing and facilitating this kind of intervention must be conscious of boundaries, role(s), power dynamics, and task/timing. It is essential to clearly define expectations and enable a culture of trust in the work.

This project further reinforces the need for leadership learning spaces to engage from the lens of leadership practice within complex adaptive systems. For example, higher education courses and programs can utilize pedagogical approaches like case-in-point teaching (Green & Fabris Mcbride, 2015) or classroom-as-organization (Thomas, 2020) to create conditions for experiences of observation and debrief with learners. We believe that community engagement partnerships between higher education institutions and organizations can creating wider opportunities for leadership learning, and contribute to organizational and community development efforts more broadly.

References

Crevini, L. (2015) Relational leadership. In B. Caroll, J. Ford, & S. Taylor (Eds.). *Leadership: Contemporary critical perspectives* (pp. 188-211). Sage.

Cunliffe, A. L., & Eriksen, M. (2011). Relational leadership. *Human relations*, *64*(11), 1425-1449.

Eoyang, G. H., & Holladay, R. J. (2013). *Adaptive action: Leveraging uncertainty in your organizations.* Stanford University Press.

Green, C., & McBride, J. F. (2015). *Teaching leadership: Case-in-point, case studies and coaching*. KLC Press.

Hayden, C., & Molenkamp, R. J. (2002). *Tavistock primer II*. Jupiter: AK Rice Institute for Study of Social Systems.

Heifetz, R. A., & Laurie, D. L. (2001). The Work of Leadership. *Breakthrough Leadership*, 131-140.

Heifetz, R., Grashow, A., & Linsky, M. (2009). The Theory Behind the Practice. In R. Heifetz, A. Grashow, & M. Linsky, *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World.* Boston: Harvard Business Press.

Holladay, R., & Tytel, M. (2011). *Simple Rules: A radical inquiry into self, going beyond self-help to generate self-hope.* Gold Canyon Press.

Hosking, D. M., & Morley, I. E. (1991). *A social psychology of organizing: people, processes and contexts*. Harvester Wheatsheaf.

Human Systems Dynamics Institute (HSD) (n.d.). Inquiry. Retrieved from https://www.hsdinstitute.org/resources/resources-inquiry.html

O'Malley, E., & Cebula, A. (2015). *Your leadership edge. Lead anywhere, anytime.* KLC Press.

Ospina, S. M., Foldy, E. G., Fairhurst, G. T., & Jackson, B. (2020). Collective dimensions of leadership: connecting theory and method. *Human Relations*, *73*(4), 441-463.

Peters, J. and Smith, P.A.C. (1998), Action learning and the leadership development challenge, *Journal of Workplace Learning*, *10*(6/7), 284-291

Raelin, J. (2011a). From leadership-as-practice to leaderful practice. *Leadership*, *7*(2), 195–211.

Raelin, J. (2011b). Work-based learning: How it changes leadership. *Development and Learning in Organizations, 25*(5), 17-20.

Raelin, J. A. (Ed.). (2016). *Leadership-as-practice: Theory and application.* Routledge.

Raelin, J. A. (2020, March 30). Not leader development–Leadership-as-practice development. *Training Magazine*. https://doi.org/10.2139/ssrn.3565950

Ropo, A., & Salovaara, P. (2019). Spacing leadership as an embodied and performative process. *Leadership*, *15*(4), 461-479.

Thomas, D. R., Chappell, S. F., & Bright, D. S. (2020). *Classroom as Organization*. Edward Elgar Publishing.

Uhl-Bien, M., & Arena, M. (2018). Leadership for organizational adaptability: A theoretical synthesis and integrative framework. *The Leadership Quarterly*, 29(1): 89–104. https://doi.org/10.1016/j.leaqua.2017.12.009

Uhl-Bien, M. E., & Ospina, S. M. (2012). *Advancing relational leadership research: A dialogue among perspectives*. Information Age Publishing.

Leadership Learning Labs: Remaking Discussions into Skill Building Experiences

Mark Halvorson, PhD, Trinity Western University

Abstract

This paper describes an integrated course, community, and career connected leadership labs program created for international learners in an undergraduate leadership degree. The program was an innovative response to the limitations the COVID-19 pandemic placed on experiential learning. The labs were designed to be an experimental space where learners had opportunities to identify, observe, and practice leadership skills. Learners were invited to learn to lead by participating in the work of facilitating group conversations, helping these groups grow and solve problems, and cultivating meaningful community in the groups. The program generated positive results, including helping learners do well in their courses, create a vibrant student community, and navigate the journey of establishing their career in an uncertain and complex world.

Session Learning/Participant Objectives

- Identify surprising ways to remake familiar leadership teaching strategies, such as, class and small group discussions into guided leadership skill building experiences.
- Deepen awareness of how international students experience discussions in undergraduate leadership studies and the range of possibilities for integrating leadership skill building.

Introduction

The March 2019 onset of the COVID-19 pandemic necessitated a mass move to online learning for all courses in less than a week at a private liberal arts university in Western Canada. This abrupt shift in educational modality appreciably encumbered the university's BA in Leadership program, which promoted an interactive and experiential education model. The transition to online was relatively smooth for the domestic adult learners who typically arrived in the program already accustomed to participating in interactive group learning and cooperative working situations. However, there were also over 600 international learners in the program who had little, if any, previous collaborative social experiences in either education or work contexts.

Prior to the pandemic, the program gave all learners a variety of lived leadership experiences in the form of an outdoor challenge course, interactive simulations, role-playing, and games. For the international learners, these experiences were critical to making sense of leadership theory and its applications. These lived experiences also helped them rapidly acculturate to the highly interactive collaborative social learning ethos of the program's teaching and learning culture.

Although the pandemic led to public health orders severely restricting in-person learning, the degree program leaders had a vision to continue in-person experiential learning for international learners. A project was initiated to offer a weekly 90-minute in-person leadership lab experience, designed to connect learners with their courses, student life, and future work. As a logistical problem, this project was a complicated undertaking. Even more so, as an educational problem, this project proved to be a characteristically and undeniably “wicked problem”—that is, it was unstable, ill-defined, ambiguous, circular, and tenacious in nature (Rittel & Webber, 1984). Yet, it was these conditions that also generated a new approach to experiential leadership education. This paper shall discuss this leadership lab project and reflect on its emerging innovations.

Background

Experiential learning labs are a common feature of many professional programs in higher education, including education, nursing, counselling psychology, law, social work, engineering, and journalism. For instance, in teacher education on campus and online laboratories are used in pre-service teaching programs (Donald & Kim, 1993; Littenberg-Tobias et al., 2021), nursing education has a long history of using increasingly high-fidelity manikin and hospital simulations (Jumah & Ruland, 2015; Sanford, 2010), legal education uses mock trials (Spader, 2002), and the future of journalism education is moving towards media labs (Mills & Wagemans, 2021).

In leadership education experiential learning is strongly associated with outdoor activities (Graham, 1997; Martin et al., 2017). Participants learn to lead by observing outdoor leaders as role models and practicing leading and working as a team within outdoor and adventure settings. That is, participants learn about group dynamics, and practice how to resolve conflicts, solve problems, make decisions, by leading others to work as a team in response to real-life challenges (Phipps, 1984, 1988). Through reflection leadership lessons are identified with the hope they will be transferable to other life and workplace contexts (Buller et al., 1991). Indeed, there is growing empirical research on the effectiveness of outdoor leadership development experiences in both the corporate sector (Kourtesopoulou & Kriemadis, 2021) and when these experiences are embodied within university programs (Gillis & Speelman, 2008; Kass & Grandzol, 2011).

While a compelling teaching strategy, outdoor leadership education experiences are generally not as economical, accessible, or convenient as classroom and online learning. Thus, experiential learning activities in both online and in-person class contexts are more widely utilized in higher education. Classics include the Ugli Orange role playing negotiation exercise (Institute for Conflict Analysis and Resolution, n.d.), the Everest team leadership simulation (Edmondson & Roberto, 2017), and the systems thinking Beer Distribution Game (Goodwin & Franklin, 1994).

A far-reaching experiential classroom approach is Cohen’s (1976) strategy of conceptualizing the classroom as an organization. The essence of his strategy as a teaching methodology is to have the educator “manage the class in the best way [they] know to maximize learning about behavior in organizations, and that to do so [they] will create a particular kind of organization which is subject to analysis using the conceptual tools available in the course” (p. 13). Moreover, he argues the structuring “objective” of this teaching method “is not to simulate an organization, but rather to create genuine organizational issues for students, to put them in the position of an organizational [member] who must deal with [organizational] problems” (p. 13). Thomas, Chappell, and Bright’s (2020) work further advances this “classroom as organization” method.

Watkins (2020) introduced the term “leadership laboratory” to the leadership education literature to describe the use of a first year project-based learning course as the context for leadership practice in a concurrent peer-mentorship course. That is, the learners in a third-year mentors course served as team leaders in a concurrent first year course. Each course had both a weekly instructor led class and a student led lab. The labs were where the two different courses intersected, with third-year mentors leading the first-year learners. The direct leadership practice experienced in the labs was supported by formal learning in the connected instructor led classes.

Watkins' (2020) "leadership laboratory" is a promising model, but difficult to replicate. The problem Watkins asserts is educators are required to identify or create curricular contexts where learners in leader roles can practice meaningful direct leadership with their peers. That is, learners need to be placed "in a situation where they can experiment with leadership behaviors, can apply new leadership concepts, and can regularly observe how their behaviors and strategies impact the people they are leading" (p. 113). This is challenging to do repeatedly, particularly at larger scales. The classroom as organization (Cohen, 1976; Thomas et al., 2020) model has potential to consistently create these leadership situations within a curricular context at scale, but it is fairly complex to initially develop and can also be risky for educators to implement.

The above experiential learning strategies share two important characteristics. First, they are all "situated" within leadership contexts. Lave and Wenger's (1991) argue skill formation may be understood as a social activity shaped by the relationship to its environment and the way in which social groups share what they know and experience. Thus, learners build up knowledge that is connected to concrete leadership applications and settings. Second, the social activity of building up connected knowledge is supported by modeling. As Bandura (1977) puts it, "most human behaviour is learned observationally through modelling: from observing others [the learner] forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action" (p. 22). Opportunities to observe both the emerging practices of peers and best practices of experts are essential to experiential learning designs.

While the value of experiential leadership education is compelling, its general use by educators in undergraduate leadership studies programs remains underwhelming. Building on Allen and Hartman's (2009) "sources of learning" in leadership education and Shulman's (2005) signature pedagogies framework, Jenkins (2012, 2013, 2020) found variations of class discussion is the predominant educational strategy used by undergraduate leadership studies educators.

> Specifically, [variations of] Class Discussion … were used more frequently in 66-100% of class sessions than all other instructional strategies surveyed. Conversely, … only 10.2% of instructors use Role Play Activities, Games, or Simulation 66-100% of the time with only 20.1% using them at least 34% of the time. (Jenkins, 2012, pp. 13-14)

Jenkins (2020) reports the likely reasons educators often avoid experiential learning, include:

> [willful] perceptions of either the cost or challenges associated with preparing for and facilitating these learning activities. Relatedly, the logistics of many learning activities in these realms leave much to factors outside the instructors' control such as students' motivation to participate, attendance, cost of materials, and developmental readiness. (p. 52)

The call to bring forth new experiential teaching and learning strategies (Allen & Shehane, 2016; Jenkins & Allen, 2017) invites the consideration of innovation theory. For the leadership labs practice discussed in this paper Ulwick's (2005) seminal outcome-driven innovation insights and

Christensen and Raynor's (2003) related work on the jobs to be done theory were helpful. The central idea of jobs theory, which informed how the leadership labs were conceived, is that "successful innovations help consumers to solve problems" (Christensen et al., 2016, p. 58).

The leadership labs were designed to help international learners solve multiple problems. The primary one this paper will focus on is the support the learners needed to succeed in the program. As English as a second language learners they struggled with both written and spoken English. To solve the first part of this problem the program provided learners with learning coaches who helped them build their academic English writing skills. The second part of this problem was more complex, as the primary skill building context where learners practiced spoken English skills were instructor led interactive lectures and various forms of discussions in the courses.

Discussion based learning was unfamiliar and often quite difficult for international learners in the program, the vast majority of whom were educated in China where teaching was didactic and text-based (Yang et al., 2006). Prior to the pandemic learners were placed into facilitated social settings where they were challenged and guided how to engage with groups, observe what was going on, make sense of what was happening, and experiment with various change interventions. Building on these shared experiences instructors could more easily lead academic discussions.

When these international learners were required to make the move to online learning they initially embraced it wholeheartedly, because they were no longer placed in challenging social learning situations. But, the downstream implication was their learning became largely abstract and increasingly they struggled to contribute to class discussions and reflect on their learning. In their online courses the learners were missing connections to concrete leadership experiences. Thus, the job to be done to support learner success was to provide them with concrete leadership experiences they could connected to the discussions in all of their courses. This was the primary problem the learning labs initiative set out to solve under the conditions of the pandemic.

Description of the Practice

The design of leadership labs was largely defined by the public health constraints the pandemic placed on in-person learning. First, the labs were limited to one 90-minute in-person session a week over ten weeks. Second, the number of participants in a group was limited to four or five (depending on classroom size). Third, participants were required to be socially distanced. Fourth, participants could not physically exchange any physical thing with each other. Fifth, the team of staff lab facilitators leading the lab sessions had to move between rooms, because there were not enough lab facilitators to oversee every room. That is, the small groups were spread out through an entire academic building rather than one classroom. After the physical and social space was fully defined according to health and safety rules, it was clear that even facilitating group discussions would be a significant leadership challenge. In addition, online versions of the labs were also added to provide access to new learners who were restricted from travelling. The solution to all these problems was to make group discussions the focus of a leadership experience for both the in-person and online lab participants and invite all the learners to step-up and become small group discussion leaders. Thus, from everyday group discussions emerged a new leadership skill building strategy—discussions became a leadership practice field.

There were three major components to the labs, including (a) a core team guiding the overall emergent learning process, (b) a highly collaborative structure of facilitators facilitating emerging facilitators, and (c) a shared co-created leadership lab learning agenda.

Core Team

The labs were created and led by a core team of diverse, highly motivated, and innovative people, including both academic and staff leaders, leadership faculty members, teaching and learning support staff from several areas, and graduate practicum students. This team self-organized their collaborations using an action learning methodology (Revans, 1983). Marquardt et al. (2018) describe the action learning leadership practice as "real people resolving and taking action on real problems in real time and learning while doing so" (p. 3). As the chief architect of the labs, the author of this paper took the lead in initiating the core team's collaboration, modelling action learning in the core team, and guiding the work of co-creating the agenda.

Facilitator Structure

The labs were structurally organized as a learning organization (Senge, 2006). The core team modeled facilitation best practices for the staff lab facilitators, who then modelled these practices for the learners, who then modelled them for their peers. Conversely, learners reflected on their experience and shared their feedback with lab facilitators, who shared this feedback and their own reflections with the core team. The core team had regular weekly after action reviews and before action reviews, which informed each iteration of the agenda (Darling et al., 2005) Consequently, the labs co-evolved as a co-creative process of emergence (Scharmer, 2018).

Lab Agenda

The agenda was openly developed as a website accessible to everyone and iteratively co-created based on feedback. It served as the shared learning plan for all labs as a whole, the self-directed facilitation guide for the lab and group facilitators to follow, and the primary synoptic text.

Lab One

The convening lab had five parts: (a) welcoming everyone and clarifying intentions, (b) introducing the agenda, (c) making introductions, (d) exploring social talk, and (e) practicing a check-out. There were three big ideas introduced. First, leaders run effective meetings by setting and following an agenda. Second, to run an effective meeting, someone must take on the role of leading the group through the agenda. Third, learning to lead meetings requires observing others who do it well, practicing doing it for themselves, and getting helpful feedback.

The first group leader was selected, who facilitated learners introducing themselves to their group. The agenda instructed the group leader to model the way (Kouzes & Posner, 2007) by first introducing themselves. Next, they were instructed to use a simple go-round facilitation method to guide the following: self-introduction, meaningful social talk, and questions and sharing period. The agenda guided the leader to explain the key social talk principles and practices and their importance to successful leadership to the group (Goulston, 2015).

The lab concluded with a facilitated group check-out process (Kofman, 1994).

Lab Two

The second lab explored in greater detail what facilitation is, and is not, and the critical characteristics of a good facilitator. This lab had four parts: (a) check-in, (b) time check, (c) exploration of facilitation, and (d) check-out. The lab session began by selecting a new leader.

After reflecting on the previous lab experience, learners explored the idea that leadership as facilitation involves leaders helping to make the process of working together as a group easier. Indeed, the Italian word *facile*—which means *easy*—is the root of the English word *facilitation*. Participants explored three facilitation methods to make groupwork easier, including selecting and directing group processes, inviting and sustaining participation, and guiding the group to consensus and to meeting positive outcomes (International Association of Facilitators, 2020).

Building on the basic go-round and check-out skills introduced in lab one, the participants continued to practice these skills and added new check-in and time management skills. They were introduced to the three-part structure of facilitation—that is, there is a beginning, middle, and end. Participants ended with a refined check-out process using the W3 Liberating Structure (Lipmanowicz & McCandless, 2016). This method involved the leader asking the group:

- W1: What happened for you today?
- W2: What patterns or conclusions are emerging for you?
- W3: What will we take away from this?

Lab Three

Lab three reinforced the basic three-part facilitation structure articulated in lab two, with a beginning (check-in), middle (exploring a major theme), and ending (check-out). The check-in took the same form as the previous lab; however, this week's leader was instructed to practice paraphrasing what each participant shared to enhance their feedback to them.

The major theme explored in this lab was co-creating a team charter. The big idea explored here is that the most effective groups establish rules of engagement when they come together as a team. Using a digital collaborative document tool, the groups wrote a simple team charter.

The lab concluded with a check-out as practiced in lab two.

Labs Four to Eight

Labs four to eight followed the basic three-part facilitation structure introduced in lab two. Moreover, each lab continued to add refinements, variations, and things to watch for each skill being practiced. This approach intentionally supported progressive in-context skill building.

Lab four focused on introducing the principles and process of appreciative inquiry (AI) (Cooperrider & Whitney, 2005). After a general orientation to AI, groups were instructed to focus their attention on exploring the initial define stage. The prescribed starting point for everyone was to explore how to improve small group experiences in their courses. The use of AI provided participants a positive problem-solving framework to guide their discussions.

The next four labs each focused on one of the remaining stages of the AI process, discovery in lab five, dream in lab six, design in lab seven, and delivery in lab eight.

Lab Nine

The emphasis of lab nine was reflection and building skills in self-promotion. Specifically, participants practiced how to use their lab experiences as a way to demonstrate to future employers their abilities to work as teams, manage time, and communicate effectively.

Lab Ten

The focus of the last lab was celebrating the lab participants' success.

Discussion of Outcomes/Results

The labs were initially intended to be mandatory for all international learners in the degree program. In May 2020 all learners were informed that because the fall courses would be online everyone was required to attend an experiential leadership lab. Labs were in-person if they lived in-country and online if they lived out-of-country. Learners expressed several concerns with this requirement, including health and safety uncertainties, non-credit status of the labs, and complexities with verifying place of residence. The program's response was to make lab attendance voluntary and issue a professional learning certificate for completing the labs.

All 659 international students taking BA leadership courses were automatically enrolled in the labs. Around 273 attended lab one, 218 attended lab five, and 132 attended at least eight of the 10 labs. The early labs saw both an overall decline in attendance and an increase of new participants. This suggests that while some students decided not to continue based on their own experiences, other students were later motivated to attend because of the positive influence of their peers. Of leadership major students, 50% in first semester, 13% in second semester, 27% in third semester, and 48% in fourth semester attended the full program. This attendance pattern aligns with facilitator reports that both first and fourth semester students appeared to have higher levels of engagement. Specifically, first semester students were reported to have a high interest in the labs' connection to student success in the leadership program and fourth semester students were reported to have a high interest in the labs' connection to future workplace success.

The initial learning outcomes for the leadership labs program were threefold. First, participants would understand the core principles of small group facilitation grounded in AI, liberating structures, and foundational best practices. Second, they would apply these facilitation skills to existing course and future workplace practices to manage and communicate within small group settings more effectively. Third, they would plan strategies and implement practical steps that would effectively move small groups and communities forward.

As the lab experience unfolded, these outcomes served as helpful guides for how the program design emerged and how the lab facilitators shaped the lived experience of the labs. By the end of the 10 labs there was clear evidence of positive results in each area. For instance, the lab participants were observed applying appreciative inquiry to solve a wide range of problems, liberating structures to collaborate with others, and foundational facilitation skills to guide group conversations both in the labs and in their other courses. The labs also served as a context for friendships and community to form and as a catalyst for helping student led clubs to flourish.

Quantitatively, 152 participants who took part in the labs completed an online feedback survey. As a result of the labs, over 90% of these participants reported they “feel more confident speaking in a group”, over 95% could “understand how to solve problems in positive ways”, over 90% were able to “connect with others” and over 80% were able to “see [themselves] as a leader.” These are exciting outcomes, which warrant further inquiry to understand both how and why these leadership labs were helpful in supporting international learners in leadership studies.

While a causal analysis of the program’s contribution to institutional performance is difficult to verify, it appeared to be a contributing factor in sustaining overall program enrolment. In subsequent semesters, instructors also reported perceptions of overall improvement in student capacity to engage in productive small group work, even though all learning remained online.

A significant product coming out of the labs is the leadership competency theory building that was generated collectively through the action learning reflection processes (Marquardt et al., 2018; Scharmer, 2018) used to co-create and co-evolve the labs as they unfolded. Through the collective intelligence, experimentation, reflection, and iterative design work of every person involved in the labs three foundational leadership as facilitation competencies emerged:

- Leading great group conversations
- Helping groups grow and solve problems
- Cultivating meaningful community in small groups

Examples of basic skills identified to facilitate great conversations include:

- **Creating a supportive environment**
  - Referring to participants by name
  - Clarifying expectations (for example, creating a team charter)
  - Responding in an affirming way to others
  - Acting in and communicating in a respectful and supportive manner
- **Managing the process of a great conversation**
  - Beginning and ending the session on time
  - Fostering participation by everyone in the group
  - Keeping the group on track (such as, following the meeting agenda)
  - Facilitating interaction within the group
  - Summarizing group learning (such as, using the W3 check-out)

    - Calmly and creatively adapting to unexpected events

Examples of basic skills identified to facilitate helping groups grow and solve problems include:

- **Creating a positive group approach to solving problems**
    - Inviting people to use their strengths, ingenuity, and creativity
    - Using the principles of appreciative inquiry (words create worlds, inquiry creates change, we choose what we study, images inspire action, positive questions lead to positive change)
- **Managing the process of solving problems**
    - Using the steps of the appreciative process
- **Fostering group learning and positive change**
    - Showing interest and enthusiasm
    - Spending more time asking than telling
    - Posing positive open-ended questions
    - Waiting for people to respond
    - Seeking clarification
    - Activating people's prior experience (feelings and knowledge) effectively

Examples of basic skills identified to facilitate cultivating meaningful community include:

- **Connecting with others**
    - Demonstrating a commitment to others by regularly showing up.
- **Thriving with others**
    - Growing or developing socially with others in positive and healthy ways
    - Showing an interest in others' lives (such as, checking in with each other)
- **Serving others**
    - Helping others with their needs (such as, helping them solve problems)

In addition to the above, several deep insights into the lab experience were identified. First, lab facilitators observed that learner awareness of their identity formation as leaders was a major blind spot the labs helped reveal. Second, while learners wanted the labs to be more integrated with specific courses, the lab facilitators observed the greatest participant learning occurred when learning was general. That is, when the skills being practiced were connected to multiple course, life and work contexts and applications. Third, for international learners building meaningful social talk skills and practicing how to express themselves was more important than expected. Fourth, the lab experience ultimately helped learners understand themselves better.

Reflections of the Practitioner

For experienced educators teaching often becomes mostly a habitual way of being. Indeed, for the author of this paper—and lead architect of the leadership labs—his teaching practice reflected a general ease in managing learning experiences by setting expectations, curating and organizing knowledge, inviting students into meaningful conversations, and facilitating the learning process. He appeared similarly adept at reading social and developmental cues, assessing learner needs, and adjusting what and how he taught on the fly. And at the heart of his teaching work was an instinctive attentiveness to relating as a whole person to the concerns of his students as whole persons. He sought to set "an example with [his] whole self— [his] intellect, [his] responsiveness, [their] humour, [his] curiosity . . . [his] care" (Noddings, 2003, p. 244). To the surprise of the author—along with many of his similarly experienced collaborators—the COVID-19 pandemic put them in novel situations where they encountered being novices again.

Experienced educators often assume they are capable of reproducing in their own mind's eye the novice learner's state of mind. Indeed, this seems to be a reasonable assumption. For every expert's journey of becoming an expert began with the mind of a novice. Yet, the difficulty all experts, including leadership educators, face in teaching something to novices is the cognitive bias that comes with being an expert. Colin, George and Martin (1989) characterize this bias as the curse of knowledge. That is, when the expert attempts to imagine what a novice knows it is impossible for the expert to ignore what they know, and the novice does not. Moreover, as Fischhoff (1975) argues, because the nature of the knowledge the expert possesses is largely known in hindsight they tend to believe past events were more predictable than is actually true. Consequently, leadership educators often underestimate what novice leadership students know and overestimate the value of their own foresight in guiding the learning of future leaders.

While the description of the labs practice above has been presented as a coherent and logically sequenced narrative it is important to understand it is more accurately a summary synthesis of many evolving moments. Thus, in hindsight it presents itself as a well-planned curricular map that seems more predictable than it was. All elements of the program's ends, means, participants, and contexts were constantly changing. That is, the intended and actual learning outcomes were being iteratively defined and refined in response to actual learning results the facilitators were discovering and participants were finding helpful up to the very end of the ten labs. Specific learning activities were selected by facilitators and engaged with by participants across a wide range of variations. The membership of some groups stayed the same and other groups had frequent member changes. Connections made between the labs and the leadership courses, the collective student community, and future career possibilities also ebbed and flowed as the relational dynamics of the extended social networks supporting the labs constantly changed.

Arguably, the leadership labs worked because the model of facilitators facilitating emerging facilitators served to structure the whole program as an integrated co-creative system. Problems were quickly detected and solved because every lab facilitator and group were empowered to branch off from the set agendas and made the learning experience their own.

Recommendations

As leadership educators seek to create new spaces in the classroom and beyond its edges, it is equally important to see the leadership practice spaces that exist in the middle of everything they do. This paper demonstrates a place where leadership educators can begin inviting learners into the leadership work of leading in their class by facilitating group conversations, helping these groups grow and solve problems, and cultivating meaningful community in the class. This sort of teaching is not entirely new in itself, for these are exactly the things good teachers already do, often in addition to what is formally set out in their course curriculum. What is arguably new is the call for leadership educators to more assertively claim the leadership work of leading social learning in their classrooms as a practice space for the learners to experience leading others.

In claiming this space as recognized formal learning, leadership educators can then proceed to rigorously define, resource, and assess this type of experiential learning in the course curriculum. This strategy shifts leadership education away from both teacher and learner centric approaches and towards a truly whole person and whole system way of educating. This move can, first, bring classroom teaching and learning experiences to life for learners and educators. Second, provide leadership learners with opportunities to demonstrate the routine leadership competencies good leadership instructors are already modeling for them. Third, make it easier for educators to scale leadership practice spaces throughout all courses in a leadership studies program. In sum, this is a move that helps leadership educators equip leadership learners for their life as future leaders.

References

Allen, S. J., & Hartman, N. S. (2009). Sources of learning in student leadership development programming. *Journal of Leadership Studies*, *3*(3), 6-16. https://doi.org/10.1002/jls.20119

Allen, S. J., & Shehane, M. R. (2016). Exploring the language of leadership learning and education. *New Directions for Student Leadership*, *2016*(151), 35-49. https://doi.org/10.1002/yd.20199

Bandura, A. (1977). *Social learning theory*. Prentice Hall.

Buller, P. F., Cragun, J. R., & McEvoy, G. M. (1991). Getting the most out of outdoor training. *45*(3).

Christensen, C. M., Hall, T., Dillon, K., & Duncan, D. S. (2016). Know your customers' "jobs to be done": Is innovation inherently a hit-or-miss endeavor? Not if you understand why customers make the choices they do. *Harvard Business Review*, *94*(9).

Christensen, C. M., & Raynor, M. E. (2003). *The innovator's solution: Creating and sustaining successful growth*. Harvard Business School Press.

Cohen, A. (1976). Beyond simulation: Treating the classroom as an organization. *Journal of Management Education*, *2*(1), 13-19. https://doi.org/10.1177/105256297600200103

Colin, C., George, L., & Martin, W. (1989). The curse of knowledge in economic settings: An experimental analysis. *Journal of Political Economy*, *97*(5), 1232-1254. https://doi.org/10.1086/261651

Cooperrider, D., & Whitney, D. (2005). A positive Revolution in change: Appreciative inquiry. In (Vol. 87). https://www.researchgate.net/publication/237404587

Darling, M., Parry, C., & Moore, J. (2005). Learning in the thick of it. *Harvard Business Review*, *83*(7/8), 84-92.

Donald, R. C., & Kim, K. M. (1993). Improving preservice teacher assessment through on-campus laboratory experiences. *Theory Into Practice*, *32*(2), 86-92. https://doi.org/10.1080/00405849309543580

Edmondson, A. C., & Roberto, M. A. (2017). *Leadership and team simulation: Everest v3*. Retrieved Jan 30 from https://hbsp.harvard.edu/product/8867-HTM-ENG

Fischhoff, B. (1975). Hindsight is not equal to foresight: The effect of outcome knowledge on judgment under uncertainty. *Journal of Experimental Psychology: Human perception and performance*, *1*(3), 288. https://doi.org/10.1037/0096-1523.1.3.288

Gillis, H. L., & Speelman, E. (2008). Are challenge (ropes) courses an effective tool? A meta-analysis. *Journal of Experiential Education*, *31*(2), 111-135. https://doi.org/10.1177/105382590803100202

Goodwin, J. S., & Franklin, S. G. (1994). The beer distribution game: Using simulation to teach systems thinking. *Journal of Management Development*, *13*(8), 7-15. https://doi.org/10.1108/02621719410071937

Goulston, M. (2015). How to know if you talk too much. *Harvard Business Review Digital Articles*, 2-4.

Graham, J. (1997). *Outdoor leadership: Technique, common sense & self-confidence*. Mountaineers.

Institute for Conflict Analysis and Resolution. (n.d.). *Ogli Orange*. George Mason University.

International Association of Facilitators. (2020). *IAF Core Competencies*. https://www.iaf-world.org/site/professional/core-competencies

Jenkins, D. M. (2012). Exploring signature pedagogies in undergraduate leadership education. *Journal of Leadership Education*, *11*(1), 1-27. https://doi.org/10.12806/V11/I1/RF1

Jenkins, D. M. (2013). Exploring instructional strategies in student leadership development programming. *Journal of Leadership Studies*, *6*(4), 48-62. https://doi.org/10.1002/jls.21266

Jenkins, D. M. (2020). What the best leadership educators do: A sequential explanatory mixed methods study of instructional and assessment strategy use in leadership education. *Journal of Leadership Education*, *19*(4), 37-55. https://doi.org/10.12806/V19/I4/R4

Jenkins, D. M., & Allen, S. J. (2017). Aligning Instructional Strategies with Learning Outcomes and Leadership Competencies. *New Directions for Student Leadership*, *2017*(156), 43-58. https://doi.org/https://doi.org/10.1002/yd.20270

Jumah, J. A. B., & Ruland, J. P. (2015). A critical review of simulation-based on nursing education research: 2004-2011. *International Journal of Nursing Education*, *7*(3), 135-139. https://doi.org/10.5958/0974-9357.2015.00151.8

Kass, D., & Grandzol, C. (2011). Learning to lead at 5,267 feet: An empirical study of outdoor management training and MBA students' leadership development. *Journal of Leadership Education*, *10*(1), 41-62. https://doi.org/10.12806/V10/I1/RF3

Kofman, F. (1994). *Check-in, Ccheck-out*. The Systems Thinker. Retrieved Feb 6 from https://thesystemsthinker.com/check-in-check-out/

Kourtesopoulou, A., & Kriemadis, A. (2021). Exploring the influence of outdoor management development (OMD) program on leadership and teamwork competencies. *Journal of Adventure Education and Outdoor Learning*, *21*(3), 247-260. https://doi.org/10.1080/14729679.2020.1784763

Kouzes, J. M., & Posner, B. Z. d. (2007). *The leadership challenge* (4th ed.). Jossey-Bass.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University.

Lipmanowicz, H., & McCandless, K. (2016). *The surprising power of liberating structures: Simple rules to unleash a culture of innovation*. Liberating Structures Press.

Littenberg-Tobias, J., Kaka, S., Kessner, T., Tuf Francis, A., Kennett, K., & Reich, J. (2021). Digital practice spaces and clinical practice in teacher preparation: Current uses and future possibilities. *Journal of Digital Learning in Teacher Education*, 1-13. https://doi.org/10.1080/21532974.2021.1997365

Marquardt, M. J., Banks, S., Cauweiler, P., & Seng Ng, C. (2018). *Optimizing the power of action learning: Real-time strategies for developing leaders, building teams and transforming organizations* (3rd ed.). Nicholas Brealey.

Martin, B., Breunig, M., Wagstaff, M., & Goldenberg, M. (2017). *Outdoor leadership* (Second ed.). Human Kinetics.

Mills, J., & Wagemans, A. (2021). Media labs: Constructing journalism laboratories, innovating the future: How journalism is catalysing its future processes, products and people. *Convergence*, *27*(5), 1462-1487. https://doi.org/10.1177/1354856521994453

Noddings, N. (2003). Is teaching a practice? *Journal of Philosophy of Education*, *37*(2), 241-251. https://doi.org/10.1111/1467-9752.00323

Phipps, M. (1984). Group dynamics in the outdoors: A model for teaching outdoor leaders. 1984 Conference on Outdoor Recreation: A Landmark Conference in the Outdoor Recreation Field, Bozeman, Montana.

Phipps, M. (1988). Experiential Leadership Education. *Journal of Experiential Education*, *11*(1), 22-28. https://doi.org/10.1177/105382598801100104

Revans, R. (1983). *The A.B.C. of action learning*. Chartwell-Bratt.

Rittel, H., & Webber, M. (1984). Dilemmas in a general theory of planning. In N. Cross (Ed.), *Developments in design methodology* (pp. 135-144). Wiley.

Sanford, P. G. (2010). Simulation in nursing education: A review of the research. *Qualitative Report*, *15*(4), 1006-1011. https://doi.org/10.46743/2160-3715/2010.1196

Scharmer, C. O. (2018). *The essentials of theory u: Core principles and applications*. Berrett-Koehler Publishers, Inc.

Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization* (Rev. and updated. ed.). Doubleday/Currency.

Shulman, L. S. (2005). Signature pedagogies in the professions. *Daedalus*, *134*(3), 52-59. https://doi.org/10.1162/0011526054622015

Spader, D. J. (2002). Two models and three uses for mock trials in justice education. *Journal of Criminal Justice Education*, *13*(1), 57-86. https://doi.org/10.1080/10511250200085331

Thomas, D. R., Chappell, S. F., & Bright, D. S. (2020). *Classroom as organization*. Edward Elgar Publishing.

Ulwick, A. W. (2005). *What customers want: Using outcome-driven innovation to create breakthrough products and services*. McGraw-Hill.

Watkins, A. (2020). The leadership laboratory: A leadership practice field involving peer mentors in a first-year, project-based class. *Journal of Leadership Education*, *19*(4), 99-115. https://doi.org/10.12806/V19/I4/R8

Yang, B., Zheng, W., & Li, M. (2006). Chinese view of learning and implications for developing human resources. Annual Conference: Academy of Human Resource Development

The Effect of Pandemic Disruption on Community-Based Leadership Education, Students Experiences and Learning Outcomes

Elizabeth Goryunova, PhD, University of Southern Maine
Tara Grey Coste, PhD, University of Southern Maine

Abstract

As humanity continues to negotiate the short- and long-term effects of the COVID-19 pandemic, there is a renewed focus worldwide on building an inclusive, socially, and economically just future. This process can be facilitated by nurturing engaged citizens and responsible leaders through a holistic approach to education that combines instruction and community service. Over the last 20 years, community-based learning in the form of the service-learning championed by institutions of higher education worldwide has grown and matured, yet the systematic approach to its curriculum structure, as well as methods for assessment of learning outcomes, continue to evolve. Of specific interest is the effect of COVID-19 pandemic disruption on service-learning instruction and learning outcomes. This qualitative study is focused on community-based pedagogy in leadership education. It explores and compares leadership-related learning outcomes and experiences of students in multiple sections of service-learning-designated course offered by a leadership program at a medium-sized public university in the United States, before and during the COVID-19 pandemic (Spring 2019 and Spring 2020). Study findings offer insights into disruption-resilient service-learning education opportunities.

Session Learning/Participant Objectives

To share insights into the limitations imposed by disruptive environments on service learning
To highlight ways to mitigate those limitations

Introduction

Community-based learning is recognized as high-impact pedagogy for enhancing learners' civic engagement, critical reflection, and social awareness (NERCHE, 2020). Consequently, there has been an ongoing and growing effort of institutions of higher education worldwide to build community partnerships as a foundation for community-based learning. Higher education institutions are in a unique position to utilize community-based "engaged" scholarship as a springboard for strengthening civic responsibility practices and building inclusive social processes and policies (Boyer, 1996; Brown-Luthango, 2013). However, the COVID-19 pandemic revealed that neither community nor educational institutions were prepared for a global disruption and isolation. Those have essentially compromised community engagement efforts and threatened community-based learning along with higher ed institutions' resilience that is cultivated through responsiveness to the needs of local communities.

Facing challenges, learning from them, and looking into the post-pandemic future, universities must not only innovate but transform their community service and engagement. Now, more than ever, universities must acknowledge that their community engagement efforts should be about being responsive and supportive to specific, current community needs and realities, rather than about logging a certain number of service hours. Under constrained resources, they must evaluate existing engagement practices, purposes, and relationships for sustainability and meaning. Thus, based on lessons from the COVID-19 disruption, Law (2020) emphasizes the following principles of engagement with the community: strategic, sustainable, smart, safe, and sensible. While Rohman (2020) refers to the need for educational institutions to focus on partners in vulnerable communities to mitigate the disproportionate impact of COVID-19 in these areas.

This study focuses on community engagement efforts of a leadership program at a medium-sized public university in the United States. The program has a long history of community-based learning that is integral to its mission of developing responsible leaders of the future. Community-focused efforts of its students can be broadly grouped under the following categories: developing community resources, responding to community needs, and supporting the community. As the COVID-19 pandemic unfolded, the scope and experience of service-learning projects had to be re-imagined and adjusted for the disruption, potentially affecting the range of the leadership-related learning outcomes of the service learning-designated courses.

The qualitative study explored and compared the leadership-related learning outcomes and experiences of students (n=47 total) in multiple sections of the service-learning designated leadership course Deliberate Creativity and Innovation taught before and during the onset of the COVID-19 pandemic (Spring 2019 and Spring 2020). Thematic analysis of the narratives of de-identified self-evaluating students' reflections collected at the conclusion of each course offers insights into the limitations imposed by the pandemic disruption onto community-based learning and suggests ways to mitigate those limitations. It also points at the emerging opportunities for strategic partnerships that broaden community outreach efforts, increase positive community impact, and sustain the vitality of community-engaged leadership education.

Literature Review

Community-based learning is rooted in theories of experiential learning that meaningfully combine experience, reflective observation, abstract conceptualization, and active experimentation all taking place in engagement with the community (Kolb, 1984). The Carnegie Foundation, which offers classifications for types of community engagement at institutions of higher education, defines community engagement as **a strategic process with the sole purpose of working with identified groups of people, be they connected by geographical location or identity affiliation, and addressing issues that affect their well-being. This involves a blend of science (sociology, anthropology, and other disciplines) and art (the understanding, skill, and sensitivity) that is used to apply and adapt the science in ways that fit the community as well as the purposes of special engagement efforts (NERCHE, 2020).**

According to Carnegie, community engagement can make a tangible contribution to society as it provides community organizations with access to information that is frequently out of their reach, practically addresses critical issues, and works toward a common good. It also benefits students and faculty because it enriches their learning and creative activity, prepares them for engaged citizenship and leadership, strengthens democratic values and civic responsibility, and enhances curriculum, teaching, and scholarship. As such, community-engaged learning translates into interdisciplinary teaching and learning and results in the university's reputation being strengthened **(NERCHE, 2020).**

In the last two decades, universities' community engagement has grown, while community-engaged pedagogy has become a global phenomenon and an integral part of education in the U.S., Canada, U.K., Hong Kong, Philippines, Mexico, Japan, and other countries (Annette, 2002; Aujla & Hamm, 2018; Law, 2019; Olson & Brennan, 2017). It is supported by national and international organizations, such as the Talloires Network of Engaged Universities (410 members in 79 countries with a combined enrollment of over 6 million students) that advocates for university collaboration and action-research programs (Tufts, 2020) and the International Association for Research on Service-Learning & Community Engagement that advances knowledge on the topic (IARSLCE, 2020).

The context of community engagement has matured as well. In the past, most universities' community-focused initiatives were conceived of and driven by faculty and student perspectives, which inadvertently resulted in community members feeling excluded from the process (Creighton, 2006). Yet the most recent U.S. Campus Compact survey on community-based learning, community partnerships, and civic education in higher education reveals that community partners no longer are only the recipients of help but serve as active co-creators of the engagement process, providing insights about community engagement programs and assisting with course design (Campus Compact, 2016). It indicates that member institutions are building connections across their campuses and with community partners and expanding their community-based learning and engagement possibilities for students (Campus Compact, 2016). 396 institutions that responded to the survey (national response rate of 39.52%) reported purposeful and diverse collaboration with community partners on a range of community issues such as college readiness in K-12 (90%), food security (86%), and individual and community health (85%).

While the objective of community-engaged learning is clear—to have a positive impact on all parties involved (students, faculty, institutions, communities), the systemic approach to practice and the ability to accurately measure the effort and outcomes are still evolving (Clayton et al., 2010; Madan, 2007). Melaville et al. (2006) suggest that to meaningfully connect instruction with the needs of surrounding communities, **community-based learning** relies on a variety of teaching strategies, such as academically based community service, civic education, environmental education, place-based learning, service learning, and work-based learning. Here, service learning, one of the most common, is conceptualized as a curriculum-based strategy that connects students' academic learning to community service.

Bringle and Clayton (2012) define service-learning as a course or competency-based, credit-bearing educational experience in which students (a) participate in mutually identified service activities that benefit the community and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility (pp. 114-115). Jacoby (1996) defines service-learning as a form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired learning outcomes. While definitions of service-learning may vary, the centrality of community partners to the practice is essential (Jacoby, 2015).

A substantial and growing scholarly interest in service-learning yields both constructive and critical perspectives on its impact on a broad range of outcomes, across a variety of academic disciplines from applied and health sciences to liberal arts (Kilgo et al., 2014). Thus, Brand et al.'s (2019) study of service-learning in geoscience demonstrates increased knowledge and interest in course content as well as students' empowerment to make difference in their community. Knecht & Fisher's (2015) investigation of the service-learning experience of nursing students points at the resulting shattering of students' stereotypes and increased advocacy for the community.

Kilgo et al. (2014) liberal arts focused research finds service learning to be a significant predictor of political and social involvement, but less so of critical thinking, moral reasoning, or intercultural effectiveness. Yet other studies find positive effects on cognitive, intrapersonal, and interpersonal development, such as improvement of learners' civic awareness, advocacy, diversity-related outcomes, and global perspective (Engberg & Fox, 2011; Simons & Clearly, 2006). Collaboration (team dynamic), communication, creativity, and resourcefulness (designing alternative solutions in lieu of local resources) were brought up as well (Beitman et al., 2015; Casey, 2008; Gillis & MacLellan, 2010; Souers, 2009).

Commonly recognized service-learning outcomes, such as a collaborative and empowered approach to solving problems, creativity, communication, civic and global awareness, ethical decision making, and advocacy are representative of the essential cognitive, behavioral, and attitudinal qualities of effective leaders (Caligiuri, 2006; Mendenhall et al., 2017). Consequently, Dugan et al.'s (2013) multi-institutional study of leadership program delivery demonstrates that community service experience serves as a strong predictor of learners' leadership capacity, due to its powerful potential for developing commitment to action, group skills, building a resilient and innovative spirit for functioning in complex systems, and disrupting assumptions about social systems. Sabbaghi et al. (2013) demonstrate a positive effect of service-learning on students' leadership qualities and social justice awareness. Law (2019) emphasizes its contribution to developing critical leadership competencies, such as communication, collaboration, cross-cultural competency, social responsibility, and confidence in taking up a leadership role.

Within the broader landscape of community-based learning, the significance of service-learning in leadership development remains underexplored, and even more so its capacity to deliver commonly anticipated leadership-related learning outcomes under conditions of pandemic disruption. As the world grapples with the short and long-term effects of the COVID-19 pandemic, the disruption of traditional ways for educational institutions to engage with the community undermines the foundation of the community-engaged pedagogy. This emphasizes the need to investigate the effect of pandemic disruption on service-learning leadership outcomes and to identify innovative community-engaging opportunities, which could ensure sustained vitality of the service-learning component of the leadership program and its overall resilience to disruption.

To accomplish these objectives, this qualitative study explored and compared leadership-related learning experiences and outcomes of students in service-learning designated courses of a leadership program at a medium-sized public university in the United States before and during the unfolding of the COVID-19 pandemic. Data analysis points at the disruption-induced shift in the hierarchy of leadership-related learning outcomes. It also highlights considerations for innovative, disruption-proof approaches to existing community-engaged learning practices.

Methods

This exploratory study utilizes reflexive thematic analysis: qualitative method with open, exploratory, flexible, and iterative nature (Braun & Clarke, 2019, Maguire & Delahunt, 2017) to capture the meaning of students' individual service-learning outcomes and experiences. Braun & Clarkle (2006) identify thematic analysis as a "method for identifying, analyzing, and reporting patterns (themes) within data" (p. 79), where the focus is on the meaning of the stories 'told' by the data. In this study, a reflexive thematic analysis was applied to the collection of narratives: de-identified self-evaluating concluding reflections of students (n=47 total) in multiple sections of service-learning designated leadership program course: Deliberate Creativity & Innovation, offered in Spring 2019 and Spring 2020 (before and during the unfold of COVID-19 pandemic). No demographic data or any other identifying information was collected from students, to ensure their confidentiality, and to maintain focus on pandemic disruption as the key determinant of their shared learning experiences.

In their analysis, researchers followed the following steps recommended by Braun & Clarke (2019): first, they got familiar with data by thoroughly reading all collected narratives. After that, the entire dataset was coded to capture the important meanings conveyed by the narratives. Then, across the meanings, researchers looked for potential patterns. Generated patterns became themes that were subsequently further developed and refined. And finally, themes and meanings were contextualized in relation to the existing scholarly literature. NVIVO qualitative analysis software was utilized to aid with analysis and to generate illustrative word clouds. The 47 de-identified narratives (26 from Spring 2019 and 21 from Spring 2020), yielded the following two overarching themes: Attitudes and behaviors that contribute to a meaningful service-learning experience (with subthemes Before COVID-19 pandemic and During COVID-19 pandemic) and Multitude of leadership development opportunities in service-learning, which are discussed in detail next.

Discussion of Findings

Service-learning is recognized as a powerful tool for developing attitudes and skills that enable individuals to serve as agents for social change. Across the disciplines, service-learning provides students with opportunities to learn about the impact of social inequity and engage in a team and community collaboration that is inclusive of multiple perspectives, approaches, and priorities for the common good (Seemiller, 2016). Those lessons are especially important in the context of leadership education, as they belong among the cognitive, attitudinal, and behavioral competencies recognized by leadership scholars as critical for the leaders of the future (Caligiuri, 2006; Mendenhall et al., 2017). As leadership students participate in developing community resources, responding to community needs, and supporting the community, their service-learning experience is intended to facilitate the development of leadership skills and competencies.

Seemiller (2016) suggests a framework for a meaningful design of a service-learning program in which learning objectives are aligned with a particular type of service experience, the community partners are approached to explore existing needs and program capacity to meet those needs, and the ensuing action (service) is followed by a reflection (learning) and assessment of the outcomes for both students and community. Accordingly, each of the leadership program service-learning courses was designed to incorporate the following essential elements: integrated learning, service that addresses an actual community need, collaboration, student voice, civic responsibility, reflection, and evaluation.

Specifically, students were assigned work groups where, over the duration of each course, they identified and addressed an identified community need. To better guide students, the process was structured as a sequence of layered learning tasks with concrete objectives. Students applied the knowledge gained throughout the course to successfully execute their projects and share their results with the entire class. The community perspective was solicited and incorporated into their decision-making process as well as class reports.

One of the critical components of service-learning is reflection: it serves as the processing 'mechanism' that transforms a service experience into a concrete learning experience and an individual growth opportunity (Kolb, 1984). Hence, at the conclusion of each course, students wrote self-evaluating reflections in which they discussed individual learning outcomes and most memorable experiences, as well as related their observations to the course concepts and the broader social, economic, cultural, political context. As mentioned earlier, the thematic analysis of narratives revealed numerous illustrations of the developmental impact of service-learning on students, including an impressive range of leadership-related learning outcomes such as communication, ethics, consensus building, innovation, collaboration, inclusivity, negotiating across multiple perspectives, flexibility, creativity. The two themes that coalesced from the data are 1) Attitudes and behaviors that contribute to a meaningful service-learning experience (such as collaboration, communication, consensus-building, flexibility, creativity, innovation, negotiating across multiple perspectives), and 2) Multitude of leadership development opportunities in service-learning.

Attitudes and behaviors that contribute to a meaningful service-learning experience.
Before COVID-19 pandemic

To begin with, the decision on the type of community engagement to pursue was a result of an inclusive process, a multi-perspective consensus building. After being assigned in work groups, students explored each group member's perception and passion about critical challenges in the local community. As the group discussed the future of their collaborative effort, multiple perspectives were inclusively explored, discussed, and the consensus was reached on the community partners to engage with and the type of service to offer, "so the project felt interesting worthwhile, and feasible to everyone" as noted by one of the students. "When coming up with a project idea," writes another, "our group was able to maintain an atmosphere of encouragement and acceptance in hearing everyone's ideas, opinions, and concerns. We were able to appreciate the backgrounds and experiences of each group member". Yet another student states that "after all members shared their own ideas, we found that the common interest was helping children and elderly, particularly elderly veterans."

Some of the group decisions were influenced by individual members' experiences: "20 years ago, I had to live in a youth homeless shelter. Knowing what it is like to be on your own and homeless as a minor, enables me to have an understanding of what they might be feeling or going through. We decided that homelessness is something that has an impact on all of our communities and then narrowed it down to youth homelessness." In other instances, when logistics interfered with group members' ability to develop a shared community service, they were still able to commit to a common service theme. Thus, one group decided on "planting trees, volunteering to help weed invasive species and raking flower beds"; however, due to the geographic distance between their individual locations, each group member completed the service individually and independently in their local community.

After consensus was reached, each group contacted (or visited) community partners to gauge existing needs along with the group's capacity to satisfy that need. As the reflections demonstrate, at this point many groups had to adjust their initial expectations about the service they would provide. Thus, one of the groups planned to organize a fundraiser for a local non-profit organization focused on environmental issues. "However, when we approached [the organization] with the proposal, they indicated they had a need on a property to clear it to create an urban pocket-park." The group then visited the site and "quickly realized it wasn't ideal for their original idea." They then met the community's need through a "clean-up project that included a fence sculpture which incorporated the cast-off sticks and branches from the undeveloped lot. The final result was a beautified, neighborhood 'pocket park.'"

Another group planned on helping an animal shelter to care for the animals; however, they were directed to the Animal Welfare Society instead, where the program manager expressed an immediate need for outside yard work around the facility since the cold weather had come much sooner than expected. As one of the students wrote, "Admittedly, the yard work was not the most rewarding task as we were hoping to spend more of our time around the animals. After spending more time with the attendants at the shelter we saw how much they cared for the animals and how hard they work to provide basic necessities for them. Witnessing this in action gave us a greater appreciation of the facility and motivated us to help out with whatever we could. After the yard work, we started bathing dogs. This was an extremely rewarding opportunity."

In addition to the realignment of the group plans to meet community needs, some reality checks and expectation adjustments were necessary during the implementation of the service projects. For example, "Project Patriot" proposed by one of the groups planned to engage children enrolled in a pre-school community center in creating 150 artistic cards and drawings to distribute to veterans in a nursing home. But the flu season interfered with the capacity of both community partners to complete the project: 139 cards were created by children, but due to the nursing home being understaffed, it took much longer than anticipated for the cards to be distributed to the veterans. Yet another group came up with an idea to help fire crews during the grueling winter by shoveling snow away from fire hydrants. However, the group's inadequate resources would likely result in a very limited community impact, so they "decided to create

#FireHydrantChallenge social media movement" that was successfully communicated to and scaled up by the community.

Analysis of reflections written during 2019 indicates that student service-learning experiences were predominantly developing community resources or responding to community needs. Students reported tangible and measurable community outcomes: they created the*#FireHydrantChallenge* social media movement; inspected, cataloged, replaced, and re-stocked books in the Little Free Libraries in the greater community; collected non-perishable Thanksgiving food items for the Boys and Girls Club, enough to create thirteen baskets to distribute to families in need; collected well over 250 lbs. of clothing and donated it all to a homeless shelter, etc.

The challenges, according to narratives, were abundant, but a meaningfully structured service-learning framework (Seemiller, 2016) ensured students' success. Additionally, consistent with findings of other scholars (Beitman et al., 2015; Casey, 2008; Gillis & MacLellan, 2010; Souers, 2009), students' stories clearly illustrate valuable attitudes and behaviors practiced and manifested by them throughout their service-learning experience, such as collaborative spirit, ethics, community advocacy, willingness to take into account perspectives of their peers and community members and mitigate possible differences, ability to adjust expectations and carry through challenges.

During COVID-19 pandemic

Reflections dated 2020 indicate that once COVID-19 entered the landscape of decision making, and social distancing had to be factored in, students' community outreach and service-learning experience mostly shifted into the "supporting community" gear. Considering that the spring semester of 2020 began in January and the widespread of COVID-19 was not registered until March, community projects conceived by groups prior to that time had to be completely re-envisioned. Neither volunteering for community organizations nor on the ground fundraising campaigns were still feasible. Thus, according to one student, their group project was to "raise awareness of the need for female hygiene products on campus and collect donations to make those available for students. However, the unpredictable changes led us to adjust our plan, we decided to cancel product donations and focused on raising awareness." Another student wrote: "Our original plan was to collect supplies for a school that was financially in need. We were going to base our decision on which school to select by reviewing statistics on students who receive free and reduced lunch assistance. The plan for the service-learning project was foiled as soon as the coronavirus (COVID-19) pandemic shifted K-12 and all higher education to remote learning."

On one occasion, donations left by students on doorsteps in the neighborhood remained untouched by residents due to a fear of contamination. Instead of distributing resources or volunteering within the community, students began building connections with a community online. "We set out on an ultimate goal of sharing positive interactions to help the people of our state get through this trying time. We strived to provide a set of resources for our friends, family, and neighbors that would be a refuge of sorts, away from the endless stream of bad news that has infected every social media platform and news feed available to them." Another student offered:

“We came up with a Facebook group called ‘Neighborly’ that during the COVID-19 pandemic is on a mission to build community through this virtual group. Our goal is simple: be a good neighbor. Right now, we can do that by practicing social distancing, staying home if you have symptoms, and of course following the CDC’s recommendations during this pandemic. Let’s each do our part and be a good neighbor and stay connected as well as keeping a positive attitude.” Yet another group expanded the target audience of their outreach: “Our group originally decided to create and write notes to children that were spending time at the Children’s Hospital. We thought that these children could greatly benefit from a boost of sorts. This idea morphed into writing notes and cards to include the frontline workers dealing with COVID-19, all endeavors were efforts I personally felt strongly about.”

As evidenced by the narratives, the impact of COVID-19 on community engagement and service-learning experience has been profound and potentially long-lasting. While expecting students to falter in their community engagement work as the pandemic became more widespread and campuses closed down, we found just the opposite to be true: students were even more inspired to perform acts of kindness and act as a resource for the community. Yet the gap between students’ desire to make a difference in the community and their extremely limited ability and resources to accomplish that was palpable.

To mitigate this challenge, and to encourage students’ innovation and creativity in problem-solving, the leadership program made a concerted effort to connect students with inspirational and reputable non-profit organizations, such as Random Acts, that offers encouragement and support to people worldwide to “commit” one random act of kindness at a time and change lives for the better (Random Acts, 2020). As a result, students formed a local Random Acts Student Chapter intending to continue to engage in extra-curricular community service after completion of their service-learning coursework. Overall, students’ community support efforts during the Spring 2020 service-learning included:

- A Notes of Kindness campaign (write five notes that send words of support to people you wouldn't normally send something to)
- Thank you notes sent to local schoolteachers (760 area schoolteachers received thank you notes for supporting their students through the pandemic)
- Holiday cards going out to folks around the country & internationally (305 people who indicated they would like a holiday greeting will receive a card, 20% international)
- Signs thanking health care workers placed near local hospitals
- Fabric masks made and distributed to a local substance abuse recovery center

The thematic analysis of narratives revealed that the range of valuable attitudes and behaviors manifested by students during that difficult time remained largely consistent with previous findings (Beitman et al., 2015; Casey, 2008; Gillis & MacLellan, 2010; Souers, 2009). It also highlighted the limitations imposed by the pandemic disruption on the attainable scope of community service. This creates an opportunity to supplement the framework proposed by Seemiller (2016) with intentionally designed alternatives to the traditional “brick and mortar” community service, possibly through strategic partnerships with community-focused non-profit organizations.

The multitude of leadership development opportunities in service-learning

Leadership scholars believe that leadership is an activity and not a position, and leadership development is a life-long journey, not a finite destination. Fostering students' leadership competencies is an important part of that journey. According to Seemiller (2016), there are 60 key student leadership competencies that can be grouped under eight categories: learning and reasoning, self-awareness and development, group dynamics, interpersonal interaction, civic responsibility, communication, strategic planning, and personal behavior. Any one leadership competency can be demonstrated through various learning outcomes of service experiences that provide breadth and depth to students' leadership development process. For instance, the most common service-learning opportunities (short-term direct service and ongoing community involvement projects) are associated with the following student leadership competencies: problem-solving, collaboration, empathy, empowerment, confidence, diversity, social responsibility, innovation/creativity, self-development, negotiation, and others (Seemiller, 2013).

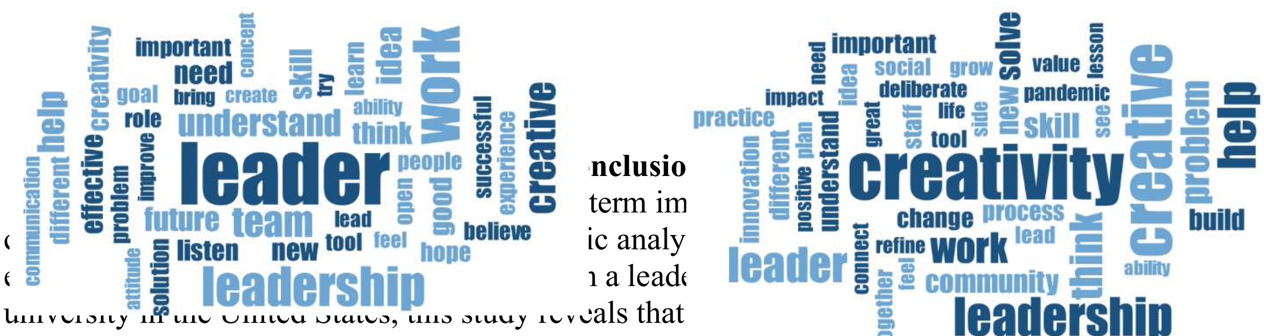
In this study, leadership lessons refer to student knowledge of what makes an effective leader. Accordingly, student leadership competencies are demonstrated across all narratives in abundance. In their reflections, students refer to deciphering group dynamics, ability to negotiate across multiple perspectives and diverse cultural backgrounds, empathy, awareness of social justice issues and commitment to action toward building a better community, ideation, and creativity, problem-solving, and self-development to name a few. Thus, one student "learned valuable lessons in applying creative thinking, learning to work with others in challenging situations, and to address complex problems with innovative solutions." Another developed "the knowledge to be a compassionate, empathetic, caring and understanding leader. One who is sensitive to the journey and struggles of those who choose to follow me." Yet another shared that he has "learned how to analyze different aspects of group work to gain a better understanding of how effective groups work along with how to be a better group member and even leader."

Other lessons included the "responsibility to contribute, to be a model citizen of society. It may not be easy to do at times, but it is nevertheless the essence of what makes society better. We cannot wait for change to happen. If we really want it to happen, we need to take ownership of the self and most importantly how it affects every other aspect of human existence." The importance of trust, "I will look for authentic and creative ways to cultivate relationships among staff members to increase communication lines and trust while working toward common goals." And courage and the importance of agency, "this class taught me that, I am no longer willing to accept the predetermined path they desire for me. It is important to follow my own aspirations, dreams, interests; I am done believing that my only role is to become a proper woman for a suitable husband. I aspire to work on our chaotic world that is full of every kind of inequality across the globe and become a valuable member of society and work toward being a leader that stands up for others."

A close look at the meaning of leadership lessons revealed various degrees of progress toward becoming a better leader, from those at the very start of their journey, "as someone who struggles to push against the traditional structure of society and likes to follow the rules" to individuals in formal leadership positions that discovered better ways to lead with inspiration, "only now, almost a decade later, do I better understand what it means to have a vision and to guide others toward that vision" or with empathy, "allowing them to follow their passion and creativity in a way that is unique and valuable to them" while another declared: "I will try to be more of a transformational leader myself."

Comparison of the content of reflections written in 2020 against those written prior to the pandemic reveals the shifting hierarchy of leadership competencies, where traditional leadership competencies were overshadowed in a time of crisis by creativity, flexibility, and resilience. As one of the students summed it up, "Engaging in a course about creative leadership during a historic pandemic has been fortuitous. In no other time in my life have I better understood the connection between creativity, perseverance, and resilience."

Figure 1.
Comparison of Word Clouds for Leadership-Related Outcomes: 2019 vs. 2020



nclusio

term im

(ic analy

(a lead

university in the United States, this study reveals that allows for emergent, organically developing education opportunities. It also emphasizes the need for intentionally designed 'disruption-proof' community engagement pathways. Whether before or during pandemic disruption, service-learning outcomes consistently include valuable behavioral, attitudinal skills, and critical leadership attributes. The pandemic-imposed limitations heightened the learning that took place, both for students and faculty, bringing to the forefront of their shared educational experience the primary lesson of engaged leadership, that no matter our circumstance, there is always something we can do, something we can improve on, to make things better for ourselves and others.

References

Annette, J. (2002). Service learning in an international context. *Frontiers: The Interdisciplinary Journal of Study Abroad, 8*(1), 83-93. https://doi.org/10.36366/frontiers.v8i1.95

Aujla, W., & Hamm, Z. (2018). Establishing the roots of community service-learning in Canada: Advocating for a community first approach. *Community Service-Learning in Canada: Emerging Conversations, 4*(1), 19-37. https://doi.org/10.15402/esj.v4i1.306

Beitman, C., Gahimer, J., & Staples, W. (2015). Value added: Service-learning outcomes for physical therapy students and community partners in Belize. *International Journal of Research on Service-Learning and Community Engagement, 3*(1). https://journals.sfu.ca/iarslce/index.php/journal/article/view/120

Boyer, E. L. (1996). The scholarship of engagement. *Bulletin of the American Academy of Arts and Sciences*, *49*(7), 18-33. https://doi.org/10.2307/3824459

Brand, B. D., Brascia, K., & Sass, M. (2019). The community outreach model of service-learning: A case study of active learning and service-learning in a natural hazards, vulnerability, and risk class. *Higher Learning Research Communications, 9*(2). http://dx.doi.org/10.18870/hlrc.v9i2.452

Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology 3* (2), 77–101.

Braun, V., & Clarke, V. (2019). Reflecting of Reflexive Thematic Analysis. *Qualitative Research in Sport, Exercise, and Health. 11* (4), 589–597.

Bringle, R. G., & Clayton, P. H. (2012). Civic education through service learning: What, how and why? In L. McIlraith, A. Lyons, & R. Munck (Eds.), *Higher education and civic engagement: Comparative perspectives* (pp. 101-124). Palgrave Macmillan.

Brown-Luthango, M. (2013). Community-university engagement: The Philippi CityLab in Cape Town and the challenge of collaboration across boundaries. *Higher Education*, *65*(3). http://doi.org/10.1007/s10734-012-9546-z

Caligiuri, P. (2006). Developing global leaders. *Human Resource Management Review*, *16*(2), 219-228. https://doi.org/10.1016/j.hrmr.2006.03.009

Campus Compact. (2016). *Revitalizing our democracy: Building on our assets. 2016 annual member survey*. https://kdp0l43vw6z2dlw631ififc5-wpengine.netdna-ssl.com/wp-content/uploads/large/2017/03/campus_compact_executive_summary_2016_final3-2-1-2-1.pdf

Casey, D., & Murphy, K. (2008). Irish nursing students' experience with service learning. *Nursing and Health Services*, *10*, 306–311.

Clayton, P. H., Bringle, R. G., Senor, B., Huq, J., & Morrison, M. (2010). Differentiating and assessing relationships in service-learning and civic engagement: Exploitative, transactional, or transformational. *Michigan Journal of Community Service Learning, 16*(2), 5-21. http://hdl.handle.net/2027/spo.3239521.0016.201

Creighton, S. J (2006). *Community partner indicators of engagement: An action research study on campus-community partnership* [Unpublished doctoral dissertation]. Antioch University. https://aura.antioch.edu/cgi/viewcontent.cgi?article=1184&context=etds

Dugan, J. P., Kodama, C., Correia, B., & Associates. (2013). *Multi-Institutional Study of Leadership insight report: Leadership program delivery*. College Park, MD: National Clearinghouse for Leadership Programs.

Engberg, M. E., & Fox, K. (2011). Exploring the relationship between undergraduate service-learning experiences and global perspective-taking. *Journal of Student Affairs Research and Practice, 48*(1), 85–105. https://doi.org/10.2202/1949-6605.6192

Gillis, A., & MacLellan, M. (2010). Service learning with vulnerable populations: Review of the literature. *International Journal of Nursing Education Scholarship*, *7*(1). https://doi.org/10.2202/1548-923X.2041

International Association for Research on Service-Learning & Community Engagement. (2020). Our Mission. https://www.researchslce.org/about-iarslce

Jacoby, B. (1996). Service-learning in higher education: Concepts and practices. Jossey-Bass.

Jacoby, B. (2015). Service-learning essentials: Questions, answers, and lessons learned. Jossey-Bass.

Kilgo, C. A., Pasquesi, K., Sheets, J. K. E., & Pascarella, E. T. (2014). The estimated effects of participation in service-learning on liberal arts outcomes. *International Journal of Research on Service-Learning and Community Engagement, 2*(1). 18-31. https://journals.sfu.ca/iarslce/index.php/journal/article/view/78Kolb, D. (1984). Experiential Learning: Experience as the Source of Learning and Development. Englewood Cliffs, NJ: Prentice Hall

Knecht, J. G., & Fischer, B. (2015). Undergraduate nursing students' experience of service-learning: A phenomenological study. *Journal of Nursing Education, 54*(7), 378-384. http://doi.org/10.3928/01484834-20150617-04

Kolb, D. A. (1984) *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

Law, S. F. (2020). *Doing community engagement differently in the time of pandemic*. https://melbourne-cshe.unimelb.edu.au/resources/categories/engagement/doing-community-engagement-differently-in-times-of-pandemic

Law, Y. L. T. (2019). *The learning experiences of student mentors in service learning program: A case study of student mentors in the Education University of Hong Kong developing communication,collaboration, and leadership skills through participating in the leadership enhancement and development (LEAD) service learning program* (Publication No. 10980923) [Doctoral dissertation, Northeastern University]. ProQuest Dissertations & Theses Global.

Madan, R. (2007). Demystifying outcome measurement in community development. https://www.jchs.harvard.edu/sites/default/files/media/imp/w07-5.pdf

Maguire, M., & Delahunt, B. (2017). Doing a Thematic Analysis: A Practical, Step-by-Step Guide for Learning and Teaching Scholars. *AISHE-J*, 9, 3351.

Melaville, A., Berg, A. C., & Blank, M. J. (2006). Community-based learning: Engaging students for success and citizenship. Washington: Coalition for Community Schools.

Mendenhall, M., Osland, J., Bird, A., Oddou, G., & Maznevski, M. (2017), *Global leadership: Research practices and development* (3rd ed.). Routledge.

NERCHE (2020). *Defining community engagement*. https://nerche.org/defining-community-engagement

Olson, B., & Brennan, M. (2017). From community engagement to community emergence: The holistic program design approach. *The International Journal on Service -Learning and Community Engagement, 5*(1), 5-20.
https://journals.sfu.ca/iarslce/index.php/journal/article/view/215

Random Acts (2020). Random Acts. Non-profit Dedicated to Acts of Kindness Worldwide. www.randomacts.org

Rohman, M. (2020). *Sustaining community research partnerships during COVID-19*. https://news.feinberg.northwestern.edu/2020/04/sustaining-community-research-partnerships-during-covid-19

Sabbaghi, O., Cavanagh, G., & Hipskind, T. (2013). Service learning and leadership: Evidence from teaching financial literacy. *Journal of Business Ethics*, *118*(1), 127-137. http://doi.org/10.1007/s10551-012-1545-6

Seemiller, C. (2016). Complementary Learning Objectives: The Common Competencies of Leadership and Service Learning. New Directions for Student Leadership, *2016*(150), 23-35

Seemiller, C. (2013). The student leadership competencies guidebook. San Francisco, CA : Jossey-Bass.

Simons, L., & Cleary, B. (2006). The influence of service learning on students' personal and social development. *College Teaching, 54*(4), 307-319. https://doi.org/10.3200/CTCH.54.4.307-319

Tufts University. (2020). *Talloires Network of Engaged Universities*. https://talloiresnetwork.tufts.edu

"Happy Because I was Being Heard": An Exploration of Pedagogical Strategies that Support BIPOC Students in Postsecondary Leadership Courses

Katherine McKee, PhD, North Carolina State University
Jennifer Smist, PhD, University of Illinois
Haley Traini, PhD, Oregon State University
David Rosch, PhD, University of Illinois

Abstract

It is imperative postsecondary leadership educators effectively support BIPOC students through their curriculum and pedagogy. In this study, we explored the experiences of BIPOC students who took leadership courses at a large, Midwestern University during the 2019-2020 and 2020-2021 academic years. Our goals were to explore the pedagogical choices of instructors that supported BIPOC student learning in a leadership course and the leadership behaviors BIPOC students identified as being applicable after the course. Through survey research and qualitative data analysis, two prominent themes emerged. First, students were able to clearly identify how their learning would apply to their future leadership, noting new skills and confidence to apply leadership theories, work on teams, and increase their capacity to lead. Second, BIPOC students identified specific instructional strategies that supported their learning and engagement in the class. These strategies included the existence of diverse and applicable content, connective and communicative instructors, and involvement in course discussions and activities, among others. We discuss our findings and offer specific recommendations for leadership educators to better support BIPOC students in their leadership courses and classrooms.

Introduction

Racially minoritized students are more interested in leadership, in particular for social change, compared to their white counterparts (Oaks, et al., 2013); however, 85% of leadership educators are white (Jenkins & Owen, 2016) and rarely critique the white and masculine roots of the leadership concepts and processes they teach (GuramantunhuCooper, et al., 2019). This leads to the continued devaluation of People of Color as leaders (Irwin, 2021), furthers manifestations of White privilege in the field (Davis, 2021), and creates an environment in which students of color do not use the term "leader" to describe themselves (Arminio, et al., 2000).

Academic engagement is an essential predictor of student success and persistence at their institution (Pascarella & Terenzini, 2005). As gatekeepers for legitimacy in leadership, it is essential that leadership educators disrupt whiteness in leadership and leadership education and attend to race, gender, and other social identities that have been and continue to be marginalized in leadership development (Irwin, 2021; Kezar, et al., 2006). Moreover, calls have been made to increase student behavioral, cognitive and emotional engagement in leadership courses through active learning strategies (Yamauchi, et al., 2016). Therefore, it is imperative that we explore and use tools in the classroom designed to engage Black, Indigenous, and People of Color (BIPOC) students (Irwin, 2021). In order to do this, we must answer the following research questions: What leadership behaviors can BIPOC students report that they apply to their own leadership practices through engaging in a leadership course? And what pedagogical choices did the instructor make that supported BIPOC students' learning within the course?

Literature Review

Culturally sustaining pedagogies for BIPOC students

Multiple, non-Western pedagogical strategies enable BIPOC students to connect to their learning and deepen their academic engagement (Bennett, et al., 2021). These pedagogical choices must break the cycle "of a deeply embedded belief and practice of Western universality," (Ermine, 2007, p.198). Culturally sustaining pedagogies are appropriate to support students as subjects, not objects, in the learning process (Brown, 2021; Ladson-Billings, 2014). Such pedagogies include learning opportunities that develop critical thinking skills, inquiry-based instruction, inclusion of perspectives and viewpoints that reflect students' identities through texts, examples, and guest speakers, and layering of cultures and cultural shifts into the course references and activities (Brown, 2021; Ladson-Billings, 2014).

It is also essential that educators value the linguistic, literate, and cultural practices of students of color and students from working class communities as assets to the learning that should be honored and explored in the classroom (Paris & Alim, 2014). In doing so, educators must recognize ways that their teaching is currently marginalizing the linguistic, literate, and cultural practices of students and instead engage in pedagogies that disrupt that marginalization (Carabello, 2017: Paris & Alim, 2014). Culturally sustaining pedagogies require educators not only understand the historical or heritage practices in students' communities but continuously engage in practices that resonate with the contemporary and evolving cultures of BIPOC students (Paris & Alim, 2014). In doing so, these pedagogies support engagement of BIPOC students and develop a cultural and linguistic flexibility among all students who will operate in an increasingly multilingual and multicultural world (Ladson-Billings, 2014; Paris & Alim, 2014). As "culturally sustaining pedagogy is necessary for supporting access to power in a changing nation" (Paris & Alim, 2014, p. 80), understanding this work is particularly essential for leadership educators as questions of power are inherent to our field.

This involves less focus on traditional education models such as lectures, tutorials, essays, and numerical grading and more methods that involve stories, deep listening, art and dance, the connection to the natural world, and the understanding of families and communities (Bennett, et al., 2021). In the context of leadership education, Harper and Kezar (2021) found many strategies that support the engagement of BIPOC students in leadership education course. These include: journaling and reflection activities focused on barriers overcome, sharing narratives of students with whom they share identities and who have undergone leadership development, providing examples of leaders challenging oppressive systems, and using intergroup dialogues (Harper & Kezar, 2021). Studies outside the scope of leadership education have found that spending more time on reflection than lecture, using small group discussions before large groups, teaching and supporting metacognition through activities, using peer-to-peer learning, deep listening, sharing circles, storytelling, metaphorical representations, performance, hands-on learning, Lemke-Westcott & Johnson, 2013 and dance are culturally sustaining for BIPOC students (Ermine, 2007; Lemke-Westcott & Johnson, 2013; Louie, et al., 2017; Zinga & Styres, 2019).

A crucial element of supporting BIPOC students in the classroom is the concept of "flattening the hierarchy" by creating collective decision-making for the classroom, its processes, and procedures and removing the instructor from their position as the only expert in the room (Foulis, 2018; Guthrie & Torres, 2021; Louie, et al., 2017, p.25). The use of critical thinking and consensus building in the classroom and collective development of class procedures engages the students. Collective decision-making and respect includes providing many opportunities for student choice, collaborative grading through feedback, discussion, and reflection, and creating a culture for respectful public debate in class (Louie, et al., 2017; Zinga & Styres, 2019). To flatten the hierarchy, instructors must resist being the only expert and serve as a facilitator that pushes students to apply their own knowledge and expertise (Louie, et al., 2017; Zinga & Styres, 2019). Specific strategies such as *sentipensante* – students as the lead facilitators – engages the students in breaking down the hierarchy of the classroom while centering their voice (Guthrie & Torres, 2021).

Contextualization also supports student learning as it creates opportunities for students to connect new information to their previous knowledge (Yamauchi, et al., 2016). Instructors who do not share their students' cultural backgrounds and experiences must be intentional about learning about their students in order to contextualize the curriculum and course experience. One way to accomplish contextualization is through the use of student-led discussions and small groups which can support students' ability to share their lived experiences, prior content knowledge and skills, and interests (Salazar, 2018; Yamauchi, et al., 2016). Instructors should provide experiences and exemplars that connect to students' cultural and linguistic experiences and that closely resemble the activities carried out by practitioners in their own communities (Au & Jordan, 1981; Durden, 2008). Further, when students can contribute to contextualization by speaking to their lived experiences, reflecting on those experiences in the context of the field of study, and contribute their voice to discussions, they flourish (Colvin & Tobler, 2013; Durden, 2008; Foulis, 2018).

Thus, educators must create a learning environment where purposeful ethnic sharing is encouraged and nuanced identities are explored (Gay, 2010). Pedagogies that support critical remembrance – the preservation of memories of community resilience and possibility with the intention of disrupting marginalization – and acknowledge American participation in disrupting these communities are essential to the support of students experiencing the model minority/forever foreigner assumptions (Lin, Suyemoro & Kiang, 2009; Uy, 2018; Vue, 2021). Critical remembrance pedagogies include: cross-generational assignments, reflection, narrative sharing, empathy rehearsal, and critical reading (Vue, 2021). Further, intentional development of sociopolitical consciousness among students can facilitate extension of their learning into the real world and engagement as leaders for change (Ladson-Billings, 1995; 2014).

We cannot treat any identity group as a monolith as people have different experiences and contexts than others with whom they share a racial or ethnic identity (Stage, 2007). Educators must recognize that cultural experience is not homogenous and therefore continually work to learn and incorporate perspectives and strategies such that students are positioned in a place of normativity (Ladson-Billings, 2014). White teachers often do not see the ethnic distinctions among their students and thus do not consider them in their pedagogical choices (Uy, 2018). No study of appropriate pedagogies can address the diversity of cultures and experiences across such a diverse grouping of people; thus, educators should familiarize themselves with the cultures of the BIPOC students in their classrooms, examine and interrupt their own biases and assumptions, connect to the lived experiences of their students, and tailor their pedagogy accordingly (Louie, et al., 2017; Zinga & Styres, 2019).

BIPOC conceptions of leadership

Traditional leadership theories and approaches have operated with color-blind and gender-blind assumptions that hide the impact of race and gender on who can be seen as legitimate in leadership and thus narrowly defined leadership as white (GuramantunhuCooper, et al., 2019; Kezar, et al., 2006; Ospina & Foldy, 2009; Wilder, 2014). For example, measures such as the MBTI and CliftonStrengths are particularly flawed and unreliable for BIPOC students as these measures not address identity and power and lack internal reliability when used with BIPOC students, but leadership educators persist in using them (Dugan & Leonette, 2021). Good leadership education should amplify racial awareness for everyone while removing the barriers to access that BIPOC students typically face, examining power dynamics, and centering BIPOC students' understandings of, and experiences in leadership (Davis, 2021; Dugan & Leonette, 2021). This means examining not just how we teach but also what we teach.

The leadership paradigms we teach are typically derived from White, Western contexts and represent White, Western conceptions of power and human interaction (Davis, 2021; Dugan & Leonette, 2021; Ospina & Foldy, 2009). White, Western conceptions of leadership position Whiteness as normal and ignore that the concept of leadership has been long associated with White, male identities (Kendall, 2013; Kodama & Laylo, 2017). These conceptions include a social change model that does not explicitly emphasize social justice, authentic leadership without examinations of the role identity and power play in being permitted to be authentic, and the great man and trait-based theories of leadership that perpetuate the idea that only certain people can lead (Dugan & Leonette, 2021).

BIPOC students may come from communities that operate from different leadership paradigms than those typically taught in White, Western classrooms where educators have legitimized white people as leaders and whiteness as a leadership attribute (Wilder, 2014). For example, Latina undergraduates defined leadership as collaborative and with the goal of helping others (Torres, 2019) while Black students at a Predominantly White Institution defined leadership as having strong social justice purposes and as a mechanism for social change rooted in a desire to give back to, develop, and maintain their communities (Hotchkins & McNaughtan, 2021; Oaks, et al., 2013). Further, Black students defined leadership as learned through transgenerational knowledge and being collective in nature (Hotchkins & McNaughtan, 2021). Moreover, while Black students report a greater interest in leadership than their White peers, they are underrepresented in leadership education (Oaks et al., 2013). A culturally sustaining pedagogy would require that our teaching honor these paradigms (Ladson-Billings, 2014; Paris & Samy Alim, 2014). Failing to do so reproduces harmful racial discourses and representations and furthers the marginalization and devaluation of People of Color as leaders (Irwin, 2021; Ospina & Foldy, 2009).

Theoretical/Conceptual Framework

This research project represents an investigation of the significant learning experiences of BIPOC students in leadership courses and how those experiences contributed to their increased capacity to lead. Several researchers have created models for organizing significant learning, both across educational contexts (e.g., Fink, 2013) and within leadership education environments specifically (e.g., Guthrie & Jenkins, 2018). For example, Fink (2013) identified six categories that define what "significant learning" entails through formal education: building foundational knowledge, application of learning, integration with other learning, learning how the topic applies to oneself, increasing how much one cares for the topic, and learning how to further one's learning. Leadership courses are well-positioned to enhance significant student leadership learning beyond simply mastering content knowledge. Through the use of active learning strategies that enhance student engagement in leadership courses (Yamauchi, et al., 2016), leadership educators facilitate deep learning that helps students apply leader behaviors and skills through interactive discussions, case studies, critical reflection, simulations, and other instructional strategies (Guthrie & Jenkins, 2018). Creating brave spaces in classrooms helps instructors foster a learning environment wherein students examine how race, gender, and other social identities are marginalized in traditional White and Western conceptions of leadership development (Guthrie & Jenkins, 2018; Irwin, 2021; Kezar, et al., 2006).

This paper explores how the environment within leadership courses contributed to BIPOC students learning specific leadership behaviors specifically as it relates to their instructor's teaching. First, we assessed students' perceived future application of leadership behaviors gained from taking a leadership course through our first research question: *What leadership behaviors can BIPOC students apply at the end of their leadership course?* In addition to the behaviors that students learned in these leadership, we sought to understand how instructors contributed to BIPOC student learning. We explored instructor use of sustaining pedagogies for significant learning through our second research question: *What pedagogical choices did the instructor make that supported BIPOC students' learning in a leadership course?*

Methods

Positionality Statement for the Researchers

As three White women and one White man, we recognize that we come to the field of leadership education from privileged identities wherein the examples and contexts in the field reflect similar cultures to our own upbringings. Further, we investigate the state of leadership education as scholars with privileged, majority identities that are often reflected and represented in the body of leadership course instructors and the materials our field prioritizes such as textbooks and existing case studies. It is our responsibility to understand whose experiences are missing from our curriculum and pedagogical choices and to work to rectify that, which led us to structure this research study.

Data Collection

Data was collected in leadership courses taught within one department at a large, research-intensive university in the Midwestern United States. These courses were open to all students enrolled at the university and consisted of students from dozens of different academic majors. These students were invited to complete a pre-course survey during the first two weeks of the course and a post-course survey during the final two weeks of the course. After providing their consent, participants completed one pre-course survey in a semester and separate post-course surveys for each leadership course in which they were enrolled in a given semester. We used data collected from students in 18 traditional 16-week courses and 12 online 8-week courses from fall 2019 through spring 2021 in this paper. In 2019-2020, paper surveys were administered by a member of the research team in nine leadership courses that met in person and online surveys were administered using Qualtrics in six asynchronous online courses. Due to the COVID-19 pandemic, and a shift to fully online instruction in the middle of the spring 2020 semester, the post-course surveys in spring 2020 and survey administration in 15 leadership courses in 2020-2021 was conducted fully online using Qualtrics.

Sample

A total of 1,166 students completed at least one survey during the combined 2019-2020 and 2020-2021 academic years. Of those, 1,096 completed the pre-course survey and 593 students completed both the pre-course and post-course surveys. For the purpose of this paper, we included only those students who self-reported their racial group on the pre-course survey and who completed a post-course survey for at least one course. The resulting sample of 585 students included 44 (7.5%) participants who identified as Black/African American, 89 (15.2%) identified as Asian/Asian American, 383 (65.5%) identified as White/Caucasian, 44 (7.5%) identified as Latinx, 6 (1.0%) identified as Middle Eastern, 16 (2.7%) identified as multiracial, and 2 (0.3%) identified with a racial group not listed on the survey. No students self-identified as Native American in our sample. In our sample, 186 (31.8%) participants identified as male, 394 (67.4%) identified as female, 2 (0.3%) identified as transgender, and 2 (0.3%) identified as another gender.

With our focus on the experiences and significant leadership learning among BIPOC students in this paper, we removed students who identified as White/Caucasian from our analysis and based our analysis on the 202 BIPOC students in this sample. We made the decision to group students in one collective BIPOC group rather than by their self-reported racial group to protect the identities of participants who are one of a very few from their specific racial or ethnic identity. We recognize the limitations of collapsing identity categories into an integrated “BIPOC” identity, but doing so protects students from their identity being revealed.

Instrumentation

Participants completed a 74-question pre-course survey during the first week of the semester and a 12-question post-course survey at the end of each course. The pre-course survey collected self-reported demographic information, prior leadership experiences, leader capacity, and leader behavior scale responses. From the pre-course survey, we used only the question “What racial group do you most closely identify with?" to identify the BIPOC students in our sample. The racial identities referenced in this paper reflect the options listed on the pre-course survey administered in 2019-2020 and 2020-2021. For example, the use of a specific tribal name, when known, is the most preferred terminology and many people prefer "Indigenous" to refer to groups of people from multiple Tribes or when the tribe is not specified; however, the survey listed Native American as a racial group and thus this term would be used throughout except when citing literature that uses the term "Indigenous" (Smithsonian, 2011).

The post-course survey examined students' significant learning within each leadership course in which they were enrolled and how aspects of the learning environment contributed to their learning about leadership (Fink, 2013; Guthrie & Jenkins, 2018). Open response questions asked students to respond to the following two prompts: (1) "Please describe some of the significant learning that you will take away from this course. Said another way, how are you different as a result of taking this course?" (2) "What specific leadership behaviors are you able to utilize now that you have taken this course?" Then, using a 10-point Likert scale ranging from "1" Not at All to "10" Very Instrumental, students reported the extent to which the following were instrumental to their learning about leadership: (1) primary course instructor, (2) course content, and (3) other students in the course. Subsequent open-ended questions asked students to elaborate on how and why each of these contexts supported their learning about leadership.

Data Analysis Procedures

We carried out first cycle coding independently using a descriptive coding scheme to analyze student responses to open response questions. Each researcher used descriptive coding to identify the topic present in sections of student responses (Saldaña, 2009). This provided an inventory of topics for us to work from (Miles, Huberman, & Saldaña, 2020). Then, we met to discuss our coding and collaborate on code definitions. From this shared code list, we re-examined our original coding and refined the codes. Next, we independently worked through a second cycle of coding to develop a thematic organization from our first cycle codes (Saldaña, 2009). We applied an axial coding strategy in the second cycle to develop our understanding of "the conditions, causes, and consequences of a process" so that we could build an understanding of how instructors' pedagogical choices connected to BIPOC students' engagement in leadership (Saldaña, 2009, p.159). We then each developed a coding memo to suggest themes that emerged (Saldaña, 2009). These were discussed over several collaborative meetings and resulted in the findings presented below.

Findings

Theme 1: Big Shifts, New Growth, Increased Confidence

BIPOC students in our study reported they not only learned leadership skills and behaviors as a result of taking a leadership course, but they are confident they can apply them to real-life leadership situations. As students reflected on their experience, they were asked about specific leadership behaviors they are able to utilize now that they have taken the course. Many students captured their responses through application statements such as "I now know how to…", "I can now utilize…", "I am able to…", "from now on I will…", "I will use this now…", and "I can do this now…”. They were also able to identify specific concepts from their courses (e.g., I am able to use the power of ‘thank you’ to help your team feel competent in order to have a more productive team’), rather than speak in generalities (e.g., I can now communicate better). Statements like these imply both a newfound confidence in their abilities to apply what they learned in class as well as their ability to identify specific concepts and ideas to implement in the future.

While each student identified unique statements when answering this survey question, a few key ideas emerged from both the 2019-2020 and 2020-2021 academic years. First, many students had paradigm shifts about leadership, approaches to leadership, who should or could be a leader, and what a leader should do. These shifts, students noted, will be implemented in future leadership and followership applications. Two students, for example, captured the importance of deconstruction and reconstruction in regards to leadership theories. They stated, “deconstruction and reconstruction are definitely the two newest and biggest tools in my arsenal” and, “I have learned how to deconstruct and reconstruct different leadership theories. I have also learned that all forms of leadership are good, you just have to be cognizant of the situations in which you apply them”. Others mentioned paradigm shifts related to other concepts from their classes, “I better understand leadership in the context of being the leader and the follower and the importance of the connection between the two”, “I am able to lead with an even broader perspective…to understand how to lead by making ethical decisions and facilitating effective conversations”, “I am now able to identify a systems flaw as opposed to looking for blame in people” and, “learning about all the different leadership theories brought many new perspectives to the term ‘leadership’ and what it takes to be an effective leader”.
Second, many students mentioned new insights and learnings in regards to personal growth, self-awareness and how to “think in a different way”. Two students shared,

> I am more aware of who I am as a person, and what I need to be doing specifically with regards to leadership to improve my own techniques as someone in-charge, and also someone playing the role of a subordinate. Perhaps, I seem to have identified behaviors that need be worked upon to craft an environment crucial for the growth of everyone in the organization.
>
> I wasn’t aware of so many aspects to not only be a successful leader but also a successful teammate and an accomplished person. I have learned a lot about people and why they do what they do and how we can use this awareness to promote peace, happiness, and satisfaction.

Others included statements like, “I became more confident and I learned what values I consider important”, “I’m more mindful of myself and others in any situation”, “I’m more aware of the importance of emotional/cultural intelligence and resilience”, “I am more mindful of myself and others in any situation” and, “this course helped me reflect on myself rather than searching for the right answer on Google”. In addition to shifts in perspectives about leadership and advancements in awareness and personal growth, students also emphasized their abilities to work more effectively with others. This emerged as they spoke about their new abilities to bring people together to work toward a common goal, how to navigate challenging team dynamics, and how to create a welcoming team environment and culture. For example, one student shared, “I’m more capable of gauging how effectively the team will be able to complete an assignment together. Working with a team this semester has taught me to be more firm in my decision-making and a better overall team member". Other students shared, "I can utilize what we learned in the course about decision-making and navigating conflict in any sort of team setting", "I can now identify aspects that may be detrimental to a team and work to change it", and, "I seem to have identified behaviors that need be worked upon to craft an environment crucial for the growth of everyone in the organization". Many students, like the one below, specifically connected prior experiences to course activities and new learning:

> I feel more prepared to work in teams and groups because I understand the dynamics within a team more. Prior to being a part of this course, I always struggled and wondered why my teams weren't successful. But being a part of this class showed me, through different activities and readings, the ways teams go through hardships then eventual success".

Through paradigm shifts about leadership, increased personal growth and awareness, and enhanced abilities to work effectively with teams, BIPOC students who completed leadership courses found value in what they learned and were eager to utilize their new knowledge and skills in the future.

Theme 2: Purposeful Pedagogy, Intentional Interaction

The second theme, purposeful pedagogy, intentional interaction, captures the ways BIPOC students described how their instructors designed and implemented effective and engaging leadership courses. Students felt their learning was supported by the instructor through the development of a supportive learning environment and purposeful pedagogical choices.

Supportive Learning Environment

Leadership students described the supportive learning environment as happy, open, and psychologically safe. Students felt heard, seen, and valued. The instructor was energetic, positive, and empathetic to the students' struggles and was accessible and available to connect with students through in-person and virtual means. Many students utilized phrases such as, "happy because I was being heard", "safety and open", and always on the student's side" when asked about the role their instructor played in the course. They also consistently commented on the passion and enthusiasm of the instructor, "they kept great energy all semester", "she was energetic and helpful and I could tell she cares a lot about students" and, "brought a positive attitude". Students were also keenly aware of the environment in which the instructor strove to cultivate, an environment that welcomed student voice, participation, and authenticity. This was accomplished through sympathy, understanding, and meeting students where they were at, especially given current national and global events. One student commented, "the instructor tried to foster an environment where people were included and could talk without worry". Others said, "the instructor is great. He always tried to foster an environment that was inclusive and secure to help promote participation" and, "very aware of current climate and life in general and made me feel like an actual human being and not only a student in her class. Very willing to help." Many students explicitly referred to instructor availability and accessibility and how this affected their learning. For example, students shared, "she made the environment stress free and checked in with us daily", "being sympathetic to situations and was always willing to help" and, "she is very accessible, you can always ask for help". Throughout data analysis, it became clear the leadership instructors were intentional with how they showed up to their courses and how they created environments that made students feel valued and heard.

Effective Pedagogy

Students were able to clearly articulate the pedagogical choices that supported their learning. This finding emerged as participants described various aspects of course design and facilitation including but not limited to the ways in which the instructor: presented content, facilitated peer interactions, created engaging in-class moments, offered relevant examples, communicated with students, and offered opportunities for students to reflect on learning. Specifically, five key areas emerged as students described the strategies their instructors used to support their learning.

First, students were pleased with the preparedness and organization of the instructor and class content, their timely feedback on assignments and responses to course inquiries, and consistent communication about course deadlines, content, and expectations. Students often connected the aforementioned mechanisms to the instructor themselves with statements such as, "was always prepared! Had a very positive attitude and always answered questions along with elaboration when needed", "they were very available during the course. They embodied good leaders by getting to know us personally and being very open and honest" and, "she was always accessible, was excited and passionate". Many students appreciated instructional videos for online leadership courses, "she made very detailed videos and instructions to help guide us throughout the course material" and "she helped with the introductory videos for each module and some mini lecture videos". Others appreciated the scaffolding of course content, "giving small tasks to guide us on the right track to success to complete the program", and "they did manageable chunks of work and time that didn't feel too overwhelming".

Second, students appreciated the instructor's use of engaging content in their respective leadership courses. "Engaging" in this case, was described as learning through the strategic use of examples, supplemental learning resources, and interesting lectures. Students especially appreciated the lectures, both live and via video. One commented,

> Definitely the weekly lectures where the bulk of it is learning from the slideshows in class. I think those are incredibly helpful because it is not only to review the topics we've read about, but also to reinforce and strengthen our own knowledge of the course content.

Others commented, "lecture videos were amazing", "interactive lectures" and, "so many examples during class of different scenarios in which the leadership theories applied to, which was incredibly helpful as it helped us envision that we're in those positions ourselves and were able to use those theories effectively". Another said, "I felt like the lecture summary and the mandatory videos were more instrumental because they were the ones that were most understandable, easy to learn from and brought practical value to the theories we learned". Students also found the supplemental resources offered by the instructor to be engaging and helpful in their learning. Students captured this with statements such as, "linked supplemental material” and “our professor provided us with many, many resources to fully understand the concepts for each week”.

Third, while students found great value in the interactive lectures and engaging supplemental resources, they also appreciated the diverse and dynamic pedagogical repertoire the instructor brought to their courses. This emerged as students shared their appreciation for “insightful case studies”, rich stories, TED Talk videos, group discussions, and other in-class activities. Students captured this by acknowledging the effectiveness of “various forms of learning” and getting “a few different ways to learn the material”. One student connected these activities to their learning, “the various articles, podcasts, TED talks and activities that we were assigned helped me get a hands-on learning of interpersonal intelligence, and made the course extremely comprehensive and interesting”. Others shared, “they used a great mix of different medias to teach this course and made the work relevant to the real world’, “rather than just reading articles for every assignment, we got a few different ways to learn the material” and, “I think all of the modules helped me learn from reading articles, TED talks, doing little personality tests, and reflecting”.

Fourth, students valued the relevant and relatable nature of the content. The instructors’ use of current events, relatable texts, and applicable activities enhanced the learning experience. Many students commented on the effectiveness of hypothetical scenarios in class as helpful to their learning. One student commented, “my course instructor gave us hypothetical situations to place ourselves in regarding the course material; this helps us really feel what it is like to be in that certain situation”. Others commented on the value of scenarios being helpful to “learn how to react in real life situations” and the importance of connecting weekly assignments to in-class activities “because the best way for me to learn is to actually apply the material that I learned to an actual activity”. Other students commented on the significance of relevance with statements such as, “my course instructor was an extremely impactful teacher and mentor. She used examples to illustrate course concepts and always made the content relevant to our lives” and, “a lot of our learning came from real life scenarios, which can help us learn how to react in real situations”.

Finally, BIPOC students captured the importance and impact of their participation in the course. They noted the value of being able to share their perspective, engage in discussion, and connect course concepts to personal stories, examples, and situations. Students described this as an intentional strategy used by the instructors to foster dialogue, critical thinking, and conversation about leadership topics. Many students specifically connected these strategies to their learning. For example, three students commented, “she engaged with the students. She asked us questions and let us answer, she has us volunteer for activities in class, and she made us discuss thinking in groups, which all helped me to learn better”. Students also connected on the participatory elements of class to their learning with statements like, “allowed us to lead lectures, use breakout rooms effectively and had good assignments that got us to think critically about aspects of our everyday life”, “The instructors really facilitated the discussion part in our course and I really benefited a lot from communicating and working with my classmates” and, “the instructor also used a voice box in class to engage all of the students, further allowing us to internalize and share our thoughts on the many different theories”. Another student commented, “group discussions were the most important in supporting my learning because it gave us a chance to apply what we’re talking about”. Additionally, students resonated with the conversational and story-based structure offering phrases like, “told good stories in class that related to the real world. Was really inviting and encouraging to everyone so we can chime in and share our thoughts”, “the teaching structure was more conversational than lecture based”, “allowed for open participation in classroom”, and, “she incorporated a lot of stories and personal examples”.

Discussion/Recommendations/Conclusions

The purpose of our study was to explore the experience of BIPOC students who take postsecondary leadership courses, illuminate strategies their instructors used to support their learning, and identify key leadership behaviors they learned from their classes. We found leadership instructors at [Institution] are meeting the needs of BIPOC students related to: connecting to lived experiences (Salazar, 2018; Louie, et al., 2017; Yamauchi, et al., 2016), the instructor as a facilitator, not the sole expert (Guthrie & Torres, 2021; Louie, et al., 2017; Zinga & Styres, 2019), peer-to-peer learning (Zinga & Styres, 2019), student choice (Zinga & Styres, 2019), deconstruction and reconstruction to incorporate a diversity of perspectives (Brown, 2021), critical thinking and reflection on learning (Brown, 2021; Harper & Kezar, 2021; Zinga & Styres, 2019), and small groups and discussion (Salazar, 2018; Yamauchi, et al., 2016; Zinga & Styres, 2019). It became evident that instructors who taught leadership courses of the students who participated in this study were intentional with their pedagogical choices.

We know that instructors engaged in some practices that are essential for a culturally sustaining pedagogy such as providing opportunities for student voice and flattening some of the class room hierarchy through student-led activities (Colvin & Tobler, 2013; Louie, et al., 2017); however, it is not clear how these opportunities were presented and how much choice and voice students were given.

There is evidence to suggest instructors who taught students in this study may have met Brown’s (2021) criteria that Black students need teachers who believe in them and affirm their identities as students reported feeling psychologically safe, being heard, and being able to participate authentically in their leadership courses. Students indicated that the use of real life scenarios and case studies was important to their learning. However, we do not know if these examples were rooted in BIPOC communities and centered on BIPOC leaders. We do not have evidence that the affirmation of identities addressed race and ethnicity. In fact, we do not know if instructors addressed race and ethnicity in the context of leadership and leadership theories. We have no evidence from students that the instructors took specific actions to affirm the concerns of BIPOC students – especially relevant to Black students as their identities were discussed across campuses and public spheres in 2020. Future research should examine when and how leadership educators are affirming BIPOC identities and BIPOC conceptions of leadership in their courses.

We saw no evidence of moving away from lectures, tutorials, essays, and numerical grading toward traditional stories, deep listening, art and dance, the connection to the natural world, sharing circles, metaphorical representations, and understanding of families and communities as suggested by multiple studies (Bennett, et al, 2021; Louie, et al, 2017). Further, we are unsure of use of inquiry-based instruction (Brown, 2021). However, the students in this study were clear in their opinion that the instructors were providing high quality lectures and supplemental videos and resources that they believe contributed to their success. In fact, these lectures received such praise that we suggest an in-depth exploration of the key components of the lectures as a future research project.

While the students deeply resonated with and positively reacted to the pedagogical choices of the instructors, we believe deeper engagement in culturally sustaining pedagogies would further affirm BIPOC students' identities in leadership and contribute to greater diversity in leadership education. Suggested strategies include: intentional recruitment and support of instructors and guest speakers who share and/or are knowledgeable about BIPOC identities and leadership in BIPOC communities (Guthrie & Torres, 2021), increased use of collaborative development of classroom protocols and procedures and collaborative grading to co-create community and flatten the hierarchy (Louie, et al., 2017; Ziga & Styres, 2019), intentional use of case studies, narratives, and metaphorical representations that center BIPOC leaders and communities (Colvin & Tobler, 2013; Durden, 2008; Ermine, 2007; Foulis, 2018; Gay, 20210; Lemke-Westcott & Johnson, 2013; Luoie, et al., 2017; Zinga & Styres, 3019), student-led classes (Salazar, 2018; Guthrie & Torres, 2021; Yamauchi, et al., 2016), intergenerational and cross-generational learning (Bennett, et al., 2021; Vue, 2021), and substantial opportunities for reflection (Ermine, 2007; Harper & Kezar, 2021; Louie, et al., 2017; Zinga & Styres, 2019).

Further, we encourage leadership educators to immerse themselves in confronting their own biases (Zinga & Styres, 2019) and biases in the commonly taught leadership theories. The work of culturally sustaining leadership education programs goes beyond the pedagogical choices to include the content we teach. Thus, we must celebrate the cultural and lingual fluency many BIPOC students embody and how it contributes to leadership (Ladson-Billings, 2014; Paris & Samy Alim, 2014). We can teach leadership theories rooted in collective and community action to fit their conceptions of leadership and how leadership is enacted in their communities (Davis, 2021; Dugan & Leonette, 2021; Hotchkins & McNaughtan, 2021; Oaks, et al., 2013; Torres, 2019). We should teach leadership theories that require engagement in sociopolitical consciousness (Ladson-Billings, 1995, 2014) to achieve social justice goals (Hotchkins & McNaughtan, 2021; Oaks, et al., 2013) and that employ the deconstruction and reconstruction practices students in this study appreciated.

References

Arminio, J. L., Carter, S., Jones, S. E., Kruger, K., Lucas, N., Washington, J., Young, N., & Scott, A. (2000). Leadership experiences of students of color. *NASPA Journal, 37*(3), 496-510. https://doi.org/10.2202/1949-6605.1112

Au, K., & Jordan, C. (1981). Teaching reading to Hawaiian children: Finding a culturally appropriate solution. In H. Trueba, G. Guthrie, & K. Au (Eds.), *Culture and the bilingual classroom* (pp. 139-152). Newbury House.

Bennett, B., Ravulo, J.J., Ife, J., Gates, T.G. (2021). Making #blacklivesmatter in universities: A viewpoint on social policy education. *International Journal of Sociology, 4*(11/12), pp. 1257-1263. https://doi.org/10.1108/IJSSP-11-2020-0512

Brown, K.D. (2021). What do Black students need? Exploring perspectives of Black writers writing outside of educational research. *Equity & Excellence in Education, 54*(1), pp. 79-91. https://doi.org/10.1080/10665684.2020.1863885

Caraballo, L. (2017). Students' critical meta-awareness in a figured world of achievement: Toward a culturally sustaining stance in curriculum, pedagogy, and research. *Urban Education, 52*(5), pp.585-609. https://doi.org/10.1177/0042085915623344

Colvin, J. & Tobler, N. (2013). Cultural Speak: Culturally relevant pedagogy and experiential learning in a public speaking classroom. *Journal of Experiential Education, 36*(3), pp. 233-246. https://doi.org/10.1177/1053825913489104

Davis, J.N. (2021). Confluences of student leadership and white privilege: Exploring consciousness-of-self with white student leaders. *Journal of Leadership Education, 20*(4). https://doi.org/10.12806/V20/I4/R5

Dugan, J.P., & Leonette, H. (2021). The complicit omission: Leadership development's radical silence of equity. *Journal of College Student Development, 62*(3), pp. 379-382. https://doi.org/10.1353/csd.2021.0030

Durden, T. (2008). Do your homework! Investigating the role of culturally relevant pedagogy in comprehensive school reform models serving diverse student populations. *Urban Rev 40*, 403–419. https://doi.org/10.1007/s11256-008-0086-x

Ermine, W. (2007). The ethical space of engagement. *The Indigenous Law Journal, 6*(1), 193-203.

Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses.* Jossey-Bass.

Foulis, E. (2018). Participatory pedagogy: Oral history in the service learning classroom. *Journal of Higher Education Outreach and Engagement, 22*(3), pp. 119-134.

Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research, and Practice*. Teachers College Press.

GuramatunhuCooper, N. M., McElravy, L. J., Hall, S., & Harvey, M. (2019). Exploring multiple contexts and shared perspectives of leadership educators. New Directions for Student Leadership, 2019(164), 23-37.

Guthrie, K. L, & Jenkins, D. M. (2018). *The role of leadership educators: Transforming learning.* Information Age Publishing, Inc.

Guthrie, K., & Torres, M. (2021). Latinx leadership learning: Lessons from an undergraduate academic course. *Journal of Leadership Education, 20*(3), pp. 23-30. https://doi.org/10.12806/V20/I3/A4

Harper, J., & Kezar, A. (2021). Leadership development for racially minoritized students: And expansion of the social change model of leadership. *Journal of Leadership Education, 20*(3), https://doi.org/10.12806/V20/I3/T2

Hotchkins, B., & McNaughtan, J. (2021). Examining the continuum of Black student leadership: From community to college and beyond. *Education Policy Analysis Archives, 29*(January – July), 42. https://doi.org/10.14507/epaa.29.4695

Irwin, L. N. (2021). Student affairs leadership educators' negotiations of racialized legitimacy. *Journal of Leadership Education, 20*(4), pp.133-149. https://doi.org/10.12806/V20/I4/R10

Jenkins, D. M., & Owen, J. E. (2016). Who teaches leadership? A comparative analysis of faculty and student affairs leadership educators and implications for leadership learning. *Journal of Leadership Education, 15*(2), 98-113. https://doi.org/10.12806/V15/I2/R1

Kendall, F. E. (2013). *Understanding White Privilege: Creating Pathways to Authentic Relationships Across Race* (2nd ed.). Routledge.

Kezar, A., Carducci, R., & Contreras-McGavin, M. (2006). Rethinking the" L" word in higher education: The revolution of research on leadership: ASHE higher education report. John Wiley & Sons.

Kodama, C. M., & Laylo, R. (2017). The unique context of identity-based student organizations in developing leadership. *New directions for student leadership, 2017*(155), 71-81.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal, 32*, 465–491. https://doi.org/10.3102/00028312032003465

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a the remix. *Harvard Educational Review, 84*(1), pp. 74-86. https://doi.org/10.17763/haer.84.1.p2rj131485484751

Lemke-Westcott, T. & Johnson, B. (2013). When culture and learning styles matter: A Canadian university with Middle Eastern Students. *Journal of Research in International Education, 12*(1), pp. 66-84. https://doi.org/10.1177/147240913480105

Lin, N. J., Suyemoto, K.L., & Kiang, P.N. (2009). Education as catalyst for intergenerational refugee family communication about war and trauma." *Communication Disorders Quarterly, 30*(4), 195–207. https://doi.org/10.1177/1525740108329234

Louie, D.W., Pratt, P.P., Hanson, A.J., & Ottomann, J. (2017). Applying Indigenizing principles of decolonizing methodologies in university classrooms. *Canadian Journal of Higher Education, 47*(3), 16-33.

Miles, M.B., Huberman, A.M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook.* Sage.

Oaks, D. J., Duckett, K., Suddeth, T., & Kennedy-Phillips, L. (2013). Leadership development and the African American male college experience. *Journal of College & Character, 14*(4), 331-340. https://doi.org/10.1515/jcc-2013-0042

Ospina, S., & Foldy, E. (2009). A critical review of race and ethnicity in the leadership literature: Surfacing context, power and the collective dimensions of leadership. *Leadership Quarterly, 20*(6), 876-896. https://doi.org /10.1016/j.leaqua.2009.09.005

Paris, D. & Alim, H.S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review, 84*(1). https://doi.org/10.17763/haer.84.1.982l873k2ht16m77

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research.* Volume 2. Jossey-Bass.

Salazar, M. del C. (2018). Interrogating Teacher Evaluation: Unveiling Whiteness as the Normative Center and Moving the Margins. *Journal of Teacher Education*, *69*(5), 463–476. https://doi.org/10.1177/0022487118764347

Saldaña, J. (2009). *The coding manual for qualitative researchers.* Sage.

Smithsonian. (2022, February 9). *Teaching and learning about Native Americans.* National Museum of the American Indian. https://americanindian.si.edu/nk360/faq/did-you-know

Stage, F. K. (2007). Moving from probabilities to possibilities: Tasks for quantitative criticalists. *New Directions for Institutional Research*, *2007*(133), 95–100. https://doi.org/10.1002/ir.207

Torres, M. (2019). Ella creyó que podía así que lo hizo: Exploring Latina leader identity development through testimonio [Doctoral dissertation, Florida State University]. ProQuest Dissertations Publishing.

Uy, P.S. (2018). Unpacking racial identities: The salience of ethnicity in Southeast Asian-American youth's schooling experience. *Race Ethnicity and Education, 21*(3), 407-421. https://doi.org/10.1080/13613324.2016.1248820

Vue, R. (2021). Trauma and resilience in the lives and education of Hmong American students: Forging pedagogies of remembrance with critical refugee discourse. *Race Ethnicity and Education, 24*(2), 282-301. https://doi.org/10.1080/13613324.2019.1599347

Wilder, C. S. (2014). *Ebony and Ivy: Race, Slavery, and the Troubled History of America's Universities.* Bloomsbury Publishing.

Yamauchi, L. A., Taira, K., & Trevorrow, T. (2016). Effective instruction for engaging culturally diverse students in higher education, *International Journal of Teaching and Learning in Higher Education*, *28*(3), pp. 463-473.

Zinga, D. & Styres, S. (2019). Decolonizing curriculum: Student resistances to anti-oppressive pedagogy. *Power and Education*, *11*(1), pp 30-50. https://doi.org/10.1177/1757743818810565

Panels

How to Transition to Teaching Leadership Online from In-Person to Online and Back Again (and Again and Again)
Kris Gerhardt, PhD, Wilfrid Laurier University
Lisa Kuron, PhD, Wilfrid Laurier University
Scott Allen, PhD, John Carroll University
Dan Jenkins, PhD, University of Southern Maine
David Rosch, PhD, University of Illinois, Urbana-Champaign

Leadership-as-Practice: Exploring Development from "in the Middle" of Everywhere & in Between Everything
Joe Lasley, PhD, University of Southern Maine
Brandon Kliewer, PhD, Kansas State University
Kerry Priest, PhD, Kansas State University
Eric Kaufman, PhD, Virginia Tech
Linnette Werner, PhD, Hamline University

Team-Focused Leadership Education: How Emerging Insights Inform Our Practice
Eric Kaufman, PhD, Virginia Tech
I. Alegbeleye, PhD, University of Southern Maine
D. Cletzer, PhD, University of Missouri
Ilya Gokhman, PhD, Oglethorpe University
Laura Greenhaw, PhD, University of Florida

The Influence of Faith Identity on Leadership Educator Identity: The Interwoven Dimensions of Human Stories
Cathy Hendon, EdD, Trevecca Nazarene University
Scott Springer, EdD, Brigham Young University Hawaii
Zachary Wooten, PhD, West Chester University of Pennsylvania
Recipient, 2022 Founding Mothers' Scholar Award

The Future of Graduate Leadership Education: An Exploration of Curriculum and Faculty Support to Meet the Needs of a Complex Society
Michael Gleason, PhD, Wartburg College
Eric Kaufman, PhD, Virginia Tech
James Martin, PhD, Creighton University
Sydney Richardson, PhD, North Carolina A&T State University
Jennifer Moss Breen, PhD, Creighton University

Leadership for Public Purpose: An Introduction to the Carnegie Foundation's New Elective Criteria and Stories from Four Pilot/Founding Institutions

Carla Orgtega Santori, Doerr Institute for New Leaders, Rice University
Donnette Noble, PhD, Fort Hays State University
Jennifer Moss Breen Kuzelka, PhD, Creighton University
Michael Chikeleze, PhD, Valparaiso University

How to Transition to Teaching Leadership Online from In-Person to Online and Back Again (and Again and Again)

Kris Gerhardt, PhD, Wilfrid Laurier University
Lisa Kuron, PhD, Wilfrid Laurier University
Scott Allen, PhD, John Carroll University
Dan Jenkins, PhD, University of Southern Maine
David Rosch, PhD, University of Illinois, Urbana-Champaign

Abstract

The challenges of transitioning from in-person to online and back to in-person (and back again) for experiential-based leadership courses and the Collegiate Leadership Competition (CLC) through the eyes of four leadership educators. Our purpose is to share lessons learned, as we strive to establish a practice field of leadership, and deliberately practice intentionality in the face of rapid change and emerging expertise. Regardless of mode of delivery, we have found that a coaching approach is an important style to adopt to help students work through applied leadership concepts. Likewise, the establishment of class and team norms is very important in in-class teaching and training sessions but seems to be even more important in establishing good lines of communication in an online environment. Additionally, presenting all curricular content in the first half of a term allows students to practice the entire range of course content in a more sustained fashion, which may help them integrate the material and find ways to apply it outside of the classroom.

Session Learning/Participant Objectives

- Explore the opportunities and challenges in delivering and adapting leadership education to different modes of learning.
- Discuss how we help students learn leadership concepts across learning modalities in ways that facilitate effective communication and meaning making.
- Discuss emerging themes in research outcomes between delivering identical content online and in-person.

Panelists

- Dr. Scott Allen
  - Standard Products – Dr. James S. Reid Chair in Management
    Boler School of Business
    John Carroll University
  - Author, co-founder of the Collegiate Leadership Competition (CLC), host of the Phronesis and Captovation podcasts, associate professor of management (expertise, disruptive technologies)
- Dr. Kris Gerhardt (Moderator)
  - Associate Professor, Leadership Program, Wilfrid Laurier University
  - Leadership Educator (communication skills, curriculum design), CLC coach/judge/facilitator

- Dr. Dan Jenkins
    - Chair and Associate Professor, Leadership & Organizational Studies, University of Southern Maine
    - Author, co-host of Leadership Educator podcast, CLC board/coach/judge/facilitator
    - Leadership pedagogy expert
- Dr. Lisa Kuron
    - Assistant Professor, Leadership program, Wilfrid Laurier University
    - CLC board, CLC Curriculum Committee, CLC coach/judge
    - Leadership Educator (foundations, diversity and inclusion)
- Dr. David Rosch
    - Director and Associate Professor, Agricultural Leadership, Education & Communication Program, University of Illinois, Urbana-Champaign
    - CLC research specialist,
    - Leadership Educator (leadership capacity, assessment and evaluation of leadership education),

Introduction

The beginning of the COVID-19 pandemic necessitated a quick shift for higher education. With little notice, in-person learning was moved online. Many institutions around the globe remained online for the 2020-21 academic year and planned to return to in-person learning through a multi-phased approach for the 2021-22 academic year. As the 2021 calendar year ended, variants, public health measures, and uncertainty disrupted these plans once again. Higher education continues to be in a state of flux and uncertainty.

For leadership educators, this state of flux represents both challenges and opportunities. As leadership can be conceptualized as an ongoing and co-constructed process between leaders and followers (Northouse, 2020), change is inherent to the practice of leadership. Thus, the need to change offers leadership educators the opportunity to "practice what they preach" and draw on their expertise to adapt to the changing demands of the context. At the same time, as Jenkins and Allen (2017) argue, intentionality is a critical consideration for leadership education, meaning that leadership educators should design their curriculum in deliberate and thoughtful ways to achieve specific goals. Such intentionality takes time; a resource that is increasingly scarce. Moreover, such intentionality can be difficult to practice when leadership educators must move swiftly to deliver their curriculum through a different medium than was originally planned (e.g., shifting from in-person to online or vice-versa).

A growing body of literature offers empirical evidence into the best pedagogical practices of leadership educators in the context of face-to-face instruction (e.g., Jenkins, 2020), as well as the efficacy of online tools and platforms (e.g., Dunn, 2021; Robinson, 2016). Such research can be leveraged by leadership educators to develop their courses and instructional plans with intentionality (Jenkins & Allen, 2017). However, there is limited research that explores which pedagogical practices are effective across modes of delivery, and what (if any) changes to those practices are needed to retain effectiveness. As such, our panel seeks to share our experiences and expertise in transitioning the mode of our teaching – sometimes planned and sometimes not

– to support the ongoing efforts of leadership educators who seek to deliver high-quality, experiential, and synchronous learning opportunities across delivery modalities.

Our panel is uniquely situated to speak about this topic given the depth and breadth of their experiences as leadership educators, researchers, and practitioners. Our panel includes individuals who have decades of experience and expertise, as exemplified through their contributions to the literature on leadership education and research. Other panelists are earlier in their careers, and thus bring with them new perspectives in terms of how to deal with existing and emerging challenges. Moreover, as a collective our panel has shared experience in transitioning the Collegiate Leadership Competition (CLC), a global competition that seeks to create a practice field for emerging leaders, from an in-person experience to the virtual realm, while maintaining the original goal of making 'leadership' available to all.

Background

To accomplish the goals set forth above, we rely on insights offered by adult learning theory (Merriam et al., 2007) and more specifically how those theories can be applied to leadership education (Allen, Rosch, & Riggio, 2021). We also rely on the previous reviews of best pedagogical practices in leadership education (e.g., Jenkins, 2020), as well as anecdotal evidence from our individual and collective experiences as highlighted above.

Additionally, we draw on the expertise literature to recognize the limitations of our experiences and the need for more research in this area. Specifically, we note that expertise is developed through deliberate practice and that deliberate practice requires a field that is "already reasonably developed – that is, a field in which the best performers have attained a level of performance that clearly sets them apart from people who are just entering the field" (Ericsson & Pool, 2016, pg. 98). As mentioned above, while evidence-based best practices are documented for in-person leadership education (e.g., Jenkins, 2020), and the efficacy of various technological tools have also been explored in the context of leadership education (e.g., Dunn, 2021; Jenkins & Pickett, forthcoming), only a small body of literature has explored the transferability of leadership education practices across delivery modes (e.g., Robinson, 2016). Thus, we recognize the need to elucidate and document best practices in multi-modal delivery of leadership education.

Description

Below, we detail a proposed structure for the panel.

1. Introductions [10 minutes]: Introductions will be brief. The moderator will begin by introducing themselves, the goal of the panel presentation, and the protocols for asking questions and offering insights. Next, each panelist will briefly introduce themselves and share a brief key point of their experience.

2. Panelist Question and Answer [60 minutes]: Panelist questions and discussion will be the primary focus of our panel session. Below, we detail some overarching questions that may be asked. In the interest of time, the questions below will not be answered by all panelists. Rather, we will prioritize responses from panelists who hold expertise and/or divergent perspectives.

- What does the research tell us about the shift from in-person learning to online learning? (to Dave)
- What types of leadership learning activities are most malleable between modalities? (to Dan)
- What are some of the challenges associated with virtual team building activities? (to Lisa)
- What are some "best" or "evidence-based" practices in this space? (to Dan)
- What were some of the student and instructor perceptions of these learning activities? (to Dave)
- How do we assess success? For ourselves? For our students? (to Dave)
- How can our learnings be translated to "regular" courses? (to Lisa, Dan)
- How do the use of skill sheets, rubrics and feedback sessions differ between modalities and what opportunities does this provide leadership educators? (to Scott)
- How can we use the literature on online presentation skills to help emerging leaders manage their impression with followers and vice versa? (to Scott)

3. Audience Question, Answer and Conversation [20 minutes]: Given the scarcity of empirical evidence on the topic, and our desire to foster engagement with the broader community of leadership educators, we will reserve the final 20 minutes of our panel session to open the floor to the audience. Afterward, our moderator will summarize key takeaways.

Foreseeable Implications

The majority of our students are comfortable communicating in a social perspective (e.g. social media) and we believe that we can use our educational platform to help them continue to use and transition from the in-person to online modality (and back) in a more seamless fashion regardless of their leadership/followership context. Our panel will explore how we can operationalize this possibility in more detail. Through sharing our experiences as leadership educators, our panel aims to encourage other leadership educators to continue experimenting with and conducting research on ways to effectively engage students across modes of delivery, and to overcome potential conceptual blocks in terms of what leadership education "can look like" regardless of delivery platform. While technological tools and platforms will be a constant for leadership education on a go-forward basis (Jenkins et al., 2015), such tools and platforms must be complemented by intentional choices on behalf of the leadership educator to ensure that learning and meaning making occurs (Jenkins & Pickett, forthcoming).

A major implication of our experiences is the importance of feedback to facilitate meaning making. As we have seen highlighted in the last couple years of our collective COVID-19 experience, leaders must engage followers in a virtual environment using technology such as Zoom/MS TEAMS etc. using video, internal chat functions and cloud based file sharing systems. One of the key areas we discussed frequently in the in-person classes and training sessions involving the CLC was the delivery of feedback. Feedback is critical in the development of a follower and in leadership development. Feedback is also an essential component in the development of expertise. The Leader & Team Effectiveness Skill Sheet used by the CLC functions as a rubric that can easily be filled out and shared in any modality and serve to normalize the feedback process as well as to include an objective viewpoint that shifts focus from the results of an activity to the process of solving a problem (Allen, Jenkins and Krizanovic, 2018). Skill sheets can be used to make sense of experiential activities in both in-person and virtual environments. The skill sheets allow educators to adopt a teach and coach orientation, relying on the shared language of the skill sheets to contextualize feedback. In doing so, the use of skill sheets becomes an established classroom norm, which in turn can facilitate further conversations and establishment of other class and team norms.

A decade ago, Owen (2012) described leadership education as “entering an awkward adolescent stage” (p. 20). While the current pandemic may have prolonged this awkward stage, we believe an opportunity also exists for leadership education to mature by embracing the opportunities to use both an online and an in-person environment (perhaps concurrently) to increase the impact and applicability of the content to which we expose our students. Thus, the overarching implication of our panel discussion is for educators to feel more comfortable in ambiguous and transitory modality changes and to more consistently apply best practices to online teaching.

References

Allen, S. J., Rosch, D. M., & Riggio, R. E. (2021). Advancing leadership education and development: Integrating adult learning theory. *Journal of Management Education.* https://doi.org/10.1177/10525629211008645

Allen, S. J., & Soriano Young, M. (2020). Captovation: Online presentations by design. Self-published.

Allen, S. J., Jenkins, D. M., & Krizanovic, B. (2018). Exploring deliberate practice & the use of skill sheets in the collegiate leadership competition. *Journal of Leadership Education, 17*(1), 28-34. https://doi.org/10.12806/v17/i1/c3

Dunn, A.L. (2021). Beyond the weekly discussion board post: Increasing content engagement in an undergraduate survey of leadership theory course. *Journal of Leadership Education, 20*(3)*,* 46-56.

Ericcson, K.A., & Pool, R. (2016). *Peak: Secrets from the new science of success*. New York, NY: Houghton Mifflin Harcourt.

Jenkins, D. M., & Allen, S. A. (2017). Aligning instructional strategies with learning outcomes and leadership competencies. In C. Seemiller (Ed.), *A competency-based approach for student leadership development* (pp. 43-58). Jossey-Bass. https://doi.org/10.1002/yd.20270

Jenkins, D. M., Endersby, L., & Guthrie, K. L. (2015). Leadership education 2050: Changing the spaces and faces of experience. In M. Sowcik, A. C. Andenoro, M. McNutt, & S. E. Murphy (Eds.), *Leadership 2050: Critical challenges, key contexts, and emerging trends* (127-139). Emerald Group Publishing Limited.

Jenkins, D. M., & Pickett, M. (forthcoming). Getting your leadership game on in virtual environments. *New Directions for Student Leadership*.

Northouse, P.G. (2020). Introduction to leadership: Concepts and practice (5th edition). Thousand Oaks, CA: Sage Publications, Inc.

Owen, J. (2012). Examining the design and delivery of collegiate student leadership development programs: Findings from the Multi-Institutional Study of Leadership (MSL-IS), a national report. Washington, DC: Council for the Advancement of Standards in Higher Education.

Robinson, J. (2016). Look before you lead: Seeing virtual teams through the lens of games. *Technical Communication Quarterly, 25*(3), 178-190. https://doi.org/10.1080/10572252.2016.1185159

Leadership-as-Practice: Exploring Development from "in the Middle" of Everywhere & in Between Everything

Joe Lasley, PhD, University of Southern Maine
Brandon Kliewer, PhD, Kansas State University
Kerry Priest, PhD, Kansas State University
Eric Kaufman, PhD, Virginia Tech
Linnette Werner, PhD, Hamline University

Abstract

Leadership-as-practice (LAP) is a recent evolution in the leadership literature that suggests leadership occurs as a practice rather than in individuals. *Practice* reflects what people accomplish together, the coordinated efforts among people and materials, within spaces and places. To study LAP is to be curious about how leadership emerges and unfolds through day-to-day experience (Raelin, 2016). Indeed, a practice perspective situates leadership "in the middle of everywhere" and in between everything. In this session, participants will (1) explore the leadership-as-practice (LAP) perspective as a contemporary/emerging lens for leadership research and practice, and (2) engage key considerations for leadership-as-practice development (LAPD) in leadership education. Presenters will share cases that illustrate current research and application within their own educational practice, and discuss the challenges and opportunities associated with this lens and approach.

Session Learning/Participant Objectives

In this session, participants will (1) explore the Leadership-as-practice (LAP) perspective as a contemporary/emerging lens for leadership research and practice, and (2) engage key considerations for leadership-as-practice development (LAPD) in leadership education.

Introduction

Leadership-as-practice (LAP) is a recent evolution in the leadership literature and has been advanced by a community of scholars primarily within organization and management studies. However, the assumptions and approach of LAP offer a useful lens for leadership scholars, educators, and practitioners across disciplines. The essence of "a practice view" is that leadership occurs "as a practice rather than residing in the traits or behaviors of particular individuals" (Raelin, 2016, p. 3). *Practice* reflects what people accomplish together, the coordinated efforts among people and materials, within spaces and places. To study LAP is to be curious about how leadership emerges and unfolds through day-to-day experience (Raelin, 2016). Indeed, a practice perspective situates leadership "in the middle of everywhere."

LAP also draws from collective and relational perspectives that emphasize leadership processes (Crevani, et al., 2010). Utilizing LAP in inquiry opens possibilities of studying social processes such as shared sense-making, dialogue, and co-construction of responsibilities. The implications for leadership education are many. LAP challenges dominant paradigms of learning and development that emphasize leadership competency development or other functionalist approaches associated with roles or positions. An edge for leadership educators is to establish leadership learning and development practices that are consistent with theoretical and philosophical frames. Intentionality and collaboration are needed to advance LAP from an interesting theory of leadership to a useful approach to leadership development.

There is an emerging global scholars network that has been engaging in collaborative research workshops, reading groups, and learning academies to advance ideas and practices of LAP. The panel participants are members of this informal network who share an interest in integrating LAP into leadership education practice and research.

Panelists

- Dr. Brandon W. Kliewer, Associate Professor of Civic Leadership, Stately School of Leadership Studies, Kansas State University
- Dr. Joe Lasley, Assistant Professor, Leadership and Organizational Studies, University of Southern Maine
- Dr. Kerry Priest, Associate professor, Staley School of Leadership Studies, Kansas State University
- Dr. Eric Kaufman, Professor and Associate Department Head, Agricultural, Leadership, and Community Education, Virginia Tech
- Chair: Dr. Linette Werner, Associate Dean & Associate Professor, Hamline University

Background

Leadership-as-practice (LAP) provides a lens to understand how leadership activity emerges in between relational, dialogic, and socio-material interactions. Therefore, in order to develop capacity to exercise leadership, through an LAP lens, educators need to create learning environments that focus attention "to the dynamics of 'how' leadership work is accomplished in the day-to-day unfolding of social practice" (Simpson et al., 2018, p. 645). One entry point to LAP learning is to bring focus on how groups of people create conditions for leadership activity and learning by creating psychological containers appropriate for sustained dialogic interaction.

Raelin (2011) suggests that developing leaderful practice through dialogic co-creation requires more than a traditional approach (i.e., forms of competency development that happen in classrooms away from the site of leadership work). Rather, the meta-competencies required to understand situations, interact and learn with others is best learned in the workplace. He suggests bringing leadership development into groups and utilizing the lessons of experience. Multiple pedagogical approaches utilize this same principle: action learning, case-in-point, classroom-as-organization, group relations; the goal of which is to create a container for groups to learn leadership by exercising leadership.

More recently, leadership-as-practice development (LAPD) has been characterized by its efforts to "change patterns and thinking that could transform a culture of mediocrity to one of excellence and resilience" (Raelin, 2020, para. 6). LAPD involves four principles:

1. Reviewing and renewing the leadership concept held by learners and their organizations.
2. Surfacing and working with leadership processes, practices, and interactions.

3. Working in the learners' context on their organizational problems and adaptive challenges.
4. Working with the emotional and political dynamics of leadership in the system.

LAPD "introduces an element of inquiry whereby learners and tutors collectively search for potential solutions to the problem or issue to be addressed" (Denyer & Turnbull James, 2016, p. 269). Leveraging the potential of LAPD involves the application of collaborative leadership learning groups (CLLGs), which are "anchored in practice, bringing together learners who can identify and work together on the challenges they face collectively" (Denyer & Turnbull James, 2016, p. 269). In this panel, we will highlight cases from our own leadership education practice by which we seek to create containers for LAPD. These cases not only answer questions, they reflect questions generated through our work.

Panelist Case Examples

LAP and Dialogic Democracy (Brandon Kliewer)
I will explore dialogical leadership learning and development approaches through a LAP lens. Dialogic interactions that support LAP learning center sense-making and meaning-making activities between people, systems, and material objects. This is an orientation to dialogic democracy that attempts to prepare groups of people to map how the dialogic and communication process can navigate complex and adaptive leadership challenges. Dialogic democracy "…is a way of creating a public arena in which controversial issues – in principle – can be resolved, or at least handled, through dialogue rather than through pre-established forms of power" (Giddens, 1994, p. 16). Therefore, one entry point into LAPD is to hold up specific elements of dialogic challenge leadership learning and development. Van Loon and Koonce (2019) suggests that:

> Positioning leadership development as a dialogic challenge also dictates that we explore at least three pertinent considerations: (a) leadership as a relational process, (b) creating the necessary conditions for enabling generative dialogue, and (c) assuming that dialogic interaction can add significant value" to learning and training contexts. (p. 2)

As a scholar and developer, I am interested in how these three considerations of dialogic learning intersect LAP theoretical and educational practice frameworks. Questions that arise are: (1) How do leadership educators support an understanding of self through dialogic and LAP frames? (2) How do leadership educators create a container for groups of students to develop capacity to hold generative dialogic interactions? And, (3) what learning is available to students when dialogic interactions become a focused element of LAP learning and development?

A Nascent Opportunity for LAPD and Leadership Education in Role-Play Gaming (Joe Lasley)
I propose we look to nascent opportunities for creative LAPD. What if we could build leadership capacity to stimulate collective creativity and transformation through the playing of role-playing games? Denyer & Turnbull James (2016) argue that LAPD requires educators and learners to collectively inquire. This highlights the collective nature of education necessary for LAP and distinct from most forms of learning in current education systems, which focus narrowly within an individual level of analysis. Freire (2003) presents a similar collective systems level approach

to education in which teachers and students shed their traditional roles to become co-learners in a relational learning process driven by learners' agency within their own cultural context. Burns (2003) describes leadership as a process in which people become co-designers of their own experiences. Such approaches to education and leadership require collective co-creation of learning to shift mental models within cultural contexts. These collective relational processes are reticent to forms of interaction common while playing a role-playing game, as players co-create cultural fictions, objective mental models, and role-play multiple levels of social relatedness between themselves, their characters, each other, the group, and the broader cultural context. RPG scholars have begun exploring the transformational potential of role-playing games (Daniau, 2016; Bowman & Hugaas, 2019, Noroozy, n.d.) In this context, role-playing can become a generative, relational process accompanied by the potential for collective creativity, improvised synchronicity, and transformational learning. Thus, the opportunity to integrate LAPD and transformative play is ready for inquiry. What leadership learning is available when role-play gaming and LAP become co-focused elements of group experience?

From Practices to Practice in an Undergraduate Leadership Development Course (Kerry Priest)

I will describe how our teaching team came to a strategy by which we scaffold from "practices" towards "practice" both conceptually and practically in an undergraduate leadership course. A significant feature of LAP is the distinction between leadership practices and leadership practice. According to Caroll et al. (2008), leadership practices are interactions between predefined entities (e.g., leaders and followers) which embody certain attitudes or habits of action. They reflect a sequence of activities, and may be thought of alongside leadership competencies or behaviors. *Practice* represents a continual flow of processes that are situated and socially defined through day to day experience (Carroll et al., 2008). Informed by LAP and LAPD, a key question becomes: How can our curriculum and pedagogies create a container for distinction of, connection between, and development of practices and practice? We take a scaffolded approach. The first half of the course emphasizes engaging in *planned, intentional* practices associated with "adaptive work" (e.g., O'Malley & Cebula, 2015). Leadership principles and behaviors are practiced through application to individual leadership challenge processes with team coaching and support. The second half of the course shifts the focus of the work "to the middle." We engage in LAP through the context of a collaborative community change project. The goal is to put into practice the practices learned in the first half of the class, as well as pay attention to what emerges in-the-moment as a result of our intentional strategies.

Integration of LAP into a Graduate Leadership Certificate (Eric Kaufman)

For more than a decade, Virginia Tech has offered a graduate certificate in collaborative community leadership, originally rooted in the conceptual frameworks offered in two different books on collaborative leadership (Archer & Cameron, 2009; Rubin, 2009). However, as the LAP literature has advanced, it has become apparent that LAP is a more versatile and practical framework for guiding the graduate certificate program. As coordinator for the certificate program, I'm exploring the question: How do we integrate LAP into both the coursework and the students' projects? Although students may be unfamiliar with LAP language, the LAPD principles align well with the philosophical perspectives that underlie the program, and many of the certificate program courses already make use of collaborative leadership learning groups.

Furthermore, the graduate certificate project requirement matches directly with the third LAPD principle of “Working in the learners’ context on their organizational problems and adaptive challenges.”

Description

The panelists represent multiple institutions, programs, perspectives, and experiences. Per the background and case example shared above, each panelist will offer a contextualized example of leadership-as-practice development and what it offers leadership education. We propose the following agenda:

- Welcome and overview by the panel chair (5 minutes)
- Introduction of panelists and participants (5 minutes)
- The chair will pose questions to panelists, inviting panelists to share specific case examples, as well as respond to questions noted below (60 minutes)
- An open Q&A period (15 minutes) will follow once panelists have responded to the Chair’s questions
- Closing (5 minutes)

Questions for Panelists:

1. How did you come into the LAP community of scholars? Why are you drawn to LAP and LAPD in your work?
2. How are you working to advance LAPD through your research and teaching?
    a. What questions are driving this work for you?
3. Considering the application of principles of LAPD to leadership education,
    a. What do your examples reveal about the leadership concepts held by learners and their organizations?
    b. What are the challenges of surfacing and working with leadership processes, practices, and interactions?
    c. How do you work in the learners’ context on their organizational problems and adaptive challenges?
    d. What are important considerations when working with the emotional and political dynamics of leadership in the system?
4. What else does LAP (and LAPD) offer leadership education?

Foreseeable Implications

This panel invites leadership educators into an on-going global network of scholars advancing the work of leadership-as-practice. It helps to move LAP from another theory about leadership towards intentional pedagogical approaches for development. Examples of LAPD have the potential to move leadership educators’ practice to a new level of learning, one that can contend with the systems we work within. We need people and organizations to exercise leadership that is responsive and effective in a complex, uncertain, and changing world. LAP as both a lens and approach offers educators new ways of creating containers for this kind of dynamic leadership, learning and development.

References

Archer, D., & Cameron, A. (2009). *Collaborative leadership: How to succeed in an interconnected world*. Routledge.

Bowman, S. L., & Hugaas, K. H. (2019). Transformative role-play: Design, implementation, and integration. *Nordic Larp*. https://nordiclarp.org/2019/12/10/transformative-role-play-design-implementation-and-integration/

Burns, J. M. (2003). *Transforming Leadership*. Grove Press.

Carroll, B., Levy, L., & Richmond, D. (2008). Leadership-as-practice development: Challenging the competency paradigm. *Leadership*, *4*(4), 363–379.

Crevani, L., Lindgren, M. & Packendorff, J. (2010). Leadership, not leaders: On the study of Leadership-as-practice developments and interactions. *Scandinavian Journal of Management, 26*(1), 77-86.

Daniau, S. (2016). The transformative potential of role-playing games—:From play skills to human skills. *Simulation & Gaming*, *47*(4), 423–444. https://doi.org/10.1177/1046878116650765

Denyer, D., & Turnbull James, K. (2016). Doing leadership-as-practice development. In J. A. Raelin (Ed.) *Leadership-as-Practice: Theory and application* (pp. 262-283). Routledge.

Freire, P. (2003). *Pedagogy of the oppressed* (30th anniversary ed). Continuum.

Giddens, A. (1994). *Beyond Left and Right: The Future of Radical Politics*. Stanford, CA: Stanford University Press.

Noroozy, S. (n.d.). *Transformative Play Initiative—Department of Game Design—Uppsala University, Sweden*. Uppsala University, Sweden. Retrieved February 7, 2022, from https://www.speldesign.uu.se/research/games-and-society-lab/transformative-play/Transformative-Play-Initiative/

O'Malley, E., & Cebula, A. (2015). *Your leadership edge. Lead anywhere, anytime.* KLC Press.

Raelin, J. (2011). From leadership-as-practice to leaderful practice. *Leadership*, *7*(2), 195–211.

Raelin, J. A. (Ed.). (2016). *Leadership-as-practice: Theory and application.* Routledge.

Raelin, J. A. (2020, March 30). Not leader development–Leadership-as-practice development. *Training Magazine*. https://doi.org/10.2139/ssrn.3565950

Rubin, H. (2009). *Collaborative leadership: Developing effective partnerships in communities and schools* (2nd ed.). Corwin Press.

Simpson, B., Buchan, L., & Sillince, J. (2018). The performativity of leadership talk. *Leadership, 14*(6), 644-661.

Van Loon, R., & Koonce, R. (2019). The dialogical challenge of leadership development: An introduction and overview. In R. Koonce & R. Van Loon (Eds), *The Dialogical Challenge of Leadership Development* (pp. 1-23). Information Age Publishing.

Team-Focused Leadership Education: How Emerging Insights Inform Our Practice

Eric Kaufman, PhD, Virginia Tech
I. Alegbeleye, PhD, University of Southern Maine
D. Cletzer, PhD, University of Missouri
Ilya Gokhman, PhD, Oglethorpe University
Laura Greenhaw, PhD, University of Florida

Abstract

The demand for high-quality team leadership education continues to increase. While many post-secondary leadership education programs have incorporated teamwork skills into their curriculum, there has been limited awareness of how team-focused leadership courses are being updated and adapted in response to emerging research and insights on team effectiveness. This panel session explores team-focused leadership education at multiple institutions and examines teamwork pedagogy in light of recent scholarship on best practices. Specifically, panelists will discuss the root causes of the persisting teamwork skills gap among college graduates, the benefits and pitfalls of utilizing team-based pedagogy, and course content changes from emerging theories, such as followership and shared leadership.

Session Learning/Participant Objectives

This session is designed to achieve the following objectives:

1. Highlight emerging research and frameworks leadership educators can use to guide team-focused leadership education; and
2. Explore leadership pedagogies applied in team leadership education at different universities.

Panelists

Panel Chair/Moderator:

- Eric Kaufman, PhD: Professor & Associate Department Head at Virginia Tech

Panelists:

- I. Dami Alegbeleye, PhD: Assistant Professor at University of Southern Maine
- D. Adam Cletzer, PhD: Assistant Professor at University of Missouri
- Ilya Gokhman, PhD: Lecturer at Oglethorpe University
- Laura Greenhaw, PhD: Assistant Professor at University of Florida

Introduction

Our society is increasingly reliant upon groups making quality decisions, whether that be a team of surgeons deciding between competing procedures, an executive board selecting a new strategic initiative, policymakers deciding on legislation to better society, or astronauts responding to an imminent threat to life (Gokhman, 2021). Furthermore, globalization and workplace trends in the 21st century require modern organizations to increasingly rely on dynamic teams (Davis et al., 2021; Turner et al., 2018). Consequently, organizations are prioritizing recruitment of college graduates with teamwork skills (Chowdhury & Murzi, 2020; Finley, 2021). According to the Job Outlook 2021 survey of the National Association of Colleges and Employers (NACE, 2021), employers ranked the *ability to work in a team* as their most desired competency in college graduates. However, while teamwork skills are crucial to today's organizations, there seems to be a skill gap, as many employers believe that college graduates are inadequately prepared to work effectively in teams. An employer survey conducted by the American Association of Colleges and Universities (AAC&U) and Hanover Research revealed 62% of employers deem "work effectively in teams" as "very important," yet only 48% of those same employers report recent graduates are "very well prepared" (Finley, 2021). Similarly, an Association of Public & Land-grant Universities study recently identified teamwork skills among critical growth areas for college graduates based on a survey of employers, alumni, faculty, and students (Crawford & Fink, 2020). The teamwork skill gap underscores the need for team-focused leadership education that has the potential to impart students with team leadership skills.

Recognizing the need, leadership educators have regularly affirmed the importance of coursework or instruction on team leadership (Chowdhury & Murzi, 2019; de Cruz, 2019; Fair & Kondo, 2020; Morgan et al., 2013; Raymer et al., 2018; Seemiller, 2021). Indeed, among agricultural leadership education coursework, team and organizational leadership-focused courses account for 14% (*n*=31) of all leadership courses (Cletzer et al., in press). Leadership education students also highly value instruction on developing teams (McKim & Velez, 2017; Polmear et al., 2020). However, research suggests potential benefit from further examining teamwork pedagogy across higher education institutions (Riebe et al., 2016).

Background

Although leadership educators are enthusiastic about their subject matter, opinion polls indicate younger generations are neither motivated nor equipped to lead effectively (Shollen & Gagnon 2019). Such apathy and insecurity contribute to the "leadership crisis" perceived by many (Shahid, 2015). Across all regions of the world, "collaboration" emerges as an essential quality for improved leadership (Gergen, 2015, p. 54). However, our success with improved collaboration and our overall potential may be limited by our views of the current situation and our perceptions of what is possible (Koonce, 2016). While leadership educators may be aware of evolving leadership discourses, adapting curricula and instructional behaviors to meet emerging needs is a constant challenge (Coleman et al., 2021). Furthermore, our colleagues in higher education are depending upon us to model the way. As Halonen and Dunn (2021) shared in *The Chronicle of Higher Education*, "too many of us operate under the comfortable delusion that we are teaching teamwork skills merely by assigning group projects" (para. 1). In response, Halonen and Dunn offered the following advice:

- Link group projects to future success on the job,
- Improvise a model of a dysfunctional group,
- Have students practice how *not* to cooperate in a group,
- Guide their group discussions with a structured list of questions,
- Dedicate precious class time to group projects,
- Enlist students to provide feedback to one another,
- Ask groups to rotate the leadership role,

- Conduct equity reviews at the end of major projects, and
- Require self-assessment.

While these tips may be helpful, each strategy involves transaction costs (Riebe et al., 2016), and leadership educators may be held accountable to a more empirically-grounded approach to team-focused leadership education.

Collaboration can take many forms, but it is commonly experienced in a team setting, and challenges are placing increased attention on team collaboration quality (Boughzala & de Vreede, 2015; Nurius & Kemp, 2019). Research suggests teams need more "emergent interdependence"—the desire and expectation for synergistic collaboration (Caruso & Woolley, 2008, p. 245). Unfortunately, many conventional approaches to team leadership focus attention on individual leaders more than interdependence. Recent research on astronaut teams reveals teams perform better when leadership roles are distributed across the team, rather than being the responsibility of one or two team members. According to Gokhman (2021), "when teams did not distribute the roles, the roles were poorly performed or abandoned altogether by the single or few individuals expected to execute them" (para 5). Jiang et al. (2021) encourage us to consider more dynamic approaches to team leadership, noting that "leadership and followership may shift or coexist conditionally in the same person" (p. 11). Teamwork, especially in teams where leadership is distributed, involves the exchange of influences between team members who interchangeably act as leaders and followers (Alegbeleye & Kaufman, 2019; Carson et al., 2007; Epitropaki et al., 2017). Alegbeleye's (2020) study on student project teams suggests that both leadership and followership are distributed in effective teams. Based on these insights, it may be useful for leadership educators to engage in what Adam Grant (2021) calls "collective rethinking." By having more nuanced conversations, we can build a learning culture and fulfill the Association of Leadership Educators' potential as a lifelong learning community.

Description

The panel session will begin with each panelist describing their recent work related to teamwork pedagogy and team-focused leadership education. Each panelist will have 7-10 minutes to highlight their respective contributions and framing:

- Dami Alegbeleye will begin by sharing key points from a forthcoming book chapter on "Leadership and Followership in Teams," and he will share how related concepts are being integrated into the classes he is teaching at the University of Southern Maine.
- Adam Cletzer will highlight his approach to leadership education at the University of Missouri, including details of his class on "Team & Organizational Leadership," as well as team-based learning in other classes.
- Ilya Gokhman will share insights from his research using hidden profiles in training four-person teams participating in NASA's Human Exploration Research Analog (HERA) at the Johnson Space Center in Houston, Texas.
- Laura Greenhaw will describe her approach to leadership education at the University of Florida, including details of her class on "Communication and Leadership in Groups and Teams," which was recently highlighted in the *Journal of Leadership Education* (Coleman et al., 2021).

Following the introductory remarks (~30 minutes), the panel chair/moderator will facilitate dialogue among the panelists through a semi-structured approach. Questions for discussion during this 30-minute block of time include the following:

- As you think about the recent employer surveys (e.g., Crawford & Fink, 2020; Finley, 2021; NACE, 2020), why do you believe there is a persistent gap between employers' expectations and perceptions of graduates' readiness for working effectively in teams?
- Considering advice on "why and how to teach teamwork" documented in *The Chronicle of Higher Education* (Halonen & Dunn, 2021), what would you recommend to colleagues that assign group projects?
- In your experience, how are the transaction costs of teamwork pedagogy (Riebe et al., 2016) justified by the outcomes?
- How are the emerging insights on followership shaping your perspectives on teamwork and team-focused leadership education?

The final 30 minutes of the panel session will be more open for attention to questions from the audience. Session participants will each receive a notecard at the start of the session and be encouraged to write their questions on the notecard as ideas emerge. That way, a variety of questions will have been documented prior to this final block of the panel discussion.

Foreseeable Implications

Participants in this panel session will surface a variety of considerations for practitioners engaged in team-focused leadership education. As leadership educators embrace more attention to collaboration, there may be related shifts in signature pedagogies (Jenkins, 2012). While the primary focus within this panel will be on undergraduate courses, the insights may be useful for those developing graduate-level courses, since many universities currently lack team-focused leadership courses at the graduate level (see Muscato et al., 2021). The panel's insights may also be relevant for practitioners that facilitate professional learning outside of higher education, including those in organization development that are making use of learning teams (see Raelin, 2021).

References

Alegbeleye, I. (2020). *A Mixed Methods Study of Leader-Follower Dynamics in Student Project Teams: Toward Advancing Career Readiness* [Dissertation, Virginia Tech University]. http://hdl.handle.net/10919/97891

Alegbeleye, I. D., & Kaufman, E. K. (2019). Reconceptualizing followership identity: A useful guide for leadership educators. *Journal of Leadership, Accountability and Ethics, 16*(5), 34–39. https://doi.org/10.33423/jlae.v16i5.2652

Boughzala, I., & de Vreede, G.-J. (2015). Evaluating team collaboration quality: The development and field application of a collaboration maturity model. *Journal of Management Information Systems, 32*(3), 129–157. https://doi.org/10.1080/07421222.2015.1095042

Carson, J. B., Tesluk, P. E., & Marrone, J. A. (2007). Shared leadership in teams: An investigation of antecedent conditions and performance. *Academy of Management Journal, 50*(5), 1217–1234. https://doi.org/10.5465/amj.2007.20159921

Chowdhury, T., & Murzi, H. (2019). Literature review: Exploring teamwork in engineering education. In *Proceedings of the Conference: Research in Engineering Education Symposium, Cape Town, South Africa* (pp. 10-12). https://espace.library.uq.edu.au/view/UQ:d250398

Chowdhury, T. M., & Murzi, H. (2020, June). The evolution of teamwork in the engineering workplace from the First Industrial Revolution to Industry 4.0: A literature review. In *2020 ASEE Virtual Annual Conference Content Access*. https://doi.org/10.18260/1-2--35318

Cletzer, D. A., Mott, R. L., Simonsen, J., Tummons, J., Peckman, J., & Preston, K. (in press). Agricultural leadership: A national portrait of undergraduate courses. *Journal of Agricultural Education.*

Crawford, P. & Fink, W. (2020). *From Academia to the Workforce: Critical Growth Areas for Students Today*. Washington, DC: APLU

Coleman, B. M., Orsini, J., Bunch, J. C., & Greenhaw, L. L. (2021). Students' application of team leadership skills in an undergraduate agricultural leadership course when learning experientially. *Journal of Leadership Education, 20*(2), 28-42. https://doi.org/10.12806/V20/I2/R3

Davis, P. E., J. Fox, C., DeBode, J. D., & Peterson, L. T. (2021). Is avoiding the appearance of incompetence the key to success? An examination of team goal orientation and performance in a simulation environment. *Journal of Educational Computing Research*, *58*(8), 1562–1585. https://doi.org/10.1177/0735633120940955 de Cruz, N. (2019). A conceptual overview of attaining, maintaining, and regaining shared leadership in high performing teams. *Journal of Leadership Education*, *18*(1), 213-226. https://www.doi.org/10.12806/V18/I1/T3

Epitropaki, O., Kark, R., Mainemelis, C., & Lord, R. G. (2017). Leadership and followership identity processes: A multilevel review. *The Leadership Quarterly, 28*(1), 104–129. https://doi.org/10.1016/j.leaqua.2016.10.003

Fair, J. D., & Kondo, A. E. (2020). A university-wide approach to introduce and apply teamwork and leadership skills. In *Integrating Professional Skills into Undergraduate Chemistry Curricula* (pp. 197-216). American Chemical Society. https://doi.org/10.1021/bk-2020-1365.ch011

Finley, A. (2021). *How college contributes to workforce success: Employer views on what matters most*. Association of American Colleges and Universities. https://www.aacu.org/research/how-college-contributes-to-workforce-success

Gergen, D. (2015). A call to lead: The essential qualities for stronger leadership. In Global Agenda Councils (Ed.), *Outlook on the Global Agenda* (pp. 53–54). World Economic Forum. https://www.weforum.org/reports/outlook-global-agenda-2015

Gokhman, I. (2021). The need for diversity and distribution of leadership roles: Insights from astronaut teams on decision making. *The Utility of Teamwork: Diversity, Principles, and Roles to Improve Group Dynamics*. International Leadership Association's 23rd Annual Global Conference, Geneva, Switzerland. https://tinyurl.com/ygensgs5

Grant, A. (2021). *Think Again: The Power of Knowing what You Don't Know*. Viking.

Halonen, J. S., & Dunn, D. S. (2021, November 15). Why and how to teach teamwork. *The Chronicle of Higher Education*. https://www.chronicle.com/article/why-and-how-to-teach-teamwork

Jenkins, D. M. (2012). Exploring signature pedagogies in undergraduate leadership education. *Journal of Leadership Education*, *11*(1), 1-27. http://doi.org/10.12806/V11/I1/RF1

Jiang, X., Snyder, K., Li, J., & Manz, C. C. (2021). How followers create leaders: The impact of effective followership on leader emergence in self-managing teams. *Group Dynamics: Theory, Research, and Practice*. https://doi.org/10.1037/gdn0000159

Koonce, R. (Ed.). (2016). Prelims. In R. Koonce (Ed.), *Followership in Action* (pp. i–xi). Emerald Group Publishing Limited. https://doi.org/10.1108/978-1-78560-948-020161037

McKim, A. J., & Velez, J. J. (2017). Informing leadership education by connecting curricular experiences and leadership outcomes. *Journal of Leadership Education*, *16*(1), 81-95. https://doi.org/10.12806/V16/I1/R6

Morgan, A. C., King, D. L., Rudd, R. D., & Kaufman, E. K. (2013). Elements of an undergraduate agricultural leadership program: A Delphi study. *Journal of Leadership Education, 11*(1), 140-155.

Muscato, A., Sowcik, M., & Williams, R. (2021). An exploration of graduate level agricultural leadership course descriptions. *Advancements in Agricultural Development*, *2*(2), 125-136. https://doi.org/10.37433/aad.v2i2.101

NACE. (2021). *The attributes employers seek on students' resumes*. National Association of Colleges and Employers. https://www.naceweb.org/talent-acquisition/candidate-selection/the-attributes-employers-seek-on-students-resumes/

Nurius, P. S., & Kemp, S. P. (2019). Individual-level competencies for team collaboration with cross-disciplinary researchers and stakeholders. In K. L. Hall, A. L. Vogel, & R. T. Croyle (Eds.), *Strategies for Team Science Success* (pp. 171–187). Springer International Publishing. https://doi.org/10.1007/978-3-030-20992-6_13

Polmear, M., Simmons, D. R., & Clegorne, N. A. (2020, October). Undergraduate civil engineering students' perspectives on skills for future success. In *2020 IEEE Frontiers in Education Conference (FIE)* (pp. 1-9). IEEE. https://doi.org/10.1109/FIE44824.2020.9274269

Raelin, J. (2021). What can leadership-as-practice contribute to OD?. *Journal of Change Management*, 1-14. https://doi.org/10.1080/14697017.2021.1946272

Raymer, S. D., Dobbs, J., Kelley, C. P., & Lindsay, D. R. (2018). Leadership education and development: Theory driven evolutions. *Journal of leadership education*, *17*(2), 138-148. https://doi.org/10.12806/V17/I2/A5

Riebe, L., Girardi, A., & Whitsed, C. (2016). A systematic literature review of teamwork pedagogy in higher education. *Small Group Research, 47*(6), 619–664. https://doi.org/10.1177/1046496416665221

Seemiller, C. (2021). Preparing leaders of tomorrow: An analysis of leadership competencies within accredited academic program learning outcomes. *Journal of Leadership Studies*, *15*(1), 6-27. https://doi.org/10.1002/jls.21737

Shahid, S. (2015). Lack of leadership. In Global Agenda Councils (Ed.), *Outlook on the Global Agenda 2015* (pp. 14–16). World Economic Forum. https://www.weforum.org/reports/outlook-global-agenda-2015

Shollen, S. L., & Gagnon, E. (2019). *Attitudes about Leadership in the United States – 2019*. Christopher Newport University. https://cnu.edu/las/

Thomas, T., & Berg, P. (2016). Leading from the middle: Effective followership. In R. Koonce (Ed.), *Followership in Action* (pp. 205–213). Emerald Group Publishing Limited. https://doi.org/10.1108/978-1-78560-948-020161022

Turner, J. R., Baker, R., & Morris, M. (2018). Complex adaptive systems: Adapting and managing teams and team conflict. In A. A. V. Boas (Ed.), *Organizational Conflict*. InTech. https://doi.org/10.5772/intechopen.72344

The Influence of Faith Identity on Leadership Educator Identity: The Interwoven Dimensions of Human Stories

Cathy Hendon, EdD, Trevecca Nazarene University
Scott Springer, EdD, Brigham Young University Hawaii
Zachary Wooten, PhD, West Chester University of Pennsylvania
Recipient, 2022 Founding Mothers' Scholar Award

Abstract

One relatively new field of research within leadership education is the professional identities of leadership educators. Many complex dimensions of identity influence one's leadership educator identity. One such dimension is faith identity. We propose a 90-minute panel discussion that uses human stories to expand upon the Leadership Educator Professional Identity Development (LEPID) model proposed by Seemiller and Priest (2015; 2017) by exploring the faith identities of the panelists using Fowler's (2006) Stages of Faith model. The three panelists, all leadership educators themselves at different institutions in the United States, will help participants address this primary question of discovery: How does faith identity influence leadership educator identity? The panel's purpose is to present the possible confluence and connection between these two identities; it is not to discuss any doctrinal topics or religious underpinnings. Through the personal experiences of the panelists, the session participants will come to better understand the complex interwoven nature of dimensions such as faith identity upon one's leadership educator identity.

Session Learning/Participant Objectives

1. Participants will recognize the complex interwoven nature of faith identity upon one's leadership educator identity
2. Participants will gain deeper understanding of the LEPID model and Fowler's Stages of Faith model through the narratives shared by the panelists
3. Participants will engage in dialogue about avenues for extending scholarship about leadership educator identity

Panelists[1]

Panelists:

- Cathy Hendon, Trevecca Nazarene University
- Scott Springer, Brigham Young University–Hawaii
- Zachary Wooten, West Chester University of Pennsylvania

Moderator:

- Angela Talley, Trevecca Nazarene University

Introduction

Leadership education is a relatively new field, and thus, leadership education is an emerging profession. The Leadership Educator Professional Identity Development (LEPID) model (Seemiller & Priest, 2015; 2017; 2018) underscores the importance of understanding the "who" in teaching leadership. As the field continues to mature, extending and deepening the understanding of the complex identities that comprise leadership educators is of great import. Currently, a dearth of research exists regarding the intersection of faith identity and leadership educator identity.

Responding to this research opportunity, dialogue amongst leadership educators proves useful, notably through the development of communities of practice. Modeling a commitment to build a leadership educator community of practice, the three panelists of this proposed session met at the Leadership Educator Academy in 2021, where they first encountered the LEPID model along with several of its key scholars: Corey Seemiller, Kerry Priest, and Dan Jenkins. As emerging leadership educators, they began wondering if and how faith impacted their leadership educator identities in their respective contexts. Though they share a broad Christian identity, their expressions of Christian faith and institutional affiliations are quite distinct. In an ongoing research project, they are continuing to explore the impact of faith identity on leadership educator identity.

Additionally, the three panelists are uniquely situated to discuss this as leadership educators for whom faith is a central component of their identities. Two of the panelists teach at explicitly Christian institutions and one panelist teaches at a pluralistic state-affiliated institution. Together, they represent three diverse embodied representations of Christian faith. When exploring leadership in the middle of everywhere, it becomes all the more important to address dimensions of identity that carry complex connotations and varied perspectives on how those dimensions can or should impact the practice of leadership education.

Background

Leadership education is a contextualized phenomenon that is shaped by the experiences, background, and beliefs of leadership educators. This panel and future applied research adds to the strategic priorities listed in the National Leadership Education Research Agenda (NLERA, 2020). The second iteration of the national research agenda outlines nine priorities for scholars to focus their research priorities with the goal of advancing the discipline of leadership education (Andenoro & Skendall, 2020). The NLERA (2020) recognizes leadership education as transdisciplinary in nature, and while all of the panelists are leadership educators, this topic panel serves as an important discussion within the future of leadership education. It addresses dimensions of identity that carry complex connotations and varied perspectives on how those dimensions can or should impact the practice of leadership education. Priority Four of the NLERA (2020) is focused on leadership learning and development. The authors of this symposium charged researchers to consider how leadership educators make meaning of their professional identity development (Pierre et al., 2020). The proposed panel explores that very question using the LEPID model and Fowler's Stages of Faith.

The LEPID model "provides a conceptual framework to explore leadership educators' professional identity and serves as the lens by which to examine stories of the professional journeys of leadership educators" (Seemiller & Priest, 2017, p. 3). The framework contains four stages (called "identity spaces"): Exploration, Experimentation, Validation, and Confirmation. According to the model, critical incidents play a key role in the development of one's leadership educator identity. In addition, the model identifies various ongoing factors that influence how a leadership educator moves through the identity spaces. One of these influences is *personal identities* such as race, gender, class, sexual orientation, etc. (Seemiller & Priest, 2015; 2017). This proposed panel will focus in particular on the influence of faith identity on one's leadership educator identity.

To do so, the panelists will employ Fowler's Stages of Faith. In 1981, theologian and scholar of human development James W. Fowler published his seminal work, *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. Likened to Piaget's theory of cognitive development, or Kohlberg's stages of moral development, Fowler identified seven stages of faith development. Previously linked to the practice of Student Affairs (Andrade, 2014), leadership educators, broadly, can benefit from Fowler's model as a way of conceptualizing faith development as a part of leadership educator identity development.

Description

This panel will explore the connection between faith identity and leadership educator professional identity. To do so, the panelists will serve as both "in-the-field researchers" (researchers in the midst of a project related to this topic) and subjects of inquiry.

1.) Panelist and moderator introductions (5 minutes)
    a.) Institutions of affiliation
    b.) Their experience as leadership educators.
2.) Summarize scholarship on leadership educator identity (10-15 minutes)
    a.) Discussion of LEPID handout
    b.) Moderator led questions for panelists with the goal of encouraging scholarship related to leadership educator identity in the future.
3.) Discussion of Fowler's Stages of Faith (15 minutes)
    a.) Acknowledgement that the LEPID model is an excellent tool that leadership educators can pair with other developmental models in an effort to understand the complexity of leadership educator identity.
    b.) The panelists will distribute a handout to explain Fowler's Stages of Faith, and the moderator will once again ask prompting questions for the panelists to answer so that they can explain about Fowler's Stages of Faith.
4.) Moderator led Q&A with panel (30 minutes)
    - How would you describe your leadership education journey and explain where you would place yourself on the LEPID model?
    - How would you briefly describe your faith journey, and where would you place yourself on Fowler's Stages of Faith?
    - What is distinctive about faith identity in relation to leadership educator identity?

- What *is* the influence of faith identity on leadership educator identity? (descriptive question)?
- What *should be* the influence of faith identity on leadership educator identity? (prescriptive question)
    - For whom?
- How does the influence of faith identity on leadership educator identity change depending on one's context: explicitly religious or non-religious/pluralistic contexts?

5.) Participants discussion (10 minutes)
    a.) Extending scholarship about leadership educator identity
    b.) Interweaving debriefing questions to make meaning and connect the dots.
6.) Q&A with the audience (10 minutes)

Foreseeable Implications

As the field of leadership education continues to develop and mature, the scholarship of leadership educator identity has become an increasingly significant and complex area of inquiry. By exploring the impact of faith identity on leadership educator identity, the body of knowledge regarding leadership educator professional identity development will be deepened. This topic directly influences leadership educators as all hold together multiple dimensions of our professional identities, thus this exploration brings to light one nexus of many intersecting dimensions of identity.

The panel will spark additional discussion and ignite further scholarship on the rich and intersectional identities of leadership educators. For example, the panel will open the door to further research on the intersection of faith identity and leadership educator identity, including the application of one's faith identity on pedagogy and curricula development. Moreover, this topic may lead leadership educators to ponder if, when, and how leadership educators should bring their "whole selves" to their role as a professional leadership educator. Finally, the panel will serve as a context for storytelling and reflection, practices that can be modeled in leadership education experiences and in leadership educator communities of practice.

References

Andrade, A. (2014). Using Fowler's faith development theory in student affairs practice. *College Student Affairs Leadership, 1*(2), 2.

Andenoro, A. C. & Skendall, K. C. (2020). The National Leadership Education Research Agenda: 2020-2025: Advancing the state of leadership education scholarship. *Journal of Leadership Studies, 14(3), 33-38.* https://doi:10.1002/jls.21714

Fowler, J. W., & Dell, M. L. (2006). Stages of faith from infancy through adolescence: Reflections on three decades of faith development theory. *The handbook of spiritual development in childhood and adolescence*, 34-45.

Jenkins, D. M. (2019). Exploring the lived experiences of becoming and being a leadership educator: A phenomenological inquiry. *Journal of Leadership Education*, *18*(3).

Pierre, D., Dunn, A. L., & the members of the Leadership Learning and Development Work Group. (2020). A critical look at leadership education preparation: Developing an intentional and diverse approach to leadership learning and development: Priority 4 of the national leadership education research agenda 2020-2025. *Journal of Leadership Studies, 14(3), 56-62.* https://doi:10.1002/jls.21712

Priest, K. L., & Seemiller, C. (2018). Past experiences, present beliefs, future practices: Using narratives to re(present) leadership reducator identity. *Journal of Leadership Education*, *17*(1).

Seemiller, C., & Priest, K. L. (2015). The hidden "who" in leadership education: Conceptualizing leadership educator professional identity development. *Journal of Leadership Education*, *14*(3). https://doi: 1012806/V14/I3/T2

Seemiller, C., & Priest, K. L. (2017). Leadership educator journeys: Expanding a model of leadership educator professional identity development. *Journal of Leadership Education*, *16*(2).

The Future of Graduate Leadership Education: An Exploration of Curriculum and Faculty Support to Meet the Needs of a Complex Society

Michael Gleason, PhD, Wartburg College
Eric Kaufman, PhD, Virginia Tech
James Martin, PhD, Creighton University
Sydney Richardson, PhD, North Carolina A&T State University
Jennifer Moss Breen, PhD, Creighton University

Abstract

Within this panel, graduate leadership educators and administrators explore the future of graduate and professional leadership education. Panelists bring perspectives on how programs can best meet the needs of a complex society, integrate counter-narratives into leadership curriculum, and consider how to support leadership faculty experiencing high levels of burnout. Emerging themes from focus groups of leadership educators conducted in the fall of 2021 will also be shared. As contributors to an upcoming issue of *New Directions for Student Leadership* focused on the future of graduate and professional leadership education, panelists have been exploring unique opportunities within the field and are eager for a robust discussion of how we can together create a positive future for the field. This conversation, grounded in relevant literature, will provide tangible opportunities for attendees to improve their own programs and practices within leadership education.

Session Learning/Participant Objectives

Within this session, program participants will:

- Recognize how wicked problems and systems thinking are transforming leadership education.
- Explore inclusive leadership styles and theories, as well as opportunities for integration in graduate and professional leadership education.
- Uncover hidden facets within the Leadership Educator's career that can lead to significant burnout.

Panelists

Panel Chair/Moderator:

- Michael C. Gleason, PhD: Director/Associate Professor of Leadership; Irving R. Burling Distinguished Professor in Leadership; Wartburg College

Panelists:

- Eric K. Kaufman, PhD: Professor & Associate Head; Department of Agricultural, Leadership, and Community Education; Virginia Tech
- James R. Martin Jr., PhD: Associate Professor; Creighton University
- Jennifer Moss Breen, PhD: Associate Professor; Creighton University
- Sydney D. Richardson, PhD: Department Chair/Associate Professor of Leadership Studies and Adult Education; North Carolina A&T State University

Introduction

Professional fields are exploring how and when to develop leaders, along with the organizational impact of this development (Grocock, 2020; Rybakova et al., 2020; Stoller, 2020). While research has begun looking at graduate and professional leadership programs (Stork et al., 2015; Winton et al., 2018), a need for a comprehensive review of leadership programs exists. While Guthrie et al. (2018) and Guthrie et. al (2019) have completed analysis of the International Leadership Association Directory, the studies themselves have identified that information on programs "remains fairly inaccessible" (Guthrie et al., 2018, p. 3).

Recent literature has highlighted the volatile, uncertain, complex and ambiguous (VUCA) environment in which leaders lead (Bombaro et al., 2019; Edmonstone et al., 2019; Grint, 2020; Winton et al., 2018). There is a need to study the essential leadership models, practices, approaches, and tenets to move society beyond 2022.

This panel, comprised of faculty and administrators within the graduate leadership education field, will have a dynamic conversation around how:

- Graduate leadership programs can best meet the changing needs of a complex society.
- Counter-narratives can be embedded and explored within leadership curriculum.
- Burnout can be identified within faculty members, and support can be provided to faculty.

Additionally, the panel shares insights emerging out of focus groups facilitated in the fall of 2021 focused on the future of graduate and professional leadership education. All panelists are contributing authors to an edition of *New Directions for Student Leadership* to be released late fall of 2022. Their work in this area will situate them well for a dynamic conversation on this topic as well as how we can work together within the field to develop the most effective graduate and professional leadership programs.

Background

Graduate and Leadership Education to Meet Society's Needs

Graduate leadership education remains an emerging field and is quickly evolving. The evolution is driven in part by societal demand for leaders prepared to address current challenges. According to national surveys, less than one-third of Americans believe leaders in the United States are effective, and more than half believe the issue has become worse in the last 20 years (Shollen & Gagnon, 2019). While many express healthy skepticism of the heroic approaches to leadership (Crosby & Bryson, 2017), recent evidence suggests key opportunities in the collective dimensions of leadership (Ospina et al., 2020).

In our rapidly changing world, we need leaders with interdisciplinary skills to solve complex societal issues on local, national, and international levels (Bear & Skorton, 2019). One response to the wicked challenges is the rise of the eco-leadership discourse (Western, 2020), which aligns with a systems thinking approach to education (Arnold & Wade, 2015; Laszlo, 2012). As a way of embracing this meta-leadership position, graduate leadership education programs can promote a leadership-as-practice (L-A-P) approach, enabling graduates to distribute leadership more widely and enhance an adaptive culture (Raelin, 2021).

Counter-Narratives in Leadership Curriculum

Leadership education lessons, while diversifying, remain mostly aligned to former majority lessons about leadership within organizations. Unfortunately, this omits a large population of those using leadership in alternative ways (women, POC, non-binary, racial minorities, etc.). Counter-narratives are often not included in today's leadership education. For example, Community Cultural Wealth theory states that people bring their upbringing, heritage lessons, and familial rules into different situations (Samuelson & Litzler, 2016), which influence one's perspective (Fernandez et. al., 2020). As such, inclusion of counter narratives is an important element in leader development.

Self-development within self-leadership recognizes the strength of a leader who invests in their own development before focusing on an organization or group (Bailey et. al., 2018; Reichard, et. al., 2017). Another leadership style that is gaining recognition is Indigenous Cultural Mindset (ICM). Looking at the work of tribal leaders, especially women tribal leaders, along with minority groups within the U.S., interconnectedness through ICM means prioritizing the group over the individual (Gambrell, 2018) and could work in various organizational and group settings.

Faculty Burnout

Burnout has been a recognized problem for human beings for some time (Nagoski & Nagoski, 2019). Unsurprisingly, this phenomenon affects faculty too; approximately one-third of faculty reported feelings of burnout in a survey conducted prior to the pandemic (Alves, de Fatima Oliveira & da Silva Paro, 2019). This malady has accelerated during the pandemic, with most faculty reporting stress, exhaustion, and mental health concerns (McMurtrie, 2020). Burnout is defined as "a special type of work-related stress—a state of physical or emotional exhaustion that involves a sense of reduced accomplishment and loss of personal identity" (Mayo Clinic, 2021, para 1).

In academia, increasing teaching and service workloads and the pressures of seeking promotion and tenure all contribute to burnout. For contingent faculty, the risks are higher: staying employed. The pandemic has added new levels of stress for many. Some faced the transition to online or blended learning while others faced the enhanced isolation of working mostly or exclusively from home. These have particularly affected parents and people of color. The unseen workload of the leadership educator is also a major contributor to burnout.

Description

This panel is facilitated by one of the editors of the upcoming edition of *New Directions for Student Leadership* focused on graduate and professional leadership education. The session is structured to address the issues explored in the background section and focus on future efforts to address these issues. We anticipate the conversation to follow the outline below, which allows for individuals to share their expertise and for a culmination of the conversation to include a synthesis of these ideas and findings, as well as implications for the field.

1) Moderator and panel introductions (5 min) – professional affiliations and research interest within graduate and professional leadership education
2) High level overview of the need for conversations and research on the future of graduate and leadership education (5 min) – Jennifer Moss Breen and Michael Gleason
3) Leadership education to address wicked problems – primarily Eric Kaufman with contributions of all (15 min). Prompts for conversation include:
    a. How are your leadership education programs changing in response to the increased emergence or attention to wicked problems?
    b. What evidence do you see of graduate leadership education evolving relative to societal priorities and shifts in leadership discourses?
    c. How might the eco-leadership discourse and leadership-as-practice (L-A-P) transform graduate leadership education outcomes?
4) Utilizing counter-narratives within the curriculum – primarily Sydney D. Richardson and Jennifer Moss-Breen, but with contributions of all (15 min). Prompts for conversation include:
    a. How can we introduce leadership theories and styles that are based on different cultures?
    b. In what ways do multicultural or cross-cultural leadership styles or theories influence leadership education?
5) Identify and addressing faculty burnout – primarily Jim Martin, but with contributions of all (15 min). Prompts for conversation include:
    a. How do we identify signs of burnout within our colleagues?
    b. What can we do to help our faculty colleagues mitigate these deleterious effects?
6) Emergent focus group themes of concern and opportunity for the future of graduate and professional leadership education – Michael Gleason and Jennifer Moss Breen (15 min). Prompts for conversation include:
    a. Emerging themes drawn from focus groups of faculty/administrators.
    b. How these themes guide future priorities for the field of graduate and professional leadership education.
7) Synthesis of ideas and future steps – all (20 minutes)
    a. What are the most imperative priorities for our field?
    b. How do we advance our conversation about the future of graduate and professional leadership education?

Foreseeable Implications

By drawing together leadership educators through this panel discussion, we anticipate three primary implications. The first is we anticipate common language around emerging curricular areas that are essential to leadership education will emerge. Second, a community of leadership educators vested in advancing leadership education, especially in graduate and professional programs can be formed. And third, leadership education and leadership educators will collectively redefine the field in service to students as well as the broader society as today's wicked problems demand.

References

Alves, P. C., de Fatima Oliveira, A., & da Silva Paro, H. B. M. (2019). Quality of life and burnout among faculty members: How much does the field of knowledge matter? *PLOS ONE, 14*(3), 1-12. https://doi.org/10.1371/journal.pone.0214217

Arnold, R. D., & Wade, J. P. (2015). A definition of systems thinking: A systems approach. *Procedia Computer Science*, *44*, 669-678. https://doi.org/10.1016/j.procs.2015.03.050

Bailey, S. F.; Barber, L. K., & Justice, L. M. (2018). Is self-leadership just self-regulation? Exploring construct validity with HEXACO and self-regulatory traits. *Current* Psychology, *37*, 149-161. https://doi.org/10.1007/s12144-016-9498-z

Bear, A., & Skorton, D. (2019). The world needs students with interdisciplinary education. *Issues in Science and Technology*, *35*(2), 60-62. https://issues.org/the-world-needs-students-with-interdisciplinary-education/

Bombaro, C. (Ed.). (2020). *Diversity, Equity, and Inclusion in Action: planning, leadership, and programming*. American Library Association.

Crosby, B. C., & Bryson, J. M. (2018). Why leadership of public leadership research matters: and what to do about it. *Public Management Review*, *20*(9), 1265-1286. https://doi.org/10.1080/14719037.2017.1348731

Edmonstone, J. Edmonstone, J., Lawless, A., & Pedler, M. (2019). Leadership development, wicked problems and action learning: Provocations to a debate. *Action Learning: Research and Practice, 16*, 37-51. https://doi.org/10.1080/14767333.2019.1568967

Fernandez, J. S., Guzman, B. L., Bernal, I., & Flores, Y. G. (2020). Muxeres en accion: The power of community cultural wealth in Latinas organizing for health equity. *American Journal of Community Psychology 66*, 314-324. https://doi.org/10.1002/ajcp.12442

Gambrell, K. (2018). The case of an indigenous collectivist mindset. In J. L. Chin, J. E. Trimble and J. E. Garcia (Eds.). *Global and culturally diverse leaders and leadership* (pp. 21-40). United Kingdom: Emerald Publishing.

Grint, K. (2020). Leadership, management and command in the time of the Coronavirus. *Leadership*, *16*(3), 314-319. https://doi.org/10.1177/1742715020922445

Grocock, R. (2020). Leadership in dentistry. *British Dental Journal*, *228*(11), 882-885. https://doi.org/10.1038/s41415-020-1633-4

Guthrie, K. L., Batchelder, J. M., & Hu, P. (2019). Examining degree types of academic leadership programs in the United States. http://purl.flvc.org/fsu/fd/FSU_libsubv1_scholarship_submission_1568233659_12ea228f

Guthrie, K. L., Teig, T. S., & Hu, P. (2018). Academic Leadership Programs in the United States. http://purl.flvc.org/fsu/fd/FSU_libsubv1_scholarship_submission_1568233387_693853db

Laszlo, K. C. (2012). From systems thinking to systems being: The embodiment of evolutionary leadership. *Journal of Organisational Transformation & Social Change*, *9*(2), 95-108. https://doi.org/10.1386/jots.9.2.95_1

Mayo Clinic. (2021, June 5). Job burnout: How to spot it and take action. Adult Health. https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/burnout/art-20046642

McMurtrie, B. (2020, November 5). The pandemic is dragging on. Professors are burning out. *The Chronicle of Higher Education*. https://www.chronicle.com/article/the-pandemic-is-dragging-on-professors-are-burning-out

Nagoski, E. & Nagoski, A. (2019). *Burnout: The secret to unlocking the stress cycle*. Ballantine.

Ospina, S. M., Foldy, E. G., Fairhurst, G. T., & Jackson, B. (2020). Collective dimensions of leadership: Connecting theory and method. *Human Relations, 73*(4), 441–463. https://doi.org/10.1177/0018726719899714

Raelin, J. (2021). What Can Leadership-as-Practice Contribute to OD?. *Journal of Change Management*, 1-14. https://doi.org/10.1080/14697017.2021.1946272

Reichard, R. J.; Walker, D. O.; Putter, S. E.; Middleton, E.; Johnson, S. K. (2017). Believing is becoming: The role of leader development efficacy in leader self-development. *Journal of Leadership & Organizational Studies 24*(2), 137-156. https://doi.org/10.1177/1548051816657981

Rybakova, A., Vinogradova, M., & Sizikova, V. (2020, January). Advancing leadership careers with leadership competences. In *5th International Conference on Social, Economic, and Academic Leadership (ICSEALV 2019)* (pp. 74-79). Atlantis Press. https://doi.org/10.2991/assehr.k.191221.181

Samuelson, C. & Litzler, E. (2016). Community cultural wealth: An assets-based approach to persistence of engineering students of color. *Journal of Engineering Education 105*(1), 93-117. https://doi.org/10.1002/jee.20110

Shollen, S. L., & Gagnon, E. (2019). *Attitudes about Leadership in the United States – 2019*. Christopher Newport University. https://cnu.edu/las/

Stoller, J. K. (2020). Developing physician leaders: does it work?. *BMJ Leader*, *4*(1). https://bmjleader.bmj.com/content/4/1/1

Stork, E., Grant, A.J. & Darmo, L. (2015), Leadership graduate degree programs: A comparative review and analysis of value propositions. *Journal of Leadership Studies, 9*, 19-38. https://doi.org/10.1002/jls.21361

Western, S. (2020, March). A brief guide to eco-leadership. *Social Science Space*. https://www.socialsciencespace.com/2020/03/a-brief-guide-to-eco-leadership/

Winton, S. L., Palmer, S., & Hughes, P. J. (2018). Developing leadership for increasing complexity: A review of online graduate leadership programs. *Journal of Leadership Education*, pp. 162-176 https://doi.org/10.12806/V17/I1/A4

Leadership for Public Purpose: An Introduction to the Carnegie Foundation's New Elective Criteria and Stories from Four Pilot/Founding Institutions

Carla Orgtega Santori, Doerr Institute for New Leaders, Rice University
Donnette Noble, PhD, Fort Hays State University
Jennifer Moss Breen Kuzelka, PhD, Creighton University
Michael Chikeleze, PhD, Valparaiso University

Abstract

More than two years in the making, the Doerr Institute for New Leaders at Rice University and the Carnegie Foundation (with the collective support of a leadership consortium and nine pilot/founding institutions, all organized by the Doerr Institute) announced the details of a new elective classification, *Leadership for Public Purpose.* As with the Carnegie Foundation's elective classification for Community Engagement, the new classification requires that institutions submit to a rigorous self-study as part of the application process to assess their commitment to this endeavor and provide evidence of their institutional indicators around Leadership for Public Purpose including but not limited to: assessment of student learning, curricular and co-curricular offerings, faculty and staff rewards and contributions, mission statements, and strategic plans.

In this panel presentation members of four pilot/founding institutions that include a research university, a state comprehensive university, a large Jesuit university, and a private Christian university, will share their insights as they worked through the pilot application process for the new classification. The purpose of which is to help schools interested in this pursuit to begin strategizing around how they will organize to gather the necessary evidence and complete the application in advance of the spring 2023 due date.

Session Learning/Participant Objectives

1) Attendees will learn about the history of the Carnegie Foundation's new elective classification, *Leadership for Public Purpose* and its framework.

2) Members of founding institutions will share insights gleaned and lessons learned while participating in the pilot application phase of this new classification.

3) Best practices from four pilot institutions will be shared that equip attendees to lead this effort on their campus by defining and measuring leadership education and leadership development on their campus.

Panelists

Moderator – Carla Ortega, the Doerr Institute for New Leaders, Rice University (Lead Institution)
Panelist – Dr. Michael Chikeleze, Valparaiso University, Founding (pilot) Institution
Panelist – Dr. Jennifer Moss Breen Kuzelka, Creighton University, Founding (pilot) Institution

Panelist – Dr. Donnette Noble, Fort Hays State University, Founding (pilot) Institution
Panelist – Mr. Aaron Roof, University of Colorado, Boulder Founding (pilot) Institution

Introduction

As we reflect over the decades, there is ample evidence of consequential social, political, economic, and generational shifts in civic learning and democratic engagement (CLDE). Therefore, it is imperative for institutions of higher education to adapt to address these changes in service to the public purpose (Noble & Kniffin, in press). Leadership educators understand the complexities of leadership theories and concepts as well as the nuances of the exercise, practice, and application of leadership – they are, indeed, equipped with the knowledge and experience to guide their institutions as they endeavor design, deploy, and deliver high quality leadership offerings that bring societal benefit throughout and beyond campus. Yet, for institutions to clearly understand the impact of leadership education within and beyond their institution, they must first identify learning and practice outcomes, which are clearly defined, measured and reported over time (Kolditz, 2021; Kolditz, Gill, & Brown, 2021).

In this session four panelists will share their experiences with their institutions who shaped and participated in the pilot application phase in developing the criteria for the Carnegie Foundation's newest elective classification, *Leadership for Public Purpose.* "Effective leadership for public purpose transcends functional or instrumental leadership…in pursuit of collective public goods like justice, equity, diversity, and liberty" (Overview, n.d., para. 1).

The founding institutions for the new elective classification are: Valparaiso University; Westminster College; United States Coast Guard Academy; Uniformed Services University of the Health Sciences; University of Colorado, Boulder; Claremont McKenna College; Creighton University; Simmons University; and Fort Hays State University.

Best practices and campus opportunities will be discussed as well as how Rice University's Doerr Institute for New Leaders (DINL) supported the creation of the classification, the framework and application, the pilot program, and how they continue to integrate with the Carnegie Foundation on this critically important new endeavor.

Background

The Carnegie Foundation for the Advancement of Teaching's mission is to "catalyze transformational change in education so that every student has the opportunity to live a healthy, dignified, and fulfilling life" (*History*, 2022, para. 1). Established in 1905 and chartered by an act of Congress in 1906, the Foundation, for more than a century, has been doing what is necessary to encourage, dignify, and uphold not only the profession of teaching but the cause of higher education.

In 1971, Carnegie's Commission on Higher Education developed a classification system for describing colleges and universities. They used empirical data about the characteristics of students and faculty and the work of institutions to create categories for institutions based on their functions and missions (*History*, 2022). By 2005, an elective classification was created for institutions, Community Engagement. This elective classification requires evidence-based documentation of institutional practices related to community service and engagement.

Fast forward to January 2020, DINL (a large-scale, leader-development enterprise committed to elevate the practice of leader development in higher education) recognized that there is a societal expectation that higher ed will prepare the next generation of leaders for public purpose but, that expectation is not uniformly met (Franklin, 2020). DINL rose to the occasion and began exploring the disconnect by bringing 32 leadership experts together to start a conversation around the standards that higher ed institutions should meet within their leadership programs. The group began crafting a framework for institutions to be recognized for their exceptional commitments to teaching leadership—not just tactical and application skills, but also in terms of abstract and conceptual knowledge viewed through a multidisciplinary lens.

Institutions that are committed to this purpose will need to demonstrate that commitment by enhancing the learning, teaching, and research missions of their institutions through the development of leadership abilities in all institutional stakeholders and contributing to the public understanding of leadership as a public good. And, of utmost import, "preparing students for lives of public leadership for public purpose in their careers, communities, and the broader society" (Overview, n.d., para. 3).

In a move applauded by United States Secretary of Education, Miguel Cadona, in February 2022 the American Council on Education (ACE) and the Carnegie Foundation announced their partnership on the next incarnation of Carnegie classifications. "For the first time, the Universal and Elective Classifications will be brought together in a single organizational home at ACE" (ACE, 2022, para. 1). Secretary Cardona stated, "Colleges and universities need to reimagine themselves around inclusivity and student success, not selectivity and reputation… I commend the Carnegie Foundation and the American Council on Education for their vision…" (para. 4). Indeed, this new partnership, according to Carnegie President, Timothy Knowles (ACE, 2022) is a unique and powerful opportunity to collaborate with institutions nationwide as the Universal and Elective Classification are refined and will be used to guide the field for the next half century.

Description

Institutions interested in pursuing this classification or the pursuit of measuring leadership education wholly at their institution will need to engage in a rigorous process of robust self-study and provide evidence of their institutional indicators including but not limited to:

- Foundational indicators
    - Institutional Identity and Culture
    - Institutional Communication
    - Institutional Infrastructure and Resource Allocations
    - Human Resources
    - Institutional Assessment
    - Institutional Alignment
- Leadership Curriculum
- Leadership Co-Curriculum

- Leadership Pedagogy
- Leadership Scholarship

This panel discussion aims to help leadership educators and their institutions anticipate how they can best approach the inaugural application cycle based on the experience of panelists as they navigated the pilot application process.

5 minutes: Welcome and Introductions.
10 minutes: Overview of the Leadership for Public Purpose Classification.
45 minutes: Each panelist will share their process and insights from the pilot application.
25 minutes: Attendee question and answer session.
5 minutes: Closing comments

Foreseeable Implications

"It bears repeating that there is a greater need than ever for effective leaders…our own democracy's future depends on morally fit and ethically trustworthy leadership. Every type of organization, business, industry, and social justice movement requires principled guidance and empathetic leaders" (Kolditz, Gill, & Brown, 2021, p. 140). There is no better prepared group of people than leadership educators to guide their institutions in demonstrating "a commitment to leadership for a public purpose through their investments in leadership development" (p. 165) in addition to the development of ethical and moral judgement along with necessary critical thinking skills "to understand systemic and cultural aspects of power and privilege within which all leadership resides" (p. 165).

This session introduces the Carnegie Foundation elective criteria Leadership for Public Purpose. Best practices and learning moments shared by panel members equip attendees to return to their campuses ready to discuss this opportunity with senior campus leaders. Attendees will also learn how to build optimal teams who can effectively navigate their unique campuses to gather necessary data and to complete the application. By bringing institutions together in an effort to create leadership education and development opportunities that supports the public good brings greater likelihood that institutions of higher education will invest in systematic measures that foster the development of leaders who can solve not only today's, but tomorrow's problems as well. Collectively, and by sharing experiences, the leadership education community can lead this effort.

References

American Council on Education (ACE) News (2022). Retrieved from: https://www.acenet.edu/News-Room/Pages/Carnegie-ACE-Announce-Partnership-on-Classifications.aspx

Carnegie Foundation (2022). Foundation History. Retrieved from: https://www.carnegiefoundation.org/about-us/foundation-history/

Doerr Institute for New Leaders (n.d.). Overview. Retrieved form: https://doerr.rice.edu/leadership-for-public-purpose

Franklin, A.R. (2020). *Doerr Institute spearheads leadership education effort.* Rice University News and Media Relations, Office of Public Affairs.

Kolditz, B. G. R. T. (2021). Effective leader development. *The Journal of Character & Leadership Development*, *8*(3), 52-62.

Kolditz, B., Gill, L., and Brown, R. (2021). *Leadership Reckoning: Can Higher Education Develop the Leaders We Need?* Monocole Press.

Noble, D. & Kniffin, L. (in press). Building Sustainable Civic Learning and Democratic Engagement Goals for the Future. *New Dimensions in Higher Education.*

Workshops

Increasing the Capacity of Leadership Educators to Teach Followership
Daniel Jenkins, PhD, University of Southern Maine
Dami Alegbeleye, PhD, University of Southern Maine

We All Love That "F" Word: Feedback. Providing Growth Mindset Perspectives to Feedback in the Classroom
Caitlin Bletscher, PhD, Washington State University
Anna Whitehall, MA, Washington State University

Conceptualizing the Deconstruction of Racial Capitalism in Leadership Education
Darius Robinson, Ed.M., Florida State University
Recipient, 2022 Founding Mothers' Scholar Award

The Power of Narrative Inquiry:
Exploring Narrative Methods for Leadership Scholars and Educators
Kate McCain, PhD, Arizona State University
Mac Benavides, PhD, Kansas State University
Hannah Sunderman, PhD, Virginia Tech

Avoiding the Seven Deadly Sins of Leadership Education Research and Evaluation
David Rosch, PhD, University of Illinois at Urbana-Champaign
Lindsay Hastings, PhD, University of Nebraska - Lincoln

Concealed Stories, Concealed Solutions:
An Assets-Based Approach to Teaching Leadership for Social Transformation
Mac Benavides, PhD, Kansas State University
Tess Hobson, PhD, Kansas State University

Trauma Informed Teaching in Leadership Education
Jackie Bruce, PhD, North Carolina State University
Sarah Holden, MS, North Carolina State University

Increasing the Capacity of Leadership Educators to Teach Followership

Daniel Jenkins, PhD, University of Southern Maine
Dami Alegbeleye, PhD, University of Southern Maine

Abstract

There are two types of leadership educators—those that accept followership and those that deny it. For those who have accepted the notion of followership, it is no longer a question of whether followership is real, but rather a question of how to learn and/or teach it. While there has been a steady increase in Followership literature over the last decade, Followership Education literature is relatively sparse, and there are many areas that are yet to be explored. One of the key areas ripe for further exploration is effective pedagogical practices for Followership Education. Consequently, this workshop attempts to provide followership resources and develop capacities for leadership educators to also be effective followership educators. In this workshop, we will provide an overview of Followership Education, followed by three followership pedagogical activities: (a) Experience in a Leader or Follower Role Activity; (b) The Mobius Strip Activity; and (c) Courageous Followership Typology Role-Play. We hope that participants will leave the session with the self-efficacy to implement followership activities in their classrooms, which has implications for the fields of followership and Followership Education.

Session Learning/Participant Objectives

Participants who attend this workshop have opportunities to:

- Gain an understanding of Followership Education.
- Learn how to design and facilitate effective followership learning activities.
- Understand how experimenting with dynamic leader-follower roles and identities can be used as a pedagogical strategy.

Introduction

While leader-centric literature dominates our field, research into followership has recently gained momentum across various contexts including healthcare (e.g., Leung et al., 2018), higher education (e.g., Jenkins & Spranger, 2020), and international contexts (Hurwitz, 2021). Although some leader-centric scholars still contest followership as a genuine field of inquiry (Ford & Harding, 2018; Schedlitzki et al., 2018), many leadership scholars are now embracing followership. For those who have accepted the legitimacy of followership, it is no longer a question of whether followership is real, but rather a question of how to learn and/or teach it (Alegbeleye & Kaufman, 2019).

Followership Education is situated within the greater Leadership Education scholarship (e.g., Hurwitz, 2017; Raffo, 2013; Murji, 2015), and there are many areas yet to be explored. A key area ripe for further exploration is effective pedagogical practices for Followership Education. And, while some studies have provided exemplary practices (e.g., Chaleff, 2016; Hoption, 2014) or lists of resources (e.g., Jenkins & Spranger, 2020), there is a need for workshops that provide resources and develop capacities for leadership educators to also be effective followership educators. This workshop aims to address this gap.

Background

Followership Education

There is scant Followership Education literature aside from a hodgepodge of application-based peer-reviewed articles (e.g., Murji, 2015; Raffo, 2013) and a recent special issue on Followership Education in *New Directions in Student Leadership* (Hurwitz & Thompson, 2020). This literature offers pedagogical strategies for teaching followership as well as current trends and distinctions between leadership and Followership Education. Accordingly, the following pedagogical strategies may be the most effective: (a) case studies (e.g., Koonce et al., 2016); (b) discussion (e.g., Raffo, 2013); (c) self-assessments & instruments (Northouse, 2021); (d) reflection (Morris & Corlett, 2017; Raffo, 2013); (e) role-play (e.g., Chaleff, 2016); and (f) student peer assessment & feedback (e.g., Hoption, 2014). Building upon this work, Jenkins and Spranger (2020) provide a list of resources and teaching activities aligned with the abovementioned instructional strategies, and Guthrie et al. (2020) include instructor's guides for activities designed to teach followership using a variety of instructional strategies including case studies, reflection, role-play, team-based learning, self-assessments, and art, among others. Correspondingly, the facilitators in this workshop will showcase three learning activities designed for Followership Education using (a) reflection; (b) arts-based learning; and (c) role-play.

Reflection

Reflection is a learning process whereby learners make meaning of past experiences, draw conclusions, and think about how to use this new knowledge in the future (Ash & Clayton, 2009). As pedagogy, reflection comes in many forms including journaling, stream-of-conscious writing, and debriefing (Fink, 2013; Kolb, 1984). Arguably, leadership education and reflection are inextricably linked, providing opportunities for learners to build upon their experiences as leaders *and* followers in various contexts (Densten & Gray, 2001; Guthrie & Jenkins, 2018; Volpe White et al., 2019). In doing so, learners are empowered to consider what they thought, did, and felt; construct meaning (e.g., knowledge, skill, value) from that experience; and then experiment with the behaviors or skills gained from the process (Guthrie & Jenkins, 2018). Furthermore, reflection-based leadership learning promotes the growth of students' identity, awareness, and individual, cognitive, and moral development (Jones & Abes, 2013; Strain, 2005; Wang & Rodgers, 2006), and provides meaningful ways for leaders and followers to gain a genuine understanding of themselves and their perceptions of experiences and events, relationships, feelings, needs, expectations, and values, and self-care and balance in their leadership roles (Eich, 2008; White, 2012).

Arts-based Learning

Arts-based learning refers to any instructional strategy that uses art as a medium to support knowledge development in subjects other than art (Rieger & Chernomas, 2013). This approach promotes active learning by partaking in or reflectively investigating art (Rieger & Chernomas,

2013) and fosters the development of critical thinking skills, creativity, and emotional intelligence (Casey, 2009; Jack, 2012; MacDonnell & MacDonald, 2011; McGarry & Aubeeluck, 2013; Price et al., 2007). When students engage in arts-based learning, they gain the ability to express and understand human experiences through symbolic language (Blomqvist et al., 2007). In leadership education, art manifests through a transformation of experience, i.e., "skills transfer," where participants reveal inner thoughts and feelings that may not be accessible through more conventional developmental modes (Kolb, 1984; Taylor & Ladkin, 2009) and may be applied using music (Emiliani & Emiliani, 2012), literature (Loughman & Finley, 2010), theater (Soumerai & Mazer, 2006), or other art forms (see Katz-Buonincontro, 2015).

Role-play

Role-play—where learners act out or improvise assigned roles (based on their conceptions) in case scenarios or unstructured situations (McKeachie, 1986)—is an effective active learning strategy that enhances students' motivation to learn, promotes retention of material, and encourages working in groups (Beidatsch & Broomhall 2010; Bonwell & Eison, 1991; Frederick 2000). In leadership education, there is substantial support for the use of role-playing as pedagogy (e.g., Guthrie & Jenkins, 2018; Sogurno, 2003) since role-play offers learners experiences along cognitive, social, emotional, and intellectual dimensions (Guthrie et al., 2011), and provides opportunities to engage in a variety of leadership situations and take on roles they are unlikely to encounter elsewhere. Additionally, role-play can be adapted by assigning learners to play the roles of any important content knowledge, theory, model, behavior, trait, approach, historical figure, or leader/follower—to allow for deeper learning and engagement (Guthrie & Jenkins, 2018).

Description

Introduction and Outline of the Session

1. Welcome & Introductions
    a. Why Followership Education?

2. Introductory Activity: "Raise Your Hand "
    a. Facilitators ask participants to raise their hand if they are the leader in their organization that makes all of the decisions and to whom everyone else reports to.
    b. Facilitators ask participants to raise their hand if instead, they share decision-making processes and report to at least one other individual in their organization. The latter always generates more hands to the question: Why all the fuss about leadership education over Followership Education? (Hurwitz et al., 2017.)

2. Overview of Followership Education
    a. Facilitators provide an overview of key differences between leadership and Followership Education, major themes in Followership Education, and recommend instructional strategies to teach followership (Jenkins & Spranger, 2020).

3. Activity Demonstration #1 - “Experience in a Leader or Follower Role”
    a. Facilitators provide an overview of Guthrie and Jenkins’s (2018) “Model of Leader and Follower Experiences as a Source of Transformational Learning” to emphasize that leader and follower roles are of equal importance in reflection-based leadership education.
    b. Facilitators ask participants to:
        i. Think about a time where they either received or provided feedback and what they learned from that experience.
        ii. Jot down some of their thoughts.
        iii. Now, share the following with a partner:
            1. Name the experience and choose a leader or follower role.
            2. Describe what you wrote in your one-minute paper.
            3. What assumptions or perceptions based on your life experiences did you have during the feedback exchange?
            4. What did you learn and what growth opportunities were presented?
    c. Facilitators make the connection between the model and the feedback exchange as an exemplar for teaching followership.

4. Activity Demonstration #2: Mobius Strip
    a. Facilitators provide background information on the Mobius Strip (unique for its one-sidedness), describe how it can be utilized as a pedagogical tool for demonstrating the complementary nature of leadership and followership, and how individuals switch between leader and follower roles (Kaufman et al., 2021).
    b. Facilitators provide instructions on how to make the Mobius Strip (see Appendix A).
    c. Participants make their own Mobius Strips:
        i. Participants are provided with paper strips that only require taping.
        ii. Note: Mobius Strip is used to illustrate the dynamic nature of leader-follower identity in the context of mentoring (Komives et al., 2009), where students move between follower and leader identities, depending on the situation.
        iii. Participants are asked to write the words ‘Follower —- Mentoring —- Leader’ on the paper strip, with ‘Follower —- Mentoring’ on one side, and ‘ —- Leader’ on the other side.
        iv. Participants are asked to make the Mobius Strip by following instruction steps #2 & #3 in Appendix A.
        v. Participants are asked to scroll through the Mobius strip with their thumb and index fingers while facilitators discuss the process of mentoring.
    d. Discussion questions
        i. What lessons have you learned from using the Mobius Strip as a pedagogical tool?
        ii. In what other ways (i.e., besides mentoring) can we utilize the Mobius Strip in Followership Education?
        iii. How does the Mobius Strip apply to your teaching context?

5. Activity Demonstration #3: Courageous Followership Typology Role-Play
    a. Facilitators explain to participants that they will experiment with leader and follower roles and identities through a brief exchange in pairs.
        i. Note: This role-play activity has three variations for teaching followership through Chaleff's (2009; 2017) Styles of Followership typology that reflect how well an individual balances supportiveness with questioning/challenging behaviors (see Appendix B for all variations).
    b. Facilitators then:
        i. Assign one participant to the Leader role and the other(s) to Follower roles based on the three variations in Appendix B.
        ii. Ask participants to read through the script provided. Leaders should read the script (see Figure 2 in Appendix B) verbatim and Followers may take any position they choose.
        iii. Debrief by examining which of the four styles of followership–Resource, Individualist, Implementer, and/or Partner (see Chaleff, 2017)--were observed.
        Note: Definitions of Chaleff's four styles of followership will be provided to workshop participants. Additionally, groups of workshop participants will be randomly selected to participate in one of the three variations.
    c. Discussion Questions:
        i. How did each partner interpret their roles?
        ii. What are the pros and cons of each role-play model variation?
        iii. What would work in your teaching context?

6. Debrief
    a. Which of the activities demonstrated do you feel comfortable facilitating?
    b. What else do you want to know about?

7. Q&A

Foreseeable Implications

The workshop has many implications for participants. First, we hope that participants will leave the session with a better understanding of followership and Followership Education. Second, since this is a train-the-trainer type of workshop, we hope that at the end of the session, participants will experientially learn how to design and facilitate effective followership learning activities. Third, we hope participants will understand how experimenting with dynamic leader-follower roles and identities can be used as a pedagogical strategy. Lastly, we hope that participants will implement followership activities in their classes, which has implications for the fields of followership and Followership Education.

Appendices

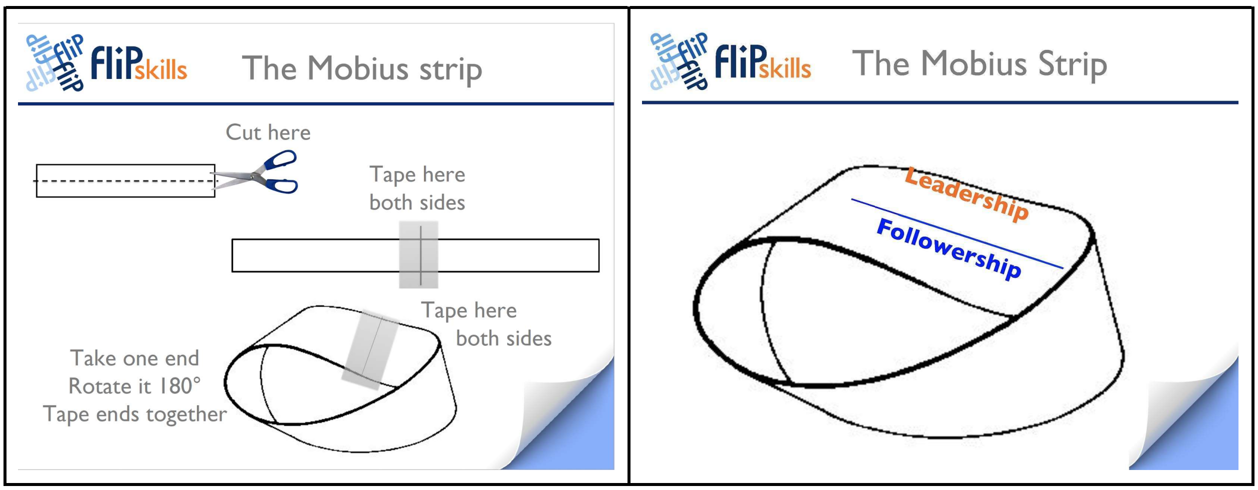
Appendix A: Mobius Strip

Instructions - Make the Mobius Strip:

1. Cut a strip of paper.
2. Take one end and rotate it 180º.
3. Tape both ends together.

Figure 1

Mobius Strip Instructions



Note. Images produced by FliPskills. Reprinted from Cayman Islands Institute of Professional Accountants (https://www.ciipa.ky/resources/Pictures/2016%20Professional%20Development%20Week%20training%20materials/leadership%20is%20half%20the%20story%20CAYMAN%20_HURWITZ.pdf). CC BY-SA 2.6.

Appendix B:
Variations Two & Three of Courageous Follower Typology Role-Play

Variations Two & Three

1. Variation Two:
    a. Assign one participant to the Leader role and four others to roles of Resource, Individualist, Implementer, & Partner.
    b. Leaders read the script verbatim and Followers take on the role of the assigned Style and position on the idea proposed. This is done as a group.

2. Variation Three:
    a. Same as Variation Two.
    b. Participants read the script provided in four separate rounds, one with each follower Style exclusively. In each round, Leaders read the script verbatim and Followers take on the role assigned.

Note: All variations may include an additional “Observer” role.

Figure 2

Activity Script: Changing the Association of Leadership Educators to the Association of Followership Educators

Activity Script:
Changing the Association of Leadership Educators to the Association of Followership Educators

Leader: Thanks for meeting with me today. I recently attended this amazing workshop on Followership Education that Drs. Jenkins and Alegbeleye facilitated and I've been forever changed. I have an idea for the evolution of our association in response to this surge in followership scholarship in the field. I'd like to change the name of our association from the Association of Leadership Educators to the Association of Followership Educators and I'd like your support for doing this.

Follower: (response based on assigned role/position)

Leader: Interesting. Perhaps a hybrid model is more appropriate? What about the Association of Leadership & Followership Educators (ALFE)? That seems more inclusive, doesn't it?

Follower: (response based on assigned role/position)

I don't think these two groups would get along. Do you? We need a revolution! Let's divide our association along this important line in the sand. I'm going to lead the effort to start the AFE, leaving these silly leadership educators to continue to develop leaders (laughs maniacally). Are you with me?

Follower: (response based on assigned role/position)

References

Alegbeleye, I. D., & Kaufman, E. K. (2019). Reconceptualizing followership identity: A useful guide for leadership educators. *Journal of Leadership, Accountability and Ethics, 16*(5), 34–39. https://doi.org/10.33423/jlae.v16i5.2652

Ash, S. L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, *1*(1), 25–48.

Beidatsch, C., & Broomhall, S. (2010). Is this the past? The place of role-play exercises in undergraduate history teaching. *Journal of University Teaching & Learning Practice*, *7*(1), 1–20. https://doi.org/10.53761/1.7.1.6

Blomqvist, L., Pitkala, K., & Routasalo, P. (2007). Images of loneliness: Using art as an educational method in professional training. *The Journal of Continuing Education in Nursing, 38,* 89-93. https://doi.org/10.3928/00220124-20070301-05

Bonwell, C. C., & Eison, J. A. (1991). *Active learning: Creating excitement in the classroom*. Washington, DC: George Washington University ERIC Clearinghouse on Higher Education. Booth, A. (1993). Learning history in university: Student views on teaching and assessment. *Studies in Higher Education*, *18*(2), 227–235.

Casey, B. (2009). Arts-based inquiry in nursing education. *Contemporary Nurse, 32*(1–2), 69–82. https://doi.org/10.5172/conu.32.1-2.69

Chaleff, I. (2009). *The courageous follower* (3rd ed.). Berrett-Koehler.

Chaleff, I. (2016). *Blink! Think! Make your choice use your voice*. Retrieved from https://blinkthinkchoicevoice.com/resources-and-tips/

Chaleff, I. (2017). *In praise of followership style assessment. Journal of Leadership Studies, 10*(3), 45-48. https://doi.org/10.1002/jls.21490

Densten, I. L., & Gray, J. H. (2001). Leadership development and reflection: What is the connection. *The International Journal of Educational Management*, *15*(3), 119–124. https://doi.org/10.1108/09513540110384466

Eich, D. (2008). A grounded theory of high-quality leadership programs: Perspectives from student leadership programs in higher education. *Journal of Leadership & Organizational Studies, 15*, 176–187. https://doi.org/10.1177/1548051808324099

Emiliani, M.L., & Emiliani, M. (2013). Music as a framework to better understand Lean leadership. *Leadership & Organization Development Journal, 34*(5), 407-426. https://doi.org/10.1108/lodj-11-0088

Fink, L. D. (2013). *Creating significant learning experiences.* John Wiley & Sons.

Ford, J., & Harding, N. (2018). Followers in leadership theory: Fiction, fantasy and illusion. *Leadership, 14*(1), 3–24. https://doi.org/10.1177/1742715015621372

Frederick, P. J. (2000). Motivating students by active learning in the history classroom. In A. Booth & P. Hyland (Eds.), *The practice of university history teaching* (pp. 101–111). Manchester University Press.

Guthrie, K. L., Phelps, K., & Downey, S. (2011). Virtual environments: A developmental tool for leadership education. *Journal of Leadership Studies*, *5*(2), 6–13. https://doi.org/10.1002/jls.20214

Guthrie, K. L., & Jenkins, D. M. (2018). *The role of leadership educators: Transforming learning*. Information Age Publishing.

Guthrie, K. L., Jenkins, D. M., & Associates. (2020). *Transforming learning: Instructional and assessment strategies for leadership education*. Information Age Publishing.

Hoption, C. (2014). Learning and developing followership. *Journal of Leadership Education, 13* (1), 129-137. https://doi.org/10.12806/v13/i3/i1

Hurwitz, M. (2017). Followership: A classroom exercise to introduce the concept. *Management Teaching Review, 2*(4) 281–288. https://doi.org/10.1177/2379298117717468

Hurwitz, M. Chaleff, I., Hurwitz, S., & Thompson, R. L. (2017, October 12-15). *The challenges and rewards of teaching followership* [Panel Discussion]. International Leadership Association 19th Annual Global Conference, Brussels, Belgium.

Hurwitz, M. (2021). International followership. In Y. Tolstikov-Mast, F. Bieri, & J. L. Walker (Eds.), *Handbook of International and Cross-Cultural Leadership Research Processes* (1st ed., pp. 24–47). Routledge. https://doi.org/10.4324/9781003003380-2

Hurwitz, M., & Thompson, R. (Eds.). (2020). *New directions for student leadership: No. 167. Followership Education.* Jossey-Bass.

Jack, K. (2012). "Putting the words 'I am sad', just doesn't quite cut it sometimes": The use of art to promote emotional awareness in nursing students. *Nurse Education Today, 32,* 811–816.

Jenkins, D. M., & Spranger, A. N. (2020). Followership Education for postsecondary students. In M. Hurwitz & R. Thompson (Eds.), *Followership Education* (pp. 47-63). Jossey-Bass. https://doi.org/10.1002/yd.20398

Jones, S. R., & Abes, E. S. (2013). *Identity development of college students: Advancing frameworks for multiple dimensions of identity*. John Wiley & Sons.

Katz-Buonincontro, J. (2015). Decorative integration or relevant learning? A literature review of studio arts-based management education with recommendations for teaching and research. *Journal of Management Education*, *39*(1), 81–115. https://doi.org/10.1177/1052562914555192

Kaufman, E., Council, A., Alegbeleye, I., & Martin, P. (2021, February). The Möbius Strip: A twist in thinking about leader-follower relationships. In *2nd Biannual Leading Change Conference*. James Madison University.

Komives, S. R., Longerbeam, S. D., Mainella, F., Osteen, L., & Owen, J. E. (2009). Leadership Identity Development: Challenges in Applying a Developmental Model. *Journal of Leadership Education, 8*(1), 37. https://doi.org/10.12806/v8/i1/tf2

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development.* Prentice-Hall.

Koonce, R., Bligh, M., Carsten, M. K., & Hurwitz, M. (2016). *Followership in action: Cases and commentaries*. Emerald.

Leung, C., Lucas, A., Brindley, P., Anderson, S., Park, J., Vergis, A., & Gillman, L. M. (2018). Followership: A review of the literature in healthcare and beyond. *Journal of Critical Care, 46*, 99–104. https://doi.org/10.1016/j.jcrc.2018.05.001

Loughman, T., & Finley, J. (2010). Beowulf and the teaching of leadership. *Journal of Leadership Education, 9*(1), 155-164. https://doi.org/10.12806/v9/i1/ab1

MacDonnell, J. A., & MacDonald, G. J. (2011). Arts-based critical inquiry in nursing and interdisciplinary professional education: Guided imagery, images, narratives, and poetry. *Journal of Transformative Education, 9,* 203–221. https://doi.org/10.1177/1541344612441083

McGarry, J., & Aubeeluck, A. (2013). A different drum: An arts-based educational program. *Nursing Science Quarterly, 26,* 267–273. https://doi.org/10.1177/0894318413489200

McKeachie, W. J. (1986). *Teaching tips: A guidebook for the beginning college teacher.* Heath & Co.

Morris, R., & Corlett, S. (2017). Disrupting leadership locus by facilitating social construction of followership in the classroom: Student responses to a visual method pedagogy. *Journal of Leadership Studies, 10*(3), 49-53. https://doi.org/10.1002/jls.21493

Murji, S. (2015). Taking Followership Education to the next level. *Journal of Leadership Education, 14*(3), 168-177. https://doi.org/10.12806/v14/i3/i1

Northouse, P. (2021). *Leadership: Theory and practice* (9th ed.). Sage Publications, Inc.

Price, S., Arbuthnot, E., Benoit, R., Landry, D., Landry, M., & Butler, L. (2007). The art of nursing: Communication and self-expression. *Nursing Science Quarterly, 20,* 155-160. https://doi.org/10.1177/0894318407299577

Raffo, D. M. (2013). Teaching followership in leadership education. *Journal of Leadership Education*, *12*(1), 262–273.

Rieger, K. L., & Chernomas, W. M. (2013). Arts-based learning: Analysis of the concept for nursing education. *International Journal of Nursing Education Scholarship, 10,* 1–10. https://doi.org/10.1515/ijnes-2012-0034

Schedlitzki, D., Edwards, G., & Kempster, S. (2018). The absent follower: Identity construction within organisationally assigned leader–follower relations. *Leadership, 14*(4), 483–503. https://doi.org/10.1177/1742715017693544

Sogurno, O. A. (2003). Efficacy of role-playing pedagogy in training leaders: Some reflections. *Journal of Management Development*, *23*(4), 355–371. https://doi.org/10.1108/02621710410529802

Soumerai, E. N., & Mazer, R. (2006). Arts-based leadership: Theatrical tributes. *New Directions for Youth Development, 109*, 117-124. https://doi.org/10.1002/yd.159

Strain, C. R. (2005). Pedagogy and practice: Service-learning and students moral development. In N. S. Laf (Ed.), New Directions for Teaching and Learning: No. 103. *Identity, Learning, and the Liberal Arts* (pp. 61–72). Jossey-Bass. https://doi.org/10.1002/tl.204

Taylor, S. S., & Ladkin, D. (2009). Understanding arts-based methods in managerial development. *Academy of Management Learning & Education, 8*(1), 55-69. https://doi.org/10.5465/amle.2009.37012179

Volpe White, J. M., Guthrie, K. L., & Torres, M. (2019). *Thinking to transform: Reflection in leadership learning*. Information Age Publishing, Inc.

Wang, Y., & Rodgers, R. (2006). Impact of service-learning and social justice education on college students' cognitive development. *NASPA Journal*, *43*, 316–337. https://doi.org/10.2202/1949-6605.1642

White, J. V. (2012). Students' perception of the role of reflection in leadership learning. *Journal of Leadership Education*, *11*(2), 140–157.

We All Love That "F" Word: Feedback. Providing Growth Mindset Perspectives to Feedback in the Classroom

Caitlin Bletscher, PhD, Washington State University
Anna Whitehall, MA, Washington State University

Abstract

While many leadership educators may be familiar with Carol Dweck's fixed versus growth mindsets and its significant impact among student learning outcomes, this Educator Workshop dives deeper into the practical application of growth mindset, specifically as it relates to providing feedback in the university classroom. Participants will experience, learn about, and practice implementing growth mindset strategies into their own feedback, as well as developing growth mindset among in-class support, such as Teaching Assistants (TAs). Despite their important role in shaping student learning outcomes, a significant lack of literature exists in discussing the implications of developing growth mindset among TAs. Workshop presenters will draw from a growth mindset training among undergraduate and graduate TAs, as well as a university-wide growth mindset faculty development program within a large, Land-Grant general leadership education course to demonstrate the impact of this intervention on undergraduate student self-efficacy, leadership, well-being, and psychological flexibility. Drawing from the results of this intervention assessment, workshop presenters provide tangible takeaways, growth mindset resources, and recommendations for leadership educator pedagogy, policies, and practice.

Session Learning/Participant Objectives

Upon completion of this workshop, participants will:
- Increase knowledge of theory and practices of growth mindset
- Actively experience growth mindset interventions
- Explore the application of growth mindset techniques and interventions in their classes

Introduction

Do you work with undergraduate students? Are you concerned about their perception of or reaction to failure? A student's mindset may be contributing to their experience and corresponding response to failure. As leadership educators we can influence students' mindsets by either encouraging a growth mindset or perpetuating a fixed mindset. In this workshop, participants will engage in experiencing, learning about, and applying growth mindset strategies to their own teaching practices and training of Teaching Assistants (TAs). The facilitators are experienced educators who co-developed and delivered a faculty development fellowship at a large state institution focused on brief classroom interventions designed to enhance student growth mindset. They also co-developed and delivered a growth mindset training to TAs on their role of encouraging growth mindset in students through feedback.

Background

Drawing from cognitive learning theories (Dweck & Yeager, 2019), the concept of 'growth mindset' was coined by Dr. Carol Dweck, whose early theoretical work (Dweck & Leggett, 1988) and subsequent educational scholarship explained how students' mindsets impact academic achievement. While a growth mindset suggests that academic intelligence and performance can be improved through targeted strategies, time, and effort; a fixed mindset suggests that intelligence is 'fixed' or stable over time and cannot be substantially changed (Dweck, 2006). A student's mindset is significant, considering that students with a growth mindset might perceive academic challenges as an opportunity to learn, while others with a fixed mindset might perceive these same challenges as a lack of ability to succeed (Bowman & Levtov, 2020).

Significant benefits have been found on the development of growth mindsets among students. Social psychological factors affect academic outcomes above and beyond academic preparedness (Rattan, et al., 2015; Walton, 2014). In fact, growth mindset is one of the most well researched social psychological factors impacting academic outcomes (Dweck, 2000). Students have shown greater resiliency in academic tasks, increased self-control in avoiding the impact of distractions on coursework, increased quantity, and quality of effort in classwork, are at less risk of dropping out, and increased adaptability when faced with challenges and adversity (Bowman & Levtov, 2020; Yeager & Dweck, 2012).

This discussion is especially significant to students who already face negative stereotypes (i.e., racial/ethnic minorities, women in male-dominated fields), in which these outcomes create 'feedback loops' that perpetuate poor academic success (Bowman & Levtov, 2020). While ongoing systemic stereotypes about student intelligence and abilities reflect fixed mindsets, growth mindset development might be helpful in discrediting such stereotypes (Good et al., 2012).

Through the review of several social-psychological techniques to improve academic achievement and reduce racial and gender achievement gaps, Yeager and Walton (2011) found that these interventions in the classroom can have significant, long-term impacts on student academic performance, achievement, and engagement. With intentionality paid to active participation and timing, such brief interventions can be quite effective in developing growth mindset (Walton, 2014; Yeager & Walton, 2011), even in larger, introductory-level courses (Bostwick & Becker-Blease, 2018). Such interventions even have the potential to greatly reduce racial and gender achievement gaps (Aronson, et al., 2002; Dar-Nimrod & Heine, 2006; Wilson, 2006). Growth mindset development opportunities could have significant impact on vulnerable student populations, potentially increasing their feelings of connection and belonging with the university, as well as increase retention by providing resilience strategies to support them in graduating (Kovach, 2018; Broda et al., 2018).

Although Dweck and others' scholarship on growth mindset has previously focused substantially on the K-12 setting, institutions of higher education have recently started exploring promising findings about how to develop growth mindsets in the university setting (Bowman & Levtov, 2020).

The influence and development of student mindset can be shaped by the instructor. The encouragement or discouragement of a growth mindset, facilitated by an instructor's words, behaviors, and attitudes (Barankin, 2015) can influence a student's approach to their coursework, thereby impacting their academic success (Bowman & Levtov, 2020). A university instructor's mindset has the potential to influence students' expectations, motivation, behavior, achievement (Bowman & Levtov, 2020), and levels of participation (Barankin, 2015). Clearly, an instructor's behavior and word choice have a significant impact on these student outcomes.

In fact, the importance of intentional student feedback first propelled Carol Dweck's research in growth mindset. Dweck (1975) originally proposed that changing students' perception of 'failure' would either support or hinder building a habit of persisting past challenges faced in the academic setting. After a student failure occurred, she found that students that only received feedback based on *whether they succeeded* had even less learning occur. On the other hand, students who were advised on *effort* came back after their failure willing and ready to continue learning (Dweck, 1975).

Feedback has since been found to be essential in the development of growth mindset (Barnes & Fives, 2016). Mindset is critical considering not only how feedback is provided by the instructor, but also how that feedback is interpreted by students. Research has shown that Instructors with fixed mindsets were more likely than those with a growth mindset to provide students with comforting feedback in their low performance, rather than providing specific strategies for improvement (Rattan, et al., 2012). From this "comfort-focused" feedback, students held lower motivation and expectations for their performance moving forward (Rattan et al., 2012).

Students with a growth mindset might welcome constructive feedback, perceiving an instructor's words as a hopeful step towards improvement. Students with a fixed mindset, conversely, might ignore said feedback because they're not interested in putting in additional effort to improve, due to their perception that the reason for their poor grade or hard work is due to the fact that they're simply not intelligent in the subject (Fraeyman, 2020).

Similar to the substantial impact that instructors have on students, TAs also have an opportunity to impact student learning, development, and retention (O'Neal et al., 2007). TAs influence the climate of the learning environment, academic success (course grades), and students' perceived knowledge of their academic field (O'Neal et al., 2007).

Despite their important role in shaping student learning outcomes, unfortunately, a significant lack of literature exists in discussing the implications of developing growth mindset among TAs. TAs provide an excellent avenue for developing students' growth mindset. Through their relatable stories shared with students about their own struggles in understanding the material, as well as relatable misconceptions and misunderstandings of the material, TAs can provide specific strategies highlighting their resiliency and ability to overcome obstacles. This communication can take place formally through graded feedback, but also informally by answering student's questions after class, in TA-led lab sessions, or review sessions to discuss topics outside of the course material. Additionally, while students' perceptions of the instructor can be one of an 'all knowing' expert, a TA can provide students with a relatable perspective that the course knowledge is developed through effort and time, which is an ideal foundation for embracing and developing a growth mindset (Latulipe & Macneil, 2020).

The above literature provides a foundation for the importance of introducing further opportunities for TA professional development, as they relate to growth mindset. Such opportunities are not only beneficial for the TA, but also for their students in the course. Research has shown that students who see growth mindset modeled in the classroom display growth mindset themselves even more after peer feedback and interactions focused on growth mindset (Kovach, 2018).

The following Educator Workshop draws on the results of the university-wide faculty fellowship and TA training that both offer strategies and interventions for growth mindset development among undergraduate students. These results start fulfilling the call to address remaining empirical questions on how to best apply growth mindset research and theory to educational settings, including further exploration of the application of growth mindset theory and findings to educational settings through trainings and student support (Bostwick & Becker-Blease, 2018).

Description

This workshop will engage participants in experiencing, learning about, and applying growth mindset to their own teaching practices. The focus of this workshop is using growth mindset with undergraduate students, with emphasis on feedback strategies and training TAs to also implement growth mindset practices.

Growth Mindset Icebreaker Activity (15 minutes)

The following growth mindset activity was adapted from PERTS at Stanford University. Facilitators will provide a short introduction to the workshop telling participants that they will be engaging in a brief and stealthy growth mindset exercise to have them start thinking about their own perceptions and assumptions of growth mindset. Facilitators will ask participants to gather in front of a line on the floor and explain that they will be asking a series of questions. For each question, they will place themselves along the continuum to explore their own beliefs on how malleable certain traits or abilities are. Facilitators will lead participants through 4-5 rounds with discussion after each or some rounds. Upon completion of the rounds, there will be a group debrief of the experience.

Growth Mindset Background and Guidelines (15 minutes)

Participants will be introduced to the concept of growth mindset, as introduced in the content of a faculty fellowship. Participants will not only gain a understanding of the definition of growth mindset and a brief history of research, but also what growth mindset might look like or sound like among others. This will be highlighted by having participants work together to make a list of “growth mindset” versus “fixed mindset” phrases, actions, and words they see in their everyday workplace. Following this activity, the facilitators will provide participants with some guidelines for using growth mindset with undergraduate students (Fraeyman, 2020).

Growth Mindset Activity (35 minutes)

Building off the background, facilitators will guide participants through a process of using growth mindset in feedback. Participants will take commonly used feedback phrases and work collectively to find alternative ways to deliver that feedback using a growth mindset. Participants will work through several examples of different ways they may be engaging with students - email correspondence, one-on-one student interactions, written feedback on an assignment and in class - in both a large and smaller groups. Smaller groups will have the opportunity to share out their examples with other participants.

Teaching Assistants role in growth mindset (15 minutes)

Facilitators will share some preliminary results on the impact of TAs own growth mindset through their participation in growth mindset training and application. This research was conducted over the course of one academic year with a small group (n=16) of TAs from an effective communication and life skills course. The TAs participated in a 90-minute training at the beginning of fall semester where they learned about growth mindset and strategies for applying growth mindset in classroom settings and in feedback on student work. Before the training, TAs were asked to participate in a pre-assessment measuring several leadership indicators, including the Implicit Theory measure (Dweck, Chiu, & Hong, 1995) to assess their growth mindset. TAs were asked to participate in a post-assessment at the end of spring semester to compare their pre-assessment and post-assessment measures.

Implementation Ideas (10 minutes)

During the conclusion of the workshop, participants will be given time to consider how they might implement growth mindset strategies or interventions in their own work. Working either independently or in small groups, participants will complete a worksheet with prompts guiding them through their implementation process in their own setting.

Foreseeable Implications

Having workshop participants be involved (prior to their knowledge) in a growth mindset activity, then further exercises after an introduction to the potential benefits and strategies of developing growth mindset among their TAs and classroom support, allows for experiential learning and introspective reflection. Participants will be able to better implement the growth mindset strategies after experiencing and debriefing through their own process, thoughts, and perspectives. By concluding the workshop through a small group discussion-based format, facilitators are intentionally providing an opportunity for participants to share their insights gained, build off one another to develop potential future training, and create space for possible collaborations.

Appendix A

Checklist of Growth Mindset Teaching Practices (PERTS, 2015)

PERTS

Checklist of Growth Mindset Teaching Practices

(adapted from Sun, 2015)

Avoid Sorting Students

Sorting students into ability groupings (high performers together, and low performers together) can reinforce a fixed mindset and signal to students that you have different expectations of students based on their past performance.. Instead, try to:

- ❑ Used mixed ability grouping
- ❑ Emphasize high expectations for all students
- ❑ Avoid use of "person labels" such as "smart," or being a "math person"
- ❑ Acknowledge different students publicly for excellence (much easier when focus is on learning strategies and process rather than summative performance)

Set Growth Mindset Norm

Teaching students about the malleability of the brain helps them understand the scientific evidence for why it is true that the we can all grow our abilities. It is especially important to:

- ❑ Teach students that our brains gets stronger when we're challenged
- ❑ Emphasize the goal of learning above (but not necessarily to the exclusion of) specific outcomes
- ❑ Create environments where intellectual struggle is embraced
- ❑ Create opportunities to celebrate and publicly introspect about mistakes

Feedback & Assessment

Opportunities to receive performance feedback are an essential part of improving our abilities and reinforcing a growth mindset. Try to incorporate these strategies:

- ❑ Provide praise that focuses on the process rather than correctness or speed
- ❑ Ensure praise for trying hard (effort praise) is authentic and warranted. If the student didn't try hard, they may conclude their success is due to innate ability
- ❑ When students are struggling, affirm high standards and provide reassurance that you believe in their ability to succeed
- ❑ Provide descriptive feedback that focuses students on improvement opportunities
- ❑ Structure assignments so that revisions are allowed (or required) (e.g., 1st draft of essay is not graded)
- ❑ Encourage help-seeking and collaboration, but not as a shortcut around struggle

See There's No Limit: Mathematics Teaching for a Growth Mindset Summary for a summary of the research used to create this checklist.

References

Sun, K.L. (2015). *There's no limit: Mathematics teaching for a growth mindset* (Unpublished doctoral dissertation). Stanford University, Stanford, CA.

Appendix B
Feedback for Growth Strategies (PERTS, n.d.)

PERTS

Feedback for Growth Strategies

Praise

Praising the process helps students link their hard work, effective practice, and good strategies to their success, and to see that learning is a process. If you help students understand that their actions lead to success, they'll be more resilient when they encounter setbacks or failure.
By contrast, praising ability sends the message that "natural talent" is what leads to success. When a student encounters a setback later, they are more likely to give up because they may come to believe that a setback is a sign of low ability. Keep in mind that praise is most effective when it is authentic and used in moderation.

Try to say:	**Try NOT to say:**
Good job! I can see how hard you worked on that.	Good job! You must be smart at this!
I know you've been using the new study strategies we discussed and your improvement shows they're really working for you.	See, you *are* good at English. You got an A on your last test.
I like the way you tried all kinds of strategies on that math problem until you finally got it.	You got it! I told you that you were smart.
It looks like trying a new strategy really paid off.	See, I told you there was hidden talent in you.
I love the way you stayed at your desk, you kept your concentration, and you kept on working. That's great!	You are such a good student!

Encouragement and Normalizing Struggle

When students are working on something challenging, they need to understand why hard work matters; that we learn best when we're stretching ourselves and that mistakes are normal when we're learning new things. These phrases give students a mechanism for understanding *how* people become intelligent.

Try to say:	**Try not to say:**
Some of these problems are hard so remember, when you have to think harder, it makes you smarter!	Some of these problems are hard. Just do your best (can signal low expectations for success).

PERTS

Feedback for Growth Strategies

You've made some mistakes, but when you think hard and learn from them, you are actually growing your brain.	You've made a lot of mistakes on this (lack of scaffolding to seeing mistakes as helpful).
Nobody starts out an expert. You become an expert by learning from your mistakes. Tell yourself… "I'm not good at this YET"	Just try harder next time (can signal low expectations for success).

Critical Feedback

Providing wise critical feedback helps students trust your motives, feel more confident in their capacity to improve, and understand what specific steps they can take to improve.

Try to say:	Try to not to say:
This sentence does not support your thesis because…	This paragraph is not organized well (low specificity).
I see you subtracted X from both sides correctly, but then you forgot to…	That's not the right answer (no guidance on why).
I'm giving you this feedback on your assignment because I have high expectations, and I know that you can reach them (building trust in your motives).	You didn't get the goal of this assignment at all (criticism without any guidance on how to improve).
Great, you've mastered _________ skill. Now you can start working on __________ skill (concrete next steps for improvement).	You've got a basic understanding of ______, but that's not enough to pass this class (global criticism of ability).
You can always come see me if you have questions or need help (providing support when needed).	You may not good at chemistry, but you're a great writer (unrelated praise to buffer criticism of ability).
Can you explain how you got this answer? If their answer is correct, draw attention to their process that got them there. If it's not correct, help them see where they went wrong (clarify processes).	That's right. OR That's wrong (no focus on why they are right or wrong).

For more free resources and suggestions, visit the Mindset Kit at www.mindsetkit.org

References

Aronson, J., Fried, C. B., & Good, C. (2002). Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence. *Journal of Experimental Social Psychology, 38*(2), 113-125. https://doi.org/10.1006/jesp.2001.1491

Barankin, J. (2015). Fostering growth mindset to facilitate learning. Masters in Teaching Thesis, University of Toronto. https://tspace.library.utoronto.ca/bitstream/1807/68734/1/Barankin_Jaclyn_201506_MT_MTRP.pdf

Barnes, N., & Fives, H. (2016). Creating a context for growth-focused assessment. *Middle School Journal, 47*(5), 30-37. https://doi.org/10.1080/00940771.2016.1226638

Bostwick, K. C. P., & Becker-Blease, K. A. (2018). Quick, easy mindset intervention can boost academic achievement in large introductory Psychology classes. *Psychology Learning & Teaching, 17*(2), 117-193. https://doi.org/10.1177/1475725718766426

Bowman, N. A., & Levtov, A. H. (2020, Winter). Understanding and using growth mindset to foster college student learning and achievement. *New Directions for Teaching and Learning, 2020*(164), doi: 10.1002/tl.20426

Broda, M., Yun, J., Schneider, B., Yeager, D. S., Walton, G. M., & Diemer, M. (2018). Reducing inequality in academic success for incoming college students: a randomized trial of growth mindset and belonging interventions. *Journal of Research on Educational Effectiveness, 11*(3), 317–338. https://doi.org/10.1080/19345747.2018.1429037

Dar-Nimrod, I., & Heine, S. J. (2006). Exposure to scientific theories affects women's math performance. *Science, 314*(5798), 435. https://doi.org/10.1126/science.1131100

Dweck, C. S. (1975). The role of expectations and attributions in the alleviation of learned helplessness. *Journal of Personality and Social Psychology, 36*(45), 1-462.

Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development.* Psychology Press.

Dweck, C. S. (2006). *Mindset: The New Psychology of Success.* New York, NY: Ballatine.

Dweck, C. S., Chiu, C., & Hong, Y. (1995). Implicit theories and their role in judgements and reactions: A world from two perspectives. *Psychological Inquiry, 6*(4), 267-285.

Dweck, C. S., & Leggett, E. (1988). A social-cognitive approach to motivation and personality. *Psychological Review,* 95(2), 256–273. https://doi.org/10.1037/0033-295X.95.2.256

Dweck, C. S., & Yeager, D. S. (2019). Mindsets: A view from two eras. *Perspectives on Psychological Science, 14*(3), 481-496. https://doi.org/10.1177/1745691618804166

Fraeyman, H. (2020). Mindset practices in the classroom: How to effectively implement a growth mindset pedagogy. Undergraduate Honors College Thesis, Oakland University. http://our.oakland.edu/bitstream/handle/10323/7513/HaleyFraeymanThesis.pdf?sequence=1&isAllowed=y

Good, C., Rattan, A., & Dweck, C. S. (2012). Why do women opt out? Sense of belonging and women's representation in mathematics. *Journal of Personal Social Psychology, 102,* 700-717. https://www.doi.org/10.1037/a0026659

Kovach, M. (2018) Cognitive factors in higher education students: Goals, mindset, and internalized motivation. *Journal of Research, Assessment, and Practice in Higher Education. 3*(1) 32-38.

Latulipe, C., & Macneil, S. (2020). A model for mentoring faculty and Teaching Assistants in active learning. In J. A. Keith-Le & M. P. Morgan, *Faculty Experiences in Active Learning: A Collection of Strategies for Implementing Active Learning across Disciplines,* 103-116. University of North Carolina Press.

O'Neal, C., Wright, M., Cook, C., Perorazio, T., Purkiss, J. (2007). The impact of Teaching Assistants on student retention in the sciences. *Journal of College Science Teaching, 36*(5), 24-29.

Rattan, A., Good, C., & Dweck, C. S. (2012). 'It's ok - Not everyone can be good at math': Instructors with an entity theory comfort (and demotivate) students. *Journal of Experimental Social Psychology, 48*(3), 731–737. https://doi.org/10.1016/j.jesp.2011.12.012

Ratton, A., Savani, K., Chugh, D., & Dweck, C. S. (2015). Leveraging mindsets to promote academic achievement: Policy recommendations. *Perspectives on Psychological Science, 10*(6), 721-726. https://doi.org/10.1177/1745691615599383

Walton, G. M. (2014). The new science of wise psychological interventions. *Current Directions in Psychological Science, 23*(1), 73–82. https://doi.org/10.1177/0963721413512856

Wilson, T. D. (2006). The power of social psychological interventions. *Science, 313,* 1251-1252. https://www.doi.org/10.1126/science.1133017

Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist, 47*(4), 302-314. https://doi.org/10.1080/00461520.2012.722805

Yeager, D. S., & Walton, G. M. (2011). Social-Psychological interventions in education: They're not magic. *Review of Educational Research, 81*(2), 267–301. https://doi.org/10.3102/0034654311405999

Conceptualizing the Deconstruction of Racial Capitalism in Leadership Education

Darius Robinson, Ed.M., Florida State University
Recipient, 2022 Founding Mothers' Scholar Award

Abstract

Leadership education has taken steps over the last decade to integrate perspectives centered around social justice and culturally relevant pedagogies. These efforts require an understanding of the historical and current ways in which diversity has been used to benefit higher education institutions [HEIs] at the expense of students of color. This profiting through racial capitalism comes with treating students of color in a superficially reciprocal way which undermines attempts to actively combat oppression in leadership education. The purpose of this workshop will be to discuss how racial capitalism shows up in leadership education and its effects on student leaders of color. We will outline examples of the concept and have participants identify instances of racial capitalism in leadership as well. This process will not only help participants understand how the concept affects leadership education, but also how to avoid reproducing racial capitalism in the field. We will then work together with the participants to offer recommendations for stopping the one-sided profiting of student leaders of color and shift the paradigm at HEIs.

Session Learning/Participant Objectives

By the end of this session, participants will…

- Describe instances of racial capitalism in leadership education through their own experiences and factors that lead to it.
- Identify practices to reduce racial capitalism and how to integrate those recommendations within their campuses.

Introduction

Diversity and inclusion have been regarded as immensely beneficial to leadership education for decades (Thompson & Matkin, 2020). Higher Education institutions also monetarily benefit as perspective students seek out colleges that have diverse demographics (Cary et al., 2019). Yet many student affairs practitioners have been found to lack multicultural competence (Pope & Mueller, 2005; Wilson, 2013). Furthermore, Ospina and Foldy (2009) found that theories and research on people of color is less likely to be integrated into the field of leadership studies. There have been calls over the last decade to center leadership education around social justice and critical pedagogies (Beatty et al., 2020; Chunoo et al., 2019).

These efforts require an understanding of the systematic ways in which higher education institutions profit off the labor of student leaders of color. This workshop will seek to deconstruct the ways in which racial capitalism shows up in leadership education. Racial capitalism is a concept popularized by Cedric Robinson (1983) that details the process of using someone's racial identity for social and economic gain by dominant powers. Analyzing this concept allows leadership educators to go beyond simply understanding how diversity is lacking in pedagogy and practice but understand how the field of leadership has profited from diverse perspectives.

We content that this awareness is integral for educators to actively promote social justice in leadership.

The workshop facilitators are uniquely positioned to address this topic. Both facilitators are graduate teaching assistants at the Leadership Learning Research Center at Florida State University. Both facilitators utilize the social justice-oriented frameworks like culturally relevant leadership learning framework within their pedagogy and research. Specifically, Darius Robinson's research agenda looks at how students of color make meaning of their leadership experiences, before and during their attendance in higher education institutions. Riccardo Purita examines how social class and socioeconomic factors affect the experiences of college students including structural oppression, basic needs insecurity, and leadership development.

Background

The theory of racial capitalism provides a way for educators to critically analyze the structural formalization of deriving social and economic power from marginalized racial identities. Robinson (1983) argued racialization in Europe was a colonial process involving invasion and slavery that used capitalism to exaggerate regional, subcultural, and dialectical differences into racial ones. This then led to the process in which someone's racial identity was used for social and economic gain by others, becoming a core aspect of capitalism in Europe and later in the United States. The United States has a vast history of exploiting Black identities through enslavement, and racist housing policies (Ortiz, 2018). Understanding the United States as a racial capitalist society allows scholars to consider how trends in higher education are failures of organizational systems and the political economy.

Leadership is an area of education that continually discusses the dichotomies of the practice as both individualistic and collectivist. Leadership has increasingly become a top discipline to teach in higher education (Riggio et al., 2003) with the topic now a critical outcome of graduating college (Chunoo & Osteen, 2016). However, most leadership curriculums are based on western perspectives and exclude the cultural backgrounds of many students (Dugan & Komives, 2011). There have been calls to teach leadership from culturally relevant perspectives to make the topic more inclusive and go beyond positions of authority (Bertrand Jones et al., 2016; Dugan & Komives, 2011). Applied Critical Leadership is also a recently new framework used to address power inequities in leadership (Santamaría & Santamaría, 2015).

To properly address these inequities and make the teaching of leadership more inclusive, we need to educate ourselves on the political economy within higher education. We need to understand how racial identities have been used to benefit leadership education, yet these same identities are given barriers to fully benefit from leadership education themselves. Even as the field has embraced more culturally responsive perspectives to understand leadership, this does not mean that students of diverse backgrounds always find a place for themselves in leadership education (Bertrand Jones et al., 2016). This presentation will use racial capitalism as a theoretical framework to discuss this phenomenon further.

We will argue that leadership education should continue to move in a transformational way that respects the collectivist and relational nature that are encompassed within marginalized racial identities. This rejects the formalization of traditional leadership teaching practices based on racial discrimination and acknowledges the power of teaching leadership from a culturally responsive way that both empowers and legitimizes the monetization of these practices. Centered on this idea, the workshop will address the interplay between racial realism, racial capitalism, and leadership education. Second, we will share instances on this interplay and its negative effects on students. Lastly, we will discuss ways to deconstruct practices of racial capitalism in leadership education. We hope to engage the audience with a case study that allows them to evaluate how racial capitalism shows up in leadership education and ways to address this as well

Description

The planned outline for the presentation includes: (90 minutes total)

- Land Acknowledgement, Introduction, and Speakers' Positionality (10 minutes)
- Introduction of leadership education and exploitation of marginalized students in higher education (5 minutes)
- Definitions of racial capitalism, culturally relevant leadership learning, applied critical leadership and their intersections (10 minutes)
- Open discussion on instances of racial capitalism in leadership education (15 minutes)
- Case study breakout groups with scenarios of instances of racial capitalism in leadership education and brainstorming ways to address the issue (20 minutes)
- Recommendations to address racial capitalism in leadership education (15 minutes)
- Question & Answer (15 minutes)

Foreseeable Implications

This section should outline what the facilitator(s) anticipates are the personal and/or professional applications of the concepts/practice/method. Facilitator(s) should describe the outlets for utilizing the concepts/practice/method.

- Research the diversity of the student body, institutional messaging on cultural leadership and the recognition of this messaging on national platforms (e.g., the Chronicle of Higher Education, etc.)
- Participation in student events from administrators and faculty. This should both support the student and to get experience on what the students do and what their support systems comprise.
- Leadership curriculum should be looked at and refined to ensure the experiences of all students are incorporated. Administrators should also be pushed to provide a critical lens on viewing their institution from a growth-mindset.
- Invite student leaders from marginalized backgrounds to the table with other administrators.
- Expand how leadership is conceptualized on campus beyond positional authority by supporting students who display communal and generative leadership among their peers regardless of title or position.
- Challenge administrators to change their outlook on diversity policies to not rely on marginalized student leaders to combat (racial) battle fatigue.

References

Beatty, C.C., Irwin, L., Own, J.E., Tapia-Fuselier, N., Guthrie, K.L., Cohen-Deer, E., Hassell-Goodman, S., Rocco, M.L., & Yamanaka, A. (2020). A call for centering social identities: Priority 1 of the national leadership education research agenda 2020-2025. *Journal of Leadership Studies, 14*(3), 39-44.

Bertrand Jones, T., Guthrie, K. L., & Osteen, L. (2016). Critical domains of culturally relevant leadership learning: A call to transform leadership programs. In K. L. Guthrie, T. Bertrand Jones, & L. Osteen (Eds.), *Developing culturally relevant leadership learning: New Directions for Student Leadership* (No. 152; pp. 9-21). Jossey-Bass.

Carey, J.M., Clayton, K., & Horiuchi, Y. (2019). *Campus diversity: The hidden consensus*. Cambridge University Press.

Chunoo, V. S., Beatty, C. C., & Gruver, M. D. (2019). Leadership educator as social justice educator. *New Directions for Student Leadership, 164*, 87-103.

Chunoo, V., & Osteen, L. (2016). Purpose, mission, and context: The call for educating future leaders. *New Directions for Higher Education, 174*, 9–20.

Dugan, J. P., & Komives, S. R. (2011). Leadership Theory. In S. R. Komives, J. P. Dugan, J. E. Owen, C. Slack, W. Wagner, & Associates (Eds.), *The handbook for student leadership development* (2nd ed., pp. 35-57). Jossey-Bass.

Ortiz, P. (2018). *An African American and Latinx history of the United States*. Beacon Press.

Ospina, S., & Foldy, E. (2009). A critical review of race and ethnicity in the leadership literature: Surfacing context, power and the collective dimensions of leadership. *The Leadership Quarterly, 20*(6), 876–896.

Pope, R. L., & Mueller, J. A. (2005). Faculty and curriculum: Examining multicultural competence and inclusion. Journal of College Student Development, 46(6), 679-688.

Riggio, R. E., Ciulla, J. B., & Sorenson, G. J. (2003). Leadership education at the undergraduate level: A liberal arts approach to leadership development. In S. E. Murphy & R. E. Riggio (Eds.), *The future of leadership development* (pp. 223-236). Lawrence Erlbaum Associates.

Robinson, C.J. (1983). *Black Marxism: The making of the black radical tradition*. Zed Press.

Santamaría, L.J. & Santamaría, A.P. (2015). Counteracting educational injustice with applied critical leadership: Culturally responsive practices promoting sustainable change. *International Journal of Multicultural Education, 17*(1), 22-41.

Thompson, H. & Matkin, G. (2020). The evolution of inclusive leadership studies: A literature review. *Journal of Leadership Education, 19*(3), 15-28.

Wilson, A.B. (2013). Exploring the multicultural competence of leadership educators. *Journal of Leadership Education, 12*(2), 35-55.

The Power of Narrative Inquiry:
Exploring Narrative Methods for Leadership Scholars and Educators

Kate McCain, PhD, Arizona State University
Mac Benavides, PhD, Kansas State University
Hannah Sunderman, PhD, Virginia Tech

Abstract

Priorities outlined in the 2020-2025 National Leadership Education Research Agenda (NLERA) emphasize the need for leadership that promotes social justice, equity, and inclusion (Priority 1), as well as for scholarship grounded in critical and multidisciplinary methodological approaches (Priority 9). In this session, we will discuss how narrative inquiry can advance the field of leadership studies by offering an interpretive/constructivist and critical pragmatic approach to teaching, research, and practice. We will outline four orientations to narrative inquiry that have been employed by three researchers across three different institutions with backgrounds in qualitative inquiry, critical theory, and quantitative methodologies. The narrative inquiry orientations include life narratives, communicated narrative sense-making, critical narratives, and action-oriented narratives. Through this session, participants will explore the application of narrative/storytelling methods to their work and the broader field of leadership studies. Participants will engage in experiential activities to understand various approaches to narrative methods, examine recent narrative scholarship, and sketch a preliminary design for a narrative study. They will also consider how critical narratives can produce a more complex understanding of a given phenomenon by intentionally seeking out and surfacing concealed stories (Bell, 2009) and, through these, concealed solutions (Santamaría et al., 2014).

Introduction

Priority 1 of the 2020-2025 National Leadership Education Research Agenda (NLERA) explains the increased importance of leadership education and scholarship to emphasize inclusion, identity, social justice, and equity (Beatty et al., 2020, p. 42). This priority draws specific attention to the work of critical reflexivity practices (e.g., Dugan, 2017; Hess-Biber, 2017; Stewart, 2010) as useful tools for leadership educators and practitioners to more deeply understand the complexity around intersecting identities.

Furthermore, the most recent review of empirical work from 2010 to 2019 published in the Leadership Quarterly (LQ; Gardner et al., 2020) illustrates the breakdown of scholarship as: 69.4% of articles involved quantitative exploration, followed by qualitative (10.4%), theory (15.1%), and methods (4.4%) articles. When examining the different qualitative approaches, the breakdown is as follows: case studies (44.2%), followed by grounded theory (23.1%), narrative (21.2%), phenomenological (11.5%), and ethnographic (3.8%) approaches. The reviewers contend that more scholarship should focus on the complexity of context on leadership. Qualitative methodologies may help address this complexity by advancing knowledge about leadership context (Garner et al., 2020, p. 22). With only 21.2% of qualitative work published in LQ employing narrative methods, there is space to advance this line of inquiry within leadership research and encourage a more critical pragmatic lens in line with Priority 1.

Further establishing the need for critical methods, Priority 9 of the NLERA 2020-2025, posits "Methodologies that incorporate more multidisciplinary, constitutive, and critical methods in the development of leaders within institutions of higher education are needed" (Yannuzzi et al., 2020, p. 92). With this trajectory for future research in mind, the current workshop will offer insight and examples of narrative inquiry techniques and designs with examples applying a critical lens.

The workshop will be facilitated by three researchers, across three different large institutions, with backgrounds in qualitative inquiry, critical theory, and quantitative methodology. Our goal is that participants leave the workshop understanding of how to apply narrative methods to their own research agendas, recognizing the benefits of using narrative/storytelling work to advance the field of leadership studies, and appreciating the richness that narrative works may add to qualitative and quantitative inquiry.

Review of Related Scholarship

As a methodology, narrative inquiry has developed important terms and distinctions. Klenke (2016) provides a broad scope of approaches using narrative inquiry and analysis that includes textual materials, images (e.g., photographs, works of art), life stories, (auto)biographies, and literary genres. Despite the intuitive appeal for the study of leadership, Klenke (2016) argues that the number of narrative analyses published in leadership and management journals remains relatively small. Continued empirical work through a constructivist paradigm utilizing narrative methods offers unique and multi-model approaches to the field.

A primary focus of narratives within the field of leadership has been in an organization structure establishing storytelling as a necessary communication tool for leaders. For example, empirical work has examined how leaders' biographies (e.g., the act of sharing stories) are influential to followers and important to leadership approaches (e.g., Shamir et al., 2005). Research has also explored how life stories can be used to examine the development of authentic leadership styles (Shamir & Eilam, 2005; Sparrowe, 2005). Ligon et al.'s (2008) research used a narrative framework to explore 120 biographies of leaders in the 20th century to understand specific types of developmental events. Given the numerous way to conduct narrative work, the following section provides a brief overview of narrative and critical theory approaches that can be applied to research.

Life Narrative Approach: Seminal work by McAdams' (1985, 1993, 2001) life story model of identity asserts "identity is an internalized and evolving life story," which has unique developmental phases over a lifespan (McAdams, 2001, p. 117). This approach allows researchers to explore identity development through a story, providing a deeper exploration of the construction of social relationships and context provided by culture. McAdams' work from Northwestern University offers resources at The Study of Lives Research Group (i.e., https://sites.northwestern.edu/thestudyoflivesresearchgroup/) for following a life narrative approach.

Communicated Narrative Sense-Making (CNSM): The overarching goal of narrative theorizing is to better understand the outcomes of interpersonal narratives, stories, and storytelling (Koenig

Kellas, 2018). The main goal of Communicated Narrative Sense Making (CNSM) is to shed light on the communicated content, process, and functions of storytelling as they help to explain individual and relational health and well-being (Koenig Kellas, 2018). Although this theory has origins within communication studies, the approach can be valuable to leadership research by applying the three heuristics guided by CNSM: (a) retrospective storytelling, (b) interactional storytelling, and (c) translational storytelling. The heuristics can lay a framework for different narrative/storytelling methodologies and analysis methods (Author & Matkin, 2019).

Critical Narrative Inquiry: Critical narrative inquiry approaches recognize a need to situate stories within asymmetrical social power structures. Discursive (Souto-Manning, 2014), phenomenological (Atkinson & Delamont, 2007), and autoethnographic (Boylorn & Orbe, 2020) narrative approaches have sought to connect personal stories to structures and systems. Additionally, narratives offer opportunities to surface stories of communities often silenced (Delgado Bernal et al., 2012; Edwards, 2017; Quayle & Sonn, 2019; Solórzano & Yosso, 2002). Through critical narratives, participants contextualize their lived experiences socially, politically, culturally, and structurally to better understand their connection to the social world (Fook & Askeland, 2007). In leadership scholarship and practice, surfacing these stories allows for a contextualized and critical diagnosis of adaptive challenges facing an organization or community.

Action-Oriented Narrative Work: New waves of critical theory approaches contribute to narrative work within the field. For example, Ganz's (2010) framework of public narrative positions leadership activity as an effort to tell "...a new story" (p. 7). Through narrative, individuals learn how to make progress on tough challenges. Ganz (2011) suggests that when facing a challenge, "purposeful action" is constructed from "why" and "how" questions embedded in the story. Additionally, narratives are powerful tools for community-engaged scholarship and practice. A key concept of engaged scholarship is that complex problems – and, therefore, the solutions needed to address them – are firmly grounded within specific contexts (Boyer, 1996; Van de Ven, 2013). Narrative approaches to engaged scholarship can offer transformative experiences that advance leadership development and practice (Kliewer & Priest, 2016). This relational and justice-oriented approach to research localizes knowledge production, dissemination, and application.

Lesson Plan Description

Learner Objectives:

By the end of this methods workshop, participants will be able to:

1. Describe the benefits of narrative inquiry techniques
2. Understand different approaches to narrative methodology
3. Analyze a narrative inquiry article to identify and discuss the methods used and foundational results
4. Application of narrative inquiry to help inform quantitative methods
5. Discuss in groups possible applications for narrative work within their own research

References and Materials:

- Access to a digital folder (QR code) with example narrative articles
- Narrative pedagogy activities (turning point graphing, cross matrix example)
- Northwestern Study of Lives Research Group instruments (https://sites.northwestern.edu/thestudyoflivesresearchgroup/)

Facilitation Procedures:

I. **Ice Breaker: Who are You? (10-15 minutes)**
   A. *Who are You:*
      a. Framing:
         i. Have participants pair up and face one another. If virtual, they will need to have a camera turned on. Select who will be Person A and Person B.
         ii. Each Stage is divided into two 60-second rounds. In the first round, Person A will ask Person B the question. In the second round, Person B will ask Person A the question. Until the 60 seconds are over, the question is asked again each time an answer is provided.
         iii. Answers need to be concise and should correspond to the extent possible to your role/identity as a leadership educator/scholar/practitioner.
      b. Activity:
         i. Practice making eye contact with each other for 60 seconds. No talking is allowed. This activity will engage participants in deep breathing between each round as a useful tool for engaging in narrative work.
            1. Phase 1: Who are you?
            2. Phase 2: Who or what do you pretend to be?
            3. Phase 3: Who do you want to be?
      c. Reflection:
            1. Take a moment to think about the responses you had during each round. What is your leadership educator/scholar/practitioner story that emerges from this activity? What surprised you?
            2. Any shout-outs?
            3. The purpose of this activity was to get us thinking about the depth and complexity of stories and how narrative approaches to leadership education, scholarship, and practice can enhance our work.

   B. *Understanding participants' experience with workshop topics:*
      - Have participants share previous experience engaging with or learning about narrative inquiry scholarship or pedagogy
      - What have you found most challenging in using a narrative approach, and why?

II. Examples of Narrative Frameworks/Theories (20 minutes)

Teaching Points: In this section, each presenter will briefly overview different narrative frameworks and how they can and have been used in leadership studies. (See Review of Related Scholarship)

- Life narrative approach (McAdams, 1993;)
- Communicated Narrative Sense-Making (Koenig Kellas, 2018)
- Critical Theories (Jørgensen & Largacha-Martinez, 2014)
- Action-Oriented (Ganz, 2010, 2011)

Debrief: This theoretical overview will illustrate the value and breadth of narrative inquiry within the field of leadership studies.

III. Applications of Narrative Methodologies (2 rounds of 20 minutes: 40 minutes total)

During this experiential learning section of the workshop, participants will be exposed to different applications of narrative methodology and be provided examples of articles for discussion. The following teaching points will be covered in the activity and discussion.

Teaching points: The following experiential learning activity will focus on different approaches and applications to narrative work.

- Turning Point Graphing
- Open-Coding & Cross Case Matrices
- Action-Oriented/Community Engaged -Critical Lens

Interaction: Participants will be placed in four small groups (or more depending on the size of the group) and assigned different narrative methods. In each group, participants will be given an issue or question and discuss how narrative methods might explore the phenomenon in question. Additionally, participants will be asked to approach the question with a critical frame viewpoint.

Direction set: We will provide each small group an overview of an article and a narrative design to further explore the issue/question. Participants will look at a sample article and data and apply one of the narrative methods listed above (turning point graphing, open coding and cross-case matrices, or action-orientated) to explore phenomena.

Processing Questions:

- How does this line of work add unique contributions to leadership scholarship?
- How might you use (or do you use) narrative methods?
- How does a critical lens allow leadership educators/scholars to further understand complex leadership questions?

IV. Wrap Up – Building research questions for your own narrative research (10 minutes)

Linkage: Now that we have looked at different narrative inquiry examples, let's consider our own research and apply what we've learned. Our purpose is to (a) encourage you to consider how narrative inquiry might inform your work and (b) consider how a critical viewpoint may elucidate a more in-depth understanding of the practice and application of complex leadership phenomena. You are welcome to work individually or in pairs within your small groups. You will share your thoughts with your small group.

Direction set:

1. Write down a current research question you have. We'll give you two minutes to write down your thoughts, and then you'll share them with the group.
2. Given that our research questions need to guide our methods, let's write a research question that would necessitate narrative techniques [an example will be shared]. We'll give you two minutes to write down your thoughts and then time to share in your group.
3. Now that you all have research questions written, talk as a small group about why/how narrative inquiry assists in exploring your research questions.

Processing question:

- What unique benefits did narrative inquiry bring to answering your research question?

V. Closing (5 minutes)

Question: When considering conducting research with narrative inquiry, what are the strengths and benefits?
What are the inherent challenges that should be considered carefully?

Important consideration:

- Considerations for time/space/recollection of narrative accuracy
- Safe environment and vulnerability
- Inherent researcher bias
- Narrative listening
- Collaboration – do not let a lack of knowledge prevent you from answering research questions that match narrative inquiry. Find colleagues and build a research team.

Workshop Implications

In sum, our goal is to meet the need articulated by Priorities 1 and 9 of the National Leadership Education Research Agenda 2020-2025, which call for enhanced attention on the intersectionality of identity through a critical lens (Beatty et al., 2020) and the utilization of emergent methodologies to grapple with complex leadership theories and systems (Yannuzzi et al., 2020). In line with the call for emergent methodologies to address complex systems, scholars and practitioners can explore constructive and relational/community phenomena more fully by applying narrative inquiry methods in research. Therefore, the current workshop has the following implications: (a) introduce the benefits of narrative methods, (b) provide an overview of narrative scholarship, (c) understand different approaches to narrative methodology, (d) analyze narrative articles to identify methods used and key results, and (e) discuss applications for narrative techniques to the research/interest areas of participants. Narrative inquiry provides a powerful tool for researchers to under systems and stories within leadership education and the leadership process.

References

Atkinson, P., & Delamont, S. (2007). Rescuing narrative from qualitative research. In M. Bamberg (Ed.), *Narrative - State of the art* (pp. 195–204). John Benjamins Publishing Co.

Beatty, C. C., Irwin, L., Owen, J. E., Tapia-Fuselier, N., Guthrie, K. L., Cohen-Derr, E., Hassell-Goodman, S., Rocco, M. L., & Yamanaka, A. (2020). A call for centering social identities: Priority 1 of the National Leadership Education Research Agenda 2020-2025. *Journal of Leadership Studies, 14*(3), 39–44. DOI: 10.1002/jls.21719

Bell, L. A. (2009). *Storytelling for social justice: Connecting narrative and the arts in antiracist teaching*. Routledge.

Boyer, E. (1996). The scholarship of engagement. *Journal of Public Service and Outreach, 1*(1), 11-20. https://www.jstor.org/stable/3824459

Boylorn, R. M., & Orbe, M. P. (Eds.). (2020). *Critical autoethnography: Intersecting cultural identities in everyday life* (2nd ed.). Routledge.

Delgado Bernal, D., Burciaga, R., & Flores Carmona, J. (2012). Chicana/Latina testimonios: Mapping the methodological, pedagogical, and political. *Equity & Excellence in Education, 45*(3), 363–372. DOI: 10.1080/10665684.2012.698149

Edwards, J. (2017). Narrating experiences of sexism in higher education: A critical feminist autoethnography to make meaning of the past, challenge the status quo and consider the future. *International Journal of Qualitative Studies in Education, 30*(7), 621–634. DOI: 10.1080/09518398.2017.1286405

Fook, J. & Askeland, G. A. (2007). Challenge of critical reflection: ‘Nothing ventured, nothing gained.’ *Social Work Education, 26*(5), 520–533. DOI: 10.1080/02615470601118662

Ganz, M. (2010). Leading change: Leadership, organization, and social movements. In N. Nohria & R. Khurana (Eds.), *Handbook of leadership theory and practice* (pp. 527–561). Harvard Business Press.

Ganz, M. (2011). Public narrative, collective action, and power. In S. Odugbemi & T. Lee (Eds.), *Accountability through public opinion: From inertia to public action* (pp. 273–289). The World Bank.

Gardner, W. L., Lowe, K. B., Meuser, J. D., Noghani, F., Gullifor, D. P., & Cogliser, C. C. (2020). The leadership trilogy: A review of the third decade of the leadership quarterly. *The Leadership Quarterly*, *31*(1), 101379.

Jørgensen, K. M., & Largacha-Martinez, C. (2014). *Critical narrative inquiry - Storytelling, sustainability, and power.* Nova Science Publishers.

Klenke, K. (Ed.). (2016). *Qualitative research in the study of leadership*. Emerald group publishing.

Kliewer, B. W., & Priest, K. L. (2016). Creating the conditions for political engagement: A narrative approach for community-engaged scholarship and civic leadership development. In K. M. Soria & T. D. Mitchell (Eds.), *Civic engagement and community service at research universities: Engaging undergraduates for social justice, social change and responsible citizenship* (pp. 47–62). Palgrave Macmillan.

Author, A., & Matkin, G. (2019). Emerging adults' leadership identity development through family storytelling: A narrative approach. *Journal of Leadership Education, 18*(2), 159-167. doi: 10.12806/V18/I2/T3

Quayle, A. F., & Sonn, C. C. (2019). Amplifying the voices of Indigenous elders through community arts and narrative inquiry: Stories of oppression, psychosocial suffering, and survival. *American Journal of Community Psychology, 64*(1-2), 46–58. DOI: 10.1002/ajcp.12367

Raelin, J. A. (Ed.). (2016). *Leadership-as-practice: Theory and application*. Routledge.

Santamaría, L. J., Santamaría, A. P., & Dam, L. I. (2014). Liderazgo crítico aplicado a través de lentes Latinas: Un enfoque alternative de liderazgo educativo. *Revista Internacional de Educación para la Justicia Social, 3*(2), 161–180. https://revistas.uam.es/riejs/article/view/344

Shamir, B., Dayan-Horesh, H., & Adler, D. (2005). Leading by biography: Towards a life-story approach to the study of leadership. Leadership, 1(13), 13-29. DOI: 10.1177/1742715005049348

Shamir, B. & Eilam, G. (2005). "What's your story?" A life-stories approach to authentic leadership development. Leadership Quarterly, 16, 395-417. DOI: 10.1016/j.leaqua.2005.03.005

Solórzano, D. G. & Yosso, T. J. (2002). Critical race methodology: Counter-storytelling as an analytical framework for education research. *Qualitative Inquiry, 8*(1), 23-44. DOI: 10.1177%2F107780040200800103

Souto-Manning, M. (2014). Critical narrative analysis: The interplay of critical discourse and narrative analysis. *International Journal of Qualitative Studies in Education, 27*(2), 159–180.

Sparrowe, R. T. (2005). Authentic leadership and the narrative self. *The leadership quarterly*, *16*(3), 419-439. DOI: 10.1080/09518398.2012.737046

Van de Ven. A. (2013). *Engaged scholarship: A guide for organizational and social research* (pp. 1-35). Oxford University Press.

Avoiding the Seven Deadly Sins of Leadership Education Research and Evaluation

David Rosch, PhD, University of Illinois at Urbana-Champaign
Lindsay Hastings, PhD, University of Nebraska - Lincoln

Abstract

Are you interested in becoming a more rigorous researcher or leadership program evaluator? Feel you need a brush-up in that Research Methods or Assessment course you took in the past? Wondering how these topics relate to lust, wrath, and gluttony? This session is designed as a fun, engaging, and comprehensive boot camp in the fundamentals of data collection for the goal of improving our educational efforts. A great fit for emerging scholars and anyone in need of reminders for how to do our work rigorously.

Session Learning/Participant Objectives

1. Explore the theoretical and practical differences between conducting research and engaging in programmatic evaluation.
2. Recognize and learn to avoid the seven "deadly sins" (i.e., common mistakes) in conducting both leadership research and leadership program evaluation.
3. Build skills in engaging in the seven "heavenly virtues" (i.e., best practices) that exist in opposition to the common mistakes.

Introduction

While the field of leadership education continues to grow in terms of number of programs, students, and associated professional educators, our rigorous understanding of the impact of these programs has continued to lag behind such growth. Many postsecondary leadership educators work on campuses and have graduated from preparatory programs that do not focus extensively on rigorous research/assessment methods and lack the background necessary for high-level work (Brachle et al., 2021; Rosch et al., 2017; Teig, 2018). As a result, the methods employed by some may lag far behind in scope, scale, and innovation to research and assessment efforts conducted in other, more developed, fields. Moreover, research and assessment efforts conducted without regard for high standards of rigor in contemporary contexts suffers from an inability to be publicized accurately and widely. The purpose of this workshop is to be a comprehensive boot camp in the fundamentals of data collection for the goal of improving our leadership education efforts and the associated documentation of their impact. The workshop facilitators have over 20+ years combined faculty and professional student development experience in leadership education research and evaluation.

Background

Advancements in leadership education have afforded the opportunity to facilitate leadership learning better today than 10 years ago or even 20 years ago. For example, advancements in leadership education have taught us the critical importance of undergirding leader/leadership development (LD) programs in leadership theory and research that match learner needs (Avolio et al., 2009; Day & Liu, 2019) – this is what separates leadership educators from kitschy and expensive leadership development consultants who create entire programs from Jack Welch quotes or write airport books on leadership. Advancements in leadership education have taught us that leadership is an active and dynamic process, where leadership is not singularly about the leader (Day et al., 2014; Komives et al., 2013). Those who are not in formal leadership roles are not passive recipients of whatever the leader does, but rather have important voice and are an active and essential part of the leadership process. Thus, we are learning that LD programs must be multi-level (Day et al., 2014; DeRue & Myers, 2014; O'Connell, 2014) – LD can't focus on individual leader development and expect the team to get better, but rather team leadership capacity must also be enhanced. Advancements in leadership education have taught us about innovative pedagogies, such as the use of podcasting (Norsworthy & Herndon, 2020), photo journaling (Buschlen et al., 2015; Rogers & Rose, 2019), and reflective drawings (Scott et al., 2015) in processing leadership learning. Last, advancements in leadership education have taught us that leadership learning has to be longitudinal – LD is too complex to think leadership education efforts will enact significant change as a result of a two- or three-day workshop or event (Day & Liu, 2019). Thus, just as leadership education has evolved, so too evaluating and researching change has to evolve.

Impact evidence of leadership education has not been prioritized (Rosch & Schwartz, 2009), despite higher education's recognition of leadership as a desired college outcome (Adelman et al., 2011; AAC&U & NLC, 2007; CAS, 2009; Dreschsler Sharp et al., 2011; Keeling, 2004; NACE, 2016). Demand for accountability and results in higher education continues to be high (Reinelt & Russon, 2003), yet the resources, tools, and approaches are perhaps still lagging (Piatt & Woodruff, 2016). Through this workshop, we will (a) explore the differences between research and program evaluation, (b) recognize and learn to avoid the seven "deadly sins" (i.e., common mistakes) in conducting leadership research and program evaluation, and (c) build skills in engaging in the seven "heavenly virtues" (i.e., best practices) that exist in opposition to the common mistakes. Sharpening our acuity in leadership education research and evaluation will improve outputs, thus allowing us to make stronger and more compelling demonstrations of impact from our leadership education efforts.

Description

This workshop was originally scheduled as an in-person three-hour preconference workshop at the 2020 ALE meeting, which was cancelled. In this updated version, we propose a workshop that focuses on seven common shortcomings in traditional leadership education research, and seven directly corresponding best practices to address them. To increase the "stickiness" of the information, we propose to discuss these shortcomings and best practices in a framework of deadly sins and heavenly virtues. The seven deadly sins, founded in Roman Catholic theology are: Lust, Gluttony, Greed, Sloth, Wrath, Envy, and Pride. The seven virtues to address them are, respectively: Chastity, Temperance, Charity, Diligence, Patience, Gratitude, and Humility. (Note: no actual religious or spiritual concepts will be intentionally introduced).

The concepts that we plan on discussing are as follows:

Research/Assessment Concept	Deadly Sin	Heavenly Virtue To Address Sin
Interpreting Data	**Lust** – "Going too far" in drawing conclusions you would already like to see.	**Chastity** – Being conservative in conclusions, where design aligns with findings.
Data Collection	**Gluttony** – Collecting more data than you need because "it's probably a good idea."	**Temperance** – Collect only what you need, and where the questions you want to answer drives your collection design.
Communicating Success	**Greed** – Over-stating the effectiveness of your program.	**Charity** – Be as generous communicating the limitations of your findings as the positive results.
Outcomes Assessment Design	**Sloth** – Being satisfied that a pre-post design is a rigorous way to assess programmatic impact.	**Diligence** – Explore slightly more challenging designs, such as longitudinal and cross-sequential analysis.
Making Process Improvements	**Wrath** – Becoming fearful and frustrated when data does not suggest one's program is universally beneficial.	**Patience** – Recognize that publicizing non-findings and accepting suboptimal results helps field move forward.
Confusing Program Assessment and Scholarly Research	**Envy** – Trying to shoehorn a program evaluation design into a research article to publish.	**Gratitude** – "Clear is kind;" rigorous program evaluation greatly benefits the program, but may not be positioned to impact the larger field.
Hacking Quantitative Interpretations	**Pride** – Presumption that if scores increase, or $p<.05$, that results are certain.	**Humility** – Evaluators and researchers commonly violate all sorts of statistical assumptions – we should move to thinking about "confidence intervals."

The outline for the workshop that we propose to conduct is as follows:

1. Introductions and learning outcomes/goals for the session
2. Individual brainstorming then group discussion – "What are some of the things that you are most interested in learning about program outcomes evaluation and research methods? What are some 'pet peeves' you have about the state of scholarship in leadership education?"
    a. Create overall topic list to display in the room, and then to cross of topics as they are covered
3. Introduce the significant differences and similarities between program assessment and evaluation on one hand and research and scholarship on the other
    a. Goals for efforts to either inform program officers and participants (evaluation) or to inform the broader field of those engaged in leadership education (research)

   b. Differing goals lead to different scope of focus, either on the program itself (evaluation) or on the broader concepts and constructs involved with the program (research)
   c. Different scope of focus leads to different methods of data collection and analysis
   d. Group discussion on what those different methods and analysis might involve
      i. Highlight differing needs to "drill down" in program evaluation and "connect concepts" in research
4. Review each deadly sin in turn, and how its corresponding virtue can be employed to minimize mistakes stemming from the sin.
   a. Example – in "lust," professionals "go to far" by using universal and rigid language such as "the program led to…" or "this proved that…" Rather, professionals can use softer language such as "results suggested…" while listing the limitations embedded in their assessment/research design.'
   b. Within each topic, invite session participants to reflect (individually, then with a partner) on how each topic might be applied to their own assessment or research responsibilities.
5. Conclude with group discussion of list of evaluation and research-based topics that session attendees would like to see at future ALE meetings.

Foreseeable Implications

Evaluation and research efforts in leadership education that lack rigor add little contribution and even confusion to the field. The foreseeable implications for this workshop involve sharpening leadership educator acuity to enhance rigor and contribution to the field. For leadership education researchers and practitioners, it will be critically important to decide ahead of time what data are being collected ***for*** (either program evaluation or research) and not confuse the two. When data are collected for program evaluation, we are looking to see if the LD effort has met its intended objectives and outcomes. Assessment data are collected to ascertain whether or not learning objectives and/or our program outcomes have been met or achieved, and we are then placing *value* on that assessment data to determine whether or not we this program provides usefulness to its stakeholders. When data are collected for research, we are looking to answer broader questions for the leadership field. Once we know why we want the data, then we can think more strategically about how data should be collected and analyzed. Recognizing common mistakes in conducting leadership research and program evaluation and building skills in best practices ultimately improves outputs, thus allowing us to make stronger and more compelling demonstrations of impact from our leadership education efforts.

References

Adelman, C., Ewell, P., Gaston, P., & Schneider, C. G. (2011). *The degree qualification profile.* Indianapolis, IN: Lumina Foundation.

Association of American Colleges & Universities (AAC&U), & National Leadership Council (NLC). (2007). *College learning for the new global century: A report from the National Leadership Council for Liberal Education & America's Promise.* Washington, DC: Association of American Colleges & Universities.

Avolio, B. J., Reichard, R. J., Hannah, S. T., Walumbwa, F. O., & Chan, A. (2009). A meta-analytic review of leadership impact research: Experimental and quasi-experimental studies. *The Leadership Quarterly*, *20*(5), 764 – 784.

Brachle, B., McElravy, L. J., Matkin, G. S., & Hastings, L. J. (2021). Preparing leadership scholars in Ph.D. programs: A review of research methodology training. *Journal of Leadership Education 20*(3), 108-122. https://doi.org/10.12806/V20/I3/R6

Buschlen, E., Warner, C., & Goffnett, S. (2015). Leadership education and service: Exploring transformational learning following a tornado. *Journal of Leadership Education*, *14*(1), 33 - 54.

Council for the Advancement of Standards in Higher Education. (2009). CAS learning and development outcomes. In L. A. Dean (Ed.), *CAS professional standards for higher education* (7th ed.). Washington, DC: Author.

Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research and theory. *The Leadership Quarterly*, *25*(1), 63 – 82.

Day, D. V., & Liu, Z. (2019). What is wrong with leadership development and what might be done about it? In R. E. Riggio (Ed.), *What's wrong with leadership? Improving leadership research and practice* (pp. 226 – 240). New York, NY: Routledge.

DeRue, D. S., & Myers, C. G. (2014). Leadership development: A review and agenda for future research. In D. Day (Ed.), *Oxford handbook of leadership and organizations* (pp. 832 – 855). New York, NY: Oxford University Press.

Dreschsler Sharp, M., Komives, S. R., & Fincher, J. (2011). Learning outcomes in academic disciplines: Identifying common ground. *Journal of Student Affairs Research and Practice, 48*, 481 – 504.

Keeling, R. (Ed.). (2004). *Learning reconsidered: A campus-wide focus on the student experience.* Washington, DC: National Association of Student Personnel Association Administrators (NASPA) and American College Personnel Association (ACPA).

Komives, S. R., Lucas, N., & McMahon, T. R. (2013). *Exploring leadership: For college students who want to make a difference* (3rd ed.). San Francisco, CA: John Wiley & Sons, Inc.

National Association of Colleges and Employers. (2016). *Job Outlook 2016: Attributes employers want to see on new college graduates' resumes.* Retrieved from http://www.naceweb.org/career-development/trends-and-predictions/job-outlook-2016-attributes-employers-want-to-see-on-new-college-graduates-resumes/

Norsworthy, C., & Herndon, K. (2020). Leading by ear: Podcasting as an educational leadership tool. *Journal of Leadership Education*, *19*(3), 61 - 66.

O'Connell, P. K. (2014). A simplified framework for 21st century leader development. *The Leadership Quarterly*, *25*(2), 183-203.

Rogers, E. B., & Rose, J. (2019). A critical exploration of women's gendered experiences in outdoor leadership. *Journal of Experiential Education*, *42*(1), 37-50.

Rosch, D. M., Spencer, G. L., & Hoag, B. L. (2017). A comprehensive multi-level model for campus-based leadership education. *Journal of Leadership Education, 16*(4), 124-134. https://doi.org/1012806/V16/I4/A2

Russon, C. & Reinelt, C. (2004). The results of an evaluation scan of 55 leadership development programs. *Journal of Leadership and Organizational Studies, 10*(3), 104 – 107. https://doi.org/10.1177/107179190401000309

Scott, M., Whiddon, A. S., Brown, N. R., & Weeks, P. P. (2015). The journey to authenticity: An analysis of undergraduate personal development. *Journal of Leadership Education*, *14*(2), 65 - 81.

Teig, T. (2018). *Higher Education/Student Affairs Master's Students' Preparation and Development as Leadership Educators* [Doctoral dissertation, Florida State University]. Retrieved from http://purl.flvc.org/fsu/fd/2018_Su_Teig_fsu_0071E_14646

Concealed Stories, Concealed Solutions:
An Assets-Based Approach to Teaching Leadership for Social Transformation

Mac Benavides, PhD, Kansas State University
Tess Hobson, PhD, Kansas State University

Abstract

In this workshop, participants will experience a week in the life of undergraduate students enrolled in a course examining the role of culture and context in leadership. This interactive workshop will engage participants in a variety of activities in which they will (a) research complex social issues facing their communities, (b) learn about leadership perspectives developed by and for people who are often on the margins, (c) apply these leadership concepts to design a leadership intervention to address the challenge researched, and (d) engage in a discussion around application of our pedagogy within their own institutional and professional contexts. Session participants will leave with a deeper understanding of the impact of asset-based leadership education (Bordas, 2012; Donaldson & Daughtery, 2011; Keefer & Haj-Broussard, 2021; Sudsberry & Kandel-Cisco, 2013) and one example of a curricular model that challenges learners to effectively decenter whiteness, patriarchy, heteronormativity, and other normative perspectives that perpetuate oppressive realities.

Introduction

In this workshop, we will provide a discussion on our liberatory approach to designing an undergraduate leadership course to prepare future leaders to address complex social problems created and perpetuated by oppressive systems of power that have historically marginalized and continue to marginalize people of various social groups. Educators continue to rely on deficit-based pedagogies when discussing People of Color (Carales & López, 2020; Kayumova & Tippins, 2021), Women (Traxler et al., 2016), Queer People (Haverkamp et al., 2021), People with Disabilities (Sniatecki et al., 2021), Indigenous Peoples (Sumida Huaman et al., 2019), and Immigrants (Shan et al., 2020). In doing so, they perpetuate the narrative that minoritized peoples are in need of saving. From this lens, leadership education risks preparing students with socially privileged identities to exercise leadership as a form of paternalism (Weiner, 2006).

Alternatively, our approach to this leadership course presents students with the opportunity to critically analyze systems of oppression while also learning about perspectives of leadership that have emerged from populations of people who have been oppressed. Students are invited to de-center white, male, Eurocentric notions of leadership and instead consider how to contribute to meaningful and lasting change by integrating leadership concepts developed by people often excluded from mainstream academia.

This workshop is geared towards higher education educators involved in the leadership development of students, staff, and/or faculty. While the content of the session relates to a credit-bearing undergraduate course, there is transferable knowledge that can be applied to many areas of the academy and beyond. Workshop participants will leave with a deeper understanding of the impact of asset-based teaching and one curricular model that challenges students, staff, and/or faculty to effectively decenter whiteness, patriarchy, heteronormativity, and other normative perspectives that perpetuate oppressive realities.

The workshop will be facilitated by two leadership educators who have collaboratively developed the curriculum in question over the last three years. The first presenter is a doctoral candidate in leadership communication with a background in intercultural learning, leadership education, and community-based global learning. The second facilitator is a post-doctoral fellow with a background in higher education leadership, social justice education, and anti-racism.

Background

Through Priority 1, the 2020-2025 National Leadership Education Research Agenda has outlined a need for leadership education and scholarship to grapple with issues of social identity, justice, and equity (Beatty et al., 2020). By situating leadership squarely within social and cultural contexts, educators, practitioners, and learners are able to analyze the complexity of social systems, as well as how intersecting identities play a role in how we navigate and exercise leadership. While learning and teaching about social issues inherently involves critical examination of oppressive systems, structures, and practices, a singular focus on experiences of oppression can contradict liberatory aspirations by perpetuating a deficiency-based narrative about the proverbial *Other*. Instead, there is a need for an asset-based approach to socially just leadership education (Bordas, 2012; Donaldson & Daughtery, 2011; Keefer & Haj-Broussard, 2021; Sudsberry & Kandel-Cisco, 2013).

An asset-based pedagogy does not naively avoid critiques of the current reality. Rather, this approach involves implicating ourselves within oppressive social systems and grounding our leadership activity in critical hope (Duncan-Andrade, 2009). In this way, learners and educators alike recognize that they have agency to learn from the past, disrupt the present, and construct the future (Higgs, 2016). Leadership education, thus, can serve as the catalyst for collective action toward social justice goals. One way to do so is through engaging in critically-reflexive storytelling (Hobson et al., 2020).

Storytelling is powerful because it is a sense-making practice with the potential to strengthen intragroup and intergroup experiences (Bietti et al., 2019). Boal and Schultz explained that "storytelling gives life to the knowledge being generated and shared among organization members" (p. 419). In that way, stories can build bridges across cultural differences and establish a shared reality that contributes to an organization's ability to survive and thrive within an ever-changing world (Auvinen et al., 2013). In other words, "stories help link the past to the present and the present to the future" (Boal & Schultz, 2007, p. 419). However, Echterhoff et al. (2017) discussed how storytelling can become problematic when listeners are unwilling to consider the validity of lived experiences different from their own.

As such, tuning into the different types of stories with which we engage is crucial to ensure that all organizational members are free to participate fully in change efforts. Education scholar and administrator Lee Anne Bell (2009) outlined types of stories that represent distinct ways of framing our perspectives of the world – stock and concealed stories.

Stock stories are those that normalize dominant narratives about how the world *is* and how it *ought to be*. They are hegemonic in that they promote ways of making sense of the world that favor dominant groups while placing blame for problematic realities on those adversely affected by systemic and structural issues. One purpose served by stock stories is to sustain the stability of socialized norms by making these invisible and normalized.

Concealed stories, on the other hand, are those that highlight gaps in the stock story. They present alternative interpretations and surface the reality that we are *all* cultural beings. Developing our capacity to engage mindfully with concealed stories is necessary. However, leadership educators must also be cautious in how they seek out and represent the concealed truths of *the oppressed*, otherwise they may inadvertently perpetuate discourses of deficiency that devalue the perceived validity of minoritized peoples (Reynante, 2021). When we construct a diminished image of the *Other*, we close ourselves off from sense-making processes that would allow us to co-construct a shared reality across cultural difference. Instead, organizational members operating from a predominant lens fail to see the storyteller as a valid source of information (Echterhoff et al., 2017). In doing so, our attempt to lead change can never result in meaningful outcomes, given the inherent exclusion of perspectives that do not align with the established norm. Concealed stories not only reflect a story that is important to the speaker, but may also shed light on concealed solutions for organizational challenges that members otherwise may not be able to access (Santamaría et al., 2014).

As such, we suggest a need for a critical and asset-based approach to teaching leadership for social transformation and justice. Through this practice, leadership education can be liberatory by engaging learners in dialogue around oppressive realities *and* surfacing concealed knowledge and wisdom that can disrupt and dismantle these.

Workshop Description

The purpose of this session is to present and engage participants in an asset-based curricular model of leadership development that decenters white, male, Eurocentric models of leadership development. Instead, our curriculum centers the leadership values, perspectives, and contributions of minoritized groups as integral to addressing complex issues of social injustice. While attending this session, participants will be charged with considering the ways in which approaches to leadership education and development with which they are familiar may continue to center whiteness and other oppressive notions of normativity and perpetuate a deficit-mindset towards populations that have been and continue to be marginalized. Additionally, session participants will be challenged to explore and implement asset-based approaches to leadership development as a way of *flipping the script* of savior mentality to instead recognize how leadership perspectives developed by and for minoritized peoples can advance efforts to address our most pressing social challenges.

Session Learning/Participant Objectives

By the end of this educational practice workshop, participants will be able to:

1. Describe the liberatory potential of asset-based leadership education.

2. Analyze adaptive work through the lens of leadership perspectives developed by and for minoritized populations.
3. Discuss oppressive systems without promoting paternalism.
4. Apply a critical hope framework to their own teaching.

Facilitation Outline:

I. Ice Breaker

During this storytelling this activity, participants will be introduced to asset-based learning and the impact asset-based perspectives can have on how we make interpretations about others, particularly those who are culturally different from us.

II. Introduction

Teaching Points: In this section of the workshop, the presenters will briefly overview the course they teach and the experience of developing a curriculum grounded in critical hope and asset-based perspectives of systemic issues.

- Provide an overview of the course in which our asset-based curriculum in implemented.
- Provide an overview of and rational for our developed curriculum.

III. Activity 1: The *Critical* of Critical Hope

During this phase of the workshop, participants will be put into groups and assigned a system of oppression (i.e., Racism, Sexism and Patriarchy, or Ableism) to research. Utilizing a critical lens, they will be asked to identify an issue related to higher education that serves as an example of a manifestation of their assigned system of oppression.

- Participants will engage in dialogue in their small groups about the current reality reflected within their assigned system and become "experts" on the system and the selected systemic issue.

Debrief: This overview will illustrate that asset-based pedagogies do not ignore critical issues.

IV. Activity 2: The *Hope* of Critical Hope

Teaching Points: In this activity, we will introduce participants to leadership values, perspectives, and contributions of minoritized groups that are directly impacted by their assigned system of oppression.

Debrief: How can we think about and/or practice leadership differently if we were to do so from this perspective. What would be different about an organization/community you are a part of if you were to apply these leadership concepts?

V. Activity 3: Concealed Solutions

Teaching Points: Applying the leadership values, perspectives, and contributions of the minoritized group directly impacted by participants' assigned system of oppression, participants will work together in their small groups to design a leadership intervention to address their identified systemic issue that is informed by those values, perspectives and contributions.

VI. Activity 4: Application

Teaching Points: In order to generate ideas about the wider application of our workshop, we will engage participants in a Socratic seminar discussion around application of our asset-based pedagogy within their own institutional and professional contexts

Foreseeable Implications

Session participants can expect several benefits as a result of attending this workshop. First, they will leave with a deeper understanding of the impact of asset-based leadership education (Bordas, 2012; Donaldson & Daughtery, 2011; Keefer & Haj-Broussard, 2021; Sudsberry & Kandel-Cisco, 2013) and how it can be applied to a wide range of contexts in academia and beyond. Participants will have a new framework to utilize in addressing their own leadership challenges, both personally and professionally, that engages the values of diversity, equity, and inclusion. Participants who hold marginalized identities may feel a sense of empowerment through learning about and applying leadership perspectives, values, and experiences that center their own lived experiences. Leadership educators and practitioners who are passionate about leadership for social equity will gain one example of a curricular model they can implement in their own educational spheres that is informed by an asset-based pedagogy and that challenges learners to effectively decenter whiteness, patriarchy, heteronormativity, and other normative perspectives that perpetuate oppressive realities. Through learning about asset-based leadership education, and exploring one curricular model informed by an asset-based pedagogy, participants will leave with new, tangible ideas and frameworks for their own practice of leadership and for educating students, faculty, and staff in culturally sustaining ways.

References

Auvinen, T., Aaltio, I., & Blomqvist, K. (2013). Constructing leadership by storytelling – The meaning of trust and narratives. *Leadership & Organization Development Journal, 34*(6), 496–514. https://doi.org/10.1108/LODJ-10-2011-0102

Beatty, C. C., Irwin, L., Owen, J. E., Tapia-Fuselier, N., Guthrie, K. L., Cohen-Derr, E., Hassell-Goodman, S., Rocco, M. L., & Yamanaka, A. (2020). A call for centering social identities: Priority 1 of the National Leadership Education Research Agenda 2020-2025. *Journal of Leadership Studies, 14*(3), 39–44. https://doi.org/10.1002/jls.21719

Bell, L. A. (2009). *Storytelling for social justice: Connecting narrative and the arts in antiracist teaching*. Routledge.

Bietti, L. M., Tilston, O., & Bangerter, A. (2019). Storytelling as adaptive collective sensemaking. In L. M. Bietti & C. Stone (Eds.), Remembering with others: Conversational dynamics and mnemonic outcomes [Special issue]. *Topics in Cognitive Science, 11*(4), 710–732. https://doi.org/10.1111/tops.12358

Bordas, J. (2012). *Salsa, soul, and spirit: Leadership for a multicultural age* (2nd ed.). Berrett-Koehler Publishers, Inc.

Boal, K. B., & Schultz, P. L. (2007). Storytelling, time, and evolution: The role of strategic leadership in complex adaptive systems. *The Leadership Quarterly, 18*(4), 411–428. https://doi.org/10.1177%2F000276488031003009

Carales, V. D., & López, R. M. (2020). Challenging deficit views of Latinx students: A strength-based perspective. *New Directions for Community Colleges, 190*, 103–113. https://doi.org/10.1002/cc.20390

Donaldson, L. P., & Daughtery, L. (2011). Introducing asset-based models of social justice into service learning: A social work approach. *Journal of Community Practice, 19*(1), 80–99. https://doi.org/10.1080/10705422.2011.550262

Duncan-Andrade, J. (2009). Note to educators: Hope required when growing roses in concrete. *Harvard Educational Review, 79*(2), 181-194. https://doi.org/10.17763/haer.79.2.nu3436017730384w

Echterhoff, G., Kopietz, R., & Higgins, E. T. (2017). Shared reality in intergroup communication: Increasing the epistemic authority of an out-group audience. *Journal of Experimental Psychology: General, 146*(6), 806–825. https://doi.org/10.1037/xge0000289

Haverkamp, A., Bothwell, M., Montfort, D., & Driskill, Q.-L. (2021). Calling for a paradigm shift in the study of gender in engineering education. *Studies in Engineering Education, 1*(2), 55–70. http://doi.org/10.21061/see.34

Higgs, P. (2016). The African renaissance and the decolonisation of the curriculum. In V. Msila & M. T. Gumbo (Eds.), *Africanising the curriculum: Indigenous perspectives and theories* (pp. 1–16). SUN MeDIA.

Hobson, T., Benavides, M. T., & Mestrovich Seay, A. (2020). Transformative leadership education using arts-based storytelling. *Journal of Leadership Education, 19*(3), 75–80. https://doi.org/10.12806/V19/I3/A3

Kayumova, S., & Tippins, D. J. (2021). The quest for sustainable futures: Designing transformative learning spaces with multilingual Black, Brown, and Latinx young people through critical response-ability. *Cultural Studies of Science Education, 16*, 821–839. https://doi.org/10.1007/s11422-021-10030-2

Keefer, N., & Haj-Broussard, M. (2021). A case study of teachers' critically conscious discourse in an online graduate asset-based social justice curriculum. *Teacher Education Quarterly, 48*(2), 24–44.

Reynante, B. (2020). Learning to design for social justice in community-engaged engineering. *Journal of Engineering Education*. https://doi.org/10.1002/jee.20444

Santamaría, L. J., Santamaría, A. P., & Dam, L. I. (2014). Liderazgo crítico aplicado a través de lentes Latinas: Un enfoque alternative de liderazgo educativo. *Revista Internacional de Educación para la Justicia Social, 3*(2), 161–180. https://revistas.uam.es/riejs/article/view/344

Shan, H., Peikazadi, N., Rahemtulla, Z., Wilbur, A., Sawkins, T., & Goossen, R. (2020). *Entry to hospitality careers for women* and beyond: Immigrant training and feminist pedagogies and practices. *Studies in Education of Adults, 52*(1), 67–87. https://doi.org/10.1080/02660830.2019.1595340

Sniatecki, J. L., Randhare Ashton, J., Perry, H. B., & Snell, L. H. (2021). Positive aspects of disability among college students. *Journal of Research in Innovative Teaching & Learning, 14*(2), 150–161. https://doi.org/10.1108/JRIT-09-2019-0069

Sudsberry, M., & Kandel-Cisco, B. (2013). Transformative leadership: An asset-based approach to leadership for diverse schools and learners. In S. Abebe (Ed.), *Diversity in education: An integrated framework beyond chalk and talk* (pp. 185–206). Linus Learning.

Sumida Huaman, E., Chiu, B., & Billy, C. (2019). Indigenous internationalization: Indigenous worldviews, higher education, and Tribal Colleges and Universities. *Education Policy Analysis Archives, 27*(101). https://doi.org/10.14507/epaa.27.4366

Traxler, A. L., Cid, X. C., Blue, J., & Barthelemy, R. (2016). Enriching gender in physics education research: A binary past and a complex future. *Physical Review Physics Education Research, 12*(2). http://dx.doi.org/10.1103/PhysRevPhysEducRes.12.020114

Weiner, L. (2006). Challenging deficit thinking. *Educational Leadership*, *64*(1), 42. https://www.ascd.org/el/articles/challenging-deficit-thinking

Evaluation Criteria

Review Criteria	**Rating**				
	1 Strongly Disagree	**2 Disagree**	**3 Neither Agree nor Disagree**	**4 Agree**	**5 Strongly Agree**
Intellectual Merit of the Proposal					
This proposal advances knowledge and understanding within the field of leadership education					
This proposal is compelling and would have positive implications for conference attendees					
Proposal Content					
Session learning/participant objectives are clear and reasonable					
The purpose of session and introduction to the topic is clearly presented and appropriate for the audience					
The session facilitators or panelists are uniquely situated or qualified to facilitate/serve as facilitators or panelists in a session about this topic					
The background and literature review is relevant, accurate, and thorough to provide an appropriate background about the session topic					
The description of the plan for the session is presented clearly and the means of facilitation and/or activity are appropriate to address the session's purpose					
The foreseeable implications are presented logically and are specific about the leadership education community and/or personal or professional applications of the topic(s) presented in the session					
Clarity					
The proposal is clearly written and organized (English grammar rules and mechanics are followed, spelling is accurate, etc.)					
The proposal utilizes language that is free of bias					
APA (7th edition) is utilized (references are properly cited, table and figures are formatted correctly (if appropriate), etc.)					
Final Proposal Rating	**1 Definitely Do Not Accept**	**2 Probably Do Not Accept**	**3 Either Accept or Do Not Accept**	**4 Probably Accept**	**5 Definitely Accept**

Trauma Informed Teaching in Leadership Education

Jackie Bruce, PhD, North Carolina State University
Sarah Holden, MS, North Carolina State University

Abstract

Data collected prior to the pandemic indicate that more than 50% of students have experienced at least one Adverse Childhood Event (ACE) in their lifetime (Ellis & Dietz, 2017). Post the pandemic, amid the unprecedented social, economic, and ecological unrest, experts predict that number will be higher. Our students are coming to our classrooms carrying burdens unlike any we have seen, and as educators, we must be able to rise to meet those demands, while also taking care of our own mental health. Participants in this workshop will define trauma and trauma-informed teaching, compare and contrast trauma-informed pedagogical approaches in higher education, rehearse techniques for using these strategies in leadership education contexts, and adapt learning activities and pedagogical strategies to suit their respective environments. They will examine activities currently in use in a higher education leadership classroom, and discuss the intended outcomes and implications of these activities.

Session Learning/Participant Objectives

After attending this workshop, participants will be able to:

1. Define trauma and trauma-informed teaching,
2. Compare and contrast trauma-informed pedagogical approaches in higher education,
3. Revise a personal teaching strategy using trauma informed approaches
4.

Introduction/Background

While trauma informed approaches are nothing new in professional practice for many social service providers, including K-12 education, it is still considered “emergent” in higher education (Venet, 2021; Stephens, 2020). A survey of the literature reveals the nature of this emergence, particularly over the last 24 months, however there is a noted silence among leadership education sources. COVID-19 and the associated civil, social, and economical upheaval that has resulted, have laid bare the urgent necessity for new approaches in our pedagogy and practices to address the profound burdens our learners are bringing with them to the learning space.

Trauma

Trauma is a person’s response to danger, threats, and stress, and is the outcome of traumatic experiences (Alvarez, et al, 2016; American Psychological Association, 2014). Traumatic experiences cause either “short or long term physical, socio-emotional, and/or psychological stress, threatens individual safety and/or disrupts an individual’s normal thoughts, feelings, and practices” (Alvarez, et al, 2016, pg. 27; American Psychological Association, 2014).

Trauma can be:

- Individual: trauma which is felt by an individual, e.g. physical, emotional, and/or sexual

abuse, neglect, divorce
- Collective: trauma which is a felt throughout a community, e.g., COVID-19, mass shootings, widespread violence
- Epigenetic:trauma which is inherited or intergenerational that changes the ways in which genes work, e.g., famine, war, genocide
- Social-cultural: trauma which is rooted in the culture of a population, e.g., racism,
- Vicarious: trauma which is felt because of an association to a trauma or trauma victim, e.g. by-stander guilt, emotional over involvement or over identification with trauma survivors, (Stephens, 2020).

van der Kolk (2014) reminds us that trauma goes far past the event, and includes the ramifications of the event that reverberate through the mind, brain, and body. The reverberations that van der Kolk described will cause a traumatized person to feel a loss of agency, feel powerless, and be unable to respond to threats (Stephens, 2020). Additionally, a traumatized person can/will relive that trauma when they experience sensory triggers throughout their lives (Stephens, 2020).

Traumatic Experiences

A common way that many educators conceptualize traumatic events is through the Pair of ACEs paradigm; Adverse Childhood Events and Adverse Community Events (ACEs) (see Figure 1).

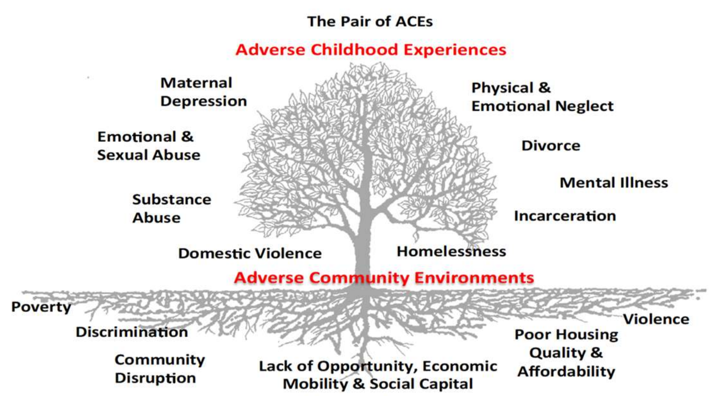


Figure 1. Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. Academic Pediatrics. 17 (2017) pp. S86-S93. DOI information: 10.1016/j/acap/2016.12.011

Trauma begins in a community, taking root in poverty (and its consequences) and violence. Then it manifests in individuals as divorce, mental health crises, neglect, homelessness, and abuse. According to Jones, et al., (2020) the ACEs are associated with multiple negative outcomes including multiple chronic diseases including cancer, diabetes, heart disease, suicide, and drug overdose and significant negative effects on educational achievement and employment potential. Additionally, researchers estimate that the cost of ACEs to society is in the billions of dollars each year, mostly in the healthcare system.

Data collected prior to the pandemic indicates that more than 50% of children experience at least one ACE (Ellis & Dietz, 2017), and while children from the lowest socioeconomic communities are at greatest risk, children on all rungs of the social ladder experience exceptionally high levels of stress and trauma (Ellis & Dietz, 2017). To that end, educators that adopt a trauma-informed approach must come to the educational space with the assumption that every learner is a trauma survivor (Salasin 2011, p. 18).

Trauma-Informed Pedagogy

Trauma-informed pedagogy must begin with trauma-informed educators. Educators must embrace a set of pedagogical practices that "promote a culture based on beliefs about resilience, recovery, and healing from trauma" (SAMHSA 2014, p. 10). Additionally a fourth piece of trauma-informed practice must be a commitment to resisting doing further harm (Stephens, 2020).

A trauma-informed pedagogy is guided by five core values: "safety, trustworthiness, choice, collaboration, and empowerment" (Fallot and Harris, 2009, p. 3). These values should guide classroom practice in order to foster a community of care (Stephens, 2020).

- Safety: Students must feel both physically and psychologically safe in the learning environment
- Trustworthiness: Students must feel like the relation between themselves and the instructor and themselves and the other students is trustful.
- Choice: Because a hallmark of trauma is the removal of choice, instructors should create opportunities for students to have choice and control over aspects of their learning
- Collaboration: Students should have the opportunity to network and create a community of support in their learning environments
- Empowerment: Reasserting choice, voice and agency and allowing students to drive their own skill and capacity development (Stephens, 2020)

However, in addition to triaging our learning environments, we must also acknowledge the crucial role that the educational enterprise can, and should, play in restructuring our world to address the root and not just the symptoms of trauma (Shields, 2014; Venet, 2021).

Venet (2021) challenges educators to acknowledge their own role, the role of their curricula, and the role of the educational institutions for which they work in perpetuating ongoing trauma for both students and educators. Additionally, educators should influence the educational organization toward a more trauma-informed practice wherein policies, procedures and practices should be reflective of a knowledge of trauma (SAMHSA, 2014). Venet (2021) provides six principles that should guide practice:

- Anti-racist/anti-oppression: Oppression causes trauma, examine how opporession manifests in your educational organization. Work to end it.
- Asset based: We cannot "fix" trauma. We work to build systems of support and equitable, affirming environments.
- Systems oriented: To become trauma-informed all layers of a system must be responsive. Trauma-informed practices should be implemented across the educational system.
- Human centered: Embrace a fully human approach, which means that the entire human should be acknowledged, not just the parts that are easy. Resisting one-size-fits all

approaches is imperative.
- Universal and Proactive: Learners should not be labeled “trauma-students”. Instead proactive strategies should be paired with responsive support for acute issues.
- Social justice focused: The goal is to change the organization/system that continues to perpetuate harm; while also being responsive to what is happening “now”.

Description

Introduction to the Concepts (15 minutes)
Facilitators will present a brief overview of the theoretical framework for the paradigm.

1. Why trauma-informed pedagogy in leadership education?
    a. What is trauma?
    b. What is trauma informed pedagogy?
    c. Why is it necessary now?
    d. How do all students benefit from trauma informed teaching?

Small Group Work (50 minutes)
Prior to each numbered session below, the facilitators will provide a description of the foundation for the educational practice and how the practice takes shape in their classroom. Participants will then be encouraged to work in small groups to brainstorm how these pedagogy pieces might work in their own settings. At the conclusion of each small group, participants will be asked to share their responses to the larger group.

2. Safety
    a. Establishing community norms & expectations for psychological safety
    b. Creating a physically safe space
        i. ACTIVITY: Creating introductions and welcoming students
3. Trustworthiness
    a. Making clear policies, procedures, practices
    b. Boundaries, roles, and self disclosure
        i. ACTIVITY: Presenting syllabi, assignments, rubrics
4. Choice
    a. Presenting a student’s rights and responsibilities
    b. Choice vs. Control
        i. ACTIVITY: Inculcating choice related to assignment, deadlines, and ways in which we communicate
5. Collaboration
    a. Creating a whole classroom environment/community
    b. Networking and connection among and between students
        i. ACTIVITY: Thinking through collaborative opportunities
6. Empowerment
    a. Restoring voice, choice, agency
        i. ACTIVITY: What does agency look like in a leadership classroom
7. REFLECTION ACTIVITY: A pedagogy of resilience and hope
    a. How do instructors model resilience in ways that matter and connect to students? How do we model hope?

b. How do we teach for resilience in ways that are trauma-informed? How do we connect resilience to hope?
c. How do we help students see resilience in themselves and others, and that they can be resilient? How are we helping students connect their resilience to hope for themselves and others?

Creating Trauma Informed Educational Organizations (15 minutes)

Facilitators will provide opportunities for participants to brainstorm ways that they might move their organizations to more trauma-informed practices. Examples of trauma-informed organizational policies and procedures will be shared and participants will be able to discuss with facilitators and one another ways in which they could implement or influence implementation of wider organizational policies and practices.

Takeaways (15 minutes)

The facilitators will work with participants to create action plans for creating trauma-informed spaces in their particular contexts and answer last minute questions. Where possible, the group will continue to work together to workshop strategies offered by program participants.

Foreseeable Implications

Each section of the workshop will begin with establishing principles of practice and end with some sample activities for the participants to engage with in order to start them in thinking about how to operationalize trauma-informed approaches in their own settings. Additionally, participants will be asked to share work they have done and offer feedback to strengthen each other's work. The workshop will be discussion-based with the samples serving as prompts for the discussion.

The potential benefit is the increased ability for participants to engage in trauma-informed pedagogy to support all learners in their respective spaces. Together, presenters and participants can work to refine the ways that these pedagogies are conceptualized in leadership education, writ large, so that we may all be intentional in facilitating positive learning environments for all students. Further, it is our hope that as educators become more engaged with trauma-informed teaching, that they will be empowered to engage their organizations in becoming more trauma-informed as well.

References

Alvarez, A., Milner, H. R., & Delale-O’Connor, L. (2016). Race, trauma, and education: What educators need to know. In *But I don't see color* (pp. 27-40). Brill.

American Psychological Association. (2014). Guidelines for psychological practice with older adults. *The American Psychologist*, *69*(1), 34-65.

Ellis, W. R., & Dietz, W. H. (2017). A new framework for addressing adverse childhood and community experiences: The building community resilience model. *Academic pediatrics*, *17*(7), S86-S93.

Fallot, Roger D., andMaxine Harris. 2009. Creating Cultures of Trauma-Informed Care (CCTIC): A Self-Assessment and Planning Protocol. Available online: https://www.theannainstitute.org/CCTICSELFASSPP.pdf

Jones, C. M., Merrick, M. T., & Houry, D. E. (2020). Identifying and preventing adverse childhood experiences: implications for clinical practice. *JAMA*, *323*(1), 25-26.

Salasin, S. (2011). Sine qua non for public health. National Council Magazine 2:18.

Shields, C. M. (2014). Leadership for social justice education: A critical transformative approach. In *International handbook of educational leadership and social (in) justice* (pp. 323-339). Springer, Dordrecht.

SubstanceAbuse andMentalHealth ServicesAdministration. 2014a. SAMHSA’s Concept of Trauma andGuidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884. Available online: https://store.samhsa.gov/product/SAMHSA-s-Concept-of-Trauma-and-Guidance-for-a-Trauma-Informed-Approach/SMA14-4884

Stephens, D. W. (2020). Trauma-informed pedagogy for the religious and theological higher education classroom. *Religions*, *11*(9), 449.

van der Kolk, B. (2014). The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma. New York: Penguin.

Venet, A. S. (2021). *Equity-centered trauma-informed education*. WW Norton.

Roundtable Sessions

Collaborating in the Middle:
Encouraging Leadership Educator Identity in Student Affairs Practitioners
Allison Dunn, PhD, Texas A&M University
Summer Odom, PhD, Texas A&M University
Lori Moore, PhD, Texas A&M University
Krista Bailey, PhD, Texas A&M University

Using Mind Maps to Help Students Integrate Leadership Theories
Justin Greenleaf, PhD, Fort Hays State University
Lori Kniffin, PhD, Fort Hays State University
Kaley Klaus, EdD, Fort Hays State University

Effective Co-Teaching in Online Leadership Courses
Laura Vaughn, MA, Florida State University
Darius Robinson, Ed.M, Florida State University
Recipient, 2022 Founding Mothers' Scholar Award

Leadership Assessment: Exploring its Value and Use in the Classroom
Steve Winton, PhD, Saint Louis University
Katie Devany, MS, Saint Louis University

Teaching and Leading in the Middle of Everywhere from a More Inclusive Perspective
Wren Mills, PhD, Western Kentucky University
Rheanna Plemmons, EdD, Western Kentucky University

A Conversation About the Use of Collaborative Online International Learning by Leadership Educators
Candace Bloomquist, PhD, Creighton University
Sandra Suiter, EdD, Horizons Collaborative
Michele Mencuccini, EdD, Church of the Ascension

Tune into Marginalization: A Leadership Simulation Workshop
Helen Fagan, PhD, University of Nebraska-Lincoln
Gina Matkin, PhD, University of Nebraska-Lincoln

Exploring Best Practices in Increasing Diversity in Graduate Students
Christine Noyes-Williams, MS, Arizona State University

Leadership Identity Development in the Collegiate Curricular Setting: How do Transformative Pedagogies Empower or Constrain?
Summer Odom, PhD, Texas A&M
Allison Dunn, PhD, Texas A&M

Equipping Queer Student Leaders Using LMX Theory
Coleman Simpson, MS, North Carolina State University
Kurtis Miller, Cultivating Change Foundation

Community-Based Leadership Instruction
Elizabeth Goryunova, PhD, University of Southern Maine
Tara Grey Coste, PhD, University of Southern Maine

The Leadership Educator as Mentor, Consultant, and Coach
Justin Greenleaf, PhD, Fort Hays State University

Leadership Theories: The How and What of Teaching Leadership Theory in Higher Education
Kate McCain, PhD, Arizona State University

Leading in a Disruptive World
Laurie Yates, PhD, Oregon Institute of Technology

Collaborating in the Middle:
Encouraging Leadership Educator Identity in Student Affairs Practitioners

Allison Dunn, PhD, Texas A&M University
Summer Odom, PhD, Texas A&M University
Lori Moore, PhD, Texas A&M University
Krista Bailey, PhD, Texas A&M University

Abstract

Leadership learning occurs on college campuses in a variety of contexts, both inside and outside of the classroom. Student affairs programs, events, leadership positions, and involvement opportunities offer countless opportunities for students to engage in leadership learning. Leadership development is valued within the field of student affairs and practitioners are expected to contribute to the leadership development of students (Author et al., 2019). Despite the widespread opportunity for this learning to occur, only a fraction of student affairs professionals identify as leadership educators. The purpose of this roundtable is to discuss this phenomenon, identify barriers to student affairs practitioners identifying as leadership educators, and begin exploring opportunities for collaboration among leadership educators and student affairs practitioners.

Session Learning/Participant Objectives

1. Participants will engage in active dialogue to consider potential avenues of support for or barriers to student affairs practitioners identifying as leadership educators, especially for those working outside of leadership offices
2. Participants will explore collaborative opportunities for leadership education faculty and student affairs practitioners to overcome these barriers

Session Description

Background

While there is no consensus regarding what leadership education is at the collegiate level or how to achieve it (Jenkins & Owen, 2016; Sowcik et al., 2012), researchers agree that leadership education transcends the formal classroom (Buschlen & Guthrie, 2014; Guthrie & Jenkins, 2018; Hartman et al., 2015). Furthermore, comparing the number of students engaged in student affairs-sponsored or supported leadership programs and initiatives to the number engaged in the academic study of leadership, reveals that only a fraction of the leadership learning happening on a college campus happens in a formal classroom (Allen & Hartman, 2009; Hartman et al., 2015).

Research has shown that student affairs experts believe all student affairs practitioners contribute to the leadership development of students and should, therefore, be considered leadership educators (Author et al., 2019). However, within the context of student affairs as a whole, the idea that leadership education is the work of the few within a specific functional area rather than the work of many practitioners across a wide variety of functional areas remains. This apparent inconsistency raises two questions: 1) why does this misconception persist and 2) what can be done to help more student affairs practitioners see themselves as the leadership educators they already are? The purpose of this roundtable discussion, therefore, is to provide a space where both questions can be explored in more depth.

Means for Discussion

After a brief introduction of the topic to set the stage for the larger discussion, the facilitators will pose a series of questions to engage the participants in active dialogue. The desire is for the dialogue to explore 1) potential barriers and reasons why student affairs practitioners may not view themselves as leadership educators, 2) avenues of support that have helped student affairs practitioners identify as a leadership educator, and 3) collaborative ways leadership education faculty and student affairs practitioners can overcome those barriers while also creating supportive environments. The facilitators for this roundtable consist of leadership education faculty and former student affairs practitioners, who each have more than 20 years of experience as leadership educators.

Foreseeable Implications

The primary implication of this roundtable is to strengthen the professional preparation of student affairs leadership educators in response to Priority 4 of the National Leadership Education Research Agenda (Pierre et al., 2020). By encouraging increased collaboration between leadership education faculty and student affairs practitioners, we honor our shared responsibility for student leadership development, address the need for a more inclusive community of practice, and meet our combined obligation to prepare competent leadership educators. Ultimately these increased collaborations could lead to expanded and new research opportunities and campus partnerships, which improves the leadership development of college students.

References

Allen, S. J., & Hartman, N. S. (2009). Sources of learning in student leadership development programming. *Journal of Leadership Studies, 3*(3), 6-16. https://doi.org.10.1002/jls.20119

Author, A., Author, B., Author, C, Author, D., & Author E. (2019). [Title], [*Journal*]

Buschlen, E., & Guthrie, K. L. (2014). Seamless leadership learning in curricular and cocurricular facets of university life: A pragmatic approach to praxis. *Journal of Leadership Studies, 7*(4), 58-6. https://doi.org.10.1002/jls.21311

Guthrie, K., & Jenkins, D. M. (2018). *The role of leadership educators: Transforming learning.* Charlotte, NC: Information Age Publishing.

Hartman, N. S., Allen, S. J., & Miguel, R. F. (2015). An exploration of teaching methods used to develop leaders: Leadership educator's perspectives. *Leadership and Organizational Development Journal, 36*(5), 454-472, https://doi.org.10.1108/LODJ-07-2013-0097

Jenkins, D. M., & Owen, J. E. (2016). Who teaches leadership? A comparative analysis of faculty and student affairs leadership educators and implications for leadership learning. *Journal of Leadership Education, 15*(2), 98-113, https://doi.org.1012806/V15/I2/R1

Pierre, D., Dunn, A. L., Barnes, A. C., Moore, L. L., Seemiller, C., Jenkins, D. M., Priest, K. L., Guthrie, K. L., Beatty, C. C., Bitton, A. L., Duran, A., Bailey, K. J., & Odom, S. F. (2020). A Critical Look at Leadership Educator Preparation: Developing an Intentional and Diverse Approach to Leadership Learning and Development. In A.C. Andenoro & K.C. Skendall (Eds.). The national leadership education research agenda 2020-2025: Advancing the state of leadership education scholarship. *Journal of Leadership Studies, 14*(3), 1-7, doi:10.1002/jls.21712

Sowcik, M., Lindsey, J. L., & Rosch, D. M. (2012). A collective effort to understand formalized program review. *Journal of Leadership Studies*, *6*(3), 67-72.

Using Mind Maps to Help Students Integrate Leadership Theories

Justin Greenleaf, PhD, Fort Hays State University
Lori Kniffin, PhD, Fort Hays State University
Kaley Klaus, EdD, Fort Hays State University

Abstract

The purpose of this roundtable is to explore the use of mind maps in helping students think critically and more comprehensively about leadership theories and concepts that have shaped the field of leadership education. Sample mind maps, assignment descriptions, and grading rubrics will be provided to participants to begin the discussion. Guided questions will be available to explore the implementation, improvement, and/or future efficacy of using mind maps in the educational setting.

Session Learning/Participant Objectives

After participating in this roundtable discussion, participants will be able to:

- Understand the design and purpose of a mind map.
- Think critically about how mind maps might be useful to understanding the integration among multiple leadership concepts.

Introduction

Studying the range of theories that exist within the academic discipline of leadership studies is useful in helping students understand how the field originated, where it has been, and where it is going. One obstacle that exists, however, is when a student identifies strongly with a particular theory and chooses to set that theory as the foundation for their understanding of leadership, rather than viewing it as part of a larger whole. A potential solution to this obstacle is to use mind maps (tools that graphically illustrate the connections between ideas) to encourage students to think critically about how the theories fit together and create a comprehensive understanding of leadership.

Background

As a social science, leadership can be defined and understood differently. However, according to Souba and Souba (2018), all of us have an implicit theory of leadership, and these individual theories are often strewn with misconceptions. While the origins may vary, the classroom can be a place to challenge those misconceptions in ways that could help students align their thoughts on leadership with contemporary research in the field. This process of conceptual change is one that "...takes the learner from an incomplete or lack of conceptual understanding to more accurate conception of knowledge" (Grimes, 2015, p. 30). Mind maps are one avenue that leadership educators could use to accomplish this task. The use of mind maps in education is not new, and educators have reported better understanding of content, along with more significant learning in examples, where mind maps have been used (Schleinschok et al., 2017).

Means for Discussion/Interaction

The facilitators will bring multiple perspectives from a shared experience of offering an introductory course in leadership theory at the undergraduate level. Assignment examples will be shared with participants along with rationale for the assignment and a sample grading rubric. After briefly sharing our experiences, participants will have the opportunity to participate in discussion regarding the use of mind maps, share best practices, and collaborate on future opportunities to effectively utilize these tools. Potential discussion questions include:

- What are your experiences with using mind maps?
- What other tools have you used to help students integrate leadership concepts comprehensively?
- Looking at the assignment materials provided, what suggestions do you have for improvement?
- How might you see the practice of mind mapping advance the field of leadership education?

Foreseeable Implications

This roundtable discussion will allow the opportunity for leadership educators to learn about, share, and/or improve practices related to teaching and learning leadership theory in an academic setting. By encouraging discussion on this topic, there is potential to strengthen educational programs and opportunities for students in the field of leadership education.

References

Grimes, M. W. (2015). How does learning in leadership work? A conceptual change perspective. *Journal of Leadership Education*, *14*(4), 16-45.

Schleinschok, K., Eitel, A., & Scheiter, K. (2017). Do drawing tasks improve monitoring and control during learning from text?. *Learning and Instruction*, *51*, 10-25.

Souba, W. W., & Souba, M. H. (2018). Challenging your implicit leadership theory. *Journal of Leadership Education*, *17*(4), 195-207.

Effective Co-Teaching in Online Leadership Courses

Laura Vaughn, MA, Florida State University
Darius Robinson, Ed.M, Florida State University
Recipient, 2022 Founding Mothers' Scholar Award

Abstract

In online leadership courses, instructors face many challenges to ensure students are learning leadership concepts in a way that can be applicable to the outside world. When it comes to serving as a teaching assistant or co-instructor for an online leadership course, there is an added layer of complexity required to coordinate with instructors in order to achieve shared goals and guarantee that all types of instructors are on the same page. This roundtable discussion aims to give leadership educators who facilitate online leadership courses a place to share ideas and methods concerning being a teaching assistant and/or co-teaching leadership topics via an online modality. Additionally, we pose to address how the scaffolding of online classes differ based on level of classification and course intensity. We seek to discuss what are the different needs when it comes to leadership education facilitation and rigor within a co-teaching context.

Session Learning/Participant Objectives

At the end of the roundtable, participants will be able to:

1. Critically analyze how teaching assistants and co-instructors are conducting their own online leadership classes in collaboration with another instructor.
2. Engage in conversation with other leadership educators on course design with critical leadership learning outcomes at the core of instruction.
3.

Session Description

Leadership education can be found in every aspect of an educator's journey. We can see that "every educator who interacts with students, in any setting, should think about leadership education" (Guthrie & Jenkins, 2018, p. 19). One setting that has become increasingly popular to educate students is through online instruction. We can see that "there has been a notable increase in the number of institutions offering leadership education online" (Phelps, 2021, p. 244) which showcases the need for more instructors to engage with said courses to meet student needs. Online education has provided numerous benefits, including access to more students, "encouragement and support for reflective thinking" (Campbell, 2006; as cited in Weedman, 1999) and responsibility on the student for their own learning (Campbell, 2006, as cited in Vonderwell & Turner, 2005). Within these courses, co-instructors and teaching assistants have become more integral to supplementing the education provided by the instructor. Co-instructors are instructors that share responsibility for teaching a course together. Teaching Assistants are graduate students and/or professionals who help to facilitate and/or teach a course with help from an instructor. Both roles can be viewed as separated positions, but they both provide co-teaching support within a course. Co-teaching can add another layer of complexity to the online classroom space. A co-teaching team that works well together can better meet student needs, devote more time to student feedback, and provide students with different perspectives on a topic (Scribner-MacLean & Miller, 2011).

Discussion will cover some possible tools of engagement to promote what students are getting out of leadership. Questions that will be posed in order to facilitate discussion include:

- What do you view the differences are in being a teaching assistant and being a co-instructor?
- What main learning criteria do you think students should be getting out of an online leadership course?
- What tangible things can students do in order to better facilitate real life application within an online course context?
- How can students bring that outside work in prior leadership experiences back into the online medium?

One foreseeable implication of this roundtable discussion is that participants should be able to walk away with ideas of how to better facilitate their own online courses when working with another instructor. As seen in the literature presented here, as collaboration between teams and partners rise, student needs are met in various ways, both directly and indirectly with course instruction. With an increase in collaboration between and among teaching assistants and instructors, the field of leadership education can better apply leadership learning to an online format. All instructors should be able to give student feedback that translates from an online environment to real life applications.

References

Campbell, T. (2006). Evolution and online instruction: Using a grounded metaphor to explore the advantageous and less advantageous characteristics of online instruction. *Bulletin of Science, Technology and Society*, *26*(5), 378–387. http://dx.doi.org/10.1177/0270467606293296

Guthrie, K. L., & Jenkins, D. M. (2018). *The role of leadership educators: Transforming learning*. Information Age Publishing.

Phelps, K. C. (2021). The next frontier: Virtual environments for socially just leadership education. In Guthrie, K. L., & Chunoo, V. S. (Eds.), *Shifting the mindset: Socially just leadership education*. Information Age Publishing.

Scribner-MacLean, M., & Miller, H. (2011). Strategies for success for online co-teaching. *Journal of Online Learning and Teaching, 7*(3), 419. https://www.proquest.com/scholarly-journals/strategies-success-online-co-teaching/docview/1497202572/se-2?accountid=4840

Vonderwell, S., & Turner, S. (2005). Active learning and preservice teachers' experiences in an online course: A case study. *Journal of Technology and Teacher Education, 13*(1), 65-84.

Weedman, J. (1999). Conversation and community: The potential of electronic conferences for creating intellectual proximity in distributed learning environments. *Journal of the American Society for Information Science,* 50(10), 907-928.

Leadership Assessment: Exploring its Value and Use in the Classroom

Steve Winton, PhD, Saint Louis University
Katie Devany, MS, Saint Louis University

Abstract

The use of leader and leadership instruments have long been a staple in leadership development efforts, despite limited scrutiny regarding their ethical use (Day, 2001; Wilson et al., 2021). We contend that the use of leadership assessment practices (e.g., self, 360-degree, autobiographical) can be important for learning and development in the classroom, but that its value is not a given. In order to facilitate development of competencies such as decision-making and communication, educators must take great care to align the instrument with the goals of the individual student, class, and/or leadership program, pair it with other pedagogical tools and experiences such as reflection, and thoroughly review the results with students (Barnes, 2021; Satterwhite, 2021).We welcome a conversation regarding the value and use of assessments in promoting student learning and leader/leadership development. Through sharing of individual experiences, research, and best practices, we would like to explore how educators overcome some of its challenges and best incorporate it into curricula and co-curricula.

Session Learning/Participant Objectives

Our learning objectives are to:

- Discuss experiences of selecting and utilizing assessment/inventories as a means to develop and educate students about leadership;
- Identify challenges of utilizing leadership assessment/inventories in the classroom and brainstorm potential strategies to overcome them.
-

Session Description

The value of leadership assessment in developmental efforts is far from guaranteed (Day, 2001; Troy et al., 2021; Wilson et al., 2021). There are disparities in the validity of various instruments, not to mention differences in how they are utilized depending on the purpose of the assessment (e.g., training, education, or development) (Gigliotti & Shankman, 2021; Wilson et al., 2001). Barnes (2021) describes the use of leadership assessment as a paradox, that despite mixed evidence to support its use, people generally like taking them. Even though the stakes of utilizing assessment in educational contexts are relatively lower (e.g., in corporate contexts politics and power dynamics can complicate development efforts), its use in learning is not risk free. Hence, educators carry a considerable responsibility when utilizing them in classrooms (Barnes, 2021; Gigliotti & Shankman, 2021). Our responsibilities include being informed about the tools we select, intentionally linking them with theoretical frameworks (Pierre & Okstad, 2021) and pairing its use with other learning exercises (Shankman & Gigliotti, 2021). Given the ubiquity of leadership assessment in the classroom, we feel that dialogue about its use and value is warranted.

Our session will start with introductions, an overview of the session, and a discussion around the purpose of assessment in leadership education. After we discuss the ‘why’ we will invite participants to share their experiences using assessment in the classroom. Here, we will pay particular attention to identification of what is needed to make it work well and ways we can overcome issues that limit its value. Finally, we will discuss implications and potential research ideas that could lead to collaborative research. In the session, facilitators will incorporate personal examples and share recent research and best practices to promote dialogue. Facilitators also plan to utilize a flip chart to record insights, which might help those who arrive late. Participants will be asked to:

- Explore the use of assessment in leadership education. What is its importance to leadership pedagogy/andragogy?
- Examine the different types of assessment (e.g., self, 360-degree, autobiographical) as we explore strengths and weaknesses of each.
- Share experiences of how it has been coupled with other pedagogical tools to maximize student learning and development.
- Brainstorm potential ideas that could lay the groundwork for research aimed at understanding the role of assessment in leadership education.

In this roundtable discussion, we hope to engage in dialogue that challenges the notion that assessment is always good for student outcomes. By taking a critical look into the use of assessment in leadership education our goal is to provide participants with evidence-based ideas that can be utilized to increase the learning and development of our students. Finally, we look forward to a robust conversation that could even lead to collaborative research efforts.

References

Barnes, A. C. (2021). Can leadership assessments do harm? Considerations for the ethical use of assessments in leadership development. In M. L. Shankman & R. A. Gigliotti (Eds.). *New Directions for Student Leadership: No. 170. Using inventories and assessments to enhance leadership development* (pp. 47–59). Wiley.

Day, D. V. (2001). Leadership development: A review in context. *The Leadership Quarterly, 11*(4), 581–613.

Gigliotti, R. A., & Shankman, M. L. (2021). Assessing leadership: Historical roots and contemporary considerations. In M. L. Shankman & R. A. Gigliotti (Eds.). *New Directions for Student Leadership: No. 170. Using inventories and assessments to enhance leadership developmen*t (pp. 13–21). Wiley.

Pierre, D. E., & Okstad, J. (2021). Utilizing leadership assessment tools in graduate education. In M. L. Shankman & R. A. Gigliotti (Eds.). *New Directions for Student Leadership: No. 170. Using inventories and assessments to enhance leadership developmen*t (pp. 87–95). Wiley.

Satterwhite, R. (2021). Critical considerations for the effective use of leadership inventories and assessments. In M. L. Shankman & R. A. Gigliotti (Eds.). *New Directions for Student Leadership: No. 170. Using inventories and assessments to enhance leadership development* (pp. 35–46). Wiley.

Shankman, M. L., & Gigliotti, R. A. (2021). Concluding thoughts and reflections on the effective and ethical use of assessments. In M. L. Shankman & R. A. Gigliotti (Eds.). *New Directions for Student Leadership: No. 170. Using inventories and assessments to enhance leadership development* (pp. 125–127). Wiley.

Troy, A. B., Lewis, J. L., & Vaughn, C. M. (2021). Leadership assessments: A history and overview of empirical and practical considerations. In M. L. Shankman & R. A. Gigliotti (Eds.). *New Directions for Student Leadership: No. 170. Using inventories and assessments to enhance leadership development* (pp. 23–34). Wiley.

Wilson, S., Lee, H., Ford, J., & Harding, N. (2021). On the Ethics of Psychometric Instruments Used in Leadership Development Programmes. *Journal of Business Ethics*, *172*(2), 211–227.

Teaching and Leading in the Middle of Everywhere from a More Inclusive Perspective

Wren Mills, PhD, Western Kentucky University
Rheanna Plemmons, EdD, Western Kentucky University

Abstract

In 2016, Booker et al. found that when faculty engaged in diversity, equity ,and inclusivity training, they felt they grew from the experience and that this growth was noted in teaching practices and attitudes; students benefited from it, as well. In Spring 2022, 15 faculty were chosen from across campus to participate in the inaugural cohort of the Inclusive Teaching Academy at ZZZ. In this roundtable session, one of the participants will share her experience, from the application process to topics covered, artifacts created, and lessons learned that she can implement in her courses and help others in her program and department to put into practice, as well. Discussion topics will include how to integrate inclusivity into course set-up, how to establish a DEI-friendly climate, how to teach with transparency, and how to teach for equity. Come and see if the ITA is something you might want to try to develop and offer at your own institution.

Session Learning/Participant Objectives

1. Describe the purpose of the Inclusive Teaching Academy
2. Discuss the diversity, equity, and inclusion topics covered in the curriculum of the ITA
3. Identify at least one DEI practice to examine for use in your own teaching

Session Description

Unlike the large, urban research campus that was the focus of Booker et al.'s (2016) study, ZZZ is a comprehensive university located in the mid-south of the United States. While their student bodies are roughly the same size, the diversity is not quite so similar. After nearly two years of planning and development, during the Spring 2022 semester, faculty at ZZZ engaged in a hybrid-style professional development experience that was designed to develop more diversity, equity, and inclusion (DEI) advocates throughout each college and across campus (not experts, but allies). The purpose of the ITA was to:

1. **To introduce and/or deepen** participants' knowledge of inclusive and culturally responsive teaching.
2. To create opportunities for participants **to apply** evidence-based DEI principles to course design and pedagogy.
3. To offer a collegial space for participants **to reflect** on their current and proposed teaching practices.
4. **To grow the community** of practitioners focused on inclusivity. (One ZZZ…, 2022).

The objectives of the program were to help faculty be more effective in their support of inclusive learning environments, handling of difficult interactions, and promotion of the success of diverse students (One ZZZ…, 2022). The program consisted of 7 synchronous meetings integrated into

14 weeks of online learning across 4 modules that were subdivided into multiple "dimensions" of learning, each given a week to complete. Artifacts submitted as part of this initiative included a revised syllabus, a diversity statement, an assignment revised with transparency principles in mind, and multiple reflections prior to exposure to the material, between sections of material in each dimension, and at the end of each module. This roundtable session will share the ITA course syllabus and its major topics as well as what was learned and a critique of the format. The idea is that those who attend might find topics that they can investigate on their own, or they might seek to implement such a program on their own campus. The ideas shared in the ITA were ones that any campus community would embrace and result in better leaders, better educators, and better interactions with others no matter where such a program might be implemented.

References

Booker, K. C., Merriweather, L., & Campbell-Whatley, G. (2016). The effectives of diversity training on faculty and students' classroom experiences. *International Journal for the Scholarship of Teaching and Learning, 10*(1), https://doi.org/10.20429/ijsotl.2016.100103

One ZZZ Inclusive Teaching Academy. (2021, Oct. 4). ZZZ. https://www.zzz.edu/news/articles/index.php?view=article&articleid=9930

One ZZZ Inclusive Teaching Academy (ITA). (2022). ZZZ. https://www.zzz.edu/citl/faculty-spotlight/ita.php

A Conversation About the Use of Collaborative Online International Learning by Leadership Educators

Candace Bloomquist, PhD, Creighton University
Sandra Suiter, EdD, Horizons Collaborative
Michele Mencuccini, EdD, Church of the Ascension

Abstract

This roundtable discussion session is designed for those interested in discussing the use of collaborative online international learning (COIL) for leadership development. The use of COIL can fill the need for sustainable global leadership development (i.e., online facilitation of learning without the need to travel), innovations in international education (i.e., creating more capacity and availability for global citizenship educational opportunities, SUNY COIL, n.d.), and access and equity for faculty and students who have limitations related to financing or mobility for international travel. COIL is a collaboration between students and professors that helps provide meaningful opportunities for global experiences to enhance intercultural interactions that lead to more culturally humble leaders who can lead from the middle of everywhere. This roundtable conversation provides an opportunity to delve into this unique but important exploration—the utilization of COIL for leadership development.

Session Learning/Participant Objectives

Leadership educators use a variety of teaching and learning strategies across a wide range of leadership development programs. Based on our own experience with a COIL project, this round table fulfills some features of a Scholarship of Teaching and Learning (SoTL) project by sharing and discussing with others our project so that they might build upon what we have learned (Shulman, 1999 as cited in Linder et al., 2014). This project follows the SoTL tradition of educational research because it is intentionally designed to investigate international partnerships and online and distance instructional strategies to both improve our own practices and share with others interested in our approach. This roundtable discussion provides an opportunity to dig into this conversation about COIL. Specifically, the objectives of this roundtable discussion are:

1. Discuss how (and whether) COIL is useful for leadership development,
2. Identify the ways in which established leadership education teaching and learning strategies inform the approach and practice of COIL, and
3. Introduce several promising practices in purposefully creating and supporting COIL projects (i.e., communication strategies, coordinating interactions among diverse participants, and facilitating teamwork).

Session Description

While SoTL and innovations in international education, like COIL, have seen increased interest in the United States (see SUNY COIL, n.d.; Coventry COIL, n.d.), that interest has yet to translate into a multitude of specific educational pursuits. The intersection of SoTL and COIL begins to explore the idea that everyone brings valuable resources to the education community.

People who are linguistically and culturally diverse, bring a unique set of assets that have the potential to enrich the experiences of all learners and educators. According to UN Sustainability Goals number four and five, sustained global efforts are needed to (a) ensure quality education and lifelong learning from pre-school through at least secondary education and (b) achieve gender equality and empower women and girls to have equal economic and social rights (Sachs, 2015). Intentional efforts across the globe to create global citizens willing to support and help one another are needed. COIL projects that take into consideration SOTL principles can satisfy such efforts.

The demand for individuals capable of facilitating high quality instruction is globally universal (Sachs, 2015). Education is an economic engine and teachers are the most important resource. Teachers influence the development of leaders in many ways. For example, when behaviors are done repetitively over time the routine turns to practice and reinforces certain identities (Day et al., 2021). Teachers can model, influence, and reinforce the leadership identities, leadership practices, and outcomes of multiple generations within a society. Our experiences of developing and carrying out two COIL projects with international partners focused on teacher training provide the initial background for this roundtable conversation. Our experiences developing the partnerships and COIL courses with St. Paul's Teacher Training College in Nagaland, India and Mazzorali Teacher Training College in Cueibet, South Sudan provide the foundation for this roundtable conversation.

For St. Paul's Teacher Training College, in undertaking efforts to practice speaking the English language, both Creighton volunteers and St. Paul's teachers-in-training understand that the English language carries inherent power and prestige in our global community. While native English-speakers carry the privilege of this language of global access and often mobility, multilingual teachers-in-training strive to gain this linguistic tool as a means not only for their own success, but most prominently as a tool for their students' success. Through this linguistic partnership, all participants better appreciate their role as global citizens in sharing language, experiences, and perspectives across borders and culture.

For Mazzorali Teacher Training College, in undertaking efforts to build the self-awareness and self-esteem of women who will become teachers, both volunteers and teachers-in-training understand that equality between the genders carries inherent power and prestige in our global community. In the past, men carried the privilege of economic and social access to resources and power, which often came with mobility. Today, women teachers-in-training strive to gain this equality as a means not only for their own success, but most prominently as a tool for their students' success. Through this partnership, all participants better appreciate their role as global citizens in sharing experiences and perspectives to eliminate gender discrimination across borders and culture.

The roundtable conversation will include a facilitator-led discussion and provide an opportunity for participants to dialogue with others who are thinking about international education generally, and specifically about the use of COIL as it relates to leadership development more specifically. The following questions will guide the 45-minute conversation:

- What are your initial thoughts about how collaborative online international learning (COIL) relates to the field of leadership studies and leadership development?

- How do existing international education teaching and learning strategies inform the effective use of COIL in the development of leadership across the lifespan (i.e., pre-K to grade 12, undergraduate, graduate/professional/lifelong learning)?
- What collaborative and online teaching and learning strategies make COIL unique?
- How might leadership educators intentionally design COIL projects to facilitate patterns of interaction that foster sustainable global approaches to leadership development?

The facilitators will be prepared to share some ideas and examples about how to purposefully create and facilitate COIL projects based on their experiences with two COIL projects with schools in Nagaland, India and Cueibet, South Sudan. The facilitators will also take notes and later disseminate them to attendees as requested. We look forward to an inclusive and informal conversation.

In line with the 2022 ALE conference theme, the foreseeable implications of this roundtable conversation include: (1) the sharing of informed research and promising practices around the field of international education and leadership development and (2) the consideration of how more students can experience *leadership in the middle of everywhere* through collaborative, global, online modalities. As the number and quality of leadership development programs continue to increase, leadership educators will seek out evidence-based practices, like COIL, that give students unique opportunities to engage globally so they can *relate to leadership everywhere*. The promising practices identified through conversations at this roundtable session will be shared with the attendees to encourage future conversations and collaborations between leadership educators interested in this approach. Finally, the ideas shared at this roundtable session could be used as part of a grant opportunity at the facilitators' home institution to explore the sustainability and integration of COIL opportunities within university, college, or departmental systems as it relates to increasing student achievement of university and program learning outcomes.

References

Coventry COIL (n.d.). Collaborative Online International Learning (COIL). https://www.coventry.ac.uk/study-at-coventry/student-support/enhance-your-employability/global-opportunities/collaborative-online-international-learning-coil/

Day, D. V., Riggio, R. E., Tan, S. J., & Conger, J. A. (2021). Advancing the science of 21st-century leadership development: Theory, research, and practice. *The Leadership Quarterly, 32*, 1-9. https://doi.org/10.1016/j.leaqua.2021.101557

Linder, K. E., Elek, E. D., & Calderon, L. (2014). SoTL and the Institutional Review Board: Considerations before navigating the application process for classroom research in higher education, *Journal of the Scholarship of Teaching and Learning*, 14(2), 1-14. http://www.doi.org/10.14434/josotl.v14i2.4217

Sachs, J. D. (2015). *The age of sustainable development*. Columbia University Press.

SUNY COIL (n.d.). Welcome. https://coil.suny.edu

Tune into Marginalization: A Leadership Simulation Workshop

Helen Fagan, PhD, University of Nebraska-Lincoln
Gina Matkin, PhD, University of Nebraska-Lincoln

Abstract

Walking a Mile in another person's shoes while easy to say, is difficult to do. What would it feel like to be marginalized? Would participants grow in empathy? Would they be better equipped to suspend judgement and shift perspective? These are considered qualities of an individual who is able to bridge differences. The U.S. Army has been working for the past two decades to develop empathy as a key attribute of military leaders to better understand followers. This roundtable will lead participants in an experiential learning opportunity in which they are provided the opportunity to tune into marginalization as a process for developing empathy.

Introduction

Campbell (2018) states that for decades educational institutions have tried to institutionalize diversity efforts. Campbell say that hatred is so stubborn and pervasive in the United States society the even some of our most learned institutions have been unable to escape its grip. According to the Pew Research Center (2017), division over issues such as racial discrimination, immigration, international diplomacy, and government aid to the needy has amplified pointedly since the 1990s. Shanto et al (2012), found that participants were asked how they felt about people whose views differed politically. They found that feelings towards members of an opposing political party had become progressively destructive since the 1980's. According to Campbell (2018), the United States is the most polarized it has been since the civil war, even more so than the civil rights movement of the 1960's. Leaders are needed who are able to see the benefit of difference, are respectful, and inclusive in their approach (Bortini, et al 2015).

One of the objectives of the leadership programs in ____ department at _______ university is to "develop a level of self-awareness as well as the cognitive and emotional ability to effectively work with people from diverse backgrounds and perspectives" (website). The graduate program is "designed to enhance prior education and experience to prepare for careers related to leadership, organization or community development by immersing students in the increasingly complex area of leadership" (website). As such, a class in our program, Leadership and Diversity, aims to help students accomplish that.

During Fall 2021, and Spring 2022 semesters pre-post assessments, as well as individual reflections were collected from students. The prevailing resonponses from students during the debrief and in reflections included the phrase "I had no idea _____". This information and findings from both semesters will be shared after the simulation part of this workshop.

Simulating the complexities of leadership is part of the immersive process of growth and development that we strive to provide students. Simulation has long been known as an effective method for spring-boarding learning and meaning making (Jones et al., 2020). As such, the purpose of this workshop is to simulate the experience of being marginalized in a way that generates a deep and lasting positive impact on participants. The process of debriefing is crucial to the meaning making after the experience. Therefore, facilitators will ask open-ended questions during the debriefing to enhance the meaning-making for participants. Our learning objectives are:

1. Participate in an experiential learning activity as a method for developing empathy in leadership students
2. Identify and explain the emotions associated with being marginalized
3. Question our unconscious privileges and the impact of them on our expectation of others
4. Create an individual approach to apply the learning in our personal approach to leadership

Review of Related Scholarship

Constructivist theorists (Kolb & Kolb, 2005) asserted that learning happens actively through a process that allows the learner to construct new insight based on experiences. They posit that participants in the learning process should reflect on prior knowledge and construct their own views of the world through experiences occurring in their physical and social environments (Shapira-Lishchinsky, 2015). Simulation has been shown to provide a realistic learning opportunity for complex issues whereby other training approaches have lower efficacy (Salas et al., 2009, Shapira-Lishchinsky 2015), especially when it comes to implicit bias (Friedell, 2017).

Implicit bias is most often formed early and reinforced through a variety of mechanisms in our lives. According to Fridell (2017), "even well-intentioned individuals have biases that can impact their perceptions and behavior—producing discriminatory behavior. The good news from the science is that individuals, once educated on the science of implicit bias, can impact those biases" (Fridell, 2017, p. 22).

The Kirwan Institute for the study of race and ethnicity at the Ohio State University defines implicit bias as "the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner" (p. 2). In a publication by the Kirwan Institute (Wright, 2016), found implicit bias to be an influencer in educational outcomes of black students. "Implicit bias is activated involuntarily and without an individual's awareness or intentional control" (p. 4).

Developing empathy has been found to provide positively impact reduction of bias as well (Forgiarini, et. al. 2011). According to Decety (2010), empathy is the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling. Research by Hopthrow et al. (2017) suggests that empathic people tend to be more generous and concerned with others' welfare, and they also tend to have happier relationships and greater personal well-being. Empathy can also improve leadership ability and facilitate effective communication (Garner, 2008). But research also suggests that people differ in the extent to which they experience empathy (Bruneau & Saxe, 2011; Hopthrow et al., 2017).

Some researchers have described empathy as a cognitive attribute (Basch, 1983, Berg et al. 2011), as an affective response (Chory-Assad et al., 2005) or emotional characteristic (Decety, 2010). While the ability for individuals to "resonate with each other affectively, prior to any cognitive understanding, is the basis for developing shared emotional meanings, it is not enough for mature empathic understanding" (Decety, 2010 p. 261). Maturing empathic understanding occurs when grounded in our shared humanity (Gibbons, 2010). Pederson (2008) says that experiential learning is critical to developing the capacity for purposeful empathic responsiveness.

In relation to the current workshop pedagogy, Taylor and Glen (2019), found that creating a fictional story about a refugee child, and telling the child's story before arrival to the school, resulted in more empathy and helping intentions, and attitudes predicted helping intentions of those in the school community. This suggests that fiction, as a mechanism of simulation, can aid in developing empathy.

In studies of military officers, empathy has been identified as the essential ingredient in building trusting relationships (Garner, 2008). Additionally military leaders indicated that leaders with "well developed empathy" are better able to foster effective communication, greater cohesion, and increased morale between the teams they lead (Garner, 2008). A former Navy Seal commander explained during an interview, "Navy SEAL training changed my perspective. Today, I lead my business, jumping into risk and taking on challenges, but never compromising on empathy as one of my core values" (Parmar, 2016). This testimonial and previous research on empathy and similations, show that simulation such as this can leave a lasting impact on the participants.

Lesson Plan Description

Title: Marginalization and Their Impact: A Simulation Activity
Time: 90 minutes

Purpose: The purpose of this simulation is for participants to experience being marginalized with the goal of developing empathy for those whose life experiences are different than their own.

Learning Objectives:

1. Participate in an experiential learning activity as a method for developing empathy in leadership students
2. Identify and explain the emotions associated with being marginalized
3. Question their unconscious privileges and the impact of them on their expectation of others
4. Create an individual approach to apply the learning in their personal approach to leadership

Teaching Process: As participants arrive they are invited to sit anywhere. The room is arranged with a table and a chair for each participant.

> **Introduction:** (10 minutes) Facilitators will introduce themselves and share the objectives of the workshop

Preassessment: (5 minutes) Participants are then asked to complete and score a self-assessment (Appendix 1).

Simulation Steps: (40 minutes)

Step 1: (5 minutes) Participants are given cards (sample below) where they self-identify their level of dominance in society. They are informed that this information is confidential and no one will see the card, it is theirs to keep. The most important thing is to honestly identify and give the total number of boxes checked to their facilitator. The reason this information is confidential is because we want to create a safe space for the participants.

Please check all the boxes after reading the statement. Tally the number of checked boxes, and tell your facilitator that number. Keep this card for yourself. The information is confidential.	
1. I am a Christian	☐
2. I do *not* have any diagnosed physical and/or mental disabilities	☐
3. English is my first language and I speak it at home	☐
4. I am *not* the first generation in my family to attend college	☐
5. I am white	☐
6. I am *not* a first generation immigrant or refugee	☐
7. I grew up in a two parent family with heterosexual parents	☐
8. I am *not* a child of divorce	☐
9. I am *not* a member of the LGBTQ population	☐
10. I identify as a (Male or Female) and with my gender at birth (cisgender)	☐
11. I am a cisgender (at birth) male	☐
12. I earn more than the federal poverty line ($12k for family of 1; $17k family of 2; $21k for family of 3; $26k for family of 4; $30k for family of 5)	☐
13. I have *not* been physically abused or assaulted.	☐
14. I attended school after high school and finished a certification and/or college degree	☐

Step 2: (10 minutes) Participants then walk along a table and pick up items to wear for the simulation. The items each participant selects will be determined by their responses to the checklist. Instructions will be described in the session. Items are as follows:

1. Smeared goggles
2. Tape (to put on lens of goggles)
3. Ear plugs
4. 6 pieces of bubble gum
5. Mask

6. Gloves (food serving gloves XL)
7. Pencil (doesn't write)
8. Marker (dried up)
9. Take one shoe (the participant places one of their shoes at the table)
10. Shirt (shirt a size smaller than they are that they have to wear on top of their clothes)
11. Large Band Aids (to tie some fingers together after in the glove)
12. Head covering (must go over ears)
13. Sunglasses (to go over goggles)
14. Instruction sheet (in a non-English language if they checked English is first language)
    NOTE: Participants whose primary language *is not English* are given an English Instruction sheet.

Everyone gets:
A Trash bag that has the following two items:

1. Spaghetti Noodles (10 noodles)
2. Marshmellows (8 marshmellows)

Step 3: (20 minutes) Participants complete the tasks listed in their instruction sheet (sample below) in the allotted time. They are instructed to not to work together or to ask questions.

Instructions: Using marshmallows and spaghetti noodles create a bridge that is 24 inches tall, 36 inches long, and 5 inches wide. Be sure to use all the pieces.

Step 4: (5 minutes) At the end of the allotted time, participants are asked to remove or take off all props and place them on the table.

Debriefing: (20 minutes) The facilitators will show an image (Appendix 2) and lead the participants in a discussion to debrief the activity. Depending on the size of the group, a small group formation may be used to facilitate the process and allow more participatns to share their experiences.

The questions below will be used to begin the debrief. It is important to note that the facilitators will use the statements shared by participants to ask follow-up questions so as to deepen the learning for the attendees and make the activity more relevant to the specific experiences of the participants present. .

- How did it feel to work on this task?
- What made this task difficult or easy?
- What insights did you gain in the process?
- What do you think is the purpose of this activity?

- In what ways did your perspective shift?
- How does this connect with who you desire to be as a leader?
- What insights might this activity give you regarding how you do or do not fully eomprehend the experiences of others whose identity (culture, race, gender identity, etc.) might be different from yours?
- What other observations or insights would you like to share regarding this activity and/or your experiences?
- How and in what context might you use aspects of this activity/simulation in your own work?

Post Assessment: (5 minutes) Participants are then asked to complete and score a self-assessment again (Appendix 1).
Conclusion: (5 minutes) Facilitators' information is shared and a document containing journaling instructions (Appendix 3) are handed out for participants to continue their reflections after the session.

Discussion of Outcome and Results

In 2006, a local hospital in ___ state embarked in conducting Bariatric surgery with morbidly obese patients. In 2007, they decided to become designated as a Center for Excellence in Bariatric services for these patients. In order to achieve that prestigious recognition, they recognized that staff sensitivity to the challenges and needs of a morbidly obese patient were critical to achieving success. While no data was formally collected for this particular workshop, the training, which was a simulation similar to this workshop, led to a dramatic shift in perspectives by the participants as evidenced by these comments, "I had no idea how difficult it is to work with this additional 20 pound weight belt, much less 100, 200, or more extra pounds", and "I've been this size since I was in my early 20's, I've never had to think about chair size until I had be in these chairs for this workshop. I can't imagine worrying about fitting into a chair every where I go. We need to be better at that. I am sad that I haven't ever thought of that, and I'm in my 50's." The sensitivity workshop at this hospital was created and led by the first author of this activity. This workshop is adapted from that experience and outcomes.

Workshop Plan and Implications

The presenters will facilitate the workshop, and provide insight from research, that will enable participants to apply this in a classroom or leadership development workshop. The participants will benefit from the experience in potentially shifting their perspective and enhancing their ability to tune into marginalization better. Further, participants will have the knowledge, and tools to incorporate this into their own environments where they are educating and/or developing leaders.

References

Basch, M. (1983). Empathic understanding: A review of the concept and some theoretical considerations. *Journal of the American Psychoanalysis Association*, *31* 101–126.

Berg, K., Majdan, J., Berg, D., Veloski, J., & Hojat, M. (2011). Medical students' self-reported empathy and simulated patients' assessments of student empathy: An analysis by gender and ethnicity. *Academy of Medicine, 86*(8), 984–988. http://doi.org/10.1097/ACM.0b013e3182224f1f

Bortini, P., Paci, A., Quinlan, D., Rojnik, I., & Tonna, L. (2015). Journey to Authentic and Inclusive Leadership: A Handbook. *Link: http://www.alp-network.org/wp-content/uploads/2015/01/Handbook-on-authetic-inclusive-Leadership.pdf.* Obtained 1/29/2020

Bruneau, E. G., & Saxe, R. (2011). The power of being heard: The benefits of 'Perspective-Giving' in the context of intergroup conflict. *Journal of Experimental Social Psychology*. *48*(4), 855-866. http://doi.org/10.1016/j.jesp.2012.02.017

Campbell, D. I. (2018). *Leadership and Diversity in Higher Education: Communication and Action that works.* CommunicationLinksUs. Munster, IN.

Decety J. (2010). The neurodevelopment of empathy in humans. *Developmental Neuroscience*, *32*(4), 257–267. http://doi.org/10.1159/000317771

Forgiarini, M., Gallucci, M., & Maravita, A. (2011). Racism and the Empathy for Pain on Our Skin. *Frontiers in Psychology*, *2*(108). http://doi.org/10.3389/fpsyg.2011.00108

Garner, H. (2008). Empathy-A true leader skill. *Military Review*, *89*(6), 84-92.

Gibbons, S. (2011). Understanding Empathy as a Complex Construct: A Review of the Literature. *Clinical Social Work Journal*, *39*, 243–252. http://doi.org/10.1007/s10615-010-0305-2

Hopthrow, T., Hooper, N., Mahmood, L., Meier B. P., & Weger, U. (2017). Mindfulness reduces the correspondence bias. *The Quarterly Journal of Experimental Psychology*, *(70)*3, 351-360. http://doi.org/10.1080/17470218.2016.1149498

Jones, S., Rowan-Kenyon, H. T., Ireland, S. M. Y., Niehaus, E., & Skendall, K. C. (2020). The meaning students make as participants in short-term immersion programs. *Journal of College Student Development*, *53*(2), 201-220. http://doi.org/10.1353/csd.2012.0026

Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning and Education*, 4(2), 193–212.

Lasley, M., Azali-Rojas, D., & Manzon Santos, J., & Rinderle S. (2007). Cultural assessment: Awareness of culture, power and privilege. Leadership that Works, Troy, PA. Obtained: http://www.leadershipthatworks.com/article/3036/index.cfm on 2/11/2020

Parmar, B. (2016). Want to be more empathetic? Here's some advice from a Navy SEAL: Interview with Yap Kwong Weng, author of LEAP: Journey of a Young Global Leader from Singapore as quoted in The World Economic Forum. https://www.weforum.org/agenda/2016/12/what-a-navy-seal-can-teach-business-leaders-about-empathy/. Obtained 2/8/2020.

Pedersen, P. (2008). Traditional and nontraditional perspectives on empathy, help-seeking, and healthy outcomes. *In P. Pedersen, H. Crethar, & J. Carlson (Eds.), Inclusive cultural empathy: Making relationships central in counseling and psychotherapy* (1st ed., pp. 7–21). Washington, DC: American Psychological Association.

Salas E., Wildman J. L. & Piccolo R. F. (2009). Using simulation-based training to enhance management education. *Academy of Management Learning and Education, 8*(4): 559–573.

Shapira-Lishchinsky, O. (2015). Simulation-based constructivist approach for education leaders. *Educational Management Administration and Leadership*, *43*(6), 972–988. http://doi.org/10.1177/1741143214543203

Spreng, R. N., McKinnon, M. C., Mar, R. A., & Levine, B. (2009). "The Toronto Empathy Questionnaire." *Journal of Personality Assessment*, *91*(1), 62-71.

Taylor, L. K., & Glen, C. (2019). From empathy to action: Can enhancing host-society children's empathy promote positive attitudes and prosocial behavior roward refugees? *Journal of Community Applied Social Psychology, 1*(13). http://doi.org/10.1002/casp.2438

Wright, R. (2016). Race matters…and so does gender: An intersectional examination of implicit bias in Ohio school discipline disparities. *Kirwan Institute.* kirwaninstitute.osu.edu/researchandstrategicinitiatives/school-discipline/

Appendix 1:

Instructions: We continuously expand our capacity and deepen our awareness of culture, power and privilege. There are no right or wrong answers or trick questions. This self-assessment tool is for your own growth, so please be honest with yourself.

As you read through the statements below, think of specific examples and situations. On a scale of 1-5, how satisfied are you with your demonstration or embodiment of each statement?

1= very dissatisfied
2= somewhat dissatisfied
3= neutral
4= somewhat satisfied
5= very satisfied

- ☐ I am in tune with my assumptions, biases and stereotypes about members of other cultural groups.
- ☐ I understand how challenging it is to not read or write or comprehend a language.
- ☐ I am aware of how my cultural perspectives influence my judgment about what behaviors, values, and communication styles are 'appropriate', 'normal', or 'superior'.
- ☐ I think about my discomfort when I encounter differences between myself and others.
- ☐ I enjoy making other people feel better.
- ☐ I have tender, concerned feelings for people less fortunate than me.
- ☐ I can tell when others are sad even when they do not say anything.
- ☐ I recognize that systemic oppression cultivates stereotypical attitudes and discriminatory actions in myself and others that can dehumanize or even stimulate violence against individuals from marginalized groups.
- ☐ I feel sympathy for people who cause their own serious illnesses.
- ☐ Without making assumptions, I honor people's language fluency, accent, style or grammar, and I avoid jargon, slang or humor that might be difficult for some to understand.
- ☐ I am really interested in how diverse populations feel about the challenges they face in our society.
- ☐ I seek out people who challenge me to increase my cross-cultural awareness and seek support from diverse colleagues about culturally sensitive courses of action.
- ☐ When I see someone being treated unfairly, I feel pity for them.

☐ I have the courage to challenge discriminatory behavior and say what I feel in the moment when I see or experience people behaving in hurtful ways.

☐ When I see someone being taken advantage of, I feel protective towards them.

Adapted from:

Spreng, R. N., McKinnon, M. C., Mar, R. A., & Levine, B. (2009). "The Toronto Empathy Questionnaire." *Journal of Personality Assessment*, *91*(1), 62-71.

Lasley, M., Azali-Rojas, D., Manzon Santos, J., & Rinderle S. (2007). Cultural assessment: Awareness of culture, power and privilege. *Leadership that Works*, Troy, PA. Obtained: http://www.leadershipthatworks.com/article/3036/index.cfm on 2/11/2020

Appendix 2


Emanu.se
"What's the matter?
It's the same distance!"

Appendix 3:

Now that you are done with this workshop to gain the most from the experience, we are asking you to take the time to fully reflect and journal your thoughts as you leave this session. It would be ideal if you answer the same questions over the course of the next few months to see if you notice a shift in your reflections over time.

What I have learned about myself from this experience is:

The most meaningful part of this experience for me was:

The best way I can apply this to my personal life is:

The best way I can apply this to my professional life is:

I don't want to forget how I felt when:

Exploring Best Practices in Increasing Diversity in Graduate Students

Christine Noyes-Williams, MS, Arizona State University

Abstract

As graduate admissions across multiple disciplines strive to increase the diversity of student bodies, it is worth examining the practices that are shifting the demographics of graduate programs. Most commonly, newer holistic admissions practices included removing cut-offs in academic measures, standardized test scores, and GPA; then, extended to evaluating an applicant's creativity and problem-solving, contextualizing the environment the student was in, to factoring in first generation to go to college (Aibana et al., 2019; Blumberg et al., 2021; Clayborne et al., 2021; Coleman & Keith, 2018). No matter the criteria for evaluating applicants, many articles reference a process of evaluating a program's mission when conducting reviews (Coleman & Keith, 2018; Lancaster et al., 2020; Maker, 2020; Wagner et al., 2020). The research suggests two directions for degree programs, holistic evaluation of admissions process through mission, vision, and values, and the other restructuring of admissions criteria to elicit the qualities that lead to success in the discipline.

This roundtable will engage participants in a discussion on how they think about their leadership program's mission, vision, and values in attracting and evaluating applicants. Furthering the discussion into how applicants display alignment to these and qualities that lead to success in the discipline.

Session Learning/Participant Objectives

1. Share and discuss strategies programs have used
2. Explore a framework for leading faculty in a discussion of admissions criteria in relationship to mission, vision, and values
3. Explore a framework for reflecting on current actions taken during the marketing process through enrollment of students in a program.

Session Description

Participants will engage in discussion on how a holistic approach to evaluating the admissions process may result in changes to their own procedures. These changes have shown promise in disciplines outside of leadership to increase diversity of the student body. No matter the criteria for evaluating applicants, many articles reference a process of evaluating a program's mission when conducting the reviews (Coleman & Keith, 2018; Lancaster et al., 2020; Maker, 2020; Wagner et al., 2020). The research suggests two directions programs can take, one of holistic evaluation admissions process through mission, vision, and values; and the other a restructuring of admissions criteria to elicit the qualities that lead to success in the discipline.
Participants will be introduced to a continuous improvement model used by Lancaster et al. (2020) to rethink admissions in an undergraduate Nursing program in the Midwest. Stepping back to think about a program's mission, vision, and values in the context of admissions criteria and evaluation may help faculty see a different approach. Previously, this approach allowed

faculty to consider which qualities contribute to success in the field before determining how best to assess for qualities.

Participants will learn ways other disciplines have shifted procedures furthering diversity in admissions. The Association of American Medical Colleges proposes a framework referred to as EAM, or Experience-Attributes-Metrics (Blumberg et al., 2021). This model captures the idea that admissions practices should consider the whole person by looking at:

- experiences (experiences related to discipline)
- attributes (first-generation to go to college, etc.)
- metrics (GPA, test scores)

Suggestions to step back and look at program missions and desired outcomes, while weighing factors that reflect the program's mission, appear throughout the literature. The EAM model seems to provide the most concrete direction and approach. Participants will discuss how the EAM model looks in a discipline as broad as leadership.

Work, looking at MD-PhD admissions, indicates that website information about a program's admissions requirements can cause self-selection out of the process (Christophers & Gotian, 2020). This work suggested that communication of ranges, instead of averages or ideal candidates, may influence a person's decision to apply. This finding is supported in work looking at how women and underrepresented minorities self-select out of applying to jobs (Giumetti, 2011; Wille & Derous, 2017).

The goal of this roundtable is to allow participants to assess their leadership programs in terms of: (a) the website information including prompts for materials, (b) evaluation of those materials, and (c) how programs market themselves. Participants will think about how their program descriptions and materials may cause individuals to self-select out of the application process, and how they may increase their admissions, specifically around diversity and inclusion.

References

Aibana, O., Swails, J. L., Flores, R. J., & Love, L. (2019). Bridging the Gap: Holistic Review to Increase Diversity in Graduate Medical Education. *Academic Medicine*, *94*(8), 1137–1141. https://doi.org/10.1097/ACM.0000000000002779

Blumberg, B., Davis, D., de la Rosa, J. M., Elliot, D., Grill, A., Girotti, J., & Harris. (2021). *Holistic Review*. AAMC. https://www.aamc.org/services/member-capacity-building/holistic-review

Christophers, B., & Gotian, R. (2020). Using admission statistics to encourage diverse applicants to MD-PhD programs. *Journal of Clinical Investigation*, *130*(1), 17–19. http://dx.doi.org.ezproxy1.lib.asu.edu/10.1172/JCI134941

Clayborne, E. P., Martin, D. R., Goett, R. R., Chandrasekaran, E. B., & McGreevy, J. (2021). Diversity pipelines: The rationale to recruit and support minority physicians. *Journal of the American College of Emergency Physicians Open*, *2*(1), e12343. https://doi.org/10.1002/emp2.12343

Coleman, A. L., & Keith, J. L. (2018). *Understanding Holistic Review in Higher Education Admissions*. College Board. https://educationcounsel.com/?publication=understanding-holistic-review-in-higher-education-admissions-guiding-principles-and-model-illustrations

Giumetti, G. (2011). *Applicant self-selection during the hiring process: Developing and testing a model of applicant withdrawal*. Clemson University.

Holistic Review: A Quick Primer. (n.d.). Retrieved January 30, 2021, from https://www.aacnnursing.org/Diversity-Inclusion/Holistic-Admissions

Lancaster, R. J., Baseman, E., & Smolinski, L. (2020). A quality improvement project: Defining and operationalizing a holistic admission selection policy. *Journal of Professional Nursing*, *36*(4), 259–263. https://doi.org/10.1016/j.profnurs.2020.01.003

Maker, C. J. (2020). Identifying Exceptional Talent in Science, Technology, Engineering, and Mathematics: Increasing Diversity and Assessing Creative Problem-Solving. *Journal of Advanced Academics*, *31*(3), 161–210. https://doi.org/10.1177/1932202X20918203

Wagner, R., Maddox, K., Glazer, G., & Hittle, B. (2020). Maximizing Effectiveness of the Holistic Admission Process: Implementing the Multiple Mini Interview Model | Ovid. *Nurse Educator*, *45*(2), 73–77.

Wille, L., & Derous, E. (2017). Getting the Words Right: When Wording of Job Ads Affects Ethnic Minorities' Application Decisions. *Management Communication Quarterly*, *31*(4), 533–558. https://doi.org/10.1177/0893318917699885

Leadership Identity Development in the Collegiate Curricular Setting: How do Transformative Pedagogies Empower or Constrain?

Summer Odom, PhD, Texas A&M
Allison Dunn, PhD, Texas A&M

Abstract

Leadership identity development has been noted as being central to student leadership learning among college students in both the curricular and co-curricular settings. Pedagogies like storytelling, coaching, and the use of personal development plans and personal growth projects are being used to facilitate leadership identity development in the collegiate setting. While much research has been focused on leadership identity, there is lacking in the literature a critical lens focus on this phenomenon. The purpose of this roundtable is to discuss transformative pedagogies being used in the collegiate curricular setting to facilitate leadership identity development and then explore ways these pedagogies may both empower or constrain the leadership identity development of students.

Session Learning/Participant Objectives

1. Participants will discuss transformative pedagogies used in the collegiate curricular setting to facilitate leadership identity development.
2. Participants will explore ways these pedagogies may empower or constrain leadership identity development of students.

Session Description

Background

Leadership identity has been defined as "how individuals develop the social identity of being collaborative, relational leaders interdependently engaging in leadership as a group process." Leader identity is how one thinks of oneself as a leader; the subcomponent of one's identity or self-concept related to being a leader. (Day et al., 2009). Relates to one's positionality, how it is enacted, and how others perceive and respond to it. The Leadership Identity Development Model (Komives et al., 2005) was developed and used to frame how college students develop their leadership identity. There is prolific amounts of scholarship related to leadership identity development of college students, but there has not been a critical examination of this phenomenon.

A need exists to contextualize and critique the emergent scholarship around leadership identity development and to suggest practical applications of this scholarship. Campus-based leadership education and development, occurring in both curricular and cocurricular contexts, have embraced leader/leadership identity development as integral to student leadership learning. Pedagogies such as storytelling (McCain & Matkin, 2019; Torres, 2019), coaching (Aas & Vavik, 2015), and the use of personal development plans and personal growth projects (Odom et al., 2012) seem to be correlated with enhanced leadership identity development. As leadership educators seek to create meaningful and transformative pedagogies for all students in our classrooms, these pedagogies need to be viewed from a more holistic and critical lens. Leadership educators should be mindful of the concept that identity is socially constructed in that "one's sense of self and beliefs about one's own social group as well as others are constructed through interaction with the broader social context in which dominant values dictate norms and expectations" (Torres et al., 2009, p. 577).

Means for Discussion

In this session, we will review the LID model using a handout. We will then give a brief overview of some of the pedagogies we are aware of in the literature that have been used to facilitate the leadership identity development of students. Then, we will ask participants to talk about any other pedagogies they are aware of that promote leadership identity development. Following this discussion, we will engage participants in dialogue about how pedagogies empower or constrain leadership identity development among those in less-dominant groups. We will do this through the use of T-charts where participants will list the pedagogy and ways it empowers or constrains leadership identity development.

Foreseeable Implications

The *New Directions in Student Leadership* Volume #178 will be dedicated to leader and leadership identity development. Within this issue, the terms 'leader/leadership identity' will be explored and how it is interpreted, enacted, and assessed in leadership education and development. Leadership educators may not have considered all of the implications of the pedagogies used in the leadership identity development of college students. This roundtable will provide an opportunity for dialogue around these issues as we consider equity, identity, and power within our teaching.

References

Aas, M., & Vavik, M. (2015). Group coaching: A new way of constructing leadership identity? *School leadership and management, 35*(3), 251-265. https://doi.org/10.1080/13632434.2014.962497

Day, D. V., Harrison, M. M., & Halpin, S. M. (2009). *An integrative approach to leader development: Connecting adult development, identity and expertise.* Routledge/Taylor & Francis Group.

Komives, S. R., Owen, J. E., Longerbeam, S. D. Mainella, F. C., & Osteen, L. (2005). Developing a leadership identity: A grounded theory. *Journal of College Student Development, 46*(6), 593-611.

McCain, K.D., & Matkin, G.S.(2019). Emerging adults leadership identity development through family storytelling: A narrative approach. *Journal of Leadership Education, 18*(2), 159-170. https://doi.org/ 10.12806/V18/I2/T3

Odom, S.F., Boyd, Williams, J. (2012). Impact of personal growth projects on leadership identity development. *Journal of Leadership Education, 11*(1), 49-63.

Torres, V., Jones, S. R., & Renn, K. A. (2009). Identity development theories in student affairs: Origins, current status, and new approaches. *Journal of College Student. Development, 50*(6), 577–596. https://doi.org/10.1353/CSD.0.0102

Equipping Queer Student Leaders Using LMX Theory

Coleman Simpson, MS, North Carolina State University
Kurtis Miller, Cultivating Change Foundation

Abstract

LGBTQ+ students long for community and that can often be found through the use of student organizations, especially at land-grant institutions where those communities are often invisible or ignored. Using the Leader-Member Exchange Theory, leadership educators can help LGBTQ+ students develop sustainable organizations, communities, and build meaningful relationships with other students to support and advocate for LGBTQ+ students.

Session Learning/Participant Objectives

- Discuss the application of LMX Theory in the context of equipping LGBTQ+ student leaders with the tools necessary to lead student organizations
- Discuss how faculty and staff can help LGBTQ+ student leaders develop their own identity-focused student organizations

Session Description

LGBTQ+ students often feel alone and isolated in their college campuses if they do not have communities readily identifiable to them (Nicol, 2011). This is especially compounded in Colleges of Agriculture and at land-grant institutions where the climate of the campus may not be readily accepting of LGBTQ+ students and where these identities may continue to remain invisible (Evans, 2002). However, we also see that when LGBTQ+ student leaders have some supportive structures on college campuses are more likely to advocate for their community and help develop safer environments for other LGBTQ+ students (Nicol, 2011; Renn, 2007), and faculty and staff can have significant influence over the climate for LGBTQ+ students if they also engage in advocacy for this community (Pryor, 2020).

The Cultivating Change Foundation has operated a Collegiate Ambassador Program [CAP] since the first chapter was founded at Penn State in 2016. Now in its sixth year, the national program is being led by CAP alumni and is working on expanding chapters across the United States in land-grant institutions. Using the Leader-Member Exchange theory [LMX] (Danserau, Graenm & Haga, 1975), program leaders are working with LGBQT+ students across the country to help develop them as leaders for their own groups and create a leadership community focused on supporting LGBTQ+ students at land-grant universities. Using LMX, the program leaders are guiding members through the three phases of the leadership-making process described by Graen & Uhl-Bien (1991): the stranger phase, the acquaintance phase, and the partnership phase. The goal is to operationalize the two outcomes of LMX, high-quality exchanges (Graen & Uhl-Bien, 1995) and dyadic relationships in complex organizations (Erdogan & Bauer, 2014), to help student leaders become effective agents on their campuses and help simultaneously develop their own local chapters of the Collegiate Ambassador Program while also developing the national network of chapters for the mutual benefit of advocating and supporting LGBTQ+ students at land-grant institutions.

Participants in this roundtable discussion will hear a brief [less than ten minutes] introduction from CAP leaders on the progress of the program and how LMX is being applied. The rest of the roundtable will be devoted to discussing the following questions as a group:

- How can LGBTQ+ student leaders facilitate meaningful relationship and organizational building on their campus?
- How can LGBTQ+ student leaders develop meaningful relationships with other chapter leaders in the national network?
- How can leadership educators develop supportive relationships with LGBTQ+ student leaders to accomplish their relational and organizational goals?

Foreseeable implications for this roundtable are:

- Participants will leave with a greater understanding of LMX in a student organization context.
- Participants will leave with a set of recommendations/ideas of how to support LGBTQ+ student leaders.

References

Dansereau, F., Graen, G., Haga, W.J. (1975). A vertical dyad linkage approach to leadership within formal organizations: A longitudinal investigation of the role making process. *Organizational Behavior and Human Performance*, 13, 16-78.

Erdogan, B., & Bauer, T. N. (2014). Differentiated leader-member exchanges (LMX): The buffering role of justice climate. *Journal of Applied Psychology,* 95, 1104-1120.

Evans, N. (2002). The impact of an LGBT safe zone project on campus climate. *Journal of College Student Development* , *43*(4).

Graen, G. B., & Uhl-Bien, M. (1991). The transformation of professionals into self-managing and partially self-designing contributors: Toward a theory of leadership-making. *Journal of Management Systems,* 3, 25-39.

Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The Leadership Quarterly,* 6, 219-247.

Nicol, H. (2011). College Student Leadership Within the LGBT Community. *International Journal of Arts and Sciences*, *4*(25), 15–25.

Pryor, J. T. (2020). Queer Advocacy Leadership: A Queer Leadership Model for Higher Education. *Journal of Leadership Education*, *19*(1), 69–83. doi:10.12806/V19/I1/R2

Renn, K. A. (2007). LGBT student leaders and queer activists: Identities of lesbian, gay, bisexual, transgender, and queer-identified college student leaders and activists. Journal of College Student Development, 48, 311–330.

Community-Based Leadership Instruction

Elizabeth Goryunova, PhD, University of Southern Maine
Tara Grey Coste, PhD, University of Southern Maine

Abstract

Community-based learning is recognized as high-impact pedagogy for enhancing learners' civic engagement, critical reflection, and social awareness (NERCHE, 2020). Other commonly recognized service-learning outcomes, such as a collaborative and empowered approach to solving problems, creativity, communication, civic and global awareness, ethical decision making, and advocacy are representative of the essential cognitive, behavioral, and attitudinal qualities of effective leaders (Caligiuri, 2006; Mendenhall et al., 2017). Consequently, service-learning has a growing application in leadership education. However, in the past two years, the efforts of institutions of higher education worldwide to build community partnerships as a foundation for community-based learning have been undermined by the global disruption and isolation inflicted by the COVID-19 pandemic. As the world grapples with the short and long-term effects of the COVID-19 pandemic, there is a need to ensure that community-based instruction and specifically its leadership application is disruption-proof and of sustained vitality. This roundtable discussion is focused on leadership application of the following common approaches to community-based learning: Academically Based Community Service, Civic Learning, Environmental Education, Place-Based Education, Service Learning, and Work-Based Learning (Melaville et al, 2006). Participants will discuss the limitations of each approach under conditions of a hypothetical environmental disruption and ways to overcome limitations.

Session Learning/Participant Objectives

1. Identify risks: potential limitations of community-based leadership instruction under conditions of a hypothetical environmental disruption.
2. Discuss ways to mitigate those risks

Session Description

Community-based learning approaches include Academically Based Community Service, Civic Learning, Environmental Education, Place-Based Education, Service Learning, Work-Based Learning (Melaville et al, 2006). The facilitator will offer an overview of each of the approaches and corresponding key underlying principles. Participants will be invited to discuss the leadership education application of each approach with specific attention to the following:

1. Examples
2. Anticipated learning outcomes
3. Potential limitations in carrying out the instruction under conditions of a hypothetical environmental disruption.
4. Potential limitations in achieving desirable outcomes under conditions of a hypothetical environmental disruption.
5. Pathways to mitigate those limitations and risks.

Participants of the roundtable discussion will gain an understanding of the design elements that make community-based leadership instruction resilient to environmental interferences.

References

Caligiuri, P. (2006). Developing global leaders. *Human Resource Management Review*, *16*(2), 219-228. https://doi.org/10.1016/j.hrmr.2006.03.009

Melaville, A., Berg, A. C., & Blank, M. J. (2006). Community-based learning: Engaging students for success and citizenship. Washington: Coalition for Community Schools. https://digitalcommons.unomaha.edu/slcepartnerships/40

Mendenhall, M., Osland, J., Bird, A., Oddou, G., & Maznevski, M. (2017), *Global leadership: Research practices and development* (3rd ed.). Routledge

NERCHE (2020). *Defining community engagement*. https://nerche.org/defining-community-engagement

The Leadership Educator as Mentor, Consultant, and Coach

Justin Greenleaf, PhD, Fort Hays State University

Abstract

The purpose of this roundtable is to encourage discussion about the role of the leadership educator in developing transformational relationships with students. Adopting a student-centric approach, the roundtable discussion will explore the role of the leadership educators as mentor, consultant, and coach. Definitions of the roles will be provided, and guided questions will be available to explore situations in which the student would best align with each type of role.

Session Learning/Participant Objectives

After participating in this roundtable discussion, participants will be able to:

- Identify and understand differences between mentoring, consulting, and coaching.
- Think critically about their own roles as a leadership educator to determine if their current approach could be strengthened or enhanced by considering alternative approaches to work with students.

Introduction

The structure of academic advising at a regional midwestern university is changing from one in which all students are assigned a faculty advisor to one in which centralized advising will replace the role of the faculty as advisor. As a result of this shift, the role of the faculty is changing from advisor to mentor starting in August of 2022. However, questions regarding the function and purpose of this new role abound. The role of advisor had a shared purpose across the university of helping students develop a program of study that would enable them to reach the completion of their degree. The new role of mentor being assigned to faculty does not have this shared purpose. At the same time, given the diverse population of students that attend the university, the role of mentor may not be what the student needs. The facilitator is a faculty member with experience in student mentoring and consulting and specialized training in coaching.

Background

Research on faculty/student interaction is filled with examples of relationships that illustrate roles of mentor, consultant, and coach. For instance, regarding mentoring, Coers and Orsini (2022) describe how students in a doctoral program benefit from interacting with a faculty mentor for the purposes of mitigating negative feelings and encouraging leadership self-efficacy. In other contexts, where faculty are working with students to provide specific expertise, consulting is more appropriate. Herndon and Krueger (2016) describe the creation and execution of a leadership training program designed specifically to help students prepare for work in the context of the news media industry. Finally, Wefald et al. (2021) describe the key role of coaching in a year-long capstone leadership development program. These examples point to the different approaches a faculty member might take depending on the characteristics of the situation and the students.

Means for Discussion/Interaction

The facilitator will provide a document that defines the roles of mentor, consultant, and coach, and describes the differences between them. After briefly discussing the differences, participants will have the opportunity to participate in discussion regarding how best to utilize these different approaches. Potential discussion questions include:

- Which of these roles is most applicable to your work with students?
- Are there currently any situations or relationships that might benefit from a different approach?
- What impact might understanding these roles have for improving student success?

Foreseeable Implications

This roundtable will allow leadership educators to explore and think critically about their approach to working with students in various contexts. Encouraging discussion on this topic has the potential to improve educator self-efficacy regarding working with students. It also opens the possibility of future collaboration on research related to best practices in these areas.

References

Coers, N. & Orsini, J. (2022). Leaders and scholars: How faculty mentoring behavior influences the development of leadership self-efficacy. *Journal of Leadership Education, 21*(1)*, 114-137.*

Herndon, K. & Krueger, V. (2016). Leadership training in an industry context: Preparing student leaders for a chaotic news media. *Journal of Leadership Education, 15*(2), 48-57.

Wefald, A., Hornung, M., & Burkhart, T. (2021). Coaching and mentoring in a capstone leadership development program. *Journal of Leadership Education, 20*(3), 1-12.

Leadership Theories: The How and What of Teaching Leadership Theory in Higher Education

Kate McCain, PhD, Arizona State University

Abstract

With the post-industrial shift in theory development, characteristics of the new student generations, and ever-changing job force needs, we find ourselves on the brink of new theoretical movement in the field once again (Anderson, et al., 2017). As leadership educators and practitioners are faced with global, political, economical, and industrial challenges, what and how we teach leadership theory is essential to the upcoming generations of college students. Meuser and colleagues (2016) contend that the number of leadership theories is upwards of 66, making it even more challenging for educators to narrow the focus. Priority 9 of the National explains, "Educators and employers continue to ask for a "reimagined higher education," expressing concern about the lack of focus on developing competencies such as systemic thinking, problem-solving, interpersonal communication, cultural awareness, teamwork, and collaboration; all of which are critical for today's leaders." (Yannuzzi, et al., 2020, p. 92). The goal of this round table is to engage in discussion with other leadership educators on impactful practices for teaching leadership theory in graduate and undergraduate courses. Additionally, the conversation will also focus on unique pedagogical and andragogical approaches for teaching theory in large virtual classes.

Session Learning/Participant Objectives

During this roundtable discussion participants will:

1. Share impactful practices for teaching leadership theory
2. Discuss what leadership theories are most 'important' for undergraduate and graduate curriculum
3. Discuss student outcomes in terms of what theoretical concepts are key foundation pieces for leadership courses
4. Brainstorm ideas for teaching large virtual based theory courses

Session Description

The understanding of leadership theory allows students to grasp the depth and breadth of the discipline. Omilion-Hodges & Wieland (2016) explain that the standard way of teaching leadership theory is through the chronological approach which enables students to appreciate the advances made in each successive theory. Northouse (2019), a popular theory text, provides a chronological glance at foundational theories within the leadership field. However, as scholarship continues to advance, it brings to question what theories are most suited for the new generation of students in academia and what are impactful practices for teaching leadership theory.

New waves of leadership frameworks and theoretical approaches such as Leadership as Practice (LAP) (Raelin, 2016, 2017), Critical Theory Frameworks (Dugan, 2017), The Model of Social

Change Leadership (Ospina, et al., 2012; Pares et al., 2017), and Collective Dimension of Leadership Theory (Ospina & Foldy, 2016) are only a few examples of newer models within the field that could be considered. According to Priority 4 of the National Leadership Education Research Agenda 2020-2025, “Applying a critical lens not only to leadership educators and researchers but also to practice and pedagogy, is a crucial priority for the field of leadership education” (Pierre et al., 2020, p. 60).

The facilitator of this roundtable teaches at a large R1 institution within an interdisciplinary organizational leadership program teaching theory at both the undergraduate and graduate level. While developing an advanced theory course for the graduate program, this educator was faced with questioning, what theories should be addressed and why. Currently, the program is developing a graduate certificate that will offer large online graduate classes. The goal of this roundtable is to allow leadership educators to discuss how they teach leadership theory within their programs and in what unique ways they address the complexity and breadth of the field. In addition, the roundtable will brainstorm ways we might teach this important foundation work in a large graduate course setting.

When building a curriculum or assessing program outcomes, it can be challenging to select what theories are important for our growing field. Facilitation questions to guide the discussion will include:

1. What theories do you teach or feel should be covered in leadership theory courses?
2. Is it useful to cover Pre-industrial theories such as great man, trait, etc.?
3. Do you cover critical perspectives of theories at the undergraduate or graduate level?
4. In what unique ways do you present theoretical frameworks in the classroom?

Foreseeable implications of the roundtable conversation are centered on drawing from the Priorities put forth by the National Leadership Research Agenda 2020-2025 to engage in discussion on how leadership educators engage in impactful practices for teaching leadership theory and addressing current and relevant advances within the field.

References

Anderson, H. J., Baur, J. E., Griffith, J. A., & Buckley, M. R. (2017). What works for you may not work for (Gen) Me: Limitations of present leadership theories for the new generation. *The Leadership Quarterly*, *28*(1), 245-260.

Dugan, J. P. (2017). *Leadership theory: Cultivating critical perspectives*. John Wiley & Sons.

Meuser, J., Gardner, W., Dinh, J., Hu, J., Liden, R., & Lord, R. (2016). A Network Analysis of Leadership Theory: The Infancy of Integration. Journal of Management, 42, 1374-1403. https://doi.org/10.1177/0149206316647099

Omilion-Hodges, L. M., & Wieland, S. (2016). Unraveling the Leadership Dichotomy in the Classroom and Beyond. *Journal of Leadership Education*, *15*(1).

Ospina, S. M., Foldy, E. G., El Hadidy, W., Dodge, J., Hofmann-Pinilla, A., & Su, C. (2012). Social change leadership as relational leadership. In M. Uhl-Bien & S. M. Ospina (Eds.), *Advancing relational leadership research: A dialogue among perspectives* (pp. 255–302)

Ospina S.M., Foldy E.G. (2016) Collective Dimensions of Leadership. In: Farazmand A. (eds) Global Encyclopedia of Public Administration, Public Policy, and Governance. Springer, Cham. https://doi.org/10.1007/978-3-319-31816-5_2202-1

Parés, M., Ospina, S. M., & Subirats, J. (2017). Social innovation and relational leadership: opening up new perspectives on social change. In *Social Innovation and Democratic Leadership*. Edward Elgar Publishing.

Pierre, Dunn, A. L., Barnes, A. C., Moore, L. L., Seemiller, C., Jenkins, D. M., Priest, K. L., Guthrie, K. L., Beatty, C. C., Bitton, A. L., Duran, A., Bailey, K. J., & Odom, S. F. (2020). A Critical Look at Leadership Educator Preparation: Developing an Intentional and Diverse Approach To Leadership Learning and Development: Priority 4 of the National Leadership Education Research Agenda 2020–2025. *Journal of Leadership Studies*, *14*(3), 56–62. https://doi.org/10.1002/jls.21712

Raelin, J. A. (2016). *Leadership-as-practice*. Taylor & Francis.

Raelin, J. A. (2017). Leadership-as-practice: Theory and application—An editor's reflection. *Leadership*, *13*(2), 215-221.

Yannuzzi, T. J., Smith, D. N., Balconi, M., Davis, K. R., Fronda, G., & Angioletti, L. (2020). Emergent Methodologies: New Approaches for Integrating Theory and Practice: Priority 9 of the National Leadership Education Research Agenda 2020–2025. *Journal of Leadership Studies, 14*(3), 90–96. https://doi.org/10.1002/jls.21710

Leading in a Disruptive World

Laurie Yates, PhD, Oregon Institute of Technology

Abstract

The Fourth Industrial Revolution and Globalization 4.0 arrived with unprecedented momentum. Technology races forward at warp speed, producing a cyber-dominated world of robots and artificial intelligence (AI), expanding well beyond the digital world of the Third Industrial Revolution. These developments are both exciting and frightening. This roundtable will explore the efficacy of contemporary leadership theory, addressing the following question: Are leaders and leadership educators are falling behind?

Mother Nature can provide us with clues, especially in the area of adaptive DNA. She can guide us toward a leadership approach that is more organic in nature, one that allows for constant adaptation. Complexity Leadership Theory also provides insight. Looking through these lenses provides a starting point. Complemented by participants' input, the result may be a new direction for exploring future theory and research.

The urgency to find a better way has never been greater. Moving forward into the Fourth Industrial Revolution and an age of disruptive evolution, a paradigm shift in leadership may emerge. Organizations are charged with finding answers to problems that don't yet exist or haven't yet been recognized. Leaders must adapt to this new, turbulent state.

Session Learning/Participant Objectives

1. Review contemporary leadership theories alongside the challenges of a new turbulent, disruptive environment and list potential shortfalls.

2. Create a list of key leadership characteristics for the Fourth Industrial Revolution using the lens of Complexity Leadership Theory, a metaphor of the biological world, and/or ideas from the participants.

3. Discuss implications for the leadership educator community and future research to advance the topic as a central piece of leadership knowledge.

Session Description

The Fourth Industrial Revolution arrived with little fanfare. For many, working hard in their organizations, it was a nonevent. But nothing could be farther from the truth. The shift from the simple digitization of the previous era to new methods that simultaneously combine multiple technologies, is rapidly changing organizations and the world. The Fourth Industrial Revolution fuses digital, biological, and physical worlds. It is characterized by an increased use of new technologies such as artificial intelligence, robotics, blockchain, and advanced wireless technologies (Ndung'u & Signé, 2020, p. xv). "We stand on the brink of a technological revolution that will fundamentally alter the way we live, work, and relate to one another. In its scale, scope, and complexity, the transformation will be unlike anything humankind has experienced before" (Schwab, 2018)

Alongside new workplace changes, the world today also faces what many have termed "wicked" problems. Wicked problems are unique, difficult to define, and inherently unsolvable. They are more complex than the VUCA (volatility, uncertainty, complexity, and ambiguity) worldview that emerged in the late twentieth century (Kraaijenbrink, 2018). Leadership just became much more complicated.

Does leading in such an unpredictable state require a paradigm shift in how we view leadership and train our future leaders? Leading in disruptive times may require us to look beyond current leadership theory. This roundtable will explore this question. Looking to the natural world for adaptive clues is helpful. Life forms possess an adaptive ability, an evolutionary process, that allows them to thrive better in their habitats. "Change is never random; the system will not take off in bizarre new directions. Paradoxically, it is the system's need to maintain itself that may lead it to become something new and different. A living system changes in order to preserve itself" (Wheatley, 2006).

Complexity Leadership Theory (CLT) may also offer guidance on leading in this new disruptive era. "CLT focuses on identifying and exploring the strategies and behaviors that foster organizational and subunit creativity, learning and adaptability when appropriate" (Uhl-Bien, 2007). Rather than a stand-alone theory, CLT provides a lens through which we can study nonlinear, challenging, and turbulent environments.

This roundtable discussion will explore what is needed to lead today and tomorrow. This includes the efficacy of contemporary leadership theories in the Fourth Industrial Revolution. Secondly, in an attempt to look toward future research and idea creation, participants will consider the natural world as a metaphor and lessons from Complexity Leadership Theory. This process is intended to help inform future conversations and research, and guide leadership educators as they address this new world order.

Handouts with information on the Fourth Industrial Revolution, contemporary leadership theories, and Complex Leadership Theory will be available to participants as they join the roundtable. Participants will be guided through the discussion with targeted questions that reflect the learning/participant objectives. A summary of the discussions will be made available to the attendees.

References

Kraaijenbrink, J. (2018). What does VUCA really mean? *Forbes*. Retrieved from https://www.forbes.com/sites/jeroenkraaijenbrink/2018/12/19/what-does-vuca-really-mean/#cc36d0d17d62

Ndung'u, N., & Signé, L. (2020). The Fourth Industrial Revolution and digitization will transform Africa into a global powerhouse. Retrieved from https://www.brookings.edu/research/the-fourth-industrial-revolution-and-digitization-will-transform-africa-into-a-global-powerhouse/

Schwab, K. (2018). Globalization 4.0 -What does it mean? Retrieved from https://www.weforum.org/agenda/2018/11/globalization-4-what-does-it-mean-how-it-will-benefit-everyone/

Wheatley, M. J. (2006). *Leadership and the new science: Discovering order in a chaotic world*. San Francisco: Berrett-Koehler Publishers, Inc.

Posters

Psychological Safety in The Classroom *Everywhere*
Kelly Fisher, PhD, West Chester University of Pennsylvania

Developing College Student Leaders Through Team Effectiveness and Leader Behavior
Addison Sellon, The University of Nebraska-Lincoln
Lindsay Hastings, PhD, The University of Nebraska-Lincoln
Hannah Sunderman, PhD, The University of Nebraska-Lincoln

LeadHER: Leadership Perceptions of Women in Agriculture and Natural Resources
Karissa Palmer, Texas A&M University
Megan Cantrell, MS, University of Florida

The Intersection of Leadership and Music Education
Abby Kennemer, Fort Hays State University
Recipient, 2022 Founding Mothers' Scholar Award

Teaching with a Simulation: Keys to Selecting, Knowing, and Debriefing
Kimberly Jordan, MSN/MBA, Ohio University
Amy Toth, M.Ed., Ohio University

Responding to Crisis: Exploring the Communication Efforts of the COVID-19 Pandemic
Allison Muth, Fort Hays State University
Recipient, 2022 Founding Mothers' Scholar Award
Dr. Lori Kniffin, PhD, Fort Hays State University
Dr. Brett Whitaker, PhD, Fort Hays State University

The Influence of Leadership Educator Positionality on Student Identity and Intersectionality
Laura Vaughn, MA, Florida State University
Darius Robinson, Ed.M, Florida State University
Recipient, 2022 Founding Mothers' Scholar Award

A Qualitative Exploration of the Influence of Leadership on the Success and Failure of Farmers Markets in Virginia
Jama Coartney, MS, Virginia Tech
Eric Kaufman, PhD, Virginia Tech

Building Durable Skills and Networks: Leadership Educators' Contributions to Workforce Readiness
Jama Coartney, MS, Virginia Tech
Eric Kaufman, PhD, Virginia Tech
Dalton Nelson, MS, Virginia Tech
Donna Westfall-Rudd, PhD, Virginia Tech
Megan Seibel, PhD, Virginia Tech
Curtis Friedel, PhD, Virginia Tech
Amy White, MS, Independent Consultant
Celeste Carmichael, MS, Independent Consultant

Student Perceptions of Undergraduate Agricultural Leadership Education Programs
Caitlin Dreher, MS, Oklahoma State University
Lauren Cline, PhD, Oklahoma State University
Angel Riggs, PhD, Oklahoma State University

Exploring Learner Motivation in an Agricultural Leadership Course Taught Online and In-person
Erin Roberts, MS, Oklahoma State University
Lauren Cline, PhD, Oklahoma State University

An Analysis of the Leadership Development Curriculum of the Nigerian National Youth Service Corp Orientation Course
Chibuzor Azubuike, MA, Kansas State University
Recipient, 2022 Founding Mothers' Scholar Award

Integrative Solutions For Engaging and Inspiring Leaders
Erik Fredrickson, Fredrickson Consulting Group

Servant Leadership: Who Serves Whom? Addressing Servant Leadership in the 21st Century
Katrina Hempelman, Arizona State University
Kate McCain, PhD, Arizona State University

Leadership for Young Change Agents across Factions and Countries: Building Youth-Led Organizations Actors to Address Regional Issues
N'zoret Innocent Assoman, MS, Staley School of Leadership Studies, Kansas State University
Abdul-Latif Alhassan, MA, School of Science and Environment Memorial University of Newfoundland (MUN), Canada

The Enemy's Gate is Down: Teaching Leadership Through the Novel *Ender's Game*
Megan Rust, Fort Hays State University
Kaley Klaus, EdD, Fort Hays State University

A Phenomenological Study of How High School and College Football Coaches Showcase Leadership: Is it About Team or Transformation?
Eric Buschlen, EdD, Central Michigan University
Kegan Rojas, MA, Central Michigan University
Janice Broyles, EdD, North Carolina Education Corps

Supporting Under-Represented Minority (URM) Leaders & Educators in the Middle of Anywhere
Herb Thompson III, PhD, University of Nebraska at Omaha
Theodore Johnson, M.Pa, University of Nebraska at Omaha
Anthony Roberson, MS, University of Nebraska at Omaha
Jeffrey Southall II, MS, University of Nebraska at Omaha

Quieted Voices: A Phenomenological Analysis of the Experiences of Black/African-American Collegiate Aviation Students
Theodore Johnson, MPA, University of Nebraska at Omaha (UNO)

Examining the Efficacy of a Transformative Leadership Development Program
Coleman Simpson, MS, North Carolina State University
Jackie Bruce, PhD, North Carolina State University
Katie McKee, PhD, North Carolina State University

Dependable Strengths Articulation Process
Jon Stubblefield, MS, Western Washington University
Erica Tucker, MA, University of Washington Tacoma

Exploring Experiences of Racial Minorities in Agricultural Leadership Roles
Kenzie Bastian, MS, University of Florida
Laura Greenhaw, PhD, University of Florida

Expanding the Boundaries: Exploring Participant Perceptions of Community Engagement After Participating in a Regional Leadership Program
Brittany Adams-Pope, PhD, University of Georgia
Lori Tiller, MA, University of Georgia

The Action Based Effective Leadership Development and Influence Framework: From Program to Full Course
Adam Payne, EdD

Leadership and Literature: Introduction to Leadership Theory Through Fiction
Geoff Peate, EdD, Plymouth State University, New Hampshire

Leadership and The Good Life Across Generations
Zachary Wooten, PhD, West Chester University of Pennsylvania
Recipient, 2022 Founding Mothers' Scholar Award

Psychological Safety in The Classroom *Everywhere*

Kelly Fisher, PhD, West Chester University of Pennsylvania

Abstract

Psychological safety is a concept that has growing traction within the field of organizational learning as well as within the classroom. In a psychologically safe environment, people feel free to ask questions, be inquisitive and curious, and share ideas freely. In the classroom, students who feel safe are more apt to engage, connect, change, and learn. The focus of this workshop is to apply the principles of psychological safety to co-create pedagogical strategies and learning conditions that are specific to the higher education classroom, in general, and leadership development, specifically. This session will be useful to faculty who teach graduate or undergraduate leadership courses, online or in the classroom.

Session Learning/Participant Objectives

1. Explore and discuss the concept of psychological safety in both the virtual and F2F classroom.

2. Identify specific pedagogical practices and learning conditions that may be used in both the virtual and/or F2F classroom for leadership development.

3. Identify future questions for research and practice.

Introduction

In a psychologically safe environment, people feel free to ask questions, be inquisitive and curious, and share ideas freely (Cajiao & Burke, 2016; Ungvarsky, 2021). In such an environment, students are trusting and confident in themselves and others. They may also feel cared for (Barry, 2022). The focus of this workshop is to apply the principles of psychological safety to co-create pedagogical strategies and learning conditions that are specific to the higher education classroom, in general and leadership development, specifically.

I became interested in the role of psychological safety when our university pivoted to online teaching in the middle of our spring 2020 semester. The ambiguous nature of the Covid 19 virus disrupted ‘life as usual’ and had a negative impact on students’ mood and ability to focus (Copeland at al., 2021). Intuitively, at the beginning of the fall 2020 semester (while our classes were still virtual), I began the practice of ‘checking in’ with my undergraduate students by simply asking how they were feeling that day. I also began sharing my own struggles with the continuing self-isolation and sharing strategies on how I was managing my own mental health. Despite another challenging semester, I was very surprised by the number of positive comments in my student evaluations on how they felt supported. While psychological safety is a concept that I teach in my MBA and HRM courses, I became curious about implementing these concepts into the classroom, which spurred my interest in facilitating this roundtable.

The workshop has two aims. The first is to draw on psychological safety principles used in the corporate sector to help shape classroom culture, so students feel comfortable taking risks, asking questions, and being their authentic selves. This has become increasingly relevant for college students in the era of Covid-19 (Copeland et al., 2021). The second is to integrate these same principles to inform pedagogical approaches and instructional strategies typically used in many leadership development (LD) programs. Example of instructional strategies frequently used in LD programs include information-based approaches, such as discussions, and practice-based approaches, such as projects, case studies, self-reflection, and role play (Reyes et al., 2019). Both the F2F environment and in the virtual environment will be considered.

This session aligns with the Association of Leadership Educators conference theme, Leadership in the Middle of Everywhere! with its focus on effective, inclusive teaching practices for leadership development regardless of instructional platform (virtual, F2F) or context (rural, urban, public, or private schools).

Background

Psychological Safety

Psychological safety has numerous benefits and is a relatively new area of interest within Higher Education (Cajiao et al., 2016; Hackett, Kruzich, Goulter, & Battista, 2020), while in the corporate sector, it is receiving increased scrutiny since the arrival of the pandemic (Edmondson & Mortensen, 2021). The role of psychological safety in organizational learning was first proposed by Kahn (1990), then popularized by Amy Edmondson (1999) who posited that when leaders create a culture of safety, the result is better learning and performance outcomes. Edmondson (1999) describes learning as a process consisting of reflection, feedback, action, errors, the asking of questions, experimentation, and discussion. She hypothesized that the threat of embarrassment or punishment might prevent team members from engaging in the learning process, thus team psychological safety was defined as the unspoken confidence that group members will not punish or embarrass another member for asking a question, admitting to a mistake, or voicing an opinion. Her research revealed that psychological safety promotes team performance because the "need to ask questions, seek help, and tolerate mistakes" is intrinsic in dynamic, complex contexts (Edmondson, 1999, p. 380).

A recent review of empirical work on this construct for the past 25 years concluded that psychological safety is a "a key cognitive state that allows learning processes to occur" (Newman, Donohue, & Eva, 2017, p. 532). Given this growing body of evidence, the value of psychological safety in the workplace has meaningful implications in the classroom, in general, and in leadership development, specifically.

Learning environments and psychological safety

Within the field of organizational learning, researchers have proposed three essential building blocks to successful learning: (a) a supportive learning environment, (b) concrete learning processes, and (c) leadership that provides reinforcement (Garvin, Edmondson, & Gino, 2008). An inclusive learning environment extends a supportive climate and is characterized by both psychological safety and the appreciation of differences (Garvin et al., 2008 Tu, 2021). Tu (2021) further makes the case that a classroom culture that embraces psychological safety will

have a positive, macro-effect on diverse students' academic performance and engagement such as in the EFL/ESL classroom.
Although psychological safety is foundational to learning, Edmondson (2008) cautions that an environment in which people feel psychologically safe but not accountable may lead to complacency. Educators are thus challenged to develop 'stretch assignments' for their students, while allowing for failure to occur. However, students may resist fully engaging in more active learning if they do not feel psychologically safe (Kahn, 2010).

Leadership development and psychological safety
There are three primary delivery methods in Leadership Development programs: information-based, demonstration-based, and practice-based (Reyes et al., 2019). A meta-analysis by Reyes and colleagues (2019) found that Leadership Development (LD) programs in Higher Education generally used information-based strategies (e.g., lecture and discussion), which are convenient and inexpensive, followed by practice-based strategies, which typically involve interpersonal interactions (e.g., communication and team building), in addition to self-reflection.

In LD programs that use discussion, researchers have asserted that learning takes place when differences are acknowledged and group members are exposed to multiple perspectives (Garvin et al., 2008). However, having psychologically safe discussions can be difficult since topics may touch on issues that reflect students' identity, values, and choices (Edmondson & Mortensen, 2021). To facilitate meaningful discussions and help student leaders develop skillful communication strategies, instructional design considerations are necessary. Creating a supportive learning environment using principles of psychological safety help facilitate a classroom culture in which differing opinions and alternative worldviews are openly shared and valued (Tu, 2021). Additionally, instructional design considerations can have a direct impact on interpersonal interactions in educational contexts; moreover, the extent to which learners feel safe to express themselves with peers and instructors further contribute to the effects associated with instructional design (Kahn, 2010). As Kahn argues (1990), "People are more likely to engage when they feel it is meaningful to do so, when they sense that it is safe to do so, and when they are available to do so" (p. 22).

In LD programs that use practice-based instruction, "learning by doing" allows students to practice behavioral skills in a safe environment, which is especially critical in LD because the majority of such skills relate to interpersonal interaction (e.g., building relationships, communication, team work). Additionally, group work is frequently used in management education and is associated with developing important leadership skills in students (Galbraith & Webb, 2013), especially in the 21st Century classroom (Kivunja, 2014). Given the emphasis on group work in LD programs, it is important to note that psychological safety is conceptualized to be a key facilitator to developing leadership capacity in a team (Day & Dragoni, 2015). Other researchers have found that incorporating psychological safety principles into experiential activities enhances students' self-efficacy and skilled activities (Cajiao et al., 2016). Psychological safety promotes the "shared belief that the team is safe for interpersonal risk taking" and creates an environment where "people are comfortable being themselves" (Edmondson, 1999, p. 354). When members see each other as a friend, the likelihood of having difficult relationships is reduced (Schulte, Cohen, & Klein, 2012).

Reflection is another frequently employed practice-based instruction strategy (Reyes et al., 2019). Cajiao and co-author (2016) argue that dialogue and reflection are essential instructional practices that require attention to the forms of social interaction and the context in which learning takes place to promote knowledge development. Edmondson and colleagues' (Edmondson, 1999; Edmondson & Mogelof, 2006) theoretical and empirical advances on the role of psychological safety provide insights into means for enhancing learning behaviors such as dialogue and reflection. This is relevant to ALE educators since reflection is useful for developing self-awareness, a core competency for leaders (Day et al., 2015; Reyes et.al, 2019).

At the core of enhancing self-awareness is the use of feedback, and especially multisource (i.e., 360) feedback provided by various rating sources (e.g., self, subordinate, peer, and supervisor) (Day et al., 2015). Giving feedback, however, is a potential minefield for both instructors and peers (Adachi, Tai, & Dawson, 2017) despite its value in students' formative growth. In Johnson and colleagues' study (2020) four themes were identified that promoted psychological safety between learners and educators when giving feedback: (a) setting the scene for dialogue and candor; (b) educator as ally; (c) a continuing improvement orientation, and (d) encouraging interactive dialogue. Educators' approaches captured within these themes seemed to foster a psychologically safe environment by conveying a focus on learning, while demonstrating respect and support to learners (Johnson, Keating, & Molloy, 2020).

Roundtable Description (90 min)

The workshop will give participants an opportunity to co-create pedagogical approaches and learning conditions that incorporate psychological principles that have been widely used in the corporate sector (See Appendix A). The workshop takes an active learning approach by giving participants the opportunity to engage in activities and discussions at the small group level. Participants will gain firsthand knowledge of how psychological safety facilitates interpersonal interaction through a pre- and post-workshop survey (See Appendix B). Participants will engage in an activity aimed to increase psychological safety prior to working in small groups. Depending on participants' interest, breakout sessions are proposed around five domains of instructional strategies that have been identified as common and/or effective in LD programs.
Overview of the Session Plan:

0 – 5 min	Introductions (facilitator and participants) • Outline agenda and learning objectives • Brief round of introductions
5 - 20 min	Introduction to concept of Psychological Safety within the classroom • Overview of psychological safety principles (Appendix A) • Qualtrics 7 question survey (pre-workshop) • 10 min You Tube TED talk on psych safety
20 to 35 min	Activity to facilitate psychological safety + debrief (Appendix B)
35 – 60 min	Breakout sessions for small group work on integrating psychological safety principles in these proposed instructional domains: 1. Information-based instructional strategies (e.g., discussions)

	2. Practice-based instructional strategies (e.g., self-reflection, projects, roleplays) 3. Teamwork 4. Feedback 5. Learning environments (general)
60 – 85 min	Debrief of small group work discussions (5 min each)
85 – 95 min	• Wrap up • Qualtrics 7 question survey (post-workshop) • Key takeaways are collected from participants to be collated and shared • Participants are encouraged to share emails for future collaborations

Foreseeable Implications

Psychological safety is a concept that has been tied, tested, and proven within the organizational learning field for over 25 years (Edmondson, 1999; Newman et al., 2017; Kahn, 1990). Its principles offer actionable, practical strategies for educators and are highly relevant in rapidly changing and challenging environments. These principles can be easily incorporated into instructional strategies and used to create an inclusive classroom culture that enhance students' engagement and overall learning outcomes. Participants will leave the workshop understanding how to integrate psychological safety principles into their classrooms and leadership development activities in ways that will help students develop their leadership capacity.

Appendix A

What Is Psychological Safety?
Psychological safety is the ability to interact with others without fear of negative consequences. In other words, it's not socially, emotionally, politically, or economically expensive to be yourself.
Specifically, psychological safety allows you to feel:

- Included
- Safe to learn
- Safe to contribute
- Safe to challenge the status quo — all without fear of being embarrassed, marginalized, or punished in some way.

All teams register some level of psychological safety. That level is based on a combination of two factors:
1) respect and 2) permission to participate as perceived by the members of the team. Not surprisingly, psychological safety is a dynamic and delicate variable that is hard to build and easy to destroy.
Why Does It Matter?
The level of psychological safety on a team is the central measure of that team's culture, health, and vitality.

How do you make others feel included?

Teach inclusion as human need and right. Teach your team members to approach each other with the understanding that we all have a human need to be included and we're entitled to it. It's a human right.

Learn peoples' names and how to pronounce them. Nothing is more personal than a name. When a new person joins the team, learn his or her name immediately. If you don't know how to pronounce it, ask.

Listen and pause. Listen with intent to comprehend rather than the intent to respond. Do this by listening, pausing to reflect, and then responding thoughtfully.

Ask twice as much as you tell. When you ask someone a question, it's an invitation to en- gage and a form of validation. Telling can be fine too, but if you tell too much, it's self-serving and it signals selfishness, arrogance, and dominance, all of which are off putting.

Move to mutual discovery quickly. Ask your team members questions to discover their personal interests and find common ground.

Create deep bonding opportunities. Only through sharing experiences and building relationships do individuals develop a sense of belonging to a team. When a new team member arrives, that individual requires warmth and civility to feel comfortable.

Define and communicate the purpose and values of your team. To feel a part of the team, the individual must understand why the team exists, how it works, and what it stands for. The team must first define its values, purpose, and goals and continuously communicate those things to team members.

Identify negative bias. A bias is a preference for or against a human characteristic, individual, or group of people. As humans, we all have them.

Create connecting rituals. Sometimes it helps to develop distinctive patterns of communication and behavior to help team members connect.

Share your story, learn their story. Build rapport by sharing appropriate background and experiences about yourself. Be the first to expose yourself a little emotionally.

Follow through on small commitments. If you make a commitment, follow through, especially if it's a small one. Sweating the small stuff is an expression that you respect and value others.

Avoid exclusive patterns of social interaction. Assess your patterns of interaction with the members of your team. Beyond what is necessary in your role, avoid interacting with the same people on a social basis.

Forbid personal attacks. People make mistakes, fail, and often get things wrong. But they are still entitled to respect and the permission to participate.

Control nonverbal cues. You communicate more nonverbally than verbally. Be careful that you don't send nonverbal cues that communicate exclusion.

How do you make others feel safe and motivated to learn?

Make learning a collaboration, not a competition. Learning shouldn't be a divisive competition. Yes, you can create good-natured learning competitions that are fun, but don't allow the learning process to divide people and pit them against each other in unhealthy ways.

Adopt a learning mindset. The concept of a student implies that we are learning and never arrive at a place where we have learned it all. This is the mindset we want to adopt so that we don't get arrogant or complacent in our learning.

Share what you're learning. One of the most powerful ways to encourage others to learn is to share what you're learning. Share the topics, the insights, and most importantly the joy and satisfaction you gain in the learning process.

Invite others to think beyond their roles. Because people take pride in what they do, it's almost always true that they like to talk about their individual roles. Here's what you can do: Invite the members of your team to explain their roles or share something they've recently done in their role and how it influences the other team members.

Share past mistakes. It's hard to learn from mistakes if a team has a culture that hides them. If you pay close attention, you notice that every team has its own attitude toward mistakes.

Share your personal learning goals. Set the example by setting and sharing your own learning goals with your team. Think about technical and non-technical learning goals.

Encourage the emotional side of learning to build confidence. Let's go back to the premise of learning. Learning is a basic human need. If you strip the fear, inhibition, and anxiety that we all bring at some level to the learning process. Another thing we know about learning is that the process is both intellectual and emotional. It's a combination of the head and the heart and you can't pull the two apart.

Ask questions to activate learning. Asking a question is the activator that starts the learning process. When we ask a question, we catalyze the learning process for ourselves and those whom we ask.

Destigmatize Failure by Celebrating failure. A failure is evidence that an in- dividual is learning through trial and effort. As long as team members fail within defined limits, you should encourage this behavior. In fact, failure is not the exception; it's the way forward.

Admit your ignorance and say "I don't know." I once worked with a leader that would not only say, "I don't know," but he would say it with confidence, enthusiasm, and anticipation. Fortunately, his confidence and the sense of identity he had as a leader, was not based on being the expert and having all the answers. His confidence came from knowing that he could engage his team and enlist them in a collaborative learning process.

Demonstrate learning empathy. I point out in the book that every 26 seconds, a student drops out of high school in America. Why do these students drop out? Is it because they aren't smart enough to do the academic work? The biggest reason they drop out is because they don't think anyone cares. Remember, learning is both an intellectual and emotional process. It's a combination of the head and the heart.

How do you make others feel safe to contribute and make a difference?

Clarify roles. More complexity requires greater teamwork, and yet more role ambiguity causes people to make assumptions about how to contribute. Clarify roles at the beginning to reduce both anxiety and ambiguity. You will need to do this periodically to ensure role clarity.

Recognize accomplishment. Certainly, accomplishment is its own reward, but receiving genuine recognition from your peers makes it all the sweeter.

Don't correct with anger, blame, or shame. Things won't always go right. People make mistakes, and sometimes those mistakes are due to complacency and carelessness. Even in that situation, don't correct with anger, blame, or shame. Any kind of public ridicule is off limits.

Identify stall points. There are times when your team members don't know what to do or how to proceed, and they may be embarrassed to ask what to do. Try to anticipate and identify when this happens. Rather than making them feel poorly about it, engage with them, ask them what they think the next steps should be. Make it safe for them to be in this stalled situation.

Shift from tell to ask. A leader's coaching continuum ranges from telling at one end to asking at the other. A good leader uses the entire continuum. Too much telling breeds dependency and learned helplessness.

Set ground rules. After sharing your values, set practical terms of engagement with your team tied to your values. Once team members know the ground rules, they will be more likely to engage because they know what's expected.

Create conditions for peak engagement. We've all had peak engagement experiences in professional life, times when we're in the groove and doing our best work. When did this happen to you? Share this with your team. Have them share their peak engagement experiences with each other.

Give stretch assignments. Move your people out of their comfort zones. We build more capacity to contribute when we're stretched and out of our comfort zones.

Avoid boredom and burnout. Boredom and burnout are the two ends of the engagement spectrum. Both are destructive and unsustainable members and help them avoid both boredom and burnout.

Help others see their strengths. Many team members deliver mediocre performance because they don't realize their strengths. When someone points out their contribution and strengths, they're shocked and accelerate to a higher level of performance.

Give people the why. Research shows that the strongest driver of engagement and performance is when we find meaning and purpose in the work we do.

Paint the vision. When you create a vision for your team, you're creating the deep and sustained why. A vision is a portrait of the future, a seedling of reality, a destination that has not yet been achieved.

How do make others feel safe to challenge the status quo, innovate, and make things better?

Take your finger off the fear button. Fear triggers the self-censoring instinct and causes people to retreat into silence and personal risk management.

Assign dissent. If you assign specific members of your team to challenge a course of action or find flaws in a proposed decision, you remove much of the individual's personal risk and replace it with institutional permission. This allows intellectual bravery to become the norm rather than the exception.

Reward vulnerability. Remember, challenger safety must project the individual and the team at the highest point of personal and interpersonal vulnerability. Use your positional power to escort them through the vulnerability by encouraging them.

Mandate a no-interruption rule. As the leader, you must model and mandate a respectful and collaborative temperament and set of behaviors to make them everyday behaviors. Man- date a non-interruption rule in group discussions.

Challenge your own decisions. Leaders make decisions that are right today and then wrong tomorrow. At other times, we simply make the wrong decisions, period. Openly challenge and discuss some of the decisions that you have made in the past to demonstrate that even correct decisions aren't correct forever.

Model the art of disagreement. Having challenger safety means that the members of your team can debate issues on their merits and find the best one without creating fear and inter- personal conflict. It's your job to teach them how to have marvelous disagreement to create an idea meritocracy. Master the emotional and interpersonal art of disagreeing in a warm and friendly way so others don't take offense.

Share challenge experiences. You can't remove all of the risk associated with challenging the status quo, but you can eliminate much of it simply by sharing your own successful challenge experiences.

Protect your team from groupthink. When team members start to think alike, we call that groupthink. Team members sometimes become more concerned about fitting in with the conventional thinking of the group instead of performing the hard labor of critical thinking. Get into the habit of asking your team to disagree with you. Say, "I don't want an echo chamber. What's another way to think about this."

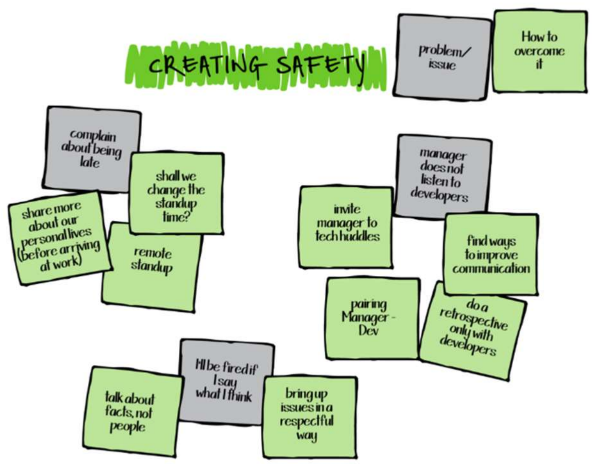
Come with dumb questions and raggedy solutions. You've heard leaders say, "Don't come to me with questions. Come to me with solutions." That's nonsense. Encourage your team to come to you with unrefined thinking. Mature ideas aren't born that way. We need time and we need each other to help us sharpen our questions and potential solutions.

Respect local knowledge. When you talk to one of your team members, view them as the expert. Recognize that in their individual role, they have access to local knowledge—the first-line information that comes to us in context through actual experience and relationships.
Source: Clark, T. (n.d.) *The four stages of psychological safety behavioral guide.* LeaderFactor. https://www.leaderfactor.com/the-4-stages-behavioral-guide

Appendix B

Running the activity:

1. Ask for insights on what could be bringing the safety level down:
   "So, put yourself in the shoes of someone who is not feeling safe to talk about some topics. What could be the causes? Please write these on a yellow sticky note and place it on the board."



   This sentence is quite powerful. The safety check is anonymous, but this opens the door for things to be raised in a subtle way. One does not need to say, "I feel unsafe in this or that." Instead, issues are raised without a first person. This should unearth the causes of lower safety.
2. Group the causes on the board based on similarity.
3. Ask participants for ideas on how to make people feel safe given the causes:
   "Think about the things you could do to help overcome these causes on the board (on one color of sticky notes); please write them on an another color of sticky note and place it next to the cause."
4. Read out all the notes and have a (careful) guided conversation on these. Use your judgement on how to read the notes and conduct the conversation. You should keep in mind that some people might be uncomfortable with some topics and ideas, so do not jump into any conclusions or get people into the spotlight.
5. Run the safety check again.

Hopefully, the safety will go up. The important thing is that the safety check results were taken into account and participants (safely) talked about it.
Source (https://www.funretrospectives.com/creating-safety/)

References

Adachi, C., Tai, J. H. M., & Dawson, P. (2018). Academics' perceptions of the benefits and challenges of self and peer assessment in higher education. *Assessment & Evaluation in Higher Education*, *43*(2), 294-306.

Barry, D. (2022, Jan 12). *Lessons learned from prioritizing student wellbeing during class.* The 2022 PASSHE Virtual Conference on Teaching and Learning, https://www.passhe2022.exordo.com

Cajiao, J., & Burke, M. J. (2016). How Instructional Methods Influence Skill Development in Management Education. *Academy of Management Learning & Education*, *15*(3), 508–524. https://doi-org.proxy-wcupa.klnpa.org/10.5465/amle.2013.0354

Copeland, W. E., McGinnis, E., Bai, Y., Adams, Z., Nardone, H., Devadanam, V., Rettew, J., & Hudziak, J. J. (2021). Impact of COVID-19 pandemic on college student mental health and wellness. *Journal of the American Academy of Child & Adolescent Psychiatry*, *60*(1), 134-141.

Clark, T. R. (2020). *The 4 Stages of Psychological Safety: Defining the Path to Inclusion and Innovation*. Oakland, CA: Berrett-Koehler Publishers, Incorporated.

Day, D. V., & Dragoni, L. (2015). Leadership development: An outcome-oriented review based on time and levels of analyses. *Annu. Rev. Organ. Psychol. Organ. Behav.*, *2*(1), 133-156.

Edmondson AC. (1999). Psychological safety and learning behavior in work teams. *Adm. Sci. Q.* 44(2):350 –83

Edmondson, A. C., & Mogelof, J. P. (2006). Explaining psychological safety in innovation teams: organizational culture, team dynamics, or personality?. In *Creativity and innovation in organizational teams* (pp. 129-156). Psychology Press.

Edmondson, A., & Mortensen, M. (2021, Ap 19). What psychological safety looks like in a hybrid workplace. *Harvard Business Review* (https://hbr.org/2021/04/what-psychological-safety-looks-like-in-a-hybrid-workplace)

Galbraith, D. D., & Webb, F. L. (2013). Teams that work: Preparing student teams for the workplace. *American Journal of Business Education (AJBE)*, *6*(2), 223-234.

Garvin, D. A., Edmondson, A. C., & Gino, F. (2008, March). Is yours a learning organization? *Harvard Business Review*. Retrieved from https://hbr.org

Hackett, J., Kruzich, J., Goulter, A., & Battista, M. (2021). Tearing down the invisible walls: Designing, implementing, and theorizing psychologically safer co-teaching for inclusion. *Journal of Educational Change*, 22(1), 103-130.

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of management journal*, *33*(4), 692-724.

Kahn, W. A. (2001). Holding environments at work. *The Journal of Applied Behavioral Science*, *37*(3), 260-279.

Kahn, W. A. (2010). The essence of engagement: Lessons from the field. In S. L. Albrecht (Ed.), *Handbook of Employee Engagement. Perspectives, Issues, Research, and Practice*: 20–30. Northhampton, MA: Edward Elgar Publishing, Inc.

Kivunja, C. (2014). Do you want your students to be job-ready with 21st century skills? change pedagogies: A pedagogical paradigm shift from Vygotskyian social constructivism to critical thinking, problem solving and Siemens' digital connectivism. *International Journal of Higher Education*, *3*(3), 81-91.

Johnson, C. E., Keating, J. L., & Molloy, E. K. (2020). Psychological safety in feedback: What does it look like and how can educators work with learners to foster it? *Medical Education*, 54(6), 559–570. https://doi.org/10.1111/medu.14154

Newman, A., Donohue, R., & Eva, N. (2017). Psychological safety: A systematic review of the literature. *Human Resource Management Review*, *27*(3), 521–535. https://doi-org.proxy-wcupa.klnpa.org/10.1016/j.hrmr.2017.01.001

Reyes, D. L., Dinh, J., Lacerenza, C. N., Marlow, S. L., Joseph, D. L., & Salas, E. (2019). The state of higher education leadership development program evaluation: A meta-analysis, critical review, and recommendations. *The Leadership Quarterly*, *30*(5), 101311.

Schulte, M., Cohen, N. A., & Klein, K. J. (2012). The Coevolution of Network Ties and Perceptions of Team Psychological Safety. *Organization Science*, *23*(2), 564–581. https://doi-org.proxy-wcupa.klnpa.org/10.1287/orsc.1100.0582

Developing College Student Leaders Through Team Effectiveness and Leader Behavior

Addison Sellon, The University of Nebraska-Lincoln
Lindsay Hastings, PhD, The University of Nebraska-Lincoln
Hannah Sunderman, PhD, The University of Nebraska-Lincoln

Abstract

The purpose of the current poster is to present a theory-based intervention aimed to expand the understanding of leadership tendencies and improve team effectiveness for student small group leaders within a collegiate leadership mentoring program. Specifically, this poster focuses on individual and group training designed to provide reflection and understanding for student leaders who facilitate small groups in a leadership mentoring program. Within the individual training, students explore their leader behavior approach to understand how their tendencies influence their leadership style. Within the group training, student leadership teams evaluate their overall team effectiveness and set goals to create action plans. The intervention is rooted in the behavioral approach of leadership and generated to highlight the leadership team's leadership orientations and overall team effectiveness. The proposed intervention will be evaluated based on the program objectives. The current poster outlines the various components of the proposed intervention and provides an evaluation framework. We hope that this intervention provides leadership educators with the tools to facilitate a curriculum centered around student reflection, growth, and action from both an individual and team lens.

Session Learning/Participant Objectives

Through engaging with this poster, participants will be able to:

- Recognize the insight the behavioral approach brings to individual roles within a team
- Understand how the behavioral approach can impact overall team effectiveness

Session Description

The proposed poster discusses the creation and evaluation of a theory-based training program for small group leaders within a collegiate mentoring program. In response to a needs assessment highlighting the necessity of balanced task and relationship behaviors for small group leader effectiveness, the authors developed a training program grounded in behavioral and team leadership theories. Within the behavioral approach, there is an emphasis on blending task and relationship behaviors to best achieve group goals (Northouse, 2016), an appropriate theory given the needs presented.

The program objectives for this training stated after training, participants would be able to:

1. Articulate their personal orientations within the behavioral approach
2. Recognize strengths and areas of improvement within their team regarding their leadership team's overall effectiveness
3. Establish ways to improve their leadership team's effectiveness

The intervention began with an individual-level assessment and a group-level assessment, as recommended by Cummings and Worley (2015). First, small group leaders began the training by completing the Leader Behavior Questionnaire (LBQ), an assessment associated with the behavioral approach (Northouse, 2016). The results of the LBQ were fed back to the small group leaders (Northouse, 2016) and small group leaders engaged in prompted reflection about their results (see Figure 1), addressing their initial reactions to the results and how the results can be applied to their team leadership role.

Next, the small group leaders completed a team effectiveness survey to assess group attributes that were identified by a past leadership team as critical to overall team effectiveness within the leadership program, including communication, teamwork, sharing responsibilities, understanding of roles within group meetings, engaging with group members during meetings, and organization. Once the team effectiveness survey was completed, the teams were sent visuals of the team averages for each attribute. After reviewing the responses, they completed reflection questions asking about their initial reactions and how the various attributes relate to task and relationship behaviors (see Figure 2). The third component of this training was completing an individual and team action plan to set goals moving forward (see Figure 3).

Figure 1

LBQ Reflection, Page 2

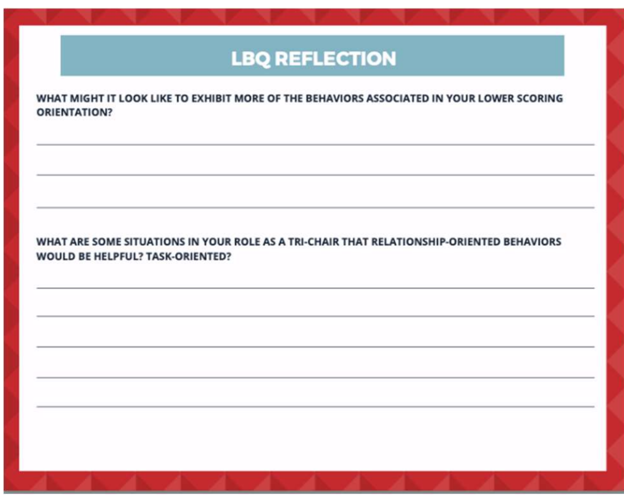


Figure 2

Team Effectiveness Reflection, Page 1

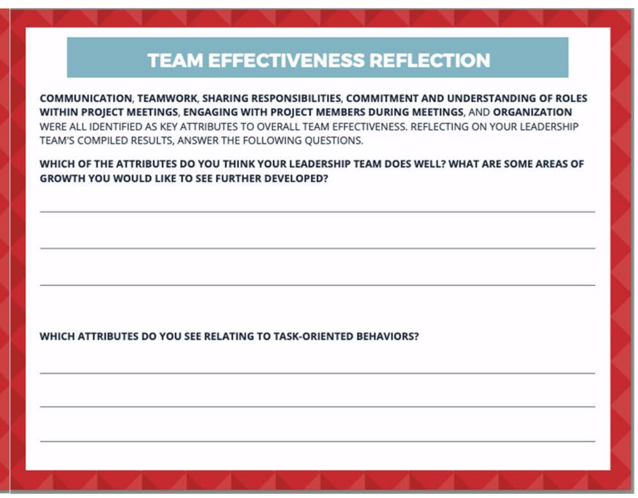


Figure 3

Action Plan, Page 2

The intervention will be evaluated in spring, 2022 using two evaluation methods to achieve triangulation of results (Black & Earnest, 2009). The leadership teams will retake the team effectiveness survey and complete a degree-of-change survey about the program objectives and their perception of change in their team's effectiveness, as recommended by Patterson et al. (2017) and Rosch et al. (2009). Evaluation data will be collected at the end of the semester, allowing time for the student leaders to incorporate the training material into their roles and teams (Rosch et al., 2009). This evaluation data will not only indicate whether the training program met its aims, but will also inform leadership education more broadly about theory-based leadership training designed to bridge individual leadership behavior to team effectiveness.

References

Black, A. M. & Earnest, G. W. (2009). Measuring the outcomes of leadership development programs. *Journal of Leadership and Organizational Studies, 16*(2), 184-196. https://doi.org/10.1177/1548051809339193

Cummings, T. G., & Worley, C. G. (2015). *Organization development & change*. Cengage Learning.

Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed.). Sage Publishing.

Patterson, T. E., Stawiski, S., Hannum, K. M., Champion, H., & Downs, H. (2017). *Evaluating the impact of leadership development* (2nd ed.). Greensboro, NC: Center for Creative Leadership.

Rosch, D. M. & Schwartz, L. M. (2009). Potential issues and pitfalls in outcomes assessment in leadership education. *Journal of Leadership Education, 8*(1), 177- 194.

LeadHER: Leadership Perceptions of Women in Agriculture and Natural Resources

Karissa Palmer, Texas A&M University
Megan Cantrell, MS, University of Florida

Abstract

Rural communities need leadership from a population that reflects those engaged in agriculture and natural resources. The purpose of this study was to evaluate leadership perceptions of women engaged in a female-only program within a statewide agriculture and natural resources organization. Specifically, an analysis was conducted on leadership definitions of the population and what positional and non-positional leadership roles participants held. Qualitative data analysis was completed on leadership perceptions of 14 female respondents, 13 of whom consider themselves leaders and currently hold leadership positions. Analysis of the data resulted in the following themes among leadership definitions: leadership is the ability to influence others, having a vision, providing motivation, defined by the leader, and is acknowledging others' strengths. Results indicated that those who identify as a leader can describe current leadership roles they hold. It is recommended that studies continue to look at perceptions of females and leadership discrepancies in traditionally male-dominated industries to ensure equity and inclusion of all.

Session Learning/Participant Objectives

- Identify themes of leadership definitions of female members engaged in an agricultural and natural resources organization
- Describe positional or non-positional leadership roles identified by female members engaged in an agricultural and natural resources organization

Session Description

While leadership as a concept has a myriad of definitions, leadership development can be defined as "expanding the collective capacity of organizational members to engage effectively in leadership roles and processes" (McCauley et al., 1998, p. 2). Individuals often look for leadership development opportunities through organizations they are affiliated with. Within the agriculture and natural resources (ANR) industries, individuals may rely on leadership development from industry groups and organizations. "The bottom line is that stronger leadership among the trade groups and umbrella organizations to build credibility and public trust has never been more important" (Trauger, 2019, para. 8). In the traditionally male-dominated industry of agriculture and natural resources, women are able to transcend traditional gender roles when equipped with leadership skills and training (Trauger, 2004).

This study sought to understand leadership definitions and self-identified leadership roles of women engaged in a female-only program within a statewide agriculture and natural resources organization. The organization has 43 women engaged in the state and 14 individuals (N=14) participated in the study. The average age of participant was 49 years old and all had attended college. The constant comparative methodology was used on responses asking participants to define leadership. Thematic analysis identified the following themes in responses: leadership is influence (n=12), leadership is knowing the vision of an organization (n=6), leadership is motivating others (n=5), leadership is defined by the leader (n=4), leadership is acknowledging strengths (n=2). Participants were further asked to if they self-identify as a leader. All participants but one (n=13) identified as a leader. When asked to describe how they identify as a leader, 12 participants (n=12) identified as a positional leader and one participant identified as a non-positional leader (n=1). However, analysis from the research time indicates that all participants were engaged in leadership although not all had leadership positions.

Analysis of the data indicates that even though these women were engaged in leadership programming their ideologies and self-identities of leadership varied widely. As practitioners develop leadership programming for sex-specific audiences, it is imperative that basic leadership conversations are had as the foundation for programming. Women in rural organizations are engaging in a traditionally male-dominated field which may result in a lack of leadership self-efficacy. Leadership practitioners should assess the leadership knowledge of participants prior to designing programming. Additionally, further research should be conducted to analyze if this issue transcends sex or if it is the impact of participation in a field with antiquated gender norms.

References

McCauley, C. D., Moxley, R. S., & Van Velsor, E. (1998). *The center for creative leadership handbook of leadership development.* Jossey-Bass.

Ruvolo, C. M. (2004). Leaders are made, not born the critical role of a developmental framework to facilitate an organizational culture of development. *Consulting Psychology Journal: Practice and Research, 56*(1), 10–19. https://doi.org/10.1037/1061-4087.56.1.10.

Trauger, A. (2019). ‘Because they can do the work’: women farmers in sustainable agriculture in Pennsylvania, USA. *Gender, Place & Culture, 11*(2), 289-307. https://doi.org/10.1080/0966369042000218491

The Intersection of Leadership and Music Education

Abby Kennemer, Fort Hays State University
Recipient, 2022 Founding Mothers' Scholar Award

Abstract

The purpose of this study was to identify leadership styles and behaviors in music and identify musician needs and wants related to leadership education. Through connections at universities across the U.S., 25 band directors were sent surveys for ensemble members, section leaders, and directors to complete. The results from the three surveys suggested that section leaders see leadership in music in a negative way, while directors and ensemble members see leadership as participatory and cooperative. The opposing views of leadership in music suggest that leadership workshops and leadership courses for musicians could be helpful in developing a positive view of leadership at all levels in music.

Session Learning/Participant Objectives

After interacting with this poster, participants will be more aware of research and results related to leadership in music education and be encouraged to think critically about leadership workshops for musicians and leadership courses designed for music majors. While our initial research has shown that musicians want a change in section leaders' attitudes and approaches to leadership, more research on this topic is needed.

Session Description

Background

There has been some research conducted on the intersection of music and leadership. Hall (2008) describes how music can be a promising tool for leadership education because it speaks to multiple learning styles and is universally accepted. However, in regard to how leadership is integrated into music education, there has been little research on how leadership education has impacted section leaders, principal players, and directors' ability to lead a section or ensemble.

Methodology

Band directors throughout the United States were initially contacted to distribute position-specific surveys to their band members. The purpose of the survey was to identify current leadership behaviors of conductors, section leaders, and ensemble members; clarify if members are informed about the significance of leadership, and uncover trends about leadership within concert bands in the United States.

Current Results

After receiving approval from the IRB, three surveys were sent out to 25 collegiate band directors. After about four weeks of having the survey available for students and directors, we received 33 responses. Results suggested there is a disconnect between what leadership is and what a leader looks like in bands. While band directors and ensemble members noted that leaders are supportive and the people to look toward for direction, section leaders saw leadership in music negatively. Section leaders noted that music majors have an “upper hand” over non-music majors and that leadership in music is punishment-based and derogatory. Section leaders also indicated that they would like to see a change to a more collaborative environment.

Recommendations

Our current results suggest leadership education is lacking and needed in collegiate music programs across the United States. These initial results show that leadership workshops for musicians and leadership courses for music majors could meet a need collegiate music students are asking for. While further research is needed, the current results suggest that combining leadership and music education could provide musicians with the skills to collaborate and lead effectively.

References

Hall, J. L. (2008). The sound of leadership: transformational leadership in music: *Journal of Leadership Education*, 7(2), 47-68.

Teaching with a Simulation: Keys to Selecting, Knowing, and Debriefing

Kimberly Jordan, MSN/MBA, Ohio University
Amy Toth, M.Ed., Ohio University

Abstract

Teaching and learning through play? Simulations, a type of interactive game using story, sound, visuals, role-play, and/or decision-making, provide a replicable, safe environment for learning through play. Research shows that enjoyment is the key variance (58.4%) for learning effectiveness with serious games (Fokiddes et al, 2019). The authors developed and used a role-playing leadership and team-building simulation, Centauri, and noted key insights for educators using simulations. The key insights include the benefits of teaching with a simulation, selecting simulations for learning objectives, knowing how simulations engage, and debriefing.

Session Learning/Participant Objectives

After the presentation participants will be able to:

- Understand the benefits of teaching with a simulation.
- Identify key insights for teaching with a simulation.
- Understand the importance of the debrief when teaching with a simulation.

Session Description

Simulations, a type of interactive game, increase student interactivity which enhances learning engagement (Vogel et al., 2006; Wouters et al., 2013). The benefits of teaching with a simulation include providing a safe environment to learn, repeating the same experience with many students, practicing needed skills, and providing an opportunity to gather assessment data and compare outcomes. After developing a leadership and team simulation, Centauri, the authors identified three key insights for educators using simulations. These include selecting simulations for needed learning objectives, knowing how simulations engage, and debriefing simulations.

Selecting Leadership Learning Objectives

A simulation is a virtual representation that connects the theory and practice of a subject, in this case, leadership, in a game. This allows students to apply theory and practice skills. For example, research demonstrates that learning about teamwork can improve performance by 20 percent (Salas et al., 2008a). To learn and improve performance, teams benefit from continuous learning opportunities in a psychologically safe environment where they can “engage in target behaviors,” build coordination skills, and share mental models to perform at higher levels (Salas et al, 2008b, p. 337). These ideas sparked the development of the Centauri simulation which focuses on leadership and team skills.

For any role-playing simulation, there are three parts that impact learning: (1) the embedded learning objectives in the simulation, (2) the playthrough or the experience of the players playing, and (3) the debriefing afterward. Consider here the Centauri simulation where players confront themes that commonly occur in teams. The embedded learning objectives include leadership, balancing individual goals with team goals, problem-solving, psychological safety, team effectiveness, bias and decision-making, and communication. Each playthrough involves choices. Players' choices color outcomes and their experiences within the simulation. Then, the debriefing is where the embedded learning objectives and the players' experience meet.

When selecting a simulation, educators need to know both the needed learning objective(s) for the players and the learning objectives embedded in the simulation. This is important to understand as educators will have to surface what was learned in the debriefing based on players' experiences that will vary. This requires flexibility on the part of the educator and experience with knowing which of the learning objectives are essential to emphasize.

The specific selection of a simulation should be based on the targeted learning objectives or behaviors needed. Educators then select a simulation that matches the need. When selecting a simulation, such as Centauri, it is important to understand that a simulation's value, where the learning comes from, is through the play *and* debrief process. What this means is that educators will have to facilitate the connection process, from playthrough to debrief, and they need to know all the learning objectives embedded to effectively do this.

Knowing How Simulations Engage

An engaging learning experience that has students participating dynamically is essential in the competitive climate of undergraduate education– including for retention and school accreditation (Haug et al., 2019). Schindler et al. (2017) reviewed student engagement with computer-based technology, including digital games, finding that engagement includes emotional, cognitive, and behavioral indicators. They found that students in courses with simulations, as opposed to traditional courses, reported higher levels of cognitive engagement through applying theory to practice and motivation. Bitrian et al. (2020) noted that playing games can result in Csikszenthihalyi's (1975) state of flow, whereby engagement is high and "such experiences are characterized as pleasant and intrinsically rewarding" (Bitrian et al., 2020, p. 1). This is all to say that educators can use simulations to engage students in interactive learning.

Recent research has found it is important to balance pedagogy and enjoyment as "the most influential factor in shaping user views for SG (serious games) learning effectiveness was enjoyment" (Fokiddes et al, 2019, p. 452). This is important to understand as the enjoyment of playing the game benefitted from the immersion of the media and narrative and how it elevated users' interest for learning the content. It is the story world that sets up play whereby learners engage with content. Games influence not only engagement but also learning outcomes (Fu et al., 2016). "When students actively engage in the learning process, it is more successful" (Haug et al., 2019, p.83). The key point here is that simulations engage learners and foster learning.

Simulations consist of both the playthrough and the debrief. Through the playthrough, simulations offer an engaging, immersive learning experience using story, sound, visuals, role-playing, and/or decision-making (Buil et al., 2017). A statement from a Centauri player that reflects this is, "You have to get creative with persuading people and I think that made the game." It is the story and role-playing built into simulations that engage learners through play.

Debriefing Matters

To use simulations, educators, in addition to the learning objectives embedded in the simulation, need to understand other important aspects of how role-playing simulations work. This might include offering any role-playing advice, sharing any pre-work, timing of playthrough for the simulation (all at once, outside of class, over several time periods, etc.), and the importance of the debrief. Each simulation varies in terms of play and ways it may be divided over time, so here the focus is on the debriefing.

A way of processing learning is through reflection, "...reflection can be defined as a systematic cognitive process in which individuals actively attempt to increase their understanding of personal experiences, and thus, enhance their ability to learn from such experiences" (Cajiao & Burke, 2016, p. 510). Debriefing questions and reflection time lay the foundation for insight. Relevant to the objectives in Centauri, Tannenbaum and Cerasoli (2013) found that debriefs with the intention of serving development and fostering "information exchange and perspective taking" (p. 232) benefit learning. Specifically, they found that debriefing enhanced team effectiveness by 25 percent. Debriefs provide the opportunity to draw parallels between the simulation and how insights from the simulation can be applied in the future. For example, after playing Centauri a student said, "where do you stop your personal goals in order to help the team, like, it's the decision." This could be tied to communication or decision-making depending upon context and needed learning objectives. Bottom line debriefs are where learning is consolidated and are an essential part of simulations.

Debriefs are important for not only what is learned or what to emphasize (as in the learning objectives) but also benefit from using a structure or process. Keiser and Arthur (2020) discuss the theoretical basis for facilitating "learning from others by directing trainees' attention to important behaviors, enhancing their retention and production of those behaviors, and motivating them to repeat effective behaviors in subsequent performance" (p. 2). Debriefs benefit from structure and guidance, and debriefs matter for deeper learning.

This session is designed to spark the interest of educators, giving them a vision of how technology such as role-playing simulations can be used to engage and teach. It provides three insights that benefit educators: selecting simulations for needed learning objectives, knowing how simulations engage, and debriefing simulations matters.

References

Bitrian, P., Buil, I., & Catalan, S. (2020). Flow and business simulation games: A typology of students. *The International Journal of Management Education, 18*, 1–9. https://doi.org/10.1016/j.ijme.2020.100365

Buil, I., Catalan, S., & Martinez, E. (2017). Exploring students' flow experiences in business simulation games. *Journal of Computer Assisted Learning*, 34, 183–192.

Cajiao, J., & Burke, M. J. (2016). How instructional methods influence skill development in management education. *Academy of Management Learning & Education, 15*(3), 508–524. http://dx.doi.org/10.5465/amle.2013.0354

Csikszenthihalyi, M. (1975). Play and intrinsic rewards. *Journal of Humanistic Psychology 15*(3), 41–63.

Fokides, E., Atsikpasi, P., Kaimara, P., & Deliyannis, I. (2019). Factors influencing the subjective learning effectiveness of serious games. *Journal of Information Technology Education: Research*, 18, 437–466. https://doi.org/10.28945/4441

Fu, K., Hainey, T., & Baxter, G. (2016). A systematic literature review to identify empirical evidence on the use of computer games in business education and training. *Proceedings of the European Conference on Games Based Learning*. Academic Conferences & Publishing International Ltd, 232–239.

Haug, J. C., Wright, L. B., & Huckabee, W. A. (2019). Undergraduate business students' perceptions about engagement. *Journal of Education for Business, 94*(2), 81–91 https://doi.org/10.1080/08832323.2018.1504738

Keiser, N. L., & Arthur, W., Jr. (2020). A Meta-Analysis of the Effectiveness of the After-Action Review (or Debrief) and Factors That Influence Its Effectiveness. *Journal of Applied Psychology*, 1–25. http://dx.doi.org/10.1037/apl0000821

Salas, E., Cooke, N. J., & Rosen, M. A. (2008a). On teams, teamwork, and team performance: Discoveries and developments. *Human Factors, 50*(3), 540–547. https://doi.org/10.1518/001872008X288457

Salas, E., Wilson, K.A., Murphy, C. E., King, H., & Salisbury, M. (2008b). Communicating, coordinating and cooperating when lives depend on it: Tips for teamwork. *The Joint Commission Journal on Quality and Patient Safety 34*(6), 333–341.

Schindler, L. A., Burkholder, G. J., Morad, O. A., & Marsh, C. (2017). Computer-based technology and student engagement: A critical review of the literature. *International Journal of Educational Technology in Higher Education, 14*(25), 1–28. http://doi.org/10.1186/s41239-017-0063-0

Tannenbaum, S. I., & Cerasoli, C. P. (2013). Do team and individual debriefs enhance performance? A meta-analysis. *Human Factors 55*(1), 231–245.

Vogel, J. J., Vogel, D. S., Cannon-Bowers, J., Bowers, C. A., Muse, K., & Wright, M. (2006). Computer gaming and interactive simulations for learning: A meta-analysis. *Journal of Educational Computer Research, 34*(3), 229–243.

Wouters, P., van Nimwegen, C., van Oostendorp, H., & van der Spek, E. D. (2013). A meta-analysis of the cognitive and motivational effects of serious games. *Journal of Educational Psychology, 105*(2), 249–265.

Responding to Crisis: Exploring the Communication Efforts of the COVID-19 Pandemic

Allison Muth, Fort Hays State University
Recipient, 2022 Founding Mothers' Scholar Award
Dr. Lori Kniffin, PhD, Fort Hays State University
Dr. Brett Whitaker, PhD, Fort Hays State University

Abstract

Simply, crises are high-pressure, high-stakes situations. Faculty, staff, and students are being affected by a global pandemic, COVID-19, and organizations are balancing regular day-to-day responsibilities while supporting their employees, working remotely, and making key decisions about health and safety concerns. "The COVID-19 pandemic is a recent example of a global adaptive challenge for nations across the globe. This incredibly complex problem meant we could not rely on implementing a previously identified solution or response" (Dunn, 2020, p. 32)—concerning crisis communication. Leaders are expected to carefully design a message and disseminate it using the correct channels to reach their primary target audience in order contain misinformation and bring truth to public opinion. This roundtable is open to anyone interested in exploring crisis communication in their organization as either the provider or recipient of such communication. Participants will share their positive and negative communication experiences and expose useful approaches that can be applied to future crisis scenarios that participants may encounter in their organizations.

Session Learning/Participant Objectives

- Participants will be introduced to the definition of crisis communication.
- Participants will share experiences from their organization regarding crisis communication.
- Participants will gather communication ideas to implement in their own organizations.

Session Description

"Beginning in the eighteenth century, the word "crisis" evolved to signify a different situation or dilemma—a 'turning point 'oriented towards decline and destruction, rather than one of hope and opportunity" (Gigliotti, 2020, p. 22). As we progress into a world with unlimited technology, news, media, and internet access, we are creating a rich environment for crisis-like occurrences. Publics, or specific target audiences, expect rapid, frequent two-way communication. However, conventional communication methods and ethical standards must still be implemented for an organization to build positive relationships with their publics. As leaders, it is imperative that we identify successful methods and channels of communication to minimize the level of threat, miscommunication to internal and external stakeholders, and protect the reputation of the organization.

There are five stages of crisis: detection, prevention/preparation, containment, recovery, and learning (Fearn-Banks, 2017, p. 4). This discussion will focus on the learning phase. "The learning phase is a process of examining the crisis and determining what was lost, what was gained, and how the organization performed in the crisis. It is an evaluation procedure designed to make the crisis a prodrome for the future" (Fearn-Banks, 2017, pg. 9). This roundtable will be conversation-based. The facilitator will begin by providing a short definition of crisis communication. "Crisis communications is the dialog between the organization and its public(s) prior to, during, and after the negative occurrence. The dialog details strategies and tactics designed to minimize damage to the image of the organization" (Fearn-Banks, 2017, p. 2). After, the facilitator will move into inviting participants to share their perspectives. The conversation will be piloted using the following questions:

1) What are one or two key lessons that you took away from your institution's response to the COVID-19 pandemic? Are there new opportunities that you would like to continue moving forward? Are there old methods/traditions that you would like to discontinue?

2) Provide one or two accounts of when you felt communication was most critical for your organization. How could the communication have been improved? Which channels of communication were most successful? Which channels could have been eliminated?

The main objective of this roundtable discussion is to partake in meaningful discussions about communication experiences during the COVID-19 pandemic and learn from other faculty members, staff members, and students. The foreseeable implications of this objective are that participants will learn from others about effective communication experiences and channels to minimize reputational threats and avoid miscommunication to stakeholders and employees. This discussion will be focused on the COVID-19 pandemic but can also be applied to other major occurrences that affect the organization, the general public, or interrupt normal business transactions. Through critical reflection, the expectation is that we become more diligent, prepared, and willing to learn from our previous mistakes to take appropriate action in future crises.

References

Dunn, R. (2020). Adaptive leadership: Leading through complexity. *International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM))*, *48*(1), 31–38.

Fearn-Banks, K. (2017). Crisis communications: A casebook approach (5th ed.). Routledge.

Gigliotti, R. A. (2020). *Crisis leadership in higher education: Theory and practice*. Rutgers University Press.

The Influence of Leadership Educator Positionality on Student Identity and Intersectionality

Laura Vaughn, MA, Florida State University
Darius Robinson, Ed.M, Florida State University
Recipient, 2022 Founding Mothers' Scholar Award

Abstract

The positionality of leadership educators has been a hot topic during the past decade, but the question remains on how does educator positionality impact leadership courses and programming concerning student intersectionality (Guthrie & Jenkins, 2018)? This poster discusses and critically interrogates leadership educator identity and positionality within the field of leadership education in higher education and the impact of this positionality on students. This positionality, if unexamined, can have unintended impacts, including the silencing and denigration of student voices. Such an impact can cause issues on how student leaders perceive their leadership identity and how their personal, intersectional identities overlap with this. Ultimately, the question becomes, How can we as leadership educators actively interrogate our positionality to understand the intersectional nature of our student leaders identities in order to create better education and programming?

Session Learning/Participant Objectives

At the end of the roundtable, participants will be able to:

1. Critically analyze their own positionality and how that has affected the way they present leadership courses and programming.
2. Apply intersectionality concepts to their own work within leadership education.

Session Description

This roundtable session expands upon the idea of leadership educator identity from Guthrie and Jenkins's *The Role of Leadership Educators: Transforming Learning* (2018). Leadership educators are "anyone who intentionally develops and delivers leadership initiatives" (Guthrie & Jenkins, 2018, p. 4). The positionality of leadership educators often affects how they teach others to be leaders. Positionality addresses how their worldview and the positions they adopt brings context to their social, political, and cultural understanding (Holmes, 2020). Positionality is relevant within the broader leadership educator field as well, showcasing how a person uses their personal values, knowledge, and context to understand the world. This carries an intersectional dimension where the culmination of their various identities and understanding of them factor into the work they perform (Crenshaw, 1989). When working with student leaders and their intersecting identities, there needs to be a critical recognition that is missing that the leadership educator's positionality biases shape how they educate their students (Bourke, 2014). Leadership educators must recognize that there is not an objective view on developing student leader identity. They must also understand that good leadership education and programming need to come from an intersectional and culturally relevant perspective. This perspective respects and represents the interests of all student leaders, especially those from marginalized backgrounds

(Bertrand Jones et al., 2016). Leadership courses focused on identity will often focus on one aspect of a person's identity rather than intersectionalities. Some examples include courses on 'Leadership and Gender' and 'Latinx Leadership'.

The facilitators of the roundtable will have a list of questions concerning leadership educator identity in order to help participants reflect on their own positionalities as leadership educators. Some examples of questions include:

- How would you define the terms: positionality, intersectionality, leadership education and leadership programming?
- What is the importance of positionality in working with students from marginalized, intersecting backgrounds?
- What are the pathways that leadership programs take in bringing in a more robust picture of leadership when it comes to the various parts of student identity?

Following the discussion-based reflection, the facilitators will then work to apply this positionality to how leadership educators are teaching identity-based courses or facilitating identity-based activities within their own leadership programs. Foreseeable implications of this roundtable conversation are that participants should take away ideas of how to better address their own positionalities as leadership educators. Being able to better address student intersectionality within their own leadership identity-based courses and programming will help bring a greater level of diversity to the field. This will encourage more deconstruction of power dynamics due to positionality in leadership education and programming. We hope to challenge participants to address intersectionality in all aspects of leadership education and programming.

References

Bourke, B. (2014). Positionality: Reflecting on the research process. *The Qualitative Report*, 19(33), 1-9. Retrieved from https://nsuworks.nova.edu/tqr/vol19/iss33/3

Crenshaw, K. (2015). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1989(1). https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8

Guthrie, K. L., & Jenkins, D. M. (2018). *The role of leadership educators: Transforming learning*. IAP.

Holmes, A. G. D. (2020). Researcher positionality -- A consideration of its influence and place in qualitative research -- A new researcher guide. *Shanlax International Journal of Education*, 8(4), 1-10. https://doi.org/10.34293/education.v8i4.3232

Jones, T. B., Guthrie, K. L., & Osteen, L. (2016). Critical domains of culturally relevant leadership learning: A call to transform leadership programs. *New Directions for Student Leadership*, 152, 9–21. http://dx.doi.org/10.1002/yd.20205

A Qualitative Exploration of the Influence of Leadership on the Success and Failure of Farmers Markets in Virginia

Jama Coartney, MS, Virginia Tech
Eric Kaufman, PhD, Virginia Tech

Abstract

Farmers markets play an important role within local food systems and short food supply chains (SFSCs); they create community connections. While the number of farmers markets has increased dramatically since 1994, many markets fail, and it is unclear why. Little is known about the influence of leadership practices on their success and decline. This qualitative case study explored how leadership influences factors contributing to success and failure. The first objective explored patterns contributing to the success and failure. The second objective analyzed markets through different lenses of leadership. The study applied a leadership hexad (Jackson et al., 2018); adaptive leadership (Heifetz et al., 2009); and good-to-great leadership principles (Collins, 2011). Findings revealed surging operational changes, strong support in the SFSC, and the need for stabilizing forces. The six lenses of Jackson et al.'s leadership hexad generated nuanced findings about the influences of vendors, champions, and partnerships; the role of managers in supporting the community and entrepreneurship; confusing nature of ownership; planning for succession; surviving the startup phase; professionalizing farmers market management; co-constructing leadership with the community and vendors; evolving the purpose; and leveraging the purpose of farmers markets. Recommendations for future practice include professional development leadership pipelines.

Session Learning/Participant Objectives

The targeted learning objectives for this research manuscript include:
- Explore insights between complex systems and leadership,
- Showcase multiple leadership theories and frameworks, and
- Highlight the opportunities for leadership education in the nonprofit agriculture sector.

Introduction

Farmers markets play an important role within a local food system, creating community by connecting farmers, people, and place, through food networks and economic development (Canfora, 2016; Leiper & Clarke-Sather, 2017; Schupp, 2017). Farmers markets contribute to local/regional resource planning and community -based food systems (Bendfeldt et al., 2011; Schmitt et al., 2018). They also contribute to local, rural, and urban economic development (Brown & Miller, 2008; Food Desert Task Force, 2014; Paciarotti & Torregiani, 2021). In 2018, the Virginia Farmers Market Association (VaFMA) showcased the contributions to the community of thirteen farmers markets: 600 businesses employed over 3,000 people (VaFMA, n.d.). The loss of a farmers market eliminates a point of direct sales for farmers and alters the community food system (Canfora, 2016; Staisey & Harris, 2019).

Community Intersections through Short Food Supply Chains (SFSCs)

Definitions of SFSCs note the close geographical and social relationships:
"According to the European rural development regulation (1305/2013), a 'short supply chain' refers to a supply chain involving a limited number of economic operators, committed to co-operation, local economic development, and close geographical and social relations between producers, processors and consumers. It is important to note that this regulation recognises the importance of social relationships between people involved in the food chain and this point is also very important for understanding how collaborative SFSCs operate." (Delicato et al., 2019, p. 75)

Relative to geographical proximity, farmers markets are considered local community assets for healthy food (Franck et al., 2020). Values-based interests, such as food miles or transportation distance of food, are also a noted concern (Feenstra & Hardesty, 2016; Kumar et al., 2019). Farmers markets have served as a local space to support entrepreneurship and business incubation (Campbell, 2014; del Barco, 2019). Close social relationships are another aspect of SFSCs (Delicato et al., 2019). Consumer motivations for attending farmers markets include the importance of building social relationships with the farmers who produced the food (Betz & Farmer, 2016). Studies of vendors have included how to market, promote, and connect with customers (FMFNY, 2019; Witzling et al., 2019). Research has also emphasized the importance of vendors sharing their experiences and building social capital with other vendors (Campbell, 2014; Cowee et al., 2009; FMFNY, 2019; Megyesi et al., 2011). Research indicates farmers markets have played a role in building community resilience (King, 2008; May, 2019).

Problem Statement

While farmers markets provide an important junction for food movements, communities, and small farmers, some markets fail, and it is not clear why. Due to the wide variability in types and approaches to farmers markets, success is difficult to replicate (Figueroa-Rodríguez et al., 2019; Wilson et al., 2018). There is little published work explicit to the study of farmers market leadership (Brown, 2002; Wilson et al., 2018; Witzling et al., 2019). Understanding how leadership can contribute to farmers markets' success and failure remains an open question.

Literature Review

This research studied the influences of leadership on Virginia farmers markets. While previous studies have focused primarily on financial performance to evaluate success and failure, this research study took a more nuanced approach to consider leadership through multiple frameworks and perspectives. Farmers markets are complex dynamic systems with vendors, customers, and market organizers bringing their unique values and purposes. Like nested dolls, farmers markets are part of a larger community food system, which is part of a regional, national, and, ultimately, global food system. Each vendor at a farmers market leads a business enterprise. Depending on the farmers market, the vendors may also participate in its leadership (Scott, 2013). Taken in combination, this leads to a complex social environment that would benefit from multiple leadership perspectives. The review of literature highlights broad concepts of leadership studies, leadership practices, and contextualizing farmers market leadership.

Initially, two approaches to understanding leadership studies are explored: Western's (2013) four leadership discourses in historical context and Grint's (2010) four leadership lenses. Next, the social enterprise leadership hexad (Jackson et al., 2018) is introduced; this framework focuses on a unique business type—a social enterprise. Additionally, adaptive leadership (Heifetz et al., 2009) and good-to-great leadership (Collins, 2011) are reviewed. Lastly, studies of farmers markets organization and characteristics are summarized.

Ways of Categorizing Leadership Studies

While discussed and studied extensively, leadership is not well understood (Jackson & Parry, 2011; Northouse, 2016). However, various scholars have developed frameworks to broadly organize leadership studies. Western (2013) takes one approach and identifies the developmental evolution of four major leadership discourses around leadership studies. Grint (2005) takes a different approach, describing four categories of leadership. Jackson et al. (2018) build on the work of Grint (2005) with a specific focus on the social enterprise sector. These three organizational frameworks provide context for this paper's discussion of leadership.

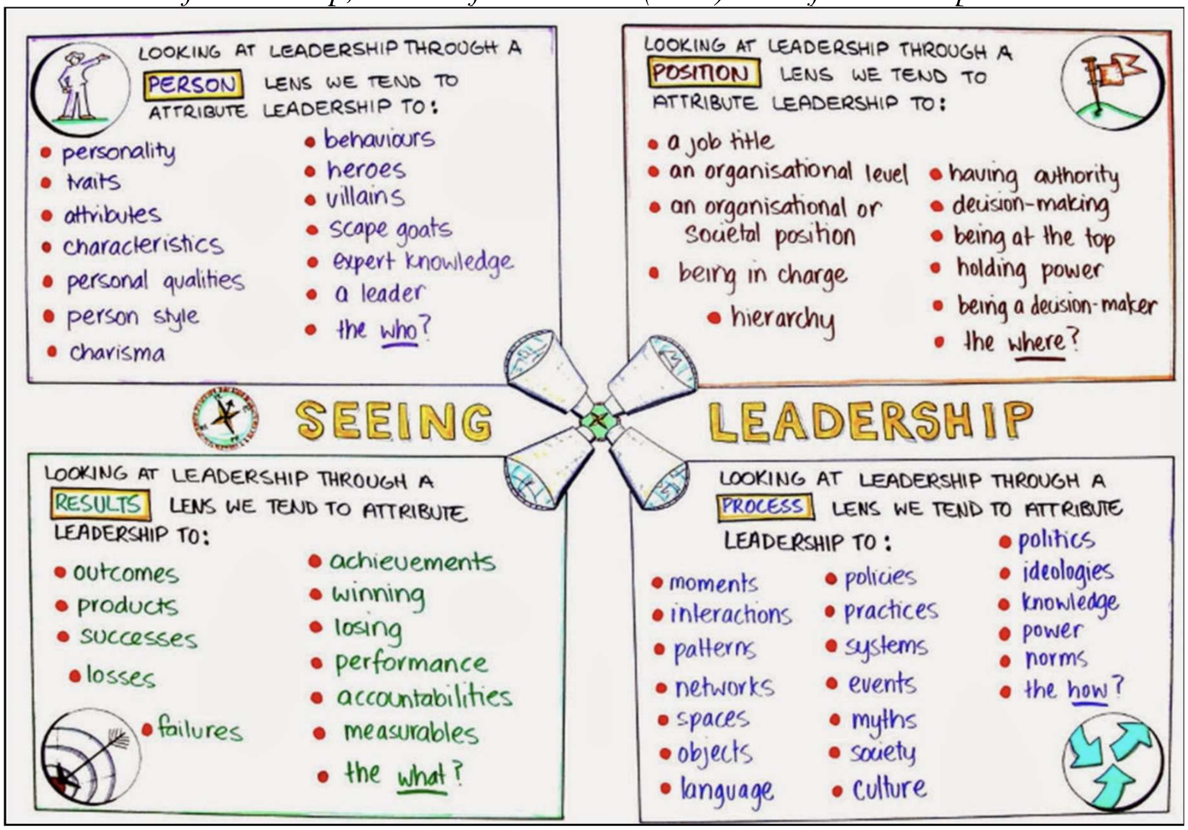
Leadership Discourses—Western Perspective

Western (2010, 2013) has provided a useful organizational framework for conceptualizing the focus of leadership research and studies. Each category represents a particular focus, conventional wisdom, and socio-cultural norms of the time. Western has organized the framework into four major categories or discourses: Controller, Therapist, Messiah, and Eco-Leader. The Controller discourse has a strong focus on maximizing efficiency. Theories falling within this category highlight results, standardization, and manipulation. The Therapist discourse describes a set of leadership practices with an emphasis on more humanistic aspects and came about from the Human Relations movement in western culture. This discourse is characterized by a focus on individual and team development. The Messiah discourse places emphasis on charismatic leadership with a promise to help make sense of an increasingly chaotic world. Highly strategic and visionary, the focus is on changing the culture and has implications toward replacing social institutions, such as the church. The Eco-Leader discourse began in the early 21st century. This term describes a new approach to leadership for companies and organizations. It takes into account the complex, networked, and interdependent environment in which organizations must do business.

Leadership Lenses—Grint Perspective

Figure 1

Four Lenses of Leadership, Derived from Grint's (2000) Arts of Leadership



Note. From "What's So Different (and Difficult) About Leading in New Zealand?," by B. Jackson, 2009. Copyright 2009 by the New Zealand Leadership Institute. Reprinted with permission.

In *Arts of Leadership*, Grint (2000) provided a useful organizational framework for conceptualizing leadership practices. Grint categorized leadership within four broad lenses (Figure 1). These lenses are not mutually exclusive. Each of the four lenses provides a practical guide for organizing leadership: Leadership as Position; Leadership as Person; Leadership as Results; and Leadership as Process.

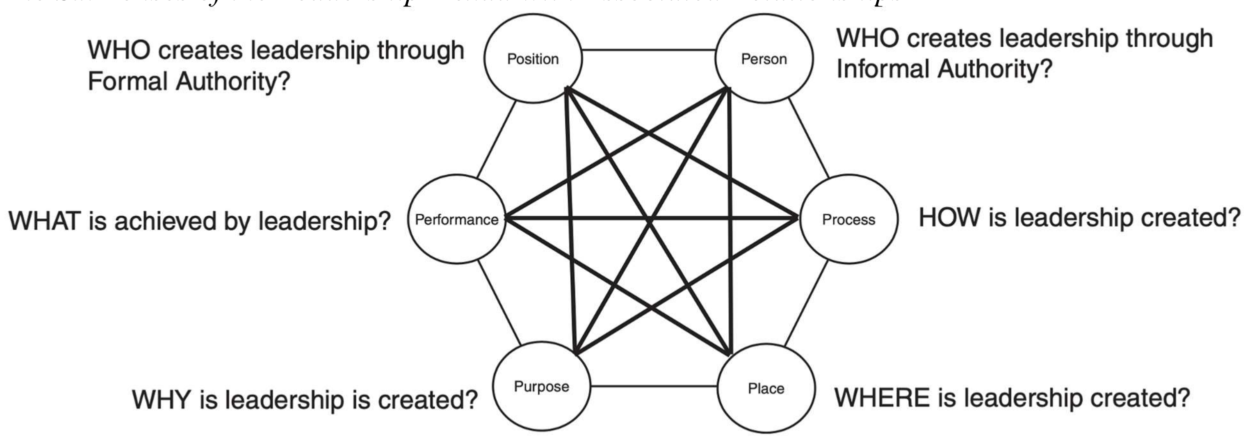
Leadership as Results lens highlights *what* leadership produces (Grint, 2010). This perspective includes the outputs and outcomes of leadership. When viewing through a different lens, Leadership as Position, the focus becomes on *where* leadership occurs (Grint, 2010). It relates to the authority drawn from a position or a role within the hierarchy of an organization. A third perspective, Leadership as Person focuses on *who* is leading (Grint, 2010). Leadership is attributed to individuals with characteristics associated with leadership, such as personality, personal style, and charisma. Lastly, Leadership as Process has a view that contains multiple interconnecting parts in that it focuses on *how* leadership occurs (Grint, 2010). Leadership is attributed to the interconnectivity of strategies and tactics that span the social, political, and cultural realms. These networks, systems, places, and spaces provide the underpinnings on which leadership processes can occur.

Leadership Hexad for Social Enterprises—Jackson et al. Perspective

While Western (2013) and Grint (2010) have provided frameworks for organizing leadership studies, Jackson et al. (2018) have developed a leadership framework—leadership hexad—for the social enterprise sector. A social enterprise differs from commercial businesses and nonprofits in that it blends the two, serving both private and public sector goals (Wronka, 2013). The leadership hexad expands upon the work of Grint; it calls attention to the connections or relationships between six lenses: Leadership through Person; Leadership through Position; Leadership through Process; Leadership through Performance; Leadership through Place; and Leadership through Purpose (Figure 2). The Leadership through Performanc*e* lens highlights

Figure 2

The Six Lenses of the Leadership Hexad with Associated Relationships



Note. From "The Power of Place in Public Leadership Research and Development," by B. Jackson, 2019. Reprinted with permission.

what leadership achieves. This lens includes *what* gets measured, such as social impact and value (Jackson et al., 2018; Souza & Jackson, 2019). Leadership through Place focuses on *Where* leadership occurs. The concept of place encompasses a multitude of concepts related to time and space, including historical and social contexts. Leadership through Purpose asks the basic question of *Why* have leadership. Organizational purpose includes the social mission as well as commercial aims. Purpose also includes individuals, their motivations and what they hope to achieve. Within a social enterprise context, each organization has a unique balance of social/commercial ends (Jackson et al., 2018; Souza & Jackson, 2019).

Specific Leadership Approaches for Understanding Leadership Practices

In addition to broad categorizations of leadership studies, it helps to apply specific leadership theories to gain insight into leadership in different contexts. Many leadership scholars have noted an abundance of leadership theories and observations (Burns, 1978; Jackson & Parry, 2011; Kellerman, 2018). "Leadership is one of the most observed and least understood phenomena on earth" (Burns, 1978, p. 3). Two specific approaches to understanding and contextualizing leadership include Heifetz et al.'s (2009) adaptive leadership and Collins' (2011) good-to-great leadership.

Adaptive leadership describes the activities necessary to lead and manage dynamic and complex challenges across multiple levels of an organization, using position, authority, and expertise (Heifetz & Linsky, 2017). Northouse (2016) describes six areas of focus for adaptive leadership, where problems are complex and solutions not clear: (1) Get on the Balcony, (2) Identify Adaptive Challenges, (3) Regulate Stress, (4) Maintain Disciplined Attention, (5) Give the Work Back to the People, and (6) Protect Leadership Voices from Below. Leadership faces three kinds of challenges: technical, adaptive, and a blend of technical and adaptive (Heifetz et al., 2009).

In *Good to Great and the Social Sectors*, Collins (2011) highlights business practices that transcend whether an organization operates in the business or social sector. He describes the challenges and activities necessary to transition an organization from good-to-great in the social sector. Good-to-great leadership contains five principles: Defining "Great"; Level Five Leadership; First Who; The Hedgehog Concept; and Turning the Flywheel (Collins, 2011).

Leadership and the Social Challenges

Leadership frameworks that take into account the unique needs of the social sector are suited for the study of farmers market leadership. The adaptive leadership framework (Heifetz et al., 2009) can be used to contextualize leadership of farmers markets. Heifetz (1994) described the need for a different concept of leadership, one that takes a systems approach and also distinguishes leadership from concepts of authority and power, to address complex social challenges, such as poverty, environmental hazards, and access to food. In *Good to Great and the Social Sectors*, Collins (2011) targeted the unique needs of the social sector, which differ from commercial enterprise. This emphasis can be used to guide the exploration of leadership within the context of farmers markets.

Farmers Market Leadership Influences

Farmers markets fail and succeed, and there are observations and research as to why. Eggert, Executive Director of the Farmers Market Federation of NY, indicated one reason for farmers markets closures is that there are too many of them; they compete not only with each other but also with other sources for fresh food (Helmer, 2019). Stephenson et al. (2008) attributed farmers market failure to five factors: number of vendors; product availability; lack of revenue; low manager salary or volunteer management; and high manager turnover. These factors—while important—relate more to the structure of the market and do not convey information about leadership. Other researchers have identified steps for creating successful farmers markets. Mainville (2010) authored *Foundations for a successful farmers' market,* which includes considerations for starting a farmers market as well as samples of bylaws and rules. Quintana and Morales (2015) note the transformative nature of the Farmers Market Coalition's Listserv toward building individual capacity and community building within a social movement; the study does not convey whether this capacity building contributes to the success and failure of the actual markets. How leadership can contribute to understanding farmers markets' success and failure remains an open question.

Farmers Market Typologies

Researchers have used governance structures as a framing mechanism to better understand farmers markets. One study categorized markets by status: nonprofit, municipality, or community members (Betz & Farmer, 2016). Another study categorized markets as vendor-, community-, or subentity-led, and explored how farmers market ownership influenced "priorities, processes, and outcomes" (Gantla & Lev, 2015, p. 50). Researchers have also categorized farmers markets by organizational characteristics to analyze factors that influence success and failure. Stephenson et al. (2008) used market longevity and the number of vendors, to study the factors associated with market failures. Berry et al. (2013) asked farmers market managers to select the development phase (start-up, growth, mature, or declining) of their market to showcase how Cooperative Extension might tailor services to meet differentiated needs. Tiemann (2004) categorized grower-only markets as either "indigenous" or "experience" as a means of analyzing their social and economic purpose. Another study used population to gain a better understanding of needs (Wilson et al., 2018). Hergesheimer and Kennedy (2010) identified three common levels of administration typically found in farmers markets.

Purpose Statement, Objectives, and Research Question

The purpose of this research is to explore the influences of leadership on Virginia farmers markets to better understand factors contributing to their success and failure. While previous studies have focused primarily on financial performance to evaluate success and failure, this research study takes a more nuanced approach to understanding success, through the six lenses of the Jackson's (2019) leadership hexad. Specific objectives include the following:

1. Uncover patterns or trends in variables contributing to success or decline of farmers markets, and
2. Align farmers market variables with the lenses for analyzing leadership and social enterprises.

As such, the overarching research question guiding this study is: How does leadership influence factors contributing to success and failure on farmers markets?

Significance of the Study

Little is known about the influence of leadership practices on the success and failure of farmers markets. Gaining insights into the leadership practices that encourage farmers market success and avert decline will contribute to a healthier community agricultural ecology. The findings of this research will provide valuable knowledge on sustainable farmers markets, thus making the entire agriculture system more sustainable. Farmers, vendors, organizers, and planners will benefit from additional perspectives for building successful farmers markets (Dollahite et al., 2005; Wilson et al., 2018). These findings could be used by people involved in farmers market initiatives and other similar value-based or short supply chains to help lead these efforts. Although this project focuses on Virginia, the research may have broader implications for similar geographical regions and states.

This study is based upon work supported through the Southern Sustainable Agriculture Research and Education program (Southern SARE). Southern SARE is a U.S. Department of Agriculture

(USDA) National Institute of Food and Agriculture (NIFA) grants and outreach program, which includes a focus on family farming and strengthening communities through agriculture. Through the lenses of leadership, the research focused on better understanding the success and failure of farmers markets; the ultimate goal is to create a more resilient local community food system and support farmers.

Theoretical/Conceptual Framework

Framing leadership through multiple perspectives creates opportunities to study leadership in new and interesting ways. This study used an action-oriented, definition of leadership-as-practice, which includes goal-oriented cooperative effort and co-constructed leadership phenomena (Raelin, 2011, 2020). The study explores aspects of leadership through the lenses of social enterprises and the leadership hexad (Jackson et al., 2018), adaptive leadership (Heifetz et al., 2009), and principles of good-to-great leadership (Collins, 2011).

The social enterprise leadership hexad provides a framework for exploring complex relationships (Jackson et al., 2018). These lenses offer a means to reflect on the activity of leadership. Leadership through Performance notes the importance of choosing what gets measured, such as social impact or values. In certain contexts, such as farmers markets, leadership through Place becomes important, not just from a geographical/location orientation but also place in the abstract as a representation of the community and people. The Purpose lens reveals similarities and differences between social enterprises that share a common name, such as farmers markets. It further provides a lens into considering the multitude of purposes and perspectives of various stakeholders within social enterprise contexts, and beyond.

In discussing the findings, adaptive leadership theory (Heifetz et al., 2009) and good-to-great leadership principles (Collins, 2011) afforded a unique intersection with the six lenses of the leadership hexad (Jackson et al., 2018) for this study. One of the identified adaptive leadership activities—getting on the balcony—intersected with multiple lenses of the leadership hexad (Jackson et al., 2018). Another leadership activity, identifying adaptive challenges and technical challenges, provided the means to explore leadership phenomena from within the leadership hexad as well as when leadership was being co-constructed and where leadership occurred. Analysis allowed for the exploration of co-constructed and collaborative leadership practices. These intersections may provide opportunities to refine and hone each of the three theories: leadership hexad (Jackson et al., 2018), adaptive leadership (Heifetz et al., 2009), and good-to-great leadership principles (Collins, 2011).

Methods

This study used a qualitative case study approach to guide the exploration of farmers market leadership. The purpose of this research was to study the influences of leadership on Virginia farmers' markets to better understand factors contributing to their success and failure. The case study approach helped to explore the complexity of the influences of leadership. "A case study is a good approach when the inquirer has clearly identifiable cases with boundaries and seeks to provide an in-depth understanding of the cases or a comparison of several cases" (Creswell & Poth, 2018, p. 100). The information about the cases came from multiple sources: aggregated lists of farmers markets available online; websites specific to each market; and Facebook pages. Convenience and snowball sampling (Creswell & Poth, 2018) were used to identify people involved in leading Virginia farmers market initiatives.

Twenty-one farmers markets leaders provided in-depth perspectives on more than thirty-two Virginia farmers markets. Many of these leaders were involved with more than one farmers market initiative in Virginia over the course of their career. Other at-large key informants provided state-wide perspectives with regard to farmers markets and local food resources. A semi-structured interview protocol guided the data collection. Interviews were conducted via telephone or Zoom and recorded. Data were transcribed and then encoded in multiple passes; the initial pass identified descriptive content, and the second and third passes used a coding dictionary, which was derived from the six lenses of the leadership hexad (Jackson et al., 2018).

The boundaries and limitations of this study fall broadly into three groups: timing, methodology, and sample. Case studies are bounded by constraints (Creswell & Poth, 2018), so it helps to note a study's limitations while interpreting the research findings. Data collection occurred during a global pandemic and clarification was often needed as to whether a market closure was temporary or permanent. Also, in-person interviews were restricted due to the pandemic. Beyond the influence of the pandemic, some selection bias may have occurred in terms of participants who volunteered to participate in the study (Creswell & Poth, 2018). For example, no unpaid market managers volunteered to participate; another challenge involved finding contacts for permanently closed markets.

Discussion of Findings

Discussions of findings were framed through the lens of adaptive leadership practice (Heifetz, 1994; Heifetz et al., 2009), with additional insight drawn from Collins' (2011) *Good to Great and the Social Sectors*. Unlike some leadership theories, Heifetz et al.'s (2009) adaptive leadership theory focuses on adaptive challenges, where there are no easy solutions. This framework seems especially suited to farmers markets, where leadership helps to orchestrate multiple sets of independent activities within a larger crucible. The adaptive leadership approach has six leadership practices associated with it: get on the balcony; identify the adaptive challenge; regulate distress; maintain disciplined attention; give the work back to the people; and protect leadership voices from below. Collins' (2011) framework focuses specifically on the social sector and identifies practices to shift from average to great. The framework includes five principles to get to great leadership: define "Great"; practice Level-Five Leadership; First Who; The Hedgehog Concept; and Turn the Flywheel (Collins, 2011).

Objective 1: Uncover Patterns or Trends in Variables Contributing to Success or Decline of Farmers Markets

The first objective of the study was to uncover patterns or trends that might contribute to the success or decline of farmers markets in Virginia. Three overarching themes emerged: surging operational evolution, supporting the short food supply chain (SFSC), and stabilizing forces.

Surging Operational Evolution

In general, farmers markets and farmers are growing in capacity by increasing the number of direct channels available to the local community. Although exponential growth in the number of farmers markets has tapered off in recent years (USDA AMS, 2019), many farmers markets in Virginia have experienced operational growth in 2020 and 2021, as noted by key informants. While an increase in the number of direct-to-consumer channels does not necessarily indicate an increase in local food production or consumption, it is an indicator that some form of expansion is happening. This expansion may relate to any number of factors, including an expansion of the local food system, an increase in community support, or some other factor; thus, it may have an influence on the community food system (Canfora, 2016; Staisey & Harris, 2019).

Supporting the SFSC

The increase in capacity of farmers markets' operations may indicate an increase in support of the SFSC. Farmers markets are an integral part of the SFSC, which includes a number of factors, such as, economic development, cooperation, close geographic proximity, and social relations of all parties (Delicato et al., 2019; Detre et al., 2011; Feenstra & Hardesty, 2016; Kumar et al., 2019). Key informants in this study described their experiences as part of the SFSC. For example, one aspect of the SFSC involves economic development (Detre et al., 2011). Many key informants shared a focus on their "local agricultural economy" (KI-v). Cooperation among participants was a second element of the SFSC (Campbell, 2014; Cowee et al., 2009; FMFNY, 2019; Megyesi et al., 2011). Many key informants described the sense of cooperation at their market; it was an aspect of the market they personally valued.

A third aspect of the SFSC involved close geographic proximity (Abelló et al., 2014; Feenstra & Hardesty, 2016; Franck et al., 2020; Kumar et al., 2019). Key informants described rules at their markets to help address concerns over both the travel distance of food as well as where the vendor resides. Lastly, the SFSC emphasizes social relations and community connections (Campbell, 2014; Cowee et al., 2009; FMFNY, 2019; Megyesi et al., 2011). Participants highlighted the connections and social relationships between customers and vendors. They also highlighted the family-like atmosphere and sense of community within the vendors at their markets.

While several aspects of the adaptive leadership framework may align to the SFSC, maintaining disciplined attention on the challenging and difficult work seems a good fit (Heifetz et al., 2009). Maintaining disciplined attention involves paying attention to changes or conflicts associated with values, beliefs, and traditions. The SFSC includes the values, beliefs, and traditions of all of the people involved in the food chain—from consumers to market leadership to vendors. In many instances, people's reasons for participating in the SFSC differ from one another. Market leadership should watch for changes or conflicts in these cultural attributes.

Drawing from the principles of good-to-great leadership, first who (Collins, 2011)—getting the right people involved—seems to be an area that deserves attention by farmers market leadership. Developing and maintaining an excellent SFSC involves recruiting people, vendors, and community, with shared values and sense of purpose for the market.

Stabilizing Forces

Farmers markets have two types of stabilizing forces; one is the physical place and space, and the other is municipal support. Stable, predictable locations contribute to the success of a farmers market, and permanent facilities may contribute to the resilience of a market in a particular locale. In several instances, key informants described the uncertainty of their market in terms of its location. Previous research has provided information on how to choose a location and the importance of consistency (FMFNY, 2019; Mainville, 2010). In at least one of the examples provided by key informants, the market has been in the same location for over twenty years, but there remains a sense of uncertainty. When the market first formed, initial decisions may have been influenced by whether the farmers market was farmer-led or community-led (Gantla & Lev, 2015). Having a permanent facility, such as an overhead cover, seemed to be an important asset in providing some stability to farmers markets. Some participants linked permanent facilities with more stability for the market over time or as part of a progression in the evolution of the farmers market. A previous national study indicated that approximately 32.3% of farmers markets have permanent facilities (Ragland & Tropp, 2009). Another study noted proximity to amenities, such as public restrooms, is important; however, the report did not indicate that permanent facilities improve attendance or resilience of a farmers market (Metropolitan Area Planning Council, 2014).

The second stabilizing force involves municipal support in order to successfully develop and maintain a farmers market. This support can include assistance with permits, funding, and additional resources, such as a location to hold the market. Farmers markets contribute to the local economy and provide other public services (Canfora, 2016; Leiper & Clarke-Sather, 2017; Schupp, 2017), but municipal support cannot be taken for granted. A number of key informants described challenges with getting the support and resources needed to operate. Key informants associated with for-profits and nonprofits were more apt to identify challenges with municipal support than farmers markets that were financially supported by the municipality.

Objective 2: Align Farmers Market Variables with the Lenses for Analyzing Leadership and Social Enterprises

The second objective of the study was to align variables related to farmers markets to the leadership hexad (Jackson et al., 2018). Themes related to each of the six lenses of the leadership hexad were identified in Chapter Four. In this chapter, the findings from this study of farmers market leadership are also considered through the frameworks of adaptive leadership (Heifetz et al., 2009) and good-to-great leadership (Collins, 2011).

Leadership through Person

Leadership through person focuses on *who* has the informal power to create leadership (Jackson et al., 2018). Knowledge, expertise, and behaviors are some of the characteristics associated with this leadership lens. Three themes from this farmers market study related to leadership through person: choosing a market, needing a determined champion, and working in pairs.

Farmers informally contribute to the leadership of farmers markets through their choice to attend and/or return to a market. This act of choice highlights the informal power that vendors have over the leadership of a farmers market. Key informant KI-j described how vendors would assess and take many factors into consideration as they determined whether to return to a market. This process is similar to the act of getting on the balcony, described by adaptive leadership (Heifetz et al., 2009). Vendors examine the issue, consider their options, and determine whether they will return or search for another market.

Farmers markets need a determined champion during the initial phases of starting a new market. Key informants described these champions as determined, dedicated people, driven by their beliefs and unyielding in their commitment to having a farmers market. This need for a determined champion relates to both the hedgehog concept and turning the flywheel in Collins' (2011) principles. With the hedgehog concept, these champions diligently focused on what they felt was important. Simultaneously, these champions also initiated and sustained the necessary momentum needed to launch the farmers market endeavor.

Working in pairs and having a strong partnership with another person involved with leading the market contributes to sustaining and maintaining farmers markets. Working in pairs, depending on the situation, can be associated with aspects of adaptive leadership (Heifetz et al., 2009) as well as good-to-great principles (Collins, 2011). For example, key informant KI-h highlighted the importance of diverse styles and leveraging this diversity to help distribute responsibilities. Including perspectives from multiple people can be associated with identifying the type of challenge and giving the work back to the people (Heifetz et al., 2009). Principles of good-to-great leadership (Collins, 2007) also apply to the theme of working in pairs. Most notably, it could involve the principle of first who—having the right people involved (Collins, 2011).

Leadership through Position

Leadership through Position focuses on who has the *formal* power to create leadership (Jackson et al., 2018). Authority, hierarchy, and job titles are associated with this leadership lens. Two elements from this study related to leadership through position: becoming a community anchor and supporting entrepreneurship.

Farmers market managers become a community anchor through their role with the market. These communities include the vendor as well as the local community. Market managers are the anchor in creating a supportive environment for vendors to sell their goods. Oftentimes, managers became involved with the market because it aligned with their personal values. In addition to becoming an anchor for vendors, market managers also help to anchor the market within the local community. In some instances, market managers were hired explicitly due to their ties to the community. Becoming a community anchor has connections to adaptive leadership (Heifetz et al., 2009). Getting on the balcony involves bringing perspective and understanding of the organization to bear on the issues at hand. Farmers market managers provide a unique perspective to helping farmers markets face different types of challenges. The hedgehog concept (Collins, 2011) also applies to becoming a community anchor. Key informants indicate that many people involved in farmers market leadership practice some form of passionate alignment to their personal values. They seek ways to bring the aspects of the hedgehog concept together, such as aligning their passion and unique contribution. Key informants also noted the need to pay market managers, so people can afford to be farmers market managers.

Farmers market leaders are uniquely positioned to support the entrepreneurship of vendors. They can create and maintain the environment for entrepreneurs to flourish. This theme connected with regulating stress and creating a holding space in adaptive leadership (Heifetz et al., 2009). For example, KI-u described how a couple of vendors outgrew the farmers market. In this example, the market served as both a tool for regulating the stress or the size/growth of the business. It also provided a buffer or protected environment for business incubation. Another example shared by key informants showcased how an adaptive challenge evolved into a technical one. The issue was how to minimize contact with customers but still make products available. Initially, this challenge was adaptive; once a solution was identified—develop an online ordering platform— the problem then became a technical one. Initially, market leaders had to get on the balcony to identify the problem. Once online ordering was identified, the problem morphed into a technical one. While many market leaders did not have the technical experience to develop their own platform, they were able to partner with companies that did.

Leadership through Process

Leadership through Process focuses on *How* leadership occurs (Jackson et al., 2018). The interconnectivity of strategies and tactics span social, political, and cultural realms. Two findings from this farmers market study highlight leadership through process: owning a market and planning for succession.

Farmers market ownership and governance is ambiguous and complex. This study uses tax status as a means for describing different types of ownership and governance of farmers markets. The complexity surrounding owning/running a market has connections to getting on the balcony of adaptive leadership (Heifetz et al., 2009). Market leaders noted the complexity and ambiguity of their tax-exempt status; getting on the balcony affords the opportunity to assess and identify challenges. These opportunities can come in a variety of forms, such as exploring options for hybrid approaches to nonprofit and for-profit tax-exempt statuses in connection with strategies to meet the organization's needs.

With farmers markets, the leadership through Process lens exposed a need for planning for succession. Succession planning included location predictability, operational growth, and employee turnover. Market leaders take multiple leadership approaches to examine these challenges. For example, with planning for the future, they take a first who approach (Collins, 2011) and focus on bringing the right people into the organization. Simultaneously, they are getting on the balcony (Heifetz et al., 2009) and identifying collaborative partnerships to help address some of the needs. As key informant KI-p noted, providing professional development training for market managers might help to improve the issue of management turnover.

Leadership through Performance

The leadership through Performance lens highlights *what* leadership achieves (Grint, 2010). This lens includes *what* gets measured, such as social impact and value (Jackson et al., 2018; Souza & Jackson, 2019). There are two findings in this study of farmers markets related to leadership through performance: surviving the initial phases of startup and choosing what gets measured—professionalizing market management.

Farmers markets are especially fragile during the initial phases of startup. Multiple, simultaneous activities must occur in a small critical window of time in order to successfully launch a market. Several participants emphasized the importance of surviving these initial phases of starting a farmers market. This initiating and sustaining momentum relates to the flywheel effect (Collins, 2011). It is not a single, individual act that creates enough force to turn the flywheel. It takes a continuous, steady stream of activity to turn the flywheel and to keep it turning. An adaptive leadership perspective of regulating and managing the level and intensity of stress (Heifetz et al., 2009) also applies to surviving the initial phases of the farmers market startup process. While the flywheel effect focuses more on actions (Collins, 2011), regulating stress focuses more on monitoring people as they try to maintain momentum (Heifetz et al., 2009).

Professionalizing farmers market managers was important to many study participants. Their reasons included less employee turnover and more consistency and stability of the market itself. Choosing *what* gets measured showcases how performance for social enterprises—what gets measured—differs from other business entities with more commercial priorities (Jackson et al., 2018; Souza & Jackson, 2019). These factors have a counter-influence relative to Collins' (2011) flywheel principle. An organization needs a steady, consistent stream of acts to keep its momentum; losing key personnel and a lack of consistency/stability leads to a loss of momentum.

Leadership through Place

Leadership through Place focuses on *Where* leadership occurs and may include geographical, cultural, and social contexts (Jackson et al., 2018; Jackson, 2019; Souza & Jackson, 2019). Place can also be abstract, such as the concept of farmers markets. Community/people and place become difficult to distinguish. Two findings in this study of farmers market leadership related strongly to Place: co-constructing leadership through a community lens and co-constructing leadership through a vendor lens.

Farmers markets are a construct co-created by market leadership and the community in which it resides. This co-construction occurs through the process of uncovering and articulating shared vision, purpose, and values within the community. These aspects of co-constructing leadership closely align with the hedgehog concept and the first who principle of good-to-great leadership (Collins, 2011). Related to the hedgehog concept, the cultural identity of farmers markets draws a unique contribution and set of core values and purpose from the community that supports it. The first who principle shows in the intentful practice of purposefully involving the right people as leadership of the market is co-constructed.

Secondly, vendors and market leadership, which often includes vendors, co-construct the leadership practices of their farmers markets. Key informants shared how vendors served on the boards and participated in formal and informal decision-making activities, contributing to the overall health and success of the farmers markets. Co-constructing market leadership in this manner brings correlates to the first who principle (Collins, 2011). Involving the right people in the leadership process can help transform an organization from good to great.

Leadership through Purpose

Leadership through Purpose asks the basic question of *Why* have leadership and why it occurs. Within social enterprises, purpose encompasses social mission, commercial aims, and individual motivations and hopes; each organization has a unique balance of these aspects. (Jackson et al., 2018; Souza & Jackson, 2019). There are two findings in this study of farmers market leadership related to Purpose: evolving the purpose and leveraging purpose to foreground other issues.

The purpose of a farmers market evolves over time in response to the community in which it resides. Evolving the purpose of a market involves getting on the balcony in order to develop a sense of the issues facing a community as well as giving the work back to the people (Heifetz et al., 2009). For example, when it comes to food nutrition and access, no single individual has all of the answers; however, collectively, many people can contribute solutions. Market leadership noted how the farmers markets became a place where various groups offer information, training, and education.

Farmers markets can be more than just a transaction point for the exchange of local goods and products. Leveraging purpose to foreground other issues, focuses on the greater impact that farmers markets can have. These findings provided context for how the purpose of farmers markets can be leveraged for other missions and goals: supporting community change and community action, providing food security and food assistance, and improving and expanding the local food system. Leveraging the purpose of the farmers markets to make gains on other issues includes adaptive leadership approaches (Heifetz et al., 2009). Three connections to adaptive leadership include the following: getting on the balcony in order to gain perspective as to what the issues are; identifying the adaptive challenges in the community, such as food access; and giving the work back to the people, which can be done by providing the farmers market as a platform, venue, or resource for other groups. These findings also connect to the flywheel effect (Collins, 2011). Other key informants felt strongly that professionalizing market managers is an important step to expanding and sustaining the local economy and food system; thus, a farmers market can contribute momentum to a flywheel focused on other systems.

Recommendations for Future Research

The social enterprises leadership hexad provided an incredibly useful tool for exploring farmers market leadership and illuminating areas for future research. The global pandemic created turmoil and challenges for farmers markets and the short food supply chain (SFSC). Further attention should be given to how the pandemic affected leadership, leadership capacity, networks, access channels, and social capital around the SFSC, including SNAP and the Virginia Farmers Market Association. Another research opportunity involves the relationship between farmers market leadership and food access—barriers and challenges, beyond the influences of the pandemic. It would be helpful to have further insight into the influences of municipal leadership and how it contributes to the success and challenges that farmers markets face. Lastly, this study recommends further exploration of the professional development needs of Virginia farmers market leaders. One opportunity would be to conduct a study similar to Wilson et. al. (2018) and apply micro-strategies to assess professional development needs across the state in order to tailor opportunities in more meaningful ways.

The following lists questions to inform future research:

- How does community type (urban and rural) influence the success and failure of farmers markets?
- How has the global pandemic influenced farmers market leadership, including food access, safety, security, and SNAP?
- How has leadership capacity influenced the ability to adjust to changing circumstances, such as the global pandemic?
- What are the barriers and opportunities associated with farmers market leadership and food access?
- How do farmers market associations influence farmers market leadership?
- What are the influences of newly added direct-to-consumer short food supply chain channels on sustainability, improved food access, expansion of the local food system, economic development, and farmer resilience?
- What are the implications of farmers markets growth that leaders need to consider?
- How do municipalities make decisions to support, or not, a farmers market? And what can be learned from their leadership approach?
- How do farmers make decisions to support, or not, a farmers market? And what can be learned from their leadership approach?
- What contributes to the variation of local support for farmers markets? Individual municipal leaders? Municipal philosophies? Tax exemption status? Location? Community influences?
- What are the professional development needs of Virginia farmers market leaders? And do other social enterprises have similar professional development needs?

Recommendations for Practice

Based on the analysis and discussion of data provided by key informants in leadership roles associated with Virginia farmers markets, recommendations for professional development and leadership pipelines are offered. With the evolution of farmers markets' operations, professional development may be in greater demand. The Virginia Farmers Market Association (VaFMA, n.d.) offers a Farmers Market Manager Certification, is developing other offerings, and may be a potential venue for course offerings that target specific audiences. Within an academy-like design, there are opportunities to build a leadership and education pipeline broad enough to encompass social enterprise endeavors: leaders, managers, vendors, boards, board members, and community members who would like to participate in the food system. Example course topics include the following:

- Creating 501(c)(3) Nonprofit Organizations
    - Targeted toward audiences involved in farmers market or other social enterprise sector leadership who would benefit from understanding the advantages of nonprofit.
    - Especially relevant to farmers markets who need to shift due to changes in operational complexity.
- Building a Great Board of Directors
    - Targeted toward audiences who want to create, maintain, or change aspects of their governance structure.

    - Especially relevant to board members, chambers of commerce, municipal leaders, farmers markets leaders, and other organizations in the social enterprise sector.
- Developing a Succession Plan for Your Organization
    - Targeted toward audiences who want to develop a plan to help mitigate future issues.
    - Especially relevant to long-term leadership of farmers markets and other social enterprises.
- Sector-Specific Grant Prospecting, Recruiting Sponsors, and Generating Revenue
    - Targeted to meet the needs of specific audiences who would like strategies for, applying for grants, bringing in multiple revenue streams, etc.
    - Especially relevant to farmers markets and other entities within the social sector, such as municipally-run, for-profit, and nonprofit organizations.
- Vendor and Volunteer Recruitment
    - Targeted toward audiences involved in new initiatives.
    - Especially relevant to farmers markets in the early stages of development and planning.

These recommendations may assist individuals or groups involved in leading social enterprise initiatives, such as farmers markets, cooperatives, and organizations involved in the short food supply chain. It may also be relevant to people involved in Cooperative Extension and land grant universities. People involved in local government and municipalities can learn more about how farmers markets leadership interacts with local government leadership and processes.

References

Abelló, F. J., Palma, M. A., Waller, M. L., & Anderson, D. P. (2014). Evaluating the Factors Influencing the Number of Visits to Farmers' Markets. *Journal of Food Products Marketing*, 20(1), 17-35. https://doi.org/10.1080/10454446.2013.807406

Bendfeldt, E., Walker, M., Bunn, T., Martin, L., & Barrow, M. (2011). *A community-based food system: building health, wealth, connection, and capacity as the foundation of our economic future.* Virginia Cooperative Extension. Publication 3306-9029. http://hdl.handle.net/10919/50742.

Berry, J., Moyer, B., & Oberholtzer, L. (2013). Assessing training and information needs for Pennsylvania farmers markets: Results from a 2011 survey of market managers. *Journal of the NACAA*, *6*(1).

Betz, M. E., & Farmer, J. R. (2016). Farmers' market governance and its role on consumer motives and outcomes. *Local Environment, 21*(11), 1420-1434. https://doi.org/10.1080/13549839.2015.1129606

Brown, A. (2002). Farmers' market research 1940–2000: An inventory and review. *American Journal of Alternative Agriculture, 17*(4), 167-176. https://www.jstor.org/stable/44506917

Brown, C., & Miller, S. (2008). The impacts of local markets: a review of research on farmers markets and community supported agriculture. *American Journal of Agricultural Economics*, *90*(5), 1298-1302.

Burns, J. M. (2010). *Leadership: Harper perennial political classics*. Harper Collins.

Campbell, J. (2014). Cooperate or compete: the relationship of strategic orientation and firm performance for farmers' market vendors. *Journal of Small Business & Entrepreneurship, 27*(1), 27-42. https://doi.org/10.1080/08276331.2014.932965

Canfora, I. (2016, 2016/01/01/). Is the short food supply chain an efficient solution for sustainability in food market? *Agriculture and Agricultural Science Procedia, 8*, 402-407. https://doi.org/10.1016/j.aaspro.2016.02.036

Collins, J. (2011). *From good to great and the social sectors*. Harper Business.

Cowee, M., Curtis, K., & Gatzke, H. (2009). Marketing farmers markets: Ideas for market vendors & managers in Nevada (Special Publication 09-10). University of Nevada Cooperative Extension. https://extension.unr.edu/publication.aspx?PubID=2229

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

del Barco, M. (Host). (2019, June 16). The food business incubator that helps immigrant women pursue the American dream [Audio podcast episode]. *The Salt: What's on your plate,* *National Public Radio (NPR)*. https://www.npr.org/sections/thesalt/2019/06/16/730620774/the-food-business-incubator-that-helps-immigrant-women-pursue-the-american-dream

Delicato, C., Collison, M., Myronyuk, I., Symochko, T., & Boyko, N. (2019). Is local better? Consumer value in food purchasing and the role of Short Food Supply Chains. *Studies in Agricultural Economics, 121*(2), 75-83. https://doi.org/10.22004/ag.econ.292233

Detre, J. D., Mark, T. B., Mishra, A. K., & Adhikari, A. (2011). Linkage between direct marketing and farm income: A double-hurdle approach. *Agribusiness, 27*(1), 19-33. https://doi.org/10.1002/agr.20248

Dollahite, J. S., Nelson, J. A., Frongillo, E. A., & Griffin, M. R. (2005). Building community capacity through enhanced collaboration in the farmers market nutrition program. *Agriculture and Human Values*, *22*(3), 339-354. https://doi.org/10.1007/s10460-005-6050-4

Feenstra, G., & Hardesty, S. (2016). Values-based supply chains as a strategy for supporting small and mid-scale producers in the United States. *Agriculture*, *6*(3), 39. https://doi.org/10.3390/agriculture6030039

Figueroa-Rodríguez, K. A., Álvarez-Ávila, M. d. C., Hernández-Castillo, F., Schwentesius-Rindermann, R., & Figueroa-Sandoval, B. (2019). Farmers' market actors, dynamics, and attributes: A bibliometric study. *Sustainability, 11*(3), 745. https://doi.org/10.3390/su11030745

FMFNY. (2019, October 1). *Farmers Market Federation of New York Resources*. http://www.nyfarmersmarket.com/resources/.

Food Desert Task Force. (2014). *Food deserts in Virginia* (Publication No. VCE-294NP). Virginia Cooperative Extension. https://resources.ext.vt.edu/contentdetail?contentid=1890

Franck, K., Johnson, K., & Jarvandi, S. (2020). P2 benefits of farmers' markets for food access: Results from a needs assessment in a rural southern county. *Journal of Nutrition Education and Behavior, 52*(7S), S16. https://doi.org/10.1016/j.jneb.2020.04.047

Gantla, S., & Lev, L. (2015). Farmers' market or farmers market? Examining how market ownership influences conduct and performance. *Journal of Agriculture, Food Systems, and Community Development*, 6(1), 49-63. https://doi.org/10.5304/jafscd.2015.061.005

Grint, K. (2000). *The arts of leadership.* Oxford University Press.

Grint, K. (2005). *Leadership: Limits and possibilities*. Palgrave Macmillan.

Grint, K. (2010). *Leadership: A very short introduction*. Oxford University Press.

Heifetz, R. (1994). *Leadership without easy answers.* Harvard University.

Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Press.

Heifetz, R., & Linsky, M. (2017). *Leadership on the line, with a new preface: Staying alive through the dangers of change*. Harvard Business Press.

Helmer, Jodi. (2019, March 17). Why are so many farmers markets failing? Because the market is saturated. *The Salt: What's on your plate, National Public Radio (NPR)*. www.npr.org/sections/thesalt/2019/03/17/700715793/why-are-so-many-farmers-markets-failing-because-the-market-is-saturated

Hergesheimer, C., & Kennedy, E. (2010). *Farmers markets, local food systems and the social economy: A thematic literature review*. BC: Alberta Social Economy Research Alliance (BALTA).

Jackson, B. (2009). *What's so different (and difficult) about leading in New Zealand?*. New Zealand Leadership Institute.

Jackson, B. (2019). The power of place in public leadership research and development. *International Journal of Public Leadership, 15*(4), 209-223. https://doi.org/10.1108/IJPL-09-2019-0059

Jackson, B., Nicoll, M., & Roy, M. (2018). The distinctive challenges and opportunities for creating leadership within social enterprises. *Social Enterprise Journal*, 14(1), 71-91. https://doi.org/10.1108/SEJ-03-2017-0016

Jackson, B., & Parry, K. (2011). *A very short fairly interesting and reasonably cheap book about studying leadership*. Sage.

Kellerman, B. (2018). *Professionalizing leadership*. Oxford University Press.

King, C. A. (2008). Community resilience and contemporary agri-ecological systems: reconnecting people and food, and people with people. *Systems Research and Behavioral Science, 25*(1), 111-124. https://doi.org/10.1002/sres.854

Kumar, V., Wang, M., Kumari, A., Akkaranggoon, S., Garza-Reyes, J.A., Neutzling, D., & Tupa, J. (2019). Exploring short food supply chains from Triple Bottom Line lens: A comprehensive systematic review. *Proceedings of the International Conference on Industrial Engineering and Operations Management, Bangkok, Thailand, 5–7 March 2019*, 728-738.

Leiper, C., & Clarke-Sather, A. (2017). Co-creating an alternative: the moral economy of participating in farmers' markets. *Local Environment, 22*(7), 840-858. https://doi.org/10.1080/13549839.2017.1296822

Mainville, D. (2010). *Foundations for a successful farmers' market* (Publication No. 448-502). Virginia Cooperative Extension. http://vtechworks.lib.vt.edu/handle/10919/47469

May, C. K. (2019). Governing resilience through power: Explaining community adaptations to extreme events in Coastal Louisiana. *Rural Sociology, 84*(3), 489-515. https://doi.org/10.1111/ruso.12252

Megyesi, B., Kelemen, E., & Schermer, M. (2011). Social capital as a success factor for collective farmers marketing initiatives. *International Journal of Sociology of Agriculture & Food*, 18(1).

Metropolitan Area Planning Council. (2014). *Economic impact of farmers markets*. https://www.mapc.org/wp-content/uploads/2017/10/DLTA_Final_Report_FarmersMarket_Final.pdf

Northouse, P. G. (2016). *Leadership: Theory and practice* (7 ed.). Sage publications.

Paciarotti, C., & Torregiani, F. (2021). The logistics of the short food supply chain: A literature review. *Sustainable Production and Consumption, 26*(April), 428-442. https://doi.org/10.1016/j.spc.2020.10.002

Raelin, J. (2011). From leadership-as-practice to leaderful practice. *Leadership, 7*(2), 195-211. https://doi.org/10.1177%2F1742715010394808

Raelin, J. A. (2020). Toward a methodology for studying leadership-as-practice. *Leadership, 16*(4), 480-508. https://doi.org/10.1177%2F1742715019882831

Quintana, M., & Morales, A. (2015). Learning from listservs: Collaboration, knowledge exchange, and the formation of distributed leadership for farmers' markets and the food movement. *Studies in the Education of Adults*, *47*(2), 160-175. https://doi.org/10.1080/02660830.2015.11661682

Ragland, E., & Tropp, D. (2009). *National farmers market manager survey 2006.* U.S. Department of Agriculture-Agricultural Marketing Service (USDA AMS). http://doi.org/10.22004/ag.econ.147043

Schupp, J. L. (2017). Cultivating better food access? The role of farmers' markets in the U.S. local food movement. *Rural sociology, 82*(2), 318-348. https://doi.org/10.1111/ruso.12124

Scott, H. R. (2013). *Management structure impact on economic success of farmers markets* [Doctoral dissertation, West Virginia University]. The Research Repository @ WVU. https://doi.org/10.33915/etd.186

Souza, R., & Jackson, B. (2019). Enacting leadership in the favela: an empirical investigation using a dialogical heuristic instrument. In R. Koonce & R. van Loon (Eds), *The Dialogic Challenge of Leadership Development* (pp. 99-127). Information Age Publishing.

Staisey, N., & Harris, H. (2019). Creating a farmers' market living lab: Lessons learned in growing a farmers' market. *Journal of Food Distribution Research, 50*(1), 145-148. https://doi.org/10.22004/ag.econ.292195

Stephenson, G., Lev, L., & Brewer, L. (2008). 'I'm getting desperate': what we know about farmers' markets that fail. *Renewable Agriculture and Food Systems, 23*(3), 188-199. https://doi.org/10.1017/S1742170507002153

Tiemann, T. K. (2004). American farmers' markets: two types of informality. *International Journal of Sociology and Social Policy, 24*(6), 44-57. https://doi.org/10.1108/01443330410790704

https://www.ams.usda.gov/reports/farmers-market-promotion-program-2016-report

U.S. Department of Agriculture-Agricultural Marketing Service (USDA AMS). (2019). *National count of farmers market directory listings*. https://www.ams.usda.gov/sites/default/files/media/NationalCountofFarmersMarketDirectoryListings082019.pdf

Virginia Farmers Market Association (VaFMA). (n.d.). Why Virginia needs farmers markets. https://vafma.org/why-virginia-needs-farmers-markets/

Western, S. (2010). Eco-leadership: Toward the development of a new paradigm. In B. W. Redekop (Ed.), *Leadership for environmental sustainability* (pp. 36-54). Routledge.

Western, S. (2013). *Leadership: A critical text* (2nd ed). Sage.

Wilson, M., Witzling, L., Shaw, B., & Morales, A. (2018). Contextualizing farmers' market needs: Assessing the impact of community type on market management. *Journal of Food Distribution Research, 49*(2), 1-18. https://doi.org/10.22004/ag.econ.292173

Witzling, L., Shaw, B., Wilson, M., & Morales, A. (2019). Promoting farmers' markets: Preferences of farmers' market leaders. *Journal of Extension*, 57(3), Article 25. https://tigerprints.clemson.edu/joe/vol57/iss3/25

Wronka, M. (2013). Analyzing the success of social enterprises: Critical success factors perspective. *Active Citizenship by Knowledge Management & Innovation: Proceedings of the Management, Knowledge and Learning International Conference, 593-605*. https://econpapers.repec.org/RePEc:tkp:mklp13:593-605

Building Durable Skills and Networks: Leadership Educators' Contributions to Workforce Readiness

Jama Coartney, MS, Virginia Tech
Eric Kaufman, PhD, Virginia Tech
Dalton Nelson, MS, Virginia Tech
Donna Westfall-Rudd, PhD, Virginia Tech
Megan Seibel, PhD, Virginia Tech
Curtis Friedel, PhD, Virginia Tech
Amy White, MS, Independent Consultant
Celeste Carmichael, MS, Independent Consultant

Learning Objectives

The targeted learning objectives for this poster include:
- Highlight the education trend toward durable skills and networks,
- Share insights from educators involved with workforce preparation programs, and
- Encourage more sharing of knowledge and leadership curricula.

Session Description

As America's workforce changes, so does the nature of work and skills necessary for success. Employers are increasingly in need of a workforce that effectively engages in collaborative leadership and has durable skills (Auger, 2019; D2L, 2019; DiBenedetto et al., 2016; Flores et al., 2012; Katsinas, 1996; Kaufman et al., 2012; O'Connor, 2019; Rateau et al., 2015; Weeks et al., 2016). Educational opportunities need to include collaborative leadership learning experiences and investments in durable skills and durable networks to help build workforce readiness (Biggs et al., 2018; Cournoyer, 2019). The purpose of this project was to uncover ideal approaches to integrating collaborative leadership education into existing curricula. Findings from action research reveal insights on durable skills and networks for collaborative leadership. The study used a semi-structured protocol with two focus groups. Participants, affiliated with agricultural workforce preparation programs, surfaced six key themes: (1) Agreeing with APLU (Crawford & Fink, 2020a, 2020b) employability skills report, (2) Finding positive benefits in completing internships, (3) Strategizing to build problem-solving skills, (4) Addressing "soft skills" assessment challenges, (5) Prioritizing verbal communication skill enhancements, and (6) Learning how to accept faults and mistakes. This action research approach, with stakeholders from multiple institutions, can serve as a model for expanding educational networks to exchange knowledge and share leadership curricula. This project will design, develop, and evaluate curricula to prepare the agriculture workforce for effective leadership in an increasingly diverse environment (Kirkpatrick & Kirkpatrick, 2016, 2019; Langley et al., 2009; Nagy & Gilbert, 2021; National Research Council, 2009; Wiggins & McTighe, 2006). The project has three overarching goals: (1) Enhance an agricultural technology program's core curriculum with practical skill development in collaborative leadership appropriate for workplace success; (2) Adapt and extend collaborative leadership curricula for use with the community college agriculture workforce training programs; and (3) Create reusable learning objects that allow application of collaborative leadership curricula in food and agricultural sciences programs.

Agricultural educators are bridging the gap by refreshing existing workforce development curricula to meet 21st century agricultural industry needs (Duncan et al., 2019; Graham, 2019; Halpern, 2018; Mars, 2015; Stephenson, 2011; Weeks, 2016). Taking an activity-oriented approach, Leadership-as-Practice may assist in providing additional understanding of leadership practices (Raelin, 2011, 2020). This project involves five major phases: (I) Develop and pilot the collaborative leadership curriculum for use with the Agricultural Technology associate degree program at a Land-Grant University; (II) Conduct a formative and process evaluation to clarify needs for further attention and development; (III) Adapt and pilot curricula for use with the state community college system; (IV) Implement an outcome evaluation that promotes ongoing monitoring and adjustment; and (V) Disseminate reusable learning objects for use by other institutions. This project produces much-needed curricular resources for food and agricultural sciences programs at community, junior, and technical colleges/institutes. Employers will benefit from a workforce effectively trained in evidence-based practices of collaborative leadership. While the project focuses on collaborative leadership for agriculture workforce development, it has implications for any leadership development curricula for building future leaders.

References

Auger, J. (2019, May 6). *Soft skills — not technical ones — should be the focus of upskilling initiatives.* Training Industry. https://trainingindustry.com/blog/workforce-development/soft-skills-not-technical-ones-should-be-the-focus-of-upskilling-initiatives/

Biggs, B. A., Bowers, E., & Bartle Angus, K. (2018). University and community college partnership: Building teaching capacity to increase underserved student success. *Journal of College Reading and Learning, 48*(3), 145-158. https://doi.org/10.1080/10790195.2018.1472939

Cournoyer, M. (2019, February 17). Durable skills: Creating opportunities for reengagement is essential. *Job Market Monitor.* Available at https://jobmarketmonitor.com/2019/02/17/durable skills-creating-opportunities-for-reengagement-is-essential/

Crawford, P., & Fink, W. (2020a). Employability skills and Students critical growth areas. *NACTA Journal, 64*, 132-141.

Crawford, P., & Fink, W. (2020b). *From academia to the workforce: Critical growth areas for students today.* Association of Public & Land-grant Universities. https://www.aplu.org/employability-skills

D2L. (2019). *The future of skills: In the age of the 4th industrial revolution.* https://www.d2l.com/future-of-work/

DiBenedetto, C. A., & Myers, B. E. (2016). A conceptual model for the study of student readiness in the 21st Century. *NACTA Journal*, *60*(1a), 28-35.

Duncan, D., Seibel, M., Baudoin, A., Hall, M., & Frazier, E. (2019). *Agricultural Technology program five year review.* Virginia Tech.

Flores, K. L., Matkin, G. S., Burbach, M. E., Quinn, C. E., & Harding, H. (2012). Deficient critical thinking skills among college graduates: Implications for leadership. *Educational Philosophy and Theory*, *44*(2), 212-230. https://doi.org/10.1111/j.1469-5812.2010.00672.x

Graham, J. W. (2019, June 21). Community college to help boost ag studies. *The Delmarva Farmer.* https://americanfarmpublications.com/

Halpern, J. B., Huber, T. E., Sinex, S. A., Johnson, S. D., Sabila, P., & Mbochwa, C. (2018). Building a dynamic university-community-college partnership: The second decade of a broad, mutually beneficial materials science collaboration. *MRS Advances, 3*, 637-642. https://doi.org/10.1557/adv.2018.203

Katsinas, S. G. (1996). Preparing leaders for diverse institutional settings. *New directions for* *community colleges*, (95), 15-25. https://doi.org/10.1002/cc.36819969504

Kaufman, E. K., Rateau, R. J., Carter, H. S., & Strickland, L. R. (2012). What's context got to do with it? An exploration of leadership development programs for the agricultural community. *Journal of Leadership Education, 11*(1), 121-139. https://doi.org/10.12806/V11/I1/RF7

Kirkpatrick, J. D., & Kirkpatrick, W. K. (2016). *Kirkpatrick's four levels of training evaluation*. Association for Talent Development.

Kirkpatrick, J. D., & Kirkpatrick, W. K. (2019). *An introduction to the New World Kirkpatrick's Model*. Newnan, GA: Kirkpatrick Partners. Available at http://www.kirkpatrickpartners.com/Portals/0/Resources/White%20Papers/Introduction%20to%20the%20Kirkpatrick%20New%20World%20Model.pdf

Langley, G. J., Moen, R. D., Nolan, K. M., Nolan, T. W., Norman, C. L., & Provost, L. P. (2009). *The improvement guide: A practical approach to enhancing organizational performance* (2nd ed.). Jossey-Bass.

Mars, M. M. (2015). Interdisciplinary entrepreneurial leadership education and the development of agricultural innovators. *Journal of Agricultural Education*, *56*(3), 178-194. https://doi.org/10.5032/jae.2015.03178

Nagy, E. A., & Gilbert, L. A. (2021). Building community college leadership through geoscience faculty development. *New Directions for Community Colleges, 2021,* 185-198. https://doi.org/10.1002/cc.20476

National Research Council. (2009). *Transforming agricultural education for a changing world*. National Academies Press. https://doi.org/10.17226/12602

O'Connor, P. J., & Becker, K. L. (2019). As work gets more ambiguous, younger generations may be less equipped for it. *The Conversation*, 22. Available at https://theconversation.com/as-work-gets more-ambiguous-younger-generations-may-be-less-equipped-for-it-105674

Raelin, J. (2011). From leadership-as-practice to leaderful practice. *Leadership, 7*(2), 195-211. https://doi.org/10.1177%2F1742715010394808

Raelin, J. A. (2020). Toward a methodology for studying leadership-as-practice. *Leadership, 16*(4), 480-508. https://doi.org/10.1177%2F1742715019882831

Rateau, R. J., Kaufman, E. K., & Cletzer, D. A. (2015). Innovative classroom strategies that prepare college graduates for workplace success. *Journal of Agricultural Education, 56*(3), 52-68. https://doi.org/10.5032/jae.2015.03052

Stephenson, M. (2011). Conceiving land grant university community engagement as adaptive leadership. *Higher Education*, *61*(1), 95-108. https://doi.org/10.1007/s10734-010-9328-4

Weeks, P. P., Burris, S., Rucker, J. A., & Weeks, W. (2016). *Agricultural leadership lessons in NIFA priority areas*. Stillwater, OK: Oklahoma State University. Available at http://aged.okstate.edu/nifa/nifa-priority-areas

Wiggins, G., & McTighe, J. (2006). *Understanding by Design* (Expanded 2nd Edition). Upper Saddle River, NJ: Pearson.

Student Perceptions of Undergraduate Agricultural Leadership Education Programs

Caitlin Dreher, MS, Oklahoma State University
Lauren Cline, PhD, Oklahoma State University
Angel Riggs, PhD, Oklahoma State University

Abstract

With the combined need for leadership in the agricultural industry (Alexander et al., 2017) and growth of student interest in leadership education (Fritz et al., 2003), undergraduate agricultural leadership education degree programs have grown. As agricultural workforce demands change, leadership skill development in students is a priority (Velez et al., 2014). Across the nation, agricultural leadership education opportunities are growing (Velez et al., 2014). A gap in research exists when determining why students choose agricultural leadership education programs as their major, degree option, or minor at the undergraduate level. The purpose of this study is to explore agricultural leadership student perspectives of undergraduate agricultural leadership education. Using Q methodology to examine perceptions of students currently enrolled in the major allowed researchers to gain a deeper understanding of the variety of student perceptions toward a growing major. The 37 statement Q set described possible opinions of undergraduate students based on previous literature and informal conversations. Twenty-eight undergraduate students enrolled in agricultural leadership at three universities completed sorts directed by the condition of instruction: "What are your thoughts about your major?" Based on interpretation of the Q sort data, post-sort interviews, demographic questioning, and factor arrays, two student perspectives were found.

Poster Learning/Participant Objectives

Learning objectives for this poster include:

1) Develop an understanding of agricultural leadership education and why it is needed at the collegiate level.
2) Explore student perceptions regarding undergraduate agricultural leadership education and why they chose it as their degree program.

Poster Description

Agriculture serves as one industry where leadership education programs are being implemented in collegiate curriculum. Agricultural leadership education programs are becoming prevalent, with 26 existing programs across the nation (Alexander et al., 2017). Coursework in agricultural leadership education programs differs from that of other leadership education programs (i.e., educational leadership, business leadership, etc.) because it teaches the foundations of leadership contextually in agricultural sciences (Weeks & Weeks, 2020). In these programs, students are able to develop their leadership capacity while expanding their own world and experiences (Velez et al., 2014).

The importance of leadership to students could be a reason why agricultural leadership education is chosen as an undergraduate major or degree option (Schumacher & Swan, 1993); however, a variety of factors go into selecting majors (Beggs et al., 2008; Germeijis et al., 2012; Herren et al., 2011; Malgwi et al., 2005.) Six factors students consider when choosing a major are: a) information search, b) match with interests, c) job characteristics, d) financial considerations, e) psycho/social benefits, and f) major attributes (Beggs et al., 2008). Many factors can contribute to students choosing a specific major (Galotti, 1999), but reasons students decide to major in agricultural leadership is largely unknown.

Decision-making style (Scott & Bruce, 1995) was used as the conceptual framework for this study. Decision-making style operationalizes the "learned, habitual response pattern" (Scott & Bruce, 1995, p. 820) a person exhibits when making a choice. Although decision making is habit-based, it can change based on the situation and be represented by five different decision making styles: a) rational, b) intuitive, c) dependent, d) avoidant, and e) spontaneous (Scott & Bruce, 1995). This framework helped researchers to interpret and understand students' perspectives of their choice to major in agricultural leadership.

Q methodology allows for a better understanding of the varying student perceptions of their undergraduate agricultural leadership education program. Q methodology works to reveal individuals' diverse and distinctive viewpoints instead of displaying only one specific perspective of a group of individuals (Watts & Stenner, 2012). Data was collected following procedures adapted from McKeown & Thomas (2013).

Participants with varying experiences and perspectives related to the study concourse were selected (Watts & Stenner, 2012). All 28 participants were currently enrolled in undergraduate agricultural leadership education programs at three universities.

Data collection revealed two perspectives of student opinions within undergraduate agricultural leadership education. The first perspective represents those students that had leadership experience before college and appreciate the personal and professional development that the major offers. The second perspective represents students that are relationship oriented and believe the degree is transferrable between disciplines. All students within the second perspective changed their major to agricultural leadership from something else during their college career. Students agree that leadership is important to their college education, as suggested by Schmacher and Swan (1993).

References

Alexander, J. C., Rucker, K. J., Graham, D. L., Miller, J. D., & Apple, J. K. (2017). Perceptions of agricultural leadership academic programs of 1862 land-grant universities. *Journal of Agricultural Education, 58*(4), 65-82. https://doi.org/10.5032/jae.2017.04065

Beggs, J. M., Bantham, J. H., & Taylor, S. (2008). Distinguishing the factors influencing college students' choice of major. *College Student Journal*, *42*(2), 381-394. https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=32544871&site=ehost-live

Fritz, S., Townsend, C., Hoover, T., Weeks, W., Carter, R., & Nietfeldt, A. (2003). An analysis of leadership offerings in collegiate agricultural education departments. *NACTA Journal*, *47*(3), 18-44. http://argo.library.okstate.edu/login?url=https://www.proquest.com/scholarly-journals/analysis-leadership-offerings-collegiate/docview/214374163/se-2?accountid=4117

Herren, C. D., Cartmell, D. D., & Robertson, J. T. (2011). Perceptions of influence on college choice by students enrolled in a college of agricultural science and natural resources. *NACTA Journal*, *55*(3), 54-60. http://argo.library.okstate.edu/login?url=https://www.proquest.com/scholarly-journals/perceptions-influence-on-college-choice-students/docview/916413461/se-2?accountid=4117

Galotti, K. M. (1999). Making a "major" real-life decision: College students choosing an academic major. *Journal of Educational Psychology, 91*(2), 379-387. https://doi.org/10.1037/0022-0663.91.2.379

Germeijs, V., Luyckx, K., Notelaers, G., Goossens, L., & Verschueren, K. (2012). Choosing a major in higher education: Profiles of students' decision-making process. *Contemporary Educational Psychology*, *37*(3), 229-239. https://doi.org/10.1016/j.cedpsych.2011.12.002

Malgwi, C. A., Howe, M. A., & Burnaby, P. A. (2005). Influences on students' choice of college major. *Journal of Education for Business*, *80*(5), 275-282. https://doi.org/10.3200/JOEB.80.5.275-282

McKeown, B., & Thomas, D. B. (2013). *Q methodology.* (Second ed.). SAGE Publications Ltd.

Schumacher, L. G., & Swan, M. K. (1993). Need for formal leadership training for students in a land-grant college of agriculture. *Journal of Agricultural Education*, *34*(3), 1-9. https://doi.org/10.5032/jae.1993.03001

Scott, S. G., & Bruce, R. A. (1995). Decision-making style: The development and assessment of a new measure. *Educational and Psychological Measurement*, *55*(5), 818-831. https://doi.org/10.1177/0013164495055005017

Velez, J. J., Moore, L. L., Bruce, J. A., & Stephens, C. A. (2014). Agricultural leadership education: Past history, present reality, and future directions. *Journal of Leadership Studies*, *7*(4), 65-70. https://doi.org/10.1002/jls.21312

Watts, S., & Stenner, P. (2012) *Doing Q Methodological Research: Theory, Method and Interpretation.* SAGE Publications.

Weeks, W. G., & Weeks, P. P. (2020). Agricultural sciences and natural resources: Developing future agricultural leaders. In M. Sowcik & S. R. Komives (Eds.), *How academic disciplines approach leadership development* (Vol. 2020, pp. 37-48). New Directions for Student Leadership. https://doi.org/doi.org/10.1002/yd.20367

Exploring Learner Motivation in an Agricultural Leadership Course Taught Online and In-person

Erin Roberts, MS, Oklahoma State University
Lauren Cline, PhD, Oklahoma State University

Abstract

As more undergraduate courses in agricultural leadership are offered online as well as in-person, it is important to understand learner motivation in both course modalities. Perceived course content relevancy (PCCR) is an indicator of learner motivation and provides insight into course effectiveness. However, little is known whether PCCR changes when a course is taught online versus in-person. The purpose of this study was to explore students' PCCR in an undergraduate agricultural leadership course taught in-person and online in Fall 2021. Students in both sections completed a course survey to identify and describe course content and teaching methods they found relevant to learning. Student comments were analyzed and coded following qualitative content analysis procedures to reveal themes related to PCCR in the course sections. The teaching methods students felt were most relevant to their learning differed between the two course sections. Online students perceived leadership content applicable to their current situations to be the most relevant whereas in-person students found future applications of course content to be perceived as relevant. These findings suggest varying life experiences and expectations between online and in-person learners may play a role in the differing PCCR, and thus, learner motivation, between the two sections.

Session Learning/Participant Objectives

The objectives of this study were to determine:

- if there was a difference in perceived relevance between students in the face-to-face and online sections of an undergraduate agricultural leadership theory course; and,
- what about the course helped their learning become relevant.

Session Description

The basis of learner motivation can be different from student to student and viewed as "unpredictable and changeable, subject to many influences…" (Keller, 1987). The Attention, Relevance, Confidence, and Satisfaction (ARCS) Model (Keller, 1979) is often utilized when looking at motivation in the classroom and helps instructors get to the root of motivation for all types of students. ARCS identifies four major concerns that must be met for learners to be motivated: attention, relevance, confidence, and satisfaction. One factor that can affect learner motivation is perceived relevance of course content to students' lives and careers (Keller, 1979). The personal needs of learners can be tied to relevancy of course content – specifically, how the content contributes to an individual's values and goals. Increasing course relevancy has been connected to increasing motivation in college courses (Crumpton & Gregory, 2007; Frymier & Shulman, 2008). This study contributes to research in student motivation in agricultural leadership education, specifically through the ARCS lens with the relevancy concern.

In this study, students were enrolled in an undergraduate agricultural leadership theory course offered through two learning modalities, in-person and online. Perceived course content relevancy (PCCR) was explored to provide insight into learner motivation and course effectiveness, as well as any differences between the learning modalities. The agricultural leadership theory course is taught in both an online and traditional on-campus setting. These sections usually comprise of two student groups: traditional students in the in-person and non-traditional in the online with some exceptions. Demographics, culture, life experience, and age are just a few factors that can impact PCCR.

Students from both the online (*n* = 18) and in-person (*n* = 16) modalities completed an end-of-course survey where they identified and described what course content and teaching methods were perceived as relevant. The qualitative results and demographic data from the survey were collected using Microsoft Forms and sorted using Excel. Students were coded to maintain confidentiality. Data were coded and analyzed using qualitative content analysis procedures (Saldana, 2016) to describe PCCR in the two course sections. Several themes were found among the responses of the students. Leadership content taught between the course sections was the same; however, some teaching methods employed in each section were differentiated

In-person students were able to identify more relevance in *future* application of certain leadership theories taught in the course. Online students, however, perceived the leadership content applicable to their *current* personal and professional lives to be the most relevant. Many online students suggested the real-world examples provided throughout the course, such as real-world case studies, helped in their ability to personally relate to the course content. These findings suggest expectations and varying life experiences between the two learning modalities may influence PCCR, and thus learner motivation, between the sections of students. Future research on the topic of PCCR should conduct personal interviews to provide more information and context. Nonetheless, instructors interested in transitioning an agricultural leadership course online should consider PCCR when examining course content and teaching methods to better support learner motivation in the different groups of students.

References

Crumpton, H. E. & Gregory, A. (2011). "I'm not learning: The role of academic relevancy for low-achieving students. *The Journal of Education Research, 104*(1), 42-53. https://doi.org/10.1080/00220670903567398

Freymier, A. B. & Shulman, G. (1995). "What's in it for me?": Increasing content relevance to enhance student's motivation. *Communication Education, 44*(1), 44-50. https://doi.org/10.1080/03634529509378996

Keller, J. M. (1987). Development and use of the ARCS model of instructional design. *Journal of Instructional Development, 10*(3), 2–10. https://doi.org/10.1007/BF02905780

Keller, J. M. (1979). Motivation and instructional design: A theoretical perspective. *Journal of Instructional Development, 2*(4), 26-34. http://www.jstor.org/stable/30220576

Saldana, J. (2016). *The coding manual for qualitative researchers.* Sage Publications.

An Analysis of the Leadership Development Curriculum of the Nigerian National Youth Service Corp Orientation Course

Chibuzor Azubuike, MA, Kansas State University
Recipient, 2022 Founding Mothers' Scholar Award

Abstract

The National Youth Service Corps (NYSC) is a mandatory scheme that Nigerian graduates from approved higher institutions of learning like universities and polytechnics must undergo before the age of 30 years. It was established in 1973 after the civil war which lasted from 1967 to 1970. With over 100000 Nigerian youths undergoing this program, it is said to be one of the highest mobilizers of young people in the world. The objective of the scheme is to unite Nigerians and provide manpower for the country in areas of deficiency. The NYSC begins with a three weeks compulsory orientation course. Most scholars have focused on researching the civil war and other circumstances that led to the establishment of the NYSC. Another body of work has analyzed the relevance of the NYSC; however, the NYSC curriculum has not been given the scholarly analysis it deserves. This is the gap that this study seeks to fill. This case study analysis of the NYSC scheme is informed by theoretical and conceptual lenses of social materiality, social change and leadership as practice. I propose that the NYSC is a leadership development curriculum; however, it requires intentional improvement.

Session Learning/Participant Objectives

Through this research poster presentation, participants will:

1) Understand the need for leadership research related NYSC
2) Explore leadership development solutions in post-conflict situations

Session Description

Background

The National Youth Service Corps (NYSC) is a mandatory scheme that Nigerian graduates must undergo before the age of 30 years. It was established in 1973 after the civil war The main goal of the government at the time was to find ways to unite Nigeria, a country with over 700 dialects, and to prevent the war from repeating itself. (Abdulahi & Chikaji,2016). Upon receiving their NYSC call up letter upon graduation, young people are posted to a geographical zone different from their origin to serve the country for one year. It all begins with an orientation course, where corps members are assembled in a sedimentary camp for 3 weeks. With about 100,000 youths passing through the scheme yearly, the NYSC is one of highest mobiliser of youths in the world.

According to Abduhali and Chikaji (2016) the NYSC has gone beyond uniting the country to also impacting the socio-economic development of various communities at the grassroots level, through its CDS component. In essence, they affirm that the Community Development Service of NYSC is relevant in community development, as these corps members have executed impactful community development projects (Fadairo,2010). Scholars have analyzed the history and relevance of the NYSC; however, the NYSC curriculum has not been given the scholarly analysis it deserves. This case study seeks to fill this gap. The primary research question guiding this study is: How does the NYSC curriculum develop leadership?

Conceptual Framework

Through the lens of leadership as practice, this research will unpack how leadership emerges and unfolds through corps members' day-to-day activities (Raelin, 2011). Ospina and Foldy's (2015) social change model offers insight into the powerful role of collaboration, and how our organizations can achieve long-term outcomes and build the capacity of our members. Finally, a social materiality lens helps to understand the role of places and spaces in constructing leadership (Ropo et al., 2013).

Methods

This qualitative case study in progress will employ multiple data collection methods including narrative interview and document analysis. According to Bhattacharya (2017)) case studies "involve in-depth contextual study" of people and issues within a predetermined scope"(p.26). In this case, I am exploring the scope of the NYSC curriculum. I will interview five corps members that embarked on projects during their NYSC to elicit stories of their. I will also review available curriculum materials and/or published documentation of the curriculum. Data will be then analyzed utilizing qualitative coding to develop themes across the narratives that answer the research question.

Implications

I suggest that the NYSC orientation course is a leadership development curriculum and it has gone beyond being a scheme to help to ensure the unity of Nigeria. I anticipate that the findings from this research will provide evidence of how NYSC is a hands-on leadership development experience that was developed with the African context in mind. The insights and applications shared will add value to leadership developers and educators, provide insights for the NYSC curriculum improvements, and help inform ongoing professional development for corps members and alumni.

References

Abdullahi, M., & Chikaji, A. (2016). Issues in community development service scheme of Nigeria's National Youth Service Corps and its relevance to community development. *International Journal of Research In Science & Engineering*, 2(6), 218-224.

Bhattacharya, K. (2017). *Fundamentals of qualitative research: A practical guide.* Routledge Taylor & Francis Group

Fadairo, O. S (2010) Perceived Influence Of The National Youth Service Corps (Nysc) Scheme On Youth Development Among Excorps Members In The Faculty Of Agriculture, University Of Ibadan, *Nigeria Journal of Agriculture, Forestry and the Social Sciences* (JOAFSS), Vol.8, No.2,

Ospina, S. M., & Foldy, E. (2015). Building bridges from the margins: The work of leadership in social change organizations. *Leadership Quarterly*, *21*(2), 292–307.

Raelin, J. (2011). From leadership-as-practice to leaderful practice. *Leadership,* 7(2), 195–211.

Ropo, A., Sauer, E., & Salovaara, P. (2013). Embodiment of leadership through material place. *Leadership*, *9*(3), 378-395.

Integrative Solutions For Engaging and Inspiring Leaders

Erik Fredrickson, Fredrickson Consulting Group

Abstract

In an era where many people in the workforce are leaving their jobs and people are recognizing the value of time, innovative forms of engagement and human understanding are more important than ever. Using the Enneagram, structured feedback, and wellness initiatives we will explore practical ways leaders can engage and more effectively communicate to build stronger teams that find more meaning and connection in their work.

Session Learning/Participant Objectives

A comprehensive range of strategies and tactics will be addressed:

1. The Enneagram reveals behavior patterns that stem from reactions to our daily experiences. Once you identify what these patterns are, you will open doors to better communication and understanding of yourself and those you interact with. As you deepen your understanding of these patterns you will gain important insights into what motivates different personality types, what demotivates various personality types, natural strengths each type possess, and help identify pinch points through the typologies to build awareness to the liabilities that all types possess.
2. Observation-based feedback enhances decision-making and shows others you value them through listening. With data you collect from a feedback initiative you will find out what is important to others, make more informed decisions from a wider perspective, bring teams and colleagues together, and improve work relationships. We will look at various forms of formal feedback in order to make feedback clearer and more intentional.
3. Wellness is one of the greatest prerequisites of performance and productivity, yet many people lack a plan to address well-being. Learn practical tactics businesses and individuals can incorporate to address the growing concerns people have about their own well-being. Leaders with integrity practice what they teach, and this segment will demonstrate various opportunities for self-care to increase the integrity, authenticity and potency of the messages we communicate.

Program includes opportunities to engage with the material from your own experience and perspective.

Introduction

As leaders we must be vigilant about uncovering and evolving methods of communication. Often it is too easy to get caught up with the outcomes we seek in our messaging, and we lose sight of the journey of learning and the experiential process of our learners. They are on a different part of the road, and we must look for every effective opportunity to clarify their direction. We also must listen to those around us and learn from them as much as we do our best to teach and guide. The feedback we gather can move from cliché to artform depending on how we wield the process. And last but far from least, when we take care of ourselves from sound mind to sound body, we become a more authentic vessel to teach from. We can embody integrity and authenticate ourselves by being a part of the journey. The ground of the present moment is firmer when we maintain our outlets for quieting our minds and energizing our muscles through a myriad of activities and disciplines. We can inspire others through our education as well as our healthy actions.

Background

The Enneagram has roots that can be traced to ancient Egypt, Pythagorean geometry, and has supplemented modern psychology through its identifications of typological behavior patterns in the DSM IV. When leaders can help people become self-aware, they can then help people become self-understanding. As we grow and develop our understanding, we can then help others do the same. Along the way we gain a more acute perspective which facilitates a more emotionally intelligent and effective way to communicate.

Feedback has been evolving in the business space and has long been a measure of how informed our decision-making processes are. Leaders must have a tactical approach in order to make sure the message is meaningful for the moment. We must attune ourselves in almost real time in order to maintain our listeners. We must be able to motivate, inspire, and intrigue, while we inform. We must also learn from our listeners, and we must create space for that to occur.

The concept of “well-being” may not always be thought of as a pre-requisite for leadership, but it should be fair to say that a quality of an unfit leader is one who never looks inward. Well-being takes many forms, but it must be accounted for because leaders are as much as what they do as what they say. We must have an outlet to develop our minds and our bodies. There are many forms of wellness, and we can explore available options to develop in ourselves.

Description

We will explore the Enneagram and its basic components along with its symbolism. Interactive lessons regarding motivation will be practiced along with a team-building exercise that identifies more succinctly the type motivations, strengths and liabilities. We will go through seven types of feedback initiatives and discuss the purpose of each. We will then conclude with the wellness portion and invite the participants with example(s) to try for themselves.

Foreseeable Implications

-The Enneagram builds understanding through "self" and "others" awareness.
-The Enneagram is an objective tool that can help people feel included and supported toward being their authentic selves.
-Feedback comes in many forms and choosing which one means forming your intentions first.
-Fitness and other wellness forms are the most direct and tangible way for leaders to experience a myriad of benefits to embody a healthier persona and be an example for those around them.
-While individually effective, combining the Enneagram with feedback and fitness is a powerful combination.

References

Fredrickson, Erik, *Emotional Intelligence: Three Overlooked Actions For Balanced Focus and Productivity* (Forbes December 2018).

Lapid-Bogda, Ginger, *What Type of Leader Are You?: Using The Enneagram System To Identify and Grow Your Leadership Strengths and Achieve Maximum Success (*McGraw Hill, 2007).

Millon, Theodore, and Gerald L. Klerman, eds*., Contemporary Directions in Psychopathology: Toward the DSM IV* (New York: Guilford Press, 1986).

Riso, Don Richard, with Russ Hudson, *Personality Types: Using The Enneagram for Self-Discovery*. Rev. ed. (Boston: Houghton Mifflin, 1996).

Servant Leadership: Who Serves Whom? Addressing Servant Leadership in the 21st Century

Katrina Hempelman, Arizona State University
Kate McCain, PhD, Arizona State University

Abstract

Modern organizational pressures have driven leadership scholarship to generate post-industrial theories to fit existing organizational imperatives. Among these theories, servant leadership is increasingly accepted within many types of organizations to solve the problem of how to manage Generation Y (i.e. Millennials, Gen Y born between 1980-1994 (Berkup, 2014) that began to outnumber prior generations in the workforce in the early twenty-first century (Hasanuddin, 2021; Shaw & Newton, 2014). This poster addresses the epistemological underpinnings of servant leadership by analyzing its development under dominant pressures within social, political, cultural, and ethical contexts. It highlights the influence of rigid business needs on an evolving application of servant leadership engineered into the profit-driven behavioral model used today. The gap between servant leadership's core altruistic values and the evolved model currently applied in organizations suggests a growing chasm that poses a risk to the theory's future value. Implications for this preliminary groundwork lay the foundation for servant leadership training and development to address the unmet needs of Gen Y and Generation Z (i.e. Gen Z, born between 1995 and 2003, (Seemiller & Grace, 2018) employees to improve employee satisfaction, retention, and intent to be promoted within a variety of service organizations.

Session Learning/Participant Objectives

This poster is a critical discourse analysis of servant leadership theory compared to its application within organizations for the 21st century. The goal is to create action-oriented research outcomes for a training and development program that applies core servant leadership values to front-line customer service leaders as a sustainable solution to the problems of employee satisfaction, retention, and intent to be promoted. During this poster presentation participants will:

1. Review the epistemological analysis of servant leadership.
2. Explore social, political, and ethical context analyses of servant leadership.
3. Dive into unintended consequences of servant leadership evolution driven by institutional and social norms as a potential solution to managing Gen Y and Gen Z employees.

Session Description

Servant leaderships is an altruistic other-oriented leadership produced by centering on follower needs with leaders focused not on themselves, but on the larger organization and community they operate in (Eva et al., 2019). This poster analyzes the underlying values of servant leadership against applied organizational models of servant leadership used to solve the problem of managing Gen Y and Gen Z, (Baker & Hastings, 2018; Bilge et al., 2021; Giolito, 2021; Hassan et al., 2019, Jaramillo et al., 2009; Mohammed, 2021; Shaw & Newton, 2014). Specifically, it calls attention to the relationships between dominant organizational business problems, shifting workforce values, and generational differences that interact with the ongoing evolution of servant leadership as a profit-centered model for managers to follow in service businesses.

Beginning in 2008, the published academic discussion of servant leadership rapidly grew as organizations sought a solution to their troubles in managing Gen Y employees (Eva et al., 2019). As a result of business influences on the academic production of servant leadership under pressure to solve this challenge, it has been re-envisioned as the behavioral management tool presented to managers and employees in a wide variety of organizations today. The primary benefactor of servant leadership in this context is the organization at the expense of the servant leader's energy and intentions. The conclusions drawn from this research suggest a gap between core servant leadership values and applied servant leadership in modern organizations, leading to the reduced impact of servant leadership on Gen Y and Gen Z employees without intentional realignment with its core values.

This poster proposes recommended changes for the application and practice of servant leadership within business settings. First, academic institutions need to ensure independence of servant leadership studies by adhering to institutional conflicts of interest guidelines. Second, practitioners need to build projected employee population demographic changes into current and planned servant leadership training and development models to better address generational differences. Finally, replace current organizational applications of servant leadership that break from its altruistic keystones with a model aligning with its core values and the values of Gen Y and Gen Z employee as a sustainable solution to the problems of employee satisfaction, retention, and intent to be promoted.

References

Baker R. & Hastings, S. O. (2018). Managing Millennials: looking beyond generational stereotypes. Journal of Organizational Change Management, 31(4), 920–930. https://doi.org/10.1108/JOCM-10-2015-0193.

Berkup, S.B. (2014). Working with generations X and Y in generation Z period: Management of different generations in business life. Mediterranean journal of social Sciences, 5(19), 218-218.

Bilge, H., Virlanuta, F. O., Zungun, D., Barbuta-Misu, N., Comuk, P., & Guven, E. T. A. (2021). Generation Y's Perception of Servant Leadership and Job Satisfaction.

Eva, N., Robin, M., Sendjaya, S., van Dierendonck, D., & Liden, R. C. (2019). Servant Leadership: A systematic review and call for future research. The Leadership Quarterly, 30(1), 111–132. https://doi.org/10.1016/j.leaqua.2018.07.004.

Giolito, V. J., Liden, R. C., van Dierendonck, D., & Cheung, G. W. (2021). Servant Leadership Influencing Store-Level Profit: The Mediating Effect of Employee Flourishing. Journal of Business Ethics, 172(3), 503–525.

Hasanuddin, B., M, M., & Chintya Dewi Buntuang, P. (2021). The influence of servant leadership on job satisfaction with individual character as a moderating variable. Problems and Perspectives in Management, 19(1), 445–455. https://doi.org/10.21511/ppm.19(1).2021.37.

Hassan, J. M., Alam, M. N., & Islam, S. M. (2019). Redesigning the retention strategy against the emerging turnover of Generation Y: Revisting the long-standing problems from the 2 0th century. International Journal of Entrepreneurship, 23(2), 1–16.

Jaramillo, D. B., Chonko, L. B., & Roberts, J. A. (2009). Examining the Impact of Servant Leadership on Salesperson's Turnover Intention. The Journal of Personal Selling & Sales Management, 29(4), 351–365. https://doi.org/10.2753/PSS0885-3134290404

Seemiller, C., & Grace, M. (2018). Generation Z: A century in the making. Routledge. Shaw, & Newton, J. (2014). Teacher retention and satisfaction with a servant leader as principal. Education (Chula Vista), 135(1), 101.

Leadership for Young Change Agents across Factions and Countries: Building Youth-Led Organizations Actors to Address Regional Issues

N'zoret Innocent Assoman, MS, Staley School of Leadership Studies, Kansas State University
Abdul-Latif Alhassan, MA, School of Science and Environment Memorial University of Newfoundland (MUN), Canada

Abstract

The purpose of this project (community-engaged study) is to support young agents of change to act as catalysts for the development of other youth in Ghana and Côte d'Ivoire through entrepreneurship and leadership training. *By agents of change, we mean young people who are actively engaged in bringing positive changes and development to their communities*. The project seeks to foster a collaborative and integrative platform for young people (activists of youth transformational change) through Youth-led organizations to thrive and bring sustainable changes (through a transformational leadership lens) in Ghana and Côte d'Ivoire (West Africa), from a global lens. To achieve the purpose mentioned above participants will be exposed to leadership practices and content that will build on their skills, experience for community development. Therefore, participants will go through a *two-day hybrid workshop (in-person and virtual) that will contribute to developing a curriculum for youth development and empowering youth-led-organizations agents in Côte d'Ivoire and Ghana.*

Session Learning/Participant Objectives

Through this research poster presentation, participants will:

3) Understanding the dynamics of co-leading change through a participatory approach for youth-led organizations in West Africa.
4) Learn the process of designing and engaging youth led-organization leadership developmental program/education.

Session Description

Background

Youth-led development is a key priority to shift the narrative in our community and most countries in West Africa (Côte d'Ivoire and Ghana). In this project, youth refer to individuals aged between 18-35 years. An African youth population bulge indicates that the African youth population will reach a billion by the year 2050 (UNICEF, 2014), 19 of the world's 20 youngest countries are in Africa (World Economic Forum, 2019).

Considering the challenges and tensions that exist between youth-led organizations and communities, we are curious to learn more about how they approach social issues from a critical perspective. Therefore, the social change leadership framework (Ganz, 2010) will be a good fit to guide this project (community-engaged study) as a response to some of the issues in our countries, such as high rates of youth unemployment, youth inaccessibility to decision making tables, and lack of commitment from youth to address flagrant social issues.

Research Purpose & Questions

The purpose of this community-engaged study is to explore how tailored leadership education programs can empower youth-led organizations leaders to achieve sustainable impact within communities. We are guided by these questions:

1. How does the leadership training program enable the emergence of collaboration between youth-led organizations for transformational social change?
2. What are the approaches and resources for youth-led organizations to lead change in communities?

Methodology

This research will be conducted through the lens of Community-Based Qualitative Research with a focus on Participatory Action Research (PAR), (Johnson, 2017). PAR focuses "on action and transformation, of research participants, as well as the conditions and contexts that impact their daily life." (Johnson, 2017, p.4). With these methods in mind, our research questions may be reframed after meeting with key stakeholders (youth, communities, volunteers). Participants in this study include (a) volunteers and executives of two civic leadership organizations in Côte d'Ivoire and Ghana, (c) U.S.-based leadership researchers and educators, and (d) community stakeholders. Data will be collected through multiple engaged inquiry processes such as community dialogues, as well as surveys and interviews.

The action research project is in the early stages. It is anticipated that by the time of the conference, we will be able to share results from stages 1 and 2 (dialogues and meetings for MoU signatures) currently being conducted. However, this research is expected to be a hallmark for youth led-organizations in both countries (Côte d'Ivoire and Ghana) to get tools for a more inclusive community engagement approach. Therefore, some of our direct findings will be the creation of a guide for youth-led organizations in the region. Then, the definition of a tailored fellowship that contributes to empowering youth for inclusive and collaborative leadership as a foundation for leading change in both countries (Ghana and Côte d'Ivoire).

Recommendation

Learning and applying leadership concepts for community development

We believe this whole process of curriculum design, content development will create avenues for all key actors to learn from each other as leadership educators or practitioners to enhance social change, community development, global intercultural partnership.

References

Fletcher, A., & Varvus, J. (2006). Guide to Social Change led by and with Young People. University of Nebraska. https://digitalcommons.unomaha.edu/slceguides/4/

Ganz, M. (2010). Leading change: Leadership, organization, and social movements. In N. Nohria & R. Khurana (Eds.), *Handbook of leadership theory and practice* (pp. 527-561). Boston, MA: Harvard Business Press.

Johnson, L. R (2017). Community-Based Qualitative Research, Approaches for education and the social sciences (1st Ed.). SAGE Publications Inc.

Uhl-Bien, M. & Arena, M. (2017). Complexity leadership: Enabling people and organizations for adaptability. Organizational Dynamics, 46, 9-20.

UN Habitat (2012). The Challenge and Promise of Youth Led Development. *Report 1 Global Youth Led Development series.*

https://worldpopulationreview.com/continents/africa-population

The Enemy's Gate is Down: Teaching Leadership Through the Novel *Ender's Game*

Megan Rust, Fort Hays State University
Kaley Klaus, EdD, Fort Hays State University

Abstract

Science fiction has long been used as a way to examine leadership through a fantastical lens. From Captain Picard to Juan "Johnny" Rico, sci-fi audiences have been learning leadership lessons through their favorite characters since the 1920s. *Ender's Game,* by Orson Scott Card, is a science fiction story examining the life and leadership of Andrew "Ender" Wiggin, a six-year-old who goes on to become Earth's last chance against an enemy race. Exhibiting a range of leadership theories, *Ender's Game* is an excellent novel to use while teaching introductory leadership concepts. This poster outlines the value of using novels to teach leadership, and the specific instances of leadership exhibited in *Ender's Game*.

Session Learning/Participant Objectives

Viewers of this power will:

- understand the value of teaching leadership concepts through fiction.
- recognize leadership theories exhibited in the novel, *Ender's Game.*

Session Description

Literature gives the reader an opportunity to learn lessons vicariously through fictional characters (Wright & Larsen, 2012) and look at problems from a different point of view (Gerd & Foster, 2007). Educators who use popular media such as movies, comic books, and novels have seen an increase in student engagement and concept comprehension (Cenkci, 2020; Eastwood 2020; Gerd & Foster, 2007). When accompanied by activities that encourage students to engage thoughtfully and critically with the media presented, this teaching method can be highly effective in the classroom (Callahan et. al, 2007).

Ender's Game, by Orson Scott Card, is an example of a book that can be used to teach multiple leadership theories through the examples set by different leaders throughout the story. In the book, Andrew "Ender" Wiggin is pulled from his home at the age of six and sent to battle school to learn how to be a military commander. After being singled out as an extraordinary student, Ender must learn how to bear the burden of leadership, earn the respect of his peers, and lead a highly underqualified team to victory. After overcoming every challenge his superiors present to him, Ender is sent to battle the alien race threatening to take over the planet; he succeeds and ends the war.

The book touches on many themes and examples of leadership that could be further explored in a leadership classroom. The characters Ender, Colonel Graff, and Bonzo Madrid each represent one of Likert's leadership styles (Crawford et. al, 2005). The exploitative autocratic leadership of Bonzo Madrid and the benevolent autocratic leadership of Colonel Graff teach Ender the value of being a democratic leader to his own army. Ender also develops through all four levels of

Hersey and Blanchard's original situational leadership model (Crawford et. al, 2005) with his army, once he is appointed their leader. He goes from telling his followers exactly how to do what is necessary to win, to delegating the strategic battle planning to his leadership team. Finally, Ender's followers exhibit the romance of leadership (Meindl et. al, 1985) when following Ender. By the end of the story, they are ready to follow him into a deadly battle and follow him until the end, no questions asked.

After engaging in this presentation, viewers will be able to understand the value of using media to teach leadership theories. They will also learn how this can be done through the analysis of a specific novel.

References

Callahan, J. L., Whitener, J. K., & Sandlin, J. A. (2007). The art of creating leaders: Popular culture artifacts as pathways for development. Advances in Developing Human Resources, 9(2), 146–165. https://doi.org/10.1177/1523422306298856

Cenkci, A. (2019). Examining a chain reaction of lies: Using Chernobyl (miniseries) to teach ethical leadership. Journal of Leadership Education, 19(4). https://doi.org/10.12806/v19/i4/pm1

Crawford, C. B., Brungardt, C. L., & Maughan, M. (2005). Understanding leadership: Theories & concepts. Wiley.

Eastwood, G. L. (2010). How literature informs notions of leadership. Journal of Leadership Education, 9(1), 173–189. https://doi.org/10.12806/v9/i1/ib1

Gerde, V. W., & Foster, R. S. (2007). X-men ethics: Using comic books to teach business ethics. Journal of Business Ethics, 77(3), 245–258. https://doi.org/10.1007/s10551-006-9347-3

Meindl, J. R., Ehrlich, S. B., & Dukerich, J. M. (1985). The romance of leadership. Administrative Science Quarterly, 30(1), 78. https://doi.org/10.2307/2392813

Wright, N. D., & Larsen, V. (2012). BRINGING CULTURE ALIVE IN THE MARKETING CLASSROOM: USING THE NOVEL SPEAKER FOR THE DEAD TO TEACH GLOBAL MARKETING. Academy of Educational Leadership Journal, 16(2), 69-91. https://www.proquest.com/scholarly-journals/bringing-culture-alive-marketing-classroom-using/docview/1037692112/se-2?accountid=27424

A Phenomenological Study of How High School and College Football Coaches Showcase Leadership: Is it About Team or Transformation?

Eric Buschlen, EdD, Central Michigan University
Kegan Rojas, MA, Central Michigan University
Janice Broyles, EdD, North Carolina Education Corps

Abstract

Proper modeling of leadership through sports should enhance the character and leadership efficacy of college-aged athletes. To examine this, high school and college football coaches were interviewed to understand how and if they model leadership with their athletes. The interviews outlined four key themes: coaches exemplify leadership tenets with their players, they inspire players to become coaches, they build meaningful relationships with players, and football coaches teach "grit." This research showcases how this particular set of football coaches focused on sport-related skill development and also on teaching leadership lessons that seemingly transcend the sport and setting.

Introduction

Sports have continued to grow in popularity over the last century for a variety of reasons, the most significant being the development of the athletes (Chelladurai, 2007; Collins, Gould, Lauer, and Chung, 2009; Macri, 2012). Athletes develop physically, mentally, and socially while also being exposed to positive attitudes, actions, challenging situations, and behaviors (Clark et al., 2015; Misasi et al., 2016). Today, young adults depend more than ever on school-based sports to develop positive attributes such as increased GPA, engagement, educational aspirations, satisfaction levels, all with an increased likelihood to attend college (Rickabaugh, 2009). According to Vella et al (2013), "the goals of participation in youth sports are primarily concerned with the facilitation of positive youth development as opposed to outright success" (Vella et al., 2013, pg.549). This theme can be directly connected with pre-college and college-aged athletes as the overarching goal of these programs is to develop necessary skills, characteristics, and qualities to produce young adults who will continue to grow into successful individuals (McCann, 2018; Ghildiyal, 2015). Furthermore, Vella et al (2013) noted the coach-athlete relationship is a key tool used by coaches who aim to teach leadership-based life skills to young athletes.

High school and college sports appear to have morphed into a developmental structure where winning is not the only focus with a shift which includes the development of the athlete. While the media portray a "win at all costs" culture in relation to sports, football in particular, this project chose to closely examine whether or not the football coaches in this study were able to articulate a focus and possessed the skills to showcase leadership skills.

While the authors acknowledge faulty leadership and toxic cultures exist in varying levels of all sports and we acknowledge the toxic masculinity found in many levels of American football. The media have represented the reality of head injuries, bodily injuries, and other negative "off of the field" behaviors all do exist. We believe these things to be real, however, we chose to examine whether or not, in the light of these negative issues, coaches in the sport of American football can model leadership qualities with their athletes.

"With over 38 million U.S. youth (54% of children between ages 6 to 17) participating in organized sports each year, there is an ever-increasing demand for entry-level youth sport leaders, in fact, over 2.5 million people are needed to coach" (Rickabaugh, 2009, pg.12). Through American football, coaches have an opportunity to genuinely have an impact on each individual on the team, either positively or negatively. Vella et al (2013) argued the importance of the coach-athlete relationship where a coach has the ability to develop a meaningful relationship with each individual athlete and therefore have a positive impact on their development both athletically and intellectually. As development of athletes begins to become more significant in sports, a new approach is being taken by coaches. "Give Us Back Our Game (GUBOG)" is an approach to sports which aims at developing sporting talent while, at the same time, fulfilling the human rights and dignity of children in its various programs" (Fenoglio & Taylor, 2014, pg. 194). Through this practice, high school and college coaches are making a concerted effort to not only shape athletic abilities but to improve life skills, leadership abilities, decision-making abilities, and character development.

The purpose of this project was to capture the lived experiences of high school and college football coaches in relation to their leadership style, their ability to develop leadership in others, and how they chose to showcase leadership to college-aged athletes. The research question behind this project is: *How do coaches model leadership to their college-aged athletes?* Specifically, this project will outline how high school and college football coaches showcase leadership as well as how they model leadership lessons with their athletes. The following section will review literature on the role of coaches, coaches as leaders, and players as leaders. A subsequent section will examine the methodology, followed by results, discussion, and implications.

Review of Literature

American football has been around for decades originating in the late 1800's (Stewart, 1995). Since its early beginnings, the sport changed in a variety of ways. Rules and regulations were adapted and implemented, with more structure added to the game itself, and most importantly, additional safety protocols initiated.

Other valuable research of early American football indicates it did not have specified coaches but rather were led by a captain as the driving force of team leadership (Smith, 2014; Stewart, 1995). Change in the coaching realm has been drastic as every football team now has numerous coaches including head coach, assistants, position coaches, graduate assistants, and coaches who focus on quality control. According to Collins et al., (2009), coaches have a major impact on the development of individuals as well as the direction of the team.

The Role of Coaching

According to Vella et al. (2010), "Coaching is a dynamic, complex, and messy practice, and coaches have struggled to base their practice on positivistic frameworks that are unable to account for the improvisation that is necessary" (p. 429). Vella et al. (2010) argued that based on this concept, coaches must assess situations at an accelerated rate and make quick decisions based on the situation at hand. It is implied that coaches with more experience who have handled numerous situations generally are more effective in these circumstances.

According to Dalton (2006), one of the reasons coaching can be so effective with young people is that effective coaches set high expectations and then challenge students to achieve those goals. They do not simply tell students what to do, coaches help student-athletes set challenging standards and then provide constant feedback about their performance. Most of all, good coaches are honest and candid with student-athletes and they build a relationship of trust in which students can strive for excellence (Dalton, 2006). Coaches, who are leaders, put in substantial time working toward the development of their coaches and athletes. Coaches have a responsibility to lead their team both on and off the field. Coaches emphasize "student-athlete" because players are students before athletes (Rezania, & Gurney, 2014). Furthermore, the relationships built with individual athletes help determine the level of development they need in terms of personal growth and athletic development (Dalton, 2006).

Research outlines the many roles coaches play such as: mentor, teacher, leader, and coach (Laughlin, 2003; Welsh, 2010). In regards to football, these roles often vary based on the level of football. Research indicated high school coaches work more at the development of young men, mentoring them, and shaping them through leadership (Laughlin, 2003; Skaza, 2014). As athletes move into collegiate football, coaches are still mentors, but teach more depth about the game of football. Once athletes reach the National Football League, coaches play more of a professional role, acting as a supervisor of adults. Regardless of the level of football, the coach is tasked with the development of the athletes in one way or another with the best interest of the team in mind (Fenoglio & Taylor, 2014; Mottaghi et al., 2013).

Coaches as Leaders

According to Vella et al. (2010), "coaching is very complex and comes with many roles, but none more important than providing and passing on leadership" (p.429). For coaches, leadership is often altruistic, including helping athletes meet their goals both inside and outside the sport, giving time outside of their contract hours to travel with athletes or to tutor them or to simply be there when one of their players needs to discuss personal problems (Miller & Carpenter, 2009). Literature shows that leadership is a needed component in any successful organization, and football is no exception (Dispo, 2015; Vella et al., 2010; Welsh, 2010). Football coaches are in a unique position where they have the ability to immensely impact and influence their athletes in a positive or negative manner through their actions and values. Dalton (2016) concluded that coaches can have enormous influence on the character development of students. He was impressed with the positive things that students said about their sports involvements and especially their relationships with their coaches (Dalton, 2006).

Good coaching is built on values of care, love, respect, and responsibility does make a difference in the moral development of athlete and coach populations. (Stoll, 2011). For coaches, leadership is often altruistic, including helping athletes meet their goals both inside and outside the sport, giving time outside of their contract hours to travel with athletes or to tutor them or to simply be there when one of their players needs to discuss personal problems (Miller & Carpenter, 2009). Dispo (2015) suggested that coaching leadership affects athlete's motivation and teamwork. Ultimately, the leadership abilities of the coach will play a major role in the development of the athletes as well as the success of the football team. Though some coaches view winning games as success, other coaches, a much larger population, view personal development of the athletes as the key to success. Welsh (2003) explained that coaches demonstrate their wisdom and knowledge while reinforcing behaviors, correcting mistakes both on and off the field, and motivating positive actions that led to success. When coaches are not able to manage the relationship with their athletes, there is often conflict. According to Jowett and Chaundry (2004) player-coach conflict generally results in declined performance, low levels of cooperation, communication, and commitment to the goals of the team.

Players as Leaders

When a coach portrays strong leadership abilities, players have the opportunity to mirror those leadership qualities on and off the field. Though coaches are generally the main leader on a given team, players often emerge into leadership roles amongst their peers. Loughead et al. (2006) argued that athletes are another important source of leadership within a team. Players can play numerous leadership roles within a team including captains, emergent leader, role model, peer mentor, and an off the field leader in the school or community. As research supports, football is not just an on the field game (Chelladurai, 2007; Collins et al.; Dalton, 2006; Dispo, 2015). Development takes place through practice, cohesion of the team, and through bonding experiences over the span of many years. College-aged students are able to learn leadership (Buschlen & Dvorak, 2011) and those lessons learned can transcend the setting (Buschlen et al, 2018).

College-Aged Student-Athletes

Being a student-athlete involves a major time commitment as well as needed time management skills. Dalton (2016) discussed the significance of being a student-athlete and the time management that entails, claiming "I came to realize that most of our athletes seem able to manage their time commitments extremely well. I suppose our student-athletes may not spend as much time on their social lives as their peers at some other schools but they seem to find a healthy balance in their busy lives" (Dalton, 2006, p.1). Though student-athletes are strained by time demands, they have developed strategies to better manage their time (Hoover, 2012; Dalton, 2016).

Previous studies indicated that student-athletes have better overall GPA's than their nonathletic counterparts (James, 2010; Yeung, 2015). Athletes are held to a different standard than non-athletes as they are required to obtain specific grades to maintain eligibility. Similar to football, these grade requirements develop discipline, commitment, and a sense of pride. Grit is also linked with better overall performance. According to Kelly et al. (2017), individuals exposed to and taught grit are more competitive, display better performance, put forth more effort, and show more determination than individuals who have not been exposed or taught grit (Kelly et al., 2017). Furthermore, football's long standing culture of toughness and tenacity has provided learning opportunities for what grit means and how it is applied (Hoerr, 2013; Ris, 2015).

Student-athletes have also been confirmed with better teamwork skills in comparison to non-athletes (Hyland, 2105; McEwan & Beauchamp, 2014; Torres, 2015). As this research applies to football specifically, the extreme situations and obstacles football teams face offers a useful environment to develop teamwork, grit, and long-lasting relationships. These elements are not only essential in sports, but are also a critical part of being successful in one's future career (Galbraith & Webb, 2013; Gould & Schoonover, 2009; West, 2012).

Theoretical Framework: Social Change Model

Due to the developmental nature of both the athletes and their leadership through the lens of a coach, the Social Change Model (SCML) was used to frame interview questions for this study. The SCML asserts that development of individual skills, leads to development of group skills, and leads to effective citizenship skills. Therefore, the interview questions focused on how coaches develop individual, group, and citizenship skills in their players. The SCML was created by researchers, theorists, and experts who began to discuss leadership in different ways (Buschlen & Dvorak, 2011). These individuals concurred that a framework was needed for students to develop a better understanding of how leadership develops over time. Any individual can be a leader by bettering others, including, teams, communities, and societies (Komives & Wagner, 2017). The SCML's goal is improve students' self-knowledge, leadership competence, character, and to develop positive social change within the community.

Previous studies on coaching have looked into the coach-player relationship from the lens of success on the field. This project looked more deeply at the testimonies of coaches and then reported the shared reflective stories of how football coaches develop individuals by creating teamwork, and develop both character and leadership in their athletes. The section that follows provides details for the methodology and project participants.

Methodology

To understand the shared experiences through the examination of participant narratives, the research team chose to implement a qualitative method of transcendental phenomenology. Phenomenology reduces many shared experiences down to an emergent set of themes (Creswell, 2013). When applied, transcendental phenomenology allows a researcher to deeply examine the phenomenon or experience, remove any personal connection to it, and collect several narratives from those who experienced the phenomenon (Creswell, 2013). For this study, the phenomenon focused on the transfer leadership knowledge, behaviors, and acts from football coaches to their college-aged athletes. The personal reflections and narratives were recorded and then examined by the research team as a means to uncover the essence of the leadership transferal process, if it was even occurring at all. This form of qualitative investigation allows for a thoughtful understanding of both an individual and a shared experience. As a research method, transcendental phenomenology works well with groups of 5 to 25 individuals who have shared the same experience (Creswell, 2013). This project outlines narratives of (n=11) participant coaches from both high school and college. All testimonies were analyzed using a phenomenological lens and the data were coded accordingly by the research team.

Context. The interviews took place in private conference rooms, offices, and via electronic devices. Individual interviews were conducted with one researcher and one coach behind a closed door or in a secure room for electronic interviews. The focus group included one research team member and five coaches.

Participants. Potential participants were contacted based on affirmative responses from a mailed letter sent to high school and college coaches in the Mid-West. Those who responded (*n*=11) where then scheduled for either a face-to-face interview or phone interview depending on participant location. Prior to the data collection, the research team did not meet with any participants. Eleven male participants made up the sample (*n*=11), ranging in age from 27-67 years old. All participants were Caucasian and lived in a mid-western state. This range of respondents outlined coaches from very small high schools or head coaches at a Division I college. Both high school and college coaches were solicited to examine the process they used to showcase leadership to college-aged athletes ranging in age from 17-23 and to provide a potential for diverse responses.

Data Collection Methods. The research team used recording software from *Temi.com* to record the audio portion of the interaction. The audio files were electronically submitted and transcribed by *Temi.com*. To ensure anonymity, the researcher did not refer to individuals by names during the recording session (Creswell, 2013). The research team also took hand written notes to point out common themes and critical information. The focus group, members who had participated in the one on one interviews, was addressed through email where they gave feedback on an initial set of emerging themes.

Data Analysis. Data files were transcribed by *Temi.com* and then the research team edited to fill in inaudible gaps (outlined by the *Temi.com* report). To increase the dependability of the data set, data were coded individually by the research team and several theme piles were created. Then, the research team met to discuss their individual findings and examined the data set for interconnected themes. To determine and agree on the final themes, the research team used an open, ongoing discussion to negotiate and exchange ideas. In addition, a small group of interviewees were asked to review outcomes proposed by the research team to further enhance data triangulation and data credibility. This process included five participants and one researchers. During the focus group, a researcher shared the final set of themes and sought congruence from the group. The research team then examined notes from the event and collectively outlined the final set of themes. To ensure credibility, the responses were reviewed by all members of the research team and phenomenon were agreed upon. The interview process allowed for a deep reflection and the additional focus groups allowed participants to correct any misinterpreted comments while developing a clearer image of the final data set.

Findings

The purpose behind this project was to examine both high school and college football coaches lived experiences to further understand if and how they model leadership with college-aged athletes. Table 1 outlines key quotes linked to each particular SCML element: Individual, Group, and Citizenship as these tenets were used to develop the interview questions. These findings outline a logical connection back to the SCML. The themes that emerged from the larger data set will be outlined in the next section.

Table 1. Aligning Participant Responses with SCML
Understanding "Individual Skills"

SCML Construct	Quote
Consciousness of Self	"I am energetic even when I may not feel like it and I try to do everything with enthusiasm."
Commitment	"Coaching has impacted my life because I got involved in coaching to basically model positive behavior that I didn't see a lot when I was a kid growing up."
Congruence	"I lead by example to the best of my ability. Not just as a coach or teacher but as a man – brother, husband, father, employee, colleague."

Understanding "Group Skills"

SCML Construct	Quote
Collaboration	"Teamwork is the key to success. Without the concept of TEAM, you have nothing. I always tell my players, do it for others."
Controversy with Civility	"All of my football memories deal with the relationships built and learning how to overcome adversity. Things often don't go your way in football. My coaches modeled, encouraged, and taught strategies for overcoming those setbacks."
Common Purpose	"Teamwork is everyone working together for one goal."

Understanding "Citizenship"

SCML Construct	Quote

Citizenship	"We have a charity football game that is our veteran's appreciation game where we pull out all the bells and whistles and the special uniforms for the game and celebrate it. But our players also do a fundraiser and our goal is we want to raise between $2,000 and $3,000 every year."
Change	"Coaching has given me the opportunity to impact the lives of many individuals as well as our community, which has greatly impacted my life in return."

Thematic Connections

There were four key themes that emerged. The first theme revealed that the coaches in this study did model leadership to their athletes through their language, thoughts, actions, behaviors, and values. The next theme outlined how coaches develop, motivate, and inspire players to become coaches in the future. The third theme that emerged outlines how coaches build meaningful relationships with their athletes. The final theme revealed how coaches and the sport of football teach players the life skill of grit.

Modeling Leadership

In this study, participants defined leadership as part of the interview process and once defined, the next component of this study was to determine methods in which coaches' then transferred leadership to their athletes. Surprisingly, the coaches in this study clearly articulated portions, pieces, and at times the entirety of Kouzes and Posner (2002) Transformational Leadership Model. It is unclear if any of them were familiar with the model, prior to the interview sessions. The model outlines five key components that transformational leader's exhibit: Model the Way, Inspire a Shared Vision, Challenge the Process, Encourage the Heart, and Engage Others to Act (Kouzes & Posner, 2002). This model was initially created by asking leaders to outline when they were "at their best" (Kouzes & Posner, 2002). This group of coaches (*n*=11) were able to articulate these same transformational tenets. Eight out of eleven coaches referenced modeling the way as a key form of leading by example or through role modeling for their student-athletes.

- I lead by example to the best of my ability. Not just as a coach or teacher but as a man – husband, father, employee, colleague.
- Leading by example and being a good role model. Showing others hard work, service, and why to do the right thing.
- I try to be a model of class and strength. Many of the young men I teach or coach do not have a sound father figure in their lives.

An emerging theme that appeared from this study indicated transcendent leadership lessons (Buschlen et al., 2018) are present in the coaching arena as the lessons that coaches teach seem to transcend the setting. Most coaches referenced previous coaches who inspired them to pursue coaching and analyzed the leadership qualities or lack thereof. Through the lens of transcendent leadership, study subjects were motivated to coach based on experiences from their youth and teen years and pursued coaching because of the impact a previous coach had on them. In some instances, coaches are modeling the same behavior they witnessed as a youth, high school, or collegiate football player and are now passing the leadership qualities onto the next generation. On the other hand, some coaches pursued coaching as a way to "break the chain" of bad coaching. Some participants clearly articulated how past coaches showcased negative behaviors and the choice to become a coach in the future was accompanied by a vow to never repeat those negative actions.

Teamwork. Based on narratives throughout the study, coaches briefly defined teamwork as working together toward a common purpose/vision/goal. In order to be successful as a football team, teamwork and cohesion must be a major focus. This also aligns with Kouzes and Posner's (2002) tenet of inspiring a shared vision. The concept of teamwork is not only important in football, but more importantly in life and in leadership. Participants explained the importance and significance of developing teamwork in young athletes:

- The importance of teamwork is it goes well beyond the football, baseball, or basketball court, you know, it's part of life, in order to get to where you want to be in this life, you have to be a good teammate.
- I don't care what profession you're in, if you don't care about other people that you're working with, you're not going to get very far.
- It's really hard to be successful outside of your athletics without it teamwork. We want, to teach kids skills that they can use later on in life while they're in their sports.

Another trend that was revealed from the testimonies is the notion that when a team displays teamwork and cohesion, the communities tend to mirror teamwork and provide support to the team/program. Coaches described this phenomenon saying:

- When a football team comes together around the concept of team, the community is impacted in a big way. Players look at the "big picture" and behave in ways which will not let their team down or bring a negative light to the group because they are invested in the concept that the team is bigger than oneself.
- In a small community like ours, teamwork is huge. When our community sees the team working hard together they come together and support us. They come to games and provide different things to keep us motivated and show that it is bigger than our locker room that what we do on the field impacts the whole community.

The Challenge. Football is filled with challenges and obstacles that are faced both individually and as a team. Through these shared experiences, athletes and coaches in this study learned valuable lessons in regards to leadership and character. Furthermore, athletes are able to get out of their comfort zone and come up with creative solutions. Participants concluded that overcoming adversity was important for growth and development for college-aged athletes. This aligns cleanly with challenging the process, another key element in the Kouzes and Posner (2002) model.

- I have many outstanding memories from football and most have nothing to do with the scores or wins and losses. All of them with the relationships and learning how to overcome adversity. Things often don't go your way. My coaches modeled, encouraged, and taught strategies for overcoming those setbacks.

- Football puts kids in difficult spots mentally and physically and puts kids up against a (figurative) wall, where the only choice is to fight back and lead others to do the same.

Encouragement. One of the major responsibilities of football coaches is to motivate, influence, and encourage their athletes to become something more, something better. Effective coaches tend to build a family comradery where athletes are welcomed, encouraged, and pushed to become better athletes but more importantly, well adjusted, young adults. This aligns with Kouzes and Posner's (2002) tenet of encouraging the heart. Football brings on many unforeseen challenges and teams have the ability to work through these obstacles together.

- Leadership is putting others above yourself and motivating others to go farther, work harder, and do better than they thought they could.
- I hope to say I positively impacted the lives of my athletes and they know that I cared about them a heck of a lot.
- I hope to say I touched the lives of many people and they know that I truly care about them.

Action. Effective football coaches focus not just on football fundamentals but also personal development of young adults. Participants in this study revealed that football is more than winning and losing but rather enabling athletes to become better people. Coaches emphasized the importance of having a positive impact on their athletes more than winning a game. Enabling other to act is yet another aspect of transformational leadership (Kouzes & Posner, 2002).

- The game of football teaches and instills countless qualities/characteristics of successful leaders.
- Football teaches so many little life lessons that are directly applicable to things going on in their lives.
- I want each player to develop as an athlete and as a person. I want to give them tools to be successful on the football field and throughout life.

The coaches in this project were seemingly able to articulate the tenets of the Kouzes and Posner (2002) model of transformational leadership. It is unclear if they were ever exposed to that particular content prior to the interview. Still, the universal themes uncovered by Kouzes and Posner (2002) outline that this set of coaches are showcasing, exemplifying, and transferring leadership to their college-aged athletes.

Coaches Inspire Players to Become Coaches

Coaches were asked if there was a past coach that inspired them to become a coach and all coaches responded "yes." One subject replied "Yes, my 9th grade coach. He made football fun, piqued my interests, and found a situation that I could find success in. Also my varsity coach, he encouraged me and made me feel like I was invincible. He provided ways to feel confident. Lastly, my college position coach. He was a perfect combination of the two with a huge personality."

Another participant commented “To be brutally honest, I became a coach to make sure that I undid all the mistakes that were made when I was being coached. I wanted to make sure I was fair with every kid that I came in contact with because that wasn't always the case when I was growing up.” Regardless of a positive or negative experience, coaches were motivated to become coaches based on their experiences as a football player:

When asked if a previous coach inspired them to become a coach, a clear pattern was revealed:

- I saw the impact teachers and coaches can have on young people and I wanted to do the same.
- My dad coached me during my rocket football days and this kind of sparked me to become a coach because I just always appreciated so much of what he did for me back then and how much time and effort that actually took to do all that and when you're young you don't think about it, but when as you get older, you know, I look back on it and I saw the sacrifices he made and everything.

Effective Coaches Build Meaningful Relationships

As college-aged athletes are very impressionable, coaches have a truly unique opportunity to shape the trajectory of each of their student-athlete’s lives. Participants recognized the importance of fostering meaningful relationships with their athletes as the purpose is much greater than the game of football. Football coaches spend a significant amount of time with their athletes between off-season workouts, practices, games, and travel. Given this dynamic, participants revealed they take advantage of this time and build meaningful relationships with the athletes. These relationships are developed when coaches help players understand their “self,” plan to build an effective team, and by providing service to their communities. In relation to these relationships, participants stated:

- I show each of my players respect and surround my teams with love. I build meaningful relationships with each player that go beyond the game of football.
- My greatest joy is when my players get a hold of me and tell me that what I taught them changed their life and that there success is because of what they learned from me.
- My biggest strength as a coach is the relationships I am able to build with the athletes and the impact that has both in relation to football and life.
- Winning is building relationships with each players and providing support for them on and off the field.

Coaches Teach Grit

Football naturally has a culture of toughness due to the nature of the sport. Based on findings from this study, the subjects utilized this culture of toughness to teach grit to their players. As college-aged athletes are exposed to grit, they learn lifelong qualities about effort, tenacity, determination, and accountability. Participants discussed the importance of grit saying:

- I look at football as a physical interpretation and a metaphor for all of life. We sometimes get knocked down and have to make the choice to get back up.

- Football teaches us how to pick ourselves up when we are down, and how we can achieve a lot more when we do our job and count on other people to do the same.
- There are times where you ask yourself "What am I doing here?" It's 85 degrees, you're dead tired, and a coach is screaming at you to execute a play or finish a sprint. Your non-football playing buddies are at the pool or laying in the air conditioning and there you are at the breaking point. Powering through the doubt, finishing, and coming back for it again the next day builds the character that leaders need.

Participants reported qualities often associated with grit, when asked to define leadership in three words. The most common words included accountability, commitment, and hard work. Accountability for actions and behaviors is not only critical in sports, but serves important in life as well. One participant stated that "accountability is the most important leadership quality." Another claimed that accountability, support, and love are critical leadership qualities which align well with grit. Commitment was also a popular word as athletes must commit and buy in to the goals of the team. This is common outside of football as well including professional and personal endeavors. Lastly, hard work was referenced in relation to grit and really displays the meaning of grit. Hard work is something that not all are willing to put forth, hard work teaches lessons, and more importantly, hard work builds character and sets individuals apart from others. In addition, Kelly, Matthews, and Bartone (2014) found that individuals who display characteristics of grit perform better and are more likely to succeed academically and athletically that those who do not display characteristics of grit.

Discussion

This study outlines how proper modeling of leadership through sports, specifically American football, can enhance the character and leadership efficacy of the college-aged athletes while under the tutelage of an effective coach. While a "win at all costs" coaching model is propelled by the media, this project examined how coaches showcase leadership to their players setting the stakes much higher than wins and losses. The interviews outlined four key themes: coaches in this project articulated the tenets of Kouzes and Posner's (2002) Transformational Leadership model. There is a cyclical nature defined through intergenerational coaching by either standing on the shoulders of those who came before us – or not doing something a bad coach did. Coaches build meaningful relationships first which signifies we are bigger than the game of football. Finally, coaches and the sport of football teaches grit through experiences including overcoming obstacles, becoming accountable for actions, playing for the person next to them, getting up after being knocked down, never giving up, and always giving full effort.

In this project, coaches exhibited an effective method for helping players to fully understanding their "individual skills" and how to positively impact their teams or "group skills" - two key aspects of the SCML. While many coaches reported service endeavors as a way to impact their communities, it appeared those acts were simply community service projects versus meaningful student-athlete engagements. Still, the team values in the act of service to others should also then impact the player's "self" as part of the cycle in the SCML.

The coaches in this study showcase transformational leadership, leadership lessons, and character to their athletes by modeling and teaching proper axioms. Teamwork was another critical theme as coaches' collectively defined teamwork and determined the impact teamwork has both on and off the field. This aligns with previous research conducted regarding the significance of teamwork in both football and in life (Collins et al., 2009; Eagleton, 2010; Riesman & Denney, 2003). A somewhat unique phenomenon from this study was the concept and inclusion of transcendent leadership learning (Buschlen et al., 2018) and how the lessons learned in the sport reamined well beyond the setting.

All participants in this study were motivated to pursue coaching based on a previous coach or leader. Furthermore, when coaches' reflected on coaching, many implied they wanted to motivate others to pursue coaching. This study also confirms the process and significance of how coaches build lasting relationships with their athletes and the life-changing impact these relationships provide (Gencer & Ozturk, 2018; Jones, 2009; Skaza, 2014; Vella et al., 2013). Furthermore, Skaza (2014) claims that "coaches have an opportunity to utilize these relationships as there might not be a better platform than coaching to transform young men into responsible adults" (Skaza, 2014, p.10). Lastly, the sport of football and football coaches teach grit which has positive outcomes on leadership abilities, persistence, academics, and determination (Hoerr, 2013; Kelley et al., 2014; Ris, 2015).

The overarching goal of this project was to provide a thematic analysis of football coaches' and how they showcase leadership and character with their college-aged athletes. This study, with this unique set of coaches, supports that these coaches do model leadership to their players, inspire others to pursue coaching, build meaningful relationships with their athletes, and develop grit in their athletes which transcends the setting.

Future Studies

After analyzing the data from this study, there are additional areas where further research needs to be conducted. An area that would strengthen this study and its findings would be a similar study specific for youth coaches. Future studies can collect athlete perspective of coaches, techniques, leadership, and character. Lastly, a study of female coaches would be beneficial to compare techniques for showcasing leadership.

Limitations

The information outlined in this project provides a unique data set, which may differ with future data collections. It was not a goal of this qualitative project to create generalizable findings. Participants were asked to recall information from the past while making meaningful connections to the present which may limit the findings. Football is a sport driven by culture and traditions. Keeping this in mind, this study focused purely on collected narratives from coaches in the Mid-west. Narratives from different geographical areas with different views and values of football may not align with this study's findings. In future studies, complimentary quantitative data should be examined to strengthen the narratives.

Implications

The development of student-athletes has continued to grow in significance over the last decade, especially with youth sports (Chelladurai, 2007; Collins et al., 2009; Macri, 2012). Football coaches are given a valuable opportunity to genuinely impact both youth and college-aged individuals in a positive way by being a positive role model and leading by example. As coaches are often strong role models for many athletes, they have an opportunity to develop leadership abilities in their athletes as well as pass-on meaningful experiences. As coaches are very influential to their athletes, the athletes are also very influential to their coaches. Not only are coaches playing a major role in the development of college-aged athletes, but they are also inspiring other to serve as coaches. In this sense, coaches seemingly have the ability inspire, motivate, and develop individuals to grow as leaders.

Coaches need to take advantage of their unique opportunity and work to impact individuals by changing the trajectory of their student-athletes' lives by building meaningful relationships with athlete. This allows coaches and the athlete to both grow as leaders. Coaches have a duty of serving as a role model for athletes and teaching them life lessons by modeling the way. Coaches need to continue to create a culture of family and brother/sisterhood around their football program as this enables others to learn teamwork, work toward a common goal, and serve a larger purpose than the game of football. Coaches should consider participating in formal leadership education programs to hone their skills, learn applicable theory, and to strengthen their leadership legacies.

Conclusion

This study outlined how this set of coaches showcase leadership and character with their athletes. Participants (*n*=11) collectively defined leadership and it was determined that the most effective way to transfer leadership and character to athletes is through leading by example and being a strong positive role model. Furthermore, participants outlined how coaches inspire, motivate, and influence others to become coaches. This alludes to the concept of transcendent leadership as the learning lasts beyond the setting from generation to generation. Building relationships was another key theme as coaches revealed the value they found in building meaningful relationships with their athletes. The significance of meaningful relationships is the impact they can have on the trajectory of each college-aged athlete. Lastly, the sport of football and coaches in this study teach grit, a necessary life skill. Athletes learn to get up when knocked down, to never give up, to always give full effort, and to take accountability for their actions.

Based on the narratives in this study, the coaches who provided testimony showcase leadership efficacy. Not only do they speak the tenets of transformational leadership, they also live it and install it into their student-athletes. Moving forward, coaches need to be a driving force in developing college-aged individuals in terms of leadership, character, and life skills as sports provide unique circumstances, situations, environments, obstacles, experiences, and lessons that can rarely be mirrored. Coaches must understand that they impact much more than just their team's record, but also impact student-athletes who may be in dire need of life skills and role modeling. Keeping this in mind, coaches must use these tools to create positive change amongst themselves, their teams, and their communities. The coaches in this study were able to articulate their process for guiding college-aged athletes to become future leaders and helped those players discover the life lessons taught in sports.

References

Astin, A. W., Vogelgesang, L. J., Ikeda, E. K., & Yee, J. A. (2000). How service learning affects students.

Buschlen, E., Chang, T., & Kniess, D. (2018). *My brother's keeper: Transcendent leadership lessons learned from an inner-city program for fatherless, adolescent boys*. *Journal of Leadership Education, 17*(3), 1-25.

Buschlen, E., & Dvorak, R. (2011). The social change model as pedagogy: Examining undergraduate leadership growth. *Journal of Leadership Education, 10*(2), 38-56.

Case, R. W. (1984). Leadership in sport: The situational leadership theory. *Journal of Physical Education, Recreation & Dance, 55*(1), 15-16.

Chelladurai, P. (2007). Leadership in sports. *Handbook of Sport Psychology*, *3*, 1-23.

Clark, H. J., Camiré, M., Wade, T. J., & Cairney, J. (2015). Sport participation and its association with social and psychological factors known to predict substance use and abuse among youth: A scoping review of the literature. *International review of sport and exercise psychology*, *8*(1), 224-250.

Collins, K., Gould, D., Lauer, L., & Chung, Y. (2009). Coaching life skills through football. *International Journal of Coaching Science*, *3*(1), 29-54.

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches.* (3rd ed). SAGE.

Dalton, J. C. (2006). Coaching: A Powerful Metaphor for Mentoring and Character Development: An Interview with Rebecca Chopp, President of Colgate University. *Journal of College and Character*, *7*(3).

Dispo, E.J. (2015). On the field and outside the lines: Relationships between student-athletes' perceptions of their intercollegiate coaches' leadership practices and student-athletes' self-reported satisfaction, athletic and academic performance [A Dissertation].

Dugan, J. P., & Komives, S. R. (2007). *Developing leadership capacity in college students: Findings from a national study*. A report from the multi-institutional study of leadership. National Clearinghouse for Leadership Programs.

Eagleton, T. (2010). Football: A dear friend to capitalism. *The Guardian*, *15*.

Fenoglio, R., & Taylor, W. (2014). From winning-at-all-costs to give us back our game: Perspective transformation in youth sport coaches. *Physical Education and Sport Pedagogy, 19*(2), 191-204.

Fitch, N., Ma'ayah, F., Harms, C., & Guilfoyle, A. (2017). Sport, educational engagement and positive youth development: Reflections of aboriginal former youth sports participants. *Australian Journal of Indigenous Education, 46*(1), 23-33.

Galbraith, D. D., & Webb, F. L. (2013). Teams that work: Preparing student teams for the workplace. *American Journal of Business Education, 6*(2), 223-234.

Gencer, E., & Öztürk, A. (2018). The relationship between the sport-confidence and the coach-athlete relationship in student-athletes. *Journal of Education and Training Studies, 6*(10), 7-14.

Ghildiyal, R. (2015). Role of sports in the development of an individual and role of Psychology in sports. *Mens Sana Monographs*, *13*(1), 165.

Goldman, T. (2018). Repeated head hits, not just concussions, may lead to a type of chronic brain damage.

Gould, J. C., & Schoonover, P. F. (2009). Creative and critical thinking, teamwork, and tomorrow's workplace. *Understanding our Gifted, 22*(1), 3-6.

HERI. (1996). *A social change model of leadership development, guidebook III*. Higher Education Research Institute.

Hoerr, T. R. (2013). *Fostering grit: How do I prepare my students for the real world? (ASCD Arias)*. ASCD.

Hoffman, J., Kihl, L., & Browning, A. (2015). Civic engagement and activism: Do college students and college athletes differ? *Journal of College and Character*, *16*(2), 75-89.

Hoover Jr, D. R. (2012). *A balancing act: Division III student-athletes time demands and life roles.* The College of William and Mary.

Hyland, D. A. (2015). Athletes play to play. *Journal of the Philosophy of Sport*, *42*(1), 29-33.

James, K. I. A. (2010). *Collegiate student-athletes' academic success: academic communication apprehension's impact on prediction models* (Doctoral dissertation).

Jones, R. L. (2009). Coaching as caring (the smiling gallery): Accessing hidden knowledge. *Physical Education and Sport Pedagogy, 14*(4), 377-390.

Jowett, S. & Chaundy, V. (2004). An investigation into the impact of coach leadership and coach-athlete relationship on group cohesion. *Group Dynamics: Theory, Research, and Practice. 8*(4). 302-311.

Kelly, D., Matthews, M., & Bartone, P. (2014) Grit and hardiness as predictors of performance among West Point cadets, *Military Psychology, 26*(4), 327-342.

Komives, S.R. & Wagner, W. (2017). *Leadership for a better world: Understanding the socialchange model of leadership.* San Francisco, CA: Jossey-Bass.

Kouzes, J., & Posner, B. (2002). *The leadership challenge* (3rd. ed). Jossey-Bass.

Laughlin, N. (2003) Character development in college sport, *Journal of College and Character, 4*(7).

Loughead, T., Hardy, J. & Eys, M. (2006). The nature of athlete leadership. *Journal of Sport Behavior*. 29. 142-158.

Macri, K. (2012). Not just a game: Sport and society in the United States. *Inquiries Journal*, *4*(08).

McCann, M. (2018). 15 life lessons from football that shouldn't be overlooked. Retrieved from https://blogs.usafootball.com/blog/631/15_life_lessons_from_football_that_shouldn't_be_overlooked_

McEwan, D., & Beauchamp, M. R. (2014). Teamwork in sport: A theoretical and integrative review. *International Review of Sport and Exercise Psychology*, *7*(1), 229-250.

Miller, L.M. & Carpenter, C.L. (2009). Altruistic leadership strategies in coaching: A case study of Jim Tressel of The Ohio State University. *Strategies: A Journal for Physical and Sport Educators 22*(4). 9-12.

Mills, G. E. (2010). *Action research: A guide for the teacher researcher* (3rd ed.). Merrill/Prentice-Hall.

Mottaghi, M., Atarodi, A., & Rohani, Z. (2013). The relationship between coaches' and athletes' competitive anxiety, and their performance. *Iranian Journal of Psychiatry and Behavioral Sciences*, *7*(2), 68.

Misasi, S., Morin, G., & Kwasnowski, L. (2016). Leadership: Athletes and coaches in sport. *The Sport Journal*, *19*.

Perkins, D. F., & Noam, G. G. (2007). Characteristics of sports-based youth development programs. *New Directions for Youth Development,* 115, 75-84.

Oakman, C. B., Yanoff, S. D., Raines, B., & Fynes, S. E. (2001). Youth Development in Pennsylvania: Why Not Here? Why Not Now?

Rezania, D., & Gurney, R. (2014). Building successful student-athlete coach relationships: examining coaching practices and commitment to the coach. *SpringerPlus*, *3*(1), 383.

Rickabaugh, T. (2009). Exploring commitment to youth sports leadership. *Strategies: A Journal for Physical and Sport Educators, 23*(2), 12-15.

Riesman, D., & Denney, R. (2003). Football in America. *Sport: Approaches to the study of sport*, *1*(l95l), 61.

Ris, E. W. (2015). Grit: A short history of a useful concept. *Journal of Educational Controversy*, *10*(1), 3.

Skaza, R. J. (2014). *High School Football Players and their Coaches: A Qualitative Study of their Relationships* (Doctoral dissertation, American International College).

Smith, R.A. (2014). American football becomes the dominant intercollegiate national pastime. *International Journal of the History of Sport. 31*(1/2).109-119.

Spruit, A., Van Vugt, E., van der Put, C., van der Stouwe, T., & Stams, G. J. (2016). Sports participation and juvenile delinquency: A meta-analytic review. *Journal of youth and adolescence*, *45*(4), 655-671.

Stewart, B.K. (1995). American football. *American History. 30*(5). 24-35.

Stoll, S (2011) Athletics: The good it should do. *Journal of College and Character, 12*(4).

Torres, C. R. (2015). The role of teamwork in organized youth sport. *Journal of the Philosophy of Sport*, *42*(1), 63-69.

Vella, S.A., Oades, L.G., & Crowe, T.P. (2010). The application of coach leadership models to coaching practice: Current state and future directions. *International Journal of Sports Science & Coaching. 5*(3). 425-434.

Vella, S. A., Oades, L. G., & Crowe, T. P. (2013). *The relationship between coach leadership, the coach-athlete relationship, team success, and the positive developmental experiences of adolescent soccer players.* Routledge.

Welsh, R.J. (2010). Leadership styles of a multi-generational leader. Capella University.

West, M. A. (2012). *Effective teamwork: Practical lessons from organizational research*. John Wiley & Sons.

Yeung, R. (2015). Athletics, athletic leadership, and academic achievement. *Education and Urban Society, 47*(3), 361-387.

Supporting Under-Represented Minority (URM) Leaders & Educators in the Middle of Anywhere

Herb Thompson III, PhD, University of Nebraska at Omaha
Theodore Johnson, M.Pa, University of Nebraska at Omaha
Anthony Roberson, MS, University of Nebraska at Omaha
Jeffrey Southall II, MS, University of Nebraska at Omaha

Abstract

This poster seeks to introduce a structure review and response to the lack of support for under-represented minorities (URMs) through three rounds of targeted questions with three (URM) educator/leaders. The leaders on this poster combine their research fields (Public Administration, Organizational Psychology, Educational Administration, Communication, & Leadership Studies) and their unique experiences to provide an insightful poster discussion on how individuals might support URM in public higher education as they seek to lead in the middle of anywhere

Session Learning/Participant Objectives

There are three learning objectives we expect to achieve by the end of this panel discussion. First, participants will be introduced to three areas of support sought by URMs in higher education, including personalized support, organizational networking, and resource connections (Ramaswami & Dreher, 2007). Second, the panel seeks to inform interested participants how they might advocate for social support of URM leaders in higher education contexts. The communicative advocacy introduced in this panel will be targeted toward influencing significant leadership systems (diversity, equity, inclusion, & access (DEIA) committees, equity systems, etc.) and positions (Chancellors, Deans, Directors, etc.) in higher education. Finally, this panel is designed to provide participants with adequate tools and strategies for URM support that can be employed personally and, with great potential impact, at the departmental level of a public higher education (PHE) organization.

Panelists

This panel features the research, experiences, and perspectives of three Black URM leaders who are currently pursuing their doctoral degrees while concurrently researching/working in public higher education. The moderator for this panel is a biracial Black leader who recently completed his doctoral degree and is an educator in public higher education as well. While the panelists come from very different backgrounds and experiences, they share the same desire to foster the inclusion of URM students, staff, and faculty in public higher education. These panelists are briefly introduced here.

- Panelist #1:
    - Theodore W. Johnson, MPA, University of Nebraska at Omaha (UNO)
    - Bio: Theodore W. Johnson, MPA, is an Instructor within the Aviation Institute at the UNO who is pursuing his doctorate in public

administration. He is a Pracademic Educator and DEI stalwart engaged in the integral mission of moving the equity needle in public and private sector entities. He has only been in Omaha 18 months and is already creating lasting change to broaden the horizons of racial and gender minorities within the UNO and Omaha communities pertaining to aviation/aerospace and other STEM fields.

- Panelist #2:
    - Anthony Roberson, MS Industrial Organizational Psychology, UNO
    - Bio: As a current black graduate student with research and career goals focusing on DEI and leadership development in the workplace, Anthony seeks to enhance the developmental opportunities and experiences of URM students, employees, and leaders through helping organizations select, develop, and support a diverse array of candidates and create an inclusive and safe culture where every student, employee, and leader can thrive.
- Panelist #3:
    - Jeffrey Southall II, MS Counseling in Student Affairs Practices in HE, UNO
    - Bio: Jeffrey Southall II, MS, is a student affairs administrator within the division of Strategic Initiative and Student Success at the UNO who is currently pursuing a doctorate of philosophy in educational leadership in higher education. His research focuses on how predominantly white institutions create a dedicated place and space for Black men in college that influence their experience, sense of belonging and capital. Jeffrey brings over 14 years of experience in P-12 and postsecondary education leadership, mentorship, DEI, co-curriculum development and community engagement.
- Panel Chair/Moderator:
    - Herb Thompson III, Ph.D., UNO
    - Bio: Herb Thompson III is a faculty member at UNO and a recent doctoral graduate in Leadership Studies from the University of Nebraska-Lincoln. In research and teaching, Herb is committed to understanding and employing leadership skills to foster inclusive environments. In addition to 10+ years of teaching experience, Herb brings to his research and teaching 14+ years of experience as a leader and communicator in the nonprofit sector. Committed to understanding and employing leadership skills to foster inclusivity, Herb is active in DEIA work and efforts to engage the community for positive social change.

Introduction

There is evidence to suggest that innovative means are required to support URM in their experiences in PHE as students, staff, and faculty (Bernal & Villalpando, 2002). Organizational inclusion takes place when all members of an organization feel as if they are insiders (Shore et al., 2018), especially URM who most commonly experience organizational "otherness" (Kim, 2009; Tatum, 2000). Despite increased research attention (Thompson & Matkin, 2020), legislative attention (Terenzini et al., 2000), and activist efforts (Cabrera et al., 2013) educational exclusion and disparities persist for URM in PHE (Thompson, 2021). This panel seeks to introduce a structure of review and response to this issue through three rounds of targeted questions with three URM educator/leaders. The leaders on this panel combine their research fields (Public Administration, Organizational Psychology, Educational Administration, Communication, & Leadership Studies) and their unique experiences to provide an insightful panel discussion on how individuals might support URMs in public higher education as they seek to lead in the middle of anywhere. In this paper we introduce the purpose and structure of the panel topic. Here we will provide the a) background and importance of this topic, b) organization for the discussion, and c) implications of this proposed panel.

Background

Research related to diversity, equity, inclusion, and access (DEIA) has undergone a boon of late (Thompson & Matkin, 2020) and has seen increased attention due to ongoing situations of social and racial injustice across the nation. It has been noted that public organizations like higher education have not adequately elevated racial equity as an organizational priority unless mandated by federal legislation, pressured by domestic and/or international media, and/or to pacify citizenry outcry (Harper, 2012; Harper et al., 2016; Stein, 2017). One is left to wonder why the increase of scholarly research may not yet reflect institutional statistics demonstrating increased equity for students, staff, and faculty among PHE contexts. National trends in URM recruitment, promotion, and retention all suggest that the longstanding disparities in PHE will persist (Alon & Tienda, 2007; Zambrana et al., 2015).

Many of the unique issues faced by URMs at institutions of higher education stem from systemic issues that often destabilize organizational DEIA initiatives that are intended to assist in inclusion and equity efforts. Research has identified the importance of inclusion for URM (Shore et al., 2018) and yet organizations still support systems that directly contribute to experiences of "otherness" on the part of URM (Tatum, 2000). Additionally, URM face an increased risk of experiencing discrimination in higher education (Offermann et al., 2014). Such negative experiences significantly impact both their psychological and physiological health, requiring adaptive coping strategies to ensure healthy psychological functioning (DeCuir-Gunby et al., 2019). Further, URMs are expected to remain calm and 'roll with the punches' when dealing with incidents possessing directed racial undertones and may not be able to rely upon organizational leadership to offer more than perfunctory support (McNair et al., 2019). Finally, URMs tend not to be seen as their racial designation by leaders and administrators. For instance, when collecting demographic information, URMs are counted as "minorities" rather than their specific race/ethnicity. Such a procedure indirectly ignores and/or discounts the lived experiences as the particular race (McNair et al., 2019), potentially resulting in organizational practices that serve to diminish the important differences represented in URM identities, experiences, and perspectives (Bennett & Bennett, 2004).

Considering all of these unique issues faced by URM, there is a great need to reanalyze support systems currently in place for URM students, faculty, and staff. Responses in the panel discussion will be grounded in empirical research while providing action steps the audience can utilize in order to provide adequate support for URM in institutions of higher education. The proposed panel will ultimately work to provide attendees with a) three specific areas of needed support for URM, b) an understanding of PHE support systems, and c) strategies for personal URM support.

Description

This panel is designed as a three-round presentation by panelists on questions matched to the objectives provided above. The table below (Table 1) provides a summary of how the proposed panel will be structured and how time is budgeted. To open the panel, Herb Thompson will provide an overview of the topic and an introduction to the panelists. Herb will then pose questions to the panelists in three rounds allowing for participants' questions between rounds.

Table 1: Panel Description

Time	Focus	Objective	Communicators
10mins	Panel Introduction	All	Herb
15mins	Response Round #1	Obj#1	Theodore, Anthony, Jeffrey
05mins	Questions		Attendees & Panelists
15mins	Response Round #2	Obj#2	Theodore, Anthony, Jeffrey
05mins	Questions		Attendees & Panelists
15mins	Response Round #3	Obj#3	Theodore, Anthony, Jeffrey
05mins	Questions		Attendees & Panelists
10mins	Review of Rounds	All	Herb
10mins	Questions & General Discussion	All	Attendees & Panelists

In the first round panelists will address the question, 'what does **support** mean in your field of study and what does it mean to you personally based on your experience as URM in higher education'. This relates to objective #1 (see Table 2) which seeks to provide participants with areas of needed support for URM in higher education. Panelist responses will be a blend of personal experiences and literature-supported concepts. After an opportunity for discussion with participants, panelists will continue into a second round which addresses the questions of how public higher education might better prioritize support for URM (e.g., advocating for the investment in DEIA leadership such as diversity officers that report directly to top management; employee/faculty resource groups; leadership pipeline programs, Holmes IV et al., 2020). This relates to objective #2 (see Table 2) which points to possible strategies of advocacy in PHE for the prioritization of social support for URM. Panelist responses will provide suggestions for organizational support systems and ideas of how to advocate for these systems in higher educational settings. This will be followed with time for participants to discuss this area with panelists. In the final round, panelists will discuss strategies of support for URM that can be personally employed by participants (i.e., consistently challenging racial status quo by engaging in allyship behaviors) (Chrobot-Mason, Campbell, & Vason, 2020; Erskine & Bilimoria, 2019). This relates to objective #3 (see Table 2) of the panel which focuses on how participants might implement personal support strategies for URM at their institution/organization. Panelist responses will be a blend of personal experiences and literature-supported concepts to discuss this final topic.

Foreseeable Implications

In this proposed panel we intend to focus on specific areas of needed support for URM, potential support advocacy in PHE, and strategies for personalized URM support. This paper introduced the purpose/structure of this proposed panel relating how we can help URM educators attempting to lead in the middle of anywhere. This paper provided a) the importance of this topic, b) our proposed organization for the discussion, and c) implications and potential impact of this panel. Here we provide some implications that could be reasonably expected should this panel be accepted.

First, it should be expected that this panel will serve to increase the awareness of participants to the issues faced by URM in PHE contexts though review of relevant literature and the sharing of personal experiences of the panelists. Secondly, this panel is expected to impact participants by providing research supported suggestions on how PHE might better support URM students, staff, and faculty. Finally, this panel affords the implication of individual level impact by providing experience and research-based suggestions on how participants might activate daily and consistent support in their institution. These expected outcomes reflect the panel objectives which state...

Table 2

By the end of this session the participants will be able to…	
…identify 3 specific areas of needed support for URMs.	*(cognitive objective)*
…advocate for the prioritization of social support for URM leaders in PHE.	*(affective objective)*
…implement personal support strategies for URM at their institution/ organization.	*(behavioral objective)*

Given these stated objectives and the structure outlined in this paper it can reasonably be assumed that this panel might directly contribute to the resolution of the issues and inequities mentioned above. Our hope is that this panel is accepted resulting in important conversations that might result in critical support for URM who are attempting to lead in the middle of everywhere.

References

Alon, S., & Tienda, M. (2007). Diversity, opportunity, and the shifting meritocracy in higher education. *American Sociological Review*, *72*(4), 487-511.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Bean, J. P. (1980). Dropouts and turnover. The synthesis and test of causal model of student attrition. *Research in Higher Education,* 12(2), 155-187.

Bennett, M. J., & Bennett, M. J. (1993). Intercultural sensitivity. *Principles of training and development. Portland, OR: Portland State University*, *25*(21), 185-206.

Bernal, D. D., & Villalpando, O. (2002). An apartheid of knowledge in academia: The struggle over the" legitimate" knowledge of faculty of color. *Equity & Excellence in Education*, *35*(2), 169-180.

Cabrera, N. L., Meza, E. L., Romero, A. J., & Cintli Rodríguez, R. (2013). "If there is no struggle, there is no progress": Transformative youth activism and the school of ethnic studies. *The Urban Review*, *45*(1), 7-22.

Chrobot-Mason, D., Campbell, K., & Vason, T. (2020). Whiteness in organizations: From white supremacy to allyship. In *Oxford research encyclopedia of business and management*.

Erskine, S. E., & Bilimoria, D. (2019). White allyship of Afro-Diasporic women in the workplace: A transformative strategy for organizational change. *Journal of Leadership & Organizational Studies, 26*(3), 319-338.

Harper, S. R. (2012). Race without racism: How higher education researchers minimize racist institutional norms. *The Review of Higher Education*, *36*(1), 9-29.

Harper, S. R., Patton, L. D., & Wooden, O. S. (2009). Access and equity for African American students in higher education: A critical race historical analysis of policy efforts. *The Journal of Higher Education*, *80*(4), 389-414.

Jama, P. M., Beylefeld. A. A., & Monnapula-Mapesela, M. (2009). Theoretical perspectives on factors affecting the academic performance of students. *South African Journal of Higher Education,* 22(5). Retrieved from https://www.researchgate.net/publication/272579348_Theoretical_perspectives_on_factors_affecting_the_academic_performance_of_students/link/55646ab508ae9963a1201eb5/download.

Kim, Y. Y. (2009). The identity factor in intercultural competence. *The Sage handbook of intercultural competence*, *1*, 53-65.

Kim, E., & Albelo, J. L. D. (2020). Women in Aviation: A Phenomenological study exploring the needs and wants necessary for graduation. Collegiate Aviation Review International, 38 (2): 67-81. Retrieved from https://ojs.library.okstate.edu/osu/index.php/CARI/article/view/8075.

Kupers, W., & Weibler, J. (2008). Inter-leadership: Why and how should we think of leadership and followership integrally? *Leadership, 4*(4), 443-475. https://doi.org/10.1177/1742715008095190

McNair, T. B., Bensimon, E. M., & Malcom-Piqueux, L. (2019). From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education (1st ed.). Hoboken, NJ: Jossey-Bass.

Meier, K. J. (2019). Theoretical frontiers in representative bureaucracy: New directions for research. *Perspectives on Public Management and Governance,* 2(1): 39-56. DOI: 10.1093/ppmgov/gvy004.

Morabito, M., & Shelley, T. O. (2015). Representative bureaucracy: Understanding the correlates of the lagging progress of diversity in policing. *Race and Justice,* 5(4): 330-355. DOI: 10.1177/2153368715575376.

Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow.* Gallup Press.

Riggio, R. E., Ciulla, J. B., & Sorenson, G. J. (2003). Leadership education at the undergraduate level. In S. E. Murphy & R. E. Riggio (Eds.), *The future of leadership development* (pp. 223-236).

Ritch, S. W., & Mengel, T. (2009). Guiding questions: Guidelines for leadership education programs. *Journal of Leadership Education*, *8*(1), 216-227. https://doi.org/10.12806/V8/I1/C2

Shore, L. M., Cleveland, J. N., & Sanchez, D. (2018). Inclusive workplaces: A review and model. *Human Resource Management Review*, *28*(2), 176–189. https://doi.org/10.1016/j.hrmr.2017.07.003

Stein, S. (2020). A colonial history of the higher education present: Rethinking land-grant institutions through processes of accumulation and relations of conquest. *Critical Studies in Education*, *61*(2), 212-228.

Tatum, B. D. (2000). The complexity of identity:"Who am I?". *Readings for diversity and social justice*, *2*, 5-8.

Terenzini, P. T., Cabrera, A. F., Colbeck, C. L., Bjorklund, S. A., & Parente, J. M. (2001). Racial and ethnic diversity in the classroom: Does it promote student learning?. *The Journal of Higher Education*, *72*(5), 509-531.

Thompson, H. (2021). *Making sense of inclusive leadership in public higher education: An interpretative phenomenological analysis* [Doctoral dissertation, University of Nebraska-Lincoln]. ProQuest Dissertations Publishing.

Vedantam, S. (Host). (2019, October 28). BS jobs: How meaningless work wears us down [Audio podcast episode]. In *Hidden brain.* NPR. https://www.npr.org/2019/10/28/774067928/bs-jobs-how-meaningless-work-wears-us-down

Yun, C. (2018). Politics of active representation: The trade-off between organizational role and active representation. *Review of Public Personnel Administration,* 40(1): 132-154. DOI: 10.1177/0734371X18792977.

Zambrana, R. E., Ray, R., Espino, M. M., Castro, C., Douthirt Cohen, B., & Eliason, J. (2015). "Don't leave us behind" The importance of mentoring for underrepresented minority faculty. *American Educational Research Journal*, *52*(1), 40-72.

Quieted Voices: A Phenomenological Analysis of the Experiences of Black/African-American Collegiate Aviation Students

Theodore Johnson, MPA, University of Nebraska at Omaha (UNO)

Abstract

The aviation industry lacks racial and gender diversity; it is white-male dominated with 94% identifying as white while only a mere 3.4% identify as Black/African-American. When factoring in gender, less than 5% of airline pilots are female (Lutte, 2021). There has been little research focalizing the participation rates of Blacks/African-Americans in aviation. The lackluster diversity issue begs the question as to why Blacks/African-Americans are continually underrepresented in STEM fields. The purpose of this study was to understand the academic and social experience(s) of Black/African-American collegiate aviation students so higher education leaders could make informed policy decisions. A phenomenological approach was used to capture the phenomenon at-hand via semi-structured interviews of six participants. Eight themes emerged: Beneficence of Registered Student Organizations (RSOs) or Minority Serving Organizations (MSOs), early exposure to aviation, scholastic 'sink or swim', social isolation or assimilation, financial need/support, socio-emotional support, institutional cultural competency/sensitivity, and first generation(al) student pressure(s). A student's involvement in a RSO or MSO (e.g., OBAP) appeared to be a notable difference maker in one's collegiate experience(s). This study also highlighted the importance of socio-emotional support for students, which can help reduce instances of social isolation and assimilation many of the participants described.

Session Learning/Participant Objectives

1. Participants should be able to empathize and/or understand the various financial and social hardships Black/African-American students experience while pursuing higher education.
2. Participants will utilize their knowledge, skills, and abilities to identify academic, social, and/or financial resources Black/African-American students can use to overcome barriers innate to academe.
3. The experiences of Black/African-American students are important and should be considered when making policy decisions in the higher education environment.

Introduction

The U.S. workforce currently employs approximately 147,795,000 individuals across various industries with 300,000 working in the transportation sector (Bureau of Labor Statistics [BLS], 2021). Despite the increased diversification in the workforce over the past two decades, the diversity within the transportation sector has not experienced a similar trend in terms of race/ethnicity or gender (BLS, 2021). This is axiomatic as the aviation industry is white-male dominated with 94% identifying as white while only a mere 3.4% identify as Black/African-American. When factoring in gender, less than 5% of airline pilots are female (Lutte, 2021). An aging workforce and increased demand for commercial air travel have only exacerbated this issue, forcing many public and private sector entities to take action (Lutte, 2021). Despite outreach efforts, there is still an underlying issue that is stymieing the recruitment/retention of racial minorities, specifically Blacks/African-Americans. Blacks/African-Americans are reluctant to enter the aviation industry. It can be speculated this reluctance stems from the fear they may be unsuccessful due to financial and social barriers, possess few individuals to discuss aviation-related opportunities with, and see few individuals they identify with in positions they are being recruited for and/or aspire. This reluctance is based on the testimonies of and interviews shared in a study conducted by Harl and Roberts (2011), in which Black/African-American corporate pilots alluded to such emotional and mental barriers.

There is and has been very little research focalizing the participation rates of minorities in aviation and studies centralizing Blacks/African-Americans in particular. The lackluster diversity issue begs the question as to why Blacks/African-Americans are continually underrepresented in aviation and other Science, Technology, Engineering, and Math (STEM)-related fields. A more specific question is why Blacks/African-Americans are not pursuing lucrative careers in aviation and why they are leaving these positions. An optimal method to explore this question is by focusing on the experiences of Black/African-American collegiate aviation students and understanding what factors influenced their decision to enter and remain within the program. Focalizing on collegiate aviation students is paramount because aviation programs are the medium in which new generations of students are educated, trained, and funneled into the aviation industry. This exploration will provide higher education and aviation industry leadership with recommendations predicated upon the unique insight from Blacks/African-Americans to improve collegiate aviation programs and the aviation industry. Such pointed recommendations provide an opportune platform for leaders of both industries to meet in the middle for the sake of student success, thereby exemplifying the conference theme of *Leadership in the Middle of Everywhere!*

Purpose and Goals

There has been little recent research with especial emphasis on phenomenological studies conducted to understand the experiences of racial/ethnic and gender minorities in aviation or other STEM fields, or studies conducted to explore the underpinnings of the lackluster racial diversity endemic to the aviation industry (Molloy, 2019; Kim & Albelo, 2020). The work that does exist is in the forms of theses and dissertations; peer-reviewed works addressing this phenomenon are scant as well (Molloy, 2019; Kim & Albelo, 2020). The focus of the study by Molloy (2019), was to understand what it meant to be an underrepresented student in a collegiate aviation flight program via a phenomenological approach utilizing interviews, focus groups, questionnaires, and journal reflections. The impetus of Molloy's study stemmed from the lack of studies exploring the lived experience of being an underrepresented student in a collegiate aviation program although some qualitative studies were conducted of undergraduates majoring in other STEM fields (Molloy, 2019). The focus of the research conducted by Kim and Albelo was to heighten awareness for race equality and gender in aviation within higher education to ultimately underscore factors that contribute to academic success for minority women in aviation (Kim & Albelo, 2020). This research would increase the number of studies exploring the lived experiences of a specific demographic of underrepresented students, thereby addressing Molloy's concern. However, it would be more encompassing by exploring the experiences of

Black/African-American students enrolled in collegiate aviation programs rather than underrepresented minorities as a whole and professional pilot programs solely. Additionally, this study supplements the research conducted by Kim and Albelo by elucidating factors that impact the academic success of racial minorities, specifically Black/African-American students (male and female).

Given the foci of the aforementioned studies, the purpose of this study is to understand the academic and social experience(s) of Black/African-American collegiate aviation students. Since research focalizing these experience(s) of Black/African-American in aviation is scarce and with the notion of diversity, equity, and inclusion becoming a priority for many, it is tantamount their experiences be acknowledged and propagated. By sharing said experiences, recommendations to aid in the diversification of and enhance the aviation industry's ability to meet the increasing workforce demand, may be discovered. Understanding these experiences may also aid in determining how a student's involvement in activities impacts retention within their aviation program and/or higher education in general. The rationale behind this is that involvement in activities or organizations may grant minority students access to pivotal services and programs that provide (peer) support or mentorship, financial support, and a sense of belonging (i.e., community). These factors may be difficult to find within their aviation programs, especially if located at a Predominantly White Institution (PWI). Further, they may be salient for academic and social integration within the collegiate environment, which has been suggested to increase their retention within higher education (O'Keeffe, 2013; Jama et al., 2009).

Literature Review

Underpinnings of the Diversity Issue

The current racial and gender workforce statistics surrounding the (commercial) aviation industry are concerning because possessing broad representation is integral for its longevity, which cannot be accomplished unless talent from underrepresented groups is sourced. However, sourcing this talent is easier said than done unless the latent underpinnings of diversity issues endemic to higher education and the aviation industry are addressed. One proponent of the aforementioned issue is that there are a lack of STEM graduates matriculating from undergraduate programs within the U.S. to fulfill essential STEM-related positions (Murillo, 2020). With this shortage now being recognized by scholars, researchers, and practitioners, pundits realize the U.S. will be unable to render ample graduates to meet the increasing demand to remain competitive in STEM fields unless swift action is taken. The lack of STEM graduates is exacerbated in relation to minorities because of low recruitment into said programs and poor retention, which is compounded due to minority students (willingly) leaving STEM programs at a much higher rate than non-minority students (Murillo, 2020). Consequently, the impact of notably low recruitment and retention of minorities in STEM programs has significantly contributed to the lackluster number of minorities matriculating from (collegiate) aviation flight programs. Subsequently, the racial/ethnic and gender diversity of the aviation industry, especially the commercial sector, has been stymied significantly and as a result, adversely impacted the industry's ability to meet the workforce demand.

STEM programs encompass aviation and aerospace-related programs at the collegiate level, which has not always been the case as it was previously considered a vocation rather than a formal field of study (Halleran, 2019). This is imperative because collegiate aviation programs essentially serve as pathways to 'funnel' recent graduates into various sectors of the aviation industry to meet the demand of management, professional pilot, maintenance, and other essential STEM-related positions pertinent to the industry. The implications of this graduation issue preludes other issues such as lackluster exposure, inadequate representation, and ineffective marketing to certain demographics (National Research Council [NRC], 1997; Murillo, 2020). These three aforementioned issues constitute long-standing barriers to effective recruitment and retention within the industry (Murillo, 2020). There have been numerous attempts to 'bridge' this diversity gap throughout history, beginning in the early 1960s at the federal level.

Previous Attempts to Bridge the Diversity Gap

The era of 'Affirmative Action' marked the first holistic (bureaucratic) attempt to increase employment and educational opportunities for minorities, specifically for Blacks/African-Americans. In 1961, President Kennedy used Executive Order 10925 to require federal contractors to take 'affirmative action' to ensure applicants were treated equally regardless of race, color, religion, sex, or national origin. This legislation was predicated upon five premises with the most prominent being to foster legal and social coercion to force change to pursue racial equity because women, Blacks, immigrants, and other minorities were not allowed in certain spaces or professions due to widespread racial, ethnic, and sexual prejudice that consumed the country (American Association for Access, Equity and Diversity [AAAED], 2019; Thomas, Jr., 1990). Since its inception, affirmative action has aided an innumerable amount of minorities to gain entry to certain opportunities and into places that were historically scant such as higher education and aviation, respectively. However, affirmative action on its own is not enough to redress the diversity disparity that exist within the U.S. workforce and society today, but has served its purpose as the impetus of such a movement.

More recent research has noted that to build upon the impact affirmative action has had on helping minorities seize opportunities and advance in society, robust partnerships between collegiate aviation programs and the commercial airline industry are needed. The NRC (1997), and Ison et al., (2016), have recommended airline operators work aggressively to build linkage with aviation programs situated in Historically Black Colleges and Universities (HBCUs) as well as PWIs that possess large minority and female student bodies to increase the racial/ethnic and gender diversity of the applicant pool. This highlights the salience and necessity of pathway programs between the airline industry and collegiate aviation programs as these programs will supply fresh graduates into the workforce with the knowledge, skills, and abilities (KSAs), and qualifications necessary for the job rather than high school students that might need additional experience and grooming. Furthermore, since most aviation outreach activities focus on precollege age groups, a prime opportunity is missed that exists for outreach and support within collegiate institutions that enroll significant numbers of minority students in aviation education programs (NRC, 1997; Murillo, 2020). With the high cost of higher education coupled with the immense cost of flight training, financial assistance programs are necessary for aspiring aviators to pursue their dreams of taking flight, especially those identifying as low-income.

It is widely recognized that certain occupations within the aviation industry possess a high earning potential such as professional pilots, but the financial burden to enter has served as an insurmountable roadblock for many students. The NRC (1997), recommended that financial assistance programs be established for pilot positions to help applicants meet the costs of flight and transitional training. Such programs have proven to be beneficial, but financial support is desperately needed when these applicants are undergraduate students in pursuance of their initial certificates/ratings. Despite financial aid packages being offered by universities, they often do not cover the costs of aircraft rental, instructors, supplies, examination fees, and traditional coursework expenses. The fear is that if the immense cost to enter the aviation industry to become a professional pilot is not addressed swiftly within collegiate aviation programs, then the industry's ability to meet the pilot workforce demand will be exacerbated and a unique, diverse talent pool will be further isolated.

Progression of Blacks in the U.S.

Racial/ethnic and gender minorities have been historically repressed personally, academically, professionally, and socially. Racism and discrimination against racially minoritized citizens, especially Blacks/African-Americans, has been endemic in the U.S. with the most axiomatic instances being slavery and Jim Crow laws (Cline, 2019). Simply, U.S. laws, policies, and organizations never considered racial equity a priority unless mandated by federal legislation, media pressure, or citizenry outcry. Blacks/African-Americans have made substantial progress entering various industries of the workforce that are traditionally underrepresented, yet they still encounter significant racism, discrimination, and prejudice. However, some citizens in society believe that since Blacks/African-Americans have experienced professional success that the U.S. has made notable progress towards racial equality/equity. Such a belief is rooted in false maxims and ignorance. Albeit Blacks/African-Americans have made monumental progress socially and professionally, racism and prejudice is still prevalent, and it is more sinister than ever since it is covert, embedded within certain policies and programs, dialogue, and administrative behaviors. What was once known as 'Jim Crow' has evolved into a newer and more covert form, taking on a new name to match its chicanery: Jim Crow, Jr., Esquire (Cline, 2019). Despite the long-standing adversity and repression used to stymie Black/African-American progression in the U.S., they have still made significant advancements in higher education and aviation.

Black Advancement in Higher Education

Tracking women and minorities within higher education, aviation, and collegiate aviation programs has seen lackluster effort for quite some time. Many scholars, researchers, and aviation experts contend that the need to monitor the progress of underrepresented groups via trend analysis in postsecondary aviation education is paramount (Bowen, 1990; Ison et al., 2016). This is warranted because of the dearth data collected regarding women and minorities in the aviation industry, scant research and literature about the topic, and extremely low (historic) participation of these groups in STEM-related fields. Over the past 10-20 years, within collegiate flight programs, minorities comprised 27.3% of the student population, which exceeds the approximation of 18.4% participation rate within the profession (Ison et al., 2016). Additionally, research by Ison (2018), suggests minorities (including women) now make up 30% of the professional pilot program student body, which exceeds the participation rates in the industry with 5.5% of pilots being minorities and 4.2% of pilots being women. This indicates the participation rates of minorities has experienced steady improvements over recent years, suggesting a high likelihood of continued advancement within higher education programs. Statistics such as 1.14% and 0.89% increase in Black men/women and Black men, respectively, between 1996 and 2007, contradicts this notion (Ison, 2018). Albeit the trends in participation rates by minorities within aviation higher education are positive, overall participation rates of Blacks/African-Americans indicate little progress. Thus, there has been notable progress for minorities in higher education over the past several decades, but these participation rates do not parallel the participation rates in the aviation industry. This implies there is a disconnect and/or barriers within the pathway between collegiate aviation programs and the aviation industry, resulting in minorities not being effectively recruited and/or successfully retained once they graduate from their respective higher education institution (Ison, 2018).

Black Advancement in Aviation

Underrepresentation of minorities, specifically Blacks/African-Americans, has been a persistent issue in many sectors for years. The aviation industry is no exception and is in desperate need of more Black pilots, maintenance technicians, aerospace engineers, etc. This is evident through research conducted by Lutte (2021), that demonstrates only 3.4%, 10.8%, and 6.8% of pilots, maintenance technicians, and aerospace engineers, respectively, identify as Black/African-American. Part of this diversity disparity is because there has been little to no concern in understanding what the 'lived experiences' of Blacks/African-Americans are, which also obscures the cognizance of racial barriers specific to them that hinder their advancement in aviation and STEM-related fields (Harl & Roberts, 2011). Despite there being some research to understand their experiences, it is not nearly enough to 'move the needle' in terms of collective cognizance about the gravity of their experiences and issues. Furthermore, research surrounding this phenomena in aviation has been limited across all sectors. There are additional barriers that have notably diminished the advancement of Blacks/African-Americans in aviation, which can be seen in both (aviation) higher education and the aviation industry itself. The most common and prominent of these barriers consist of lackluster peer (mentorship) support, financial constraints (e.g., high flight training costs), and social isolation (i.e., lack of belonging or community) (Murillo, 2020; Molloy, 2019). When adequate and viable institutional and organizational solutions that are fully supported by upper-managerial leadership are proffered to redress these aforementioned barriers, diversity trends may reverse. The ideal result is the effective recruitment and retention of Blacks/African-Americans within collegiate aviation programs and the aviation industry.

Literature Review - Synopsis

The analysis of the literature revealed clear strengths and opportunities for future research. Specifically, there is lackluster (recent) research underlining a student's ability to effectively integrate within the academic and/or social environment, and how integration impacts their academic performance. Additionally, phenomenological research to understand the lived experiences of Blacks/African-Americans within collegiate aviation programs is scarce. The phenomenological research that does exist explores the lived experiences of underrepresented minorities (as a whole), women in aviation, gender implications, or practices within aviation maintenance facilities. There have been a few dissertations that delve into the experiences of minorities or underrepresented groups in aviation, but only one of them utilized a phenomenological approach and none of them focalized the experiences of Black/African-American students exclusively, which is where this study can be of great beneficence. Furthermore, there is a tendency for aviation-related research to only be concerned with collegiate flight programs rather than collegiate aviation programs as a whole (Molloy, 2019; Kim & Albelo, 2020; Gagliardo, 2020; Murillo, 2020). The latter allows for a larger sample to be obtained and for a more robust understanding of student experiences to be collected. Since there has been some phenomenological research conducted to understand the experiences of underrepresented students in collegiate aviation programs, I intend to draw on this previous work to elucidate the specific experiences and challenges of Black/African-American collegiate aviation students. Their experiences have been discounted historically and discussed in a more general manner through previous work, but in their experiences and testimony perhaps lies ideas that may inform viable recommendations to mitigate barriers and increase the recruitment/retention of minorities within collegiate aviation and the aviation industry.

This research will build upon the existing literature and expand upon what it means to be a Black/African-American student enrolled in a four-year aviation program, which is not well-known and has been an under-researched area for the last decade with no studies being done at the collegiate level with this particular demographic. Given the lack of understanding about the experience(s) of Black/African-American students in previous studies, this research seeks to address the gap by exploring the academic experiences of Black/African-American collegiate aviation students, social experiences of Black/African-American collegiate aviation students, and ascertaining and understanding barriers or issues aiding in their attrition within collegiate aviation programs. These experiences and testimonies may also have cross-cultural implications for other racial and gender minority students, underscoring the tantamount salience of the literature contribution.

Research Questions

The purpose of this study is to ascertain the experiences of Black/African-American collegiate aviation students[2]. Doing so allows for the exploration and understanding of what factors have impacted their experience(s) as collegiate aviation students, and more specifically, how these may have influenced their recruitment and retention within their aviation program and/or the aviation industry as a whole. As such, the central research question (CQ) is stated as:

> CQ: What has been the experience(s) of Black/African-American collegiate aviation students?

---

[2] The term 'collegiate' refers to students that are currently enrolled in a four-year collegiate aviation program and/or are recent graduates of a four-year collegiate aviation program within the preceding 12-15 months. The elongated time frame was constructed to be considerate of students impacted by implications of the COVID-19 pandemic. This is because some students may have been forced to reduce the number of credit hours taken, took a semester off due to issues with remote learning pedagogy, and/or experienced graduation delays from being unable to obtain flight hours since many flight centers were closed under governmental decrees.

There are two sub-questions, which form the secondary research questions (RQ) of this study:

- RQ1: What has been the academic experience(s) of Black/African-American collegiate aviation students?
- RQ2: What has been the social experience(s) of Black/African-American collegiate aviation students?

Methods

Approach, Site, & Participant Overview

The methodological approach used for this project was phenomenological in nature. Existential phenomenology is an approach leveraged by qualitative researches to focus on the commonality of a lived experience within a particular demographic of people (Creswell, 2013; Tracy, 2019). Phenomenology allows the researcher to capture the essence of human experience(s) via deriving an adequate description of the phenomenon at-hand to ultimately comprehend the present living moment. This approach was chosen because it has the potential to yield extensive insight into the collegiate experience(s) such as academic and social, of Black/African-American aviation students, and what factors have assisted, influenced, or (positively or negatively) impacted their collegiate aviation experience (Murillo, 2020). This approach addressed the central research question and both sub-research questions (RQ1 and RQ2) since academic and social experiences are innate to one's collegiate endeavors regardless if they are positive or negative. Furthermore, these sub-questions were addressed through the posited interview questions, which caused interviewees to recollect about their time as an undergraduate aviation student and reflect upon their experiences within their collegiate aviation program. Three sites were used: Nebraska, Michigan, and Florida. A total of six individuals were interviewed, all of which identified as Black/African-American, were between ages 20 and 30 years old, and currently attended or graduated from a four-year collegiate aviation program.

Data Collection, Research Instrumentation, and Approach

Participants were recruited for this study via social media channels such as LinkedIn and/or Facebook. This recruitment method constituted convenience sampling as many of the participants existed within the researcher's professional network and/or possessed memberships within similar aviation-centric organizations. The social media recruitment plan was supplemented due to the unresponsiveness of participants and time constraints of the study. The researcher also leveraged an administrative report generated by a collegiate aviation administrator working within one of the higher education institutions included in the study. This list consisted of two sets of students: undergraduates and graduates from the particular institution. The first set consisted of Black/African-American collegiate aviation students that were at least sophomores (by credit hour); the second set consisted of recent graduates as outlined in the 'approach and site/participant overview' section. Together, these lists generated nine current students and only one recent graduate for a total of 10 (additional) potential participants for consideration in the study. The purpose of this list was to provide another method of recruitment, of which was more refined to supplement the social media method.

From this point, all potential participants were either emailed or direct messaged to establish initial contact. In the correspondence, a formal invitation was extended inviting them to participate.

The interviews were conducted in two meetings. The first meeting consisted of the actual interview; the average duration of this first interview for each participant was 42 minutes with the shortest and longest interviews ranging from 23 minutes and 59 minutes, respectively. The second meeting consisted of a brief phone call to verify and confirm the accuracy of the extracted themes. All (first) interviews were conducted via Zoom, recorded through the software's record functionality, and transcribed by the Zoom platform itself. Transcripts generated were reviewed by the researcher for errors and accuracy. Each of the (second) interviews were conducted via phone call. Participants were promised confidentiality, which was accomplished via the use of pseudonym codes and the removal of any identifying information to prevent instances of deductive disclosure. To further protect the anonymity of the interviewees, the academic institution where their collegiate aviation program was housed was simply referred to as 'Institution' in the results and discussion sections. It should be noted that participants were provided with an informed consent statement/form in advance of their initial participation that explained the measures taken to ensure their confidentiality and thoroughly explicated their rights.

The data and themes were manually extracted and derived, respectively, for two main reasons. The first is the sample size; since only six interviews were conducted, the researcher determined the advantages of utilizing a software did not outweigh the disadvantages. The second reason pertains to the purpose of the phenomenological approach. Existential phenomenology aims to understand the essence of one's experience(s) and qualitative software programs are often utilized for their numeration ability when performing thematic analysis. However, phenomenology is not necessarily concerned with the numeration facet; rather, it is concerned with the actual themes derived, not the number of times a word/phrase occurs. Thus, for these reasons, manual data and theme explication were chosen over the use of a software program. To supplement the aforementioned method, the researcher took detailed notes (i.e., memos) during each interview to ensure they captured key words, statements, emotions, and non-verbal cues exhibited by the interviewees as a means to enrich the rigor of the study. The reflective notes taken were handwritten on the printed interview protocol for each participant and later digitized into an electronic spreadsheet for quick reference.

Data Explication

Given the qualitative nature of this study, the researcher explicated[3] the data collected to extract the various themes that emerged from participant responses. This explication occurred through a

[3] The term 'data explication' is used in lieu of 'data analysis' because of the adverse connotations the term has for the phenomenological approach (Groenewald, 2004). Usage of the term 'analysis' indicates 'breaking into parts', which diminishes the phenomena or essence of the experience compiled while the term 'explication' denotes investigating a phenomena without losing paramount context (Groenewald, 2004).

five-step process: 1. Bracketing and phenomenological reduction; 2. Statement isolation; 3. Clustering of isolated statements to formulate themes; 4. Theme validation and modification (if necessary) and; 5. General themes derivation and composite summary drafting. The thematic analyses continued until all interviews were explicated. The unit of analysis occurred at the micro-level since the goal was to understand the participants' academic and social experience(s) as Black/African-American collegiate aviation students. A phenomenological analysis proved beneficial in identifying essential features, relationships, ideological functions, and power relations Black/African-American collegiate aviation students experienced within their programs between peers and faculty/staff. Such an analysis was optimal in transforming the data through interpretation, allowing for the emergent experiences and themes to be articulated clearly (Coffey & Atkinson, 1996). Simply, it rendered a unique opportunity to frame the actors (e.g., peers and faculty/staff) mentioned in the participants' testimony to underscore the power relations and dynamics of the environment. This revealed certain issues that prevented integration, stymied academic success, and aided in attrition. This explication method was used to convey the themes as detailed in the five steps below and is commonplace within phenomenological studies.

Step 1: Bracketing and Phenomenological Reduction

The researcher wrote down all their preconceived notions, pre-existing knowledge, and personal experiences associated with the phenomenon in an excel spreadsheet to bracket the information. This was conducted prior to the data collection process, was performed during each interview via handwritten notes on the interview protocols (and were later digitized), and was performed during the explication phase of each interview (Groenewald, 2004).

Step 2: Key Word, Phrase, or Statement Isolation

Once bracketed and reduced phenomenologically, the units of meaning were delineated. This step was done in two phases to ensure accuracy, diligence, and objectivity. The first phase consisted of replaying each interview with closed-captioning on while reviewing and revising the associated transcript. During the replay, key words, phrases, or statements made by each participant were notated. This was repeated for each interviewee until all six were completed, effectively creating a 'master list' of isolated statements that were categorized by participant. The second phase consisted of thoroughly reviewing this master list to eliminate any redundancies (of statements) in terms of content and significance (Groenewald, 2004).

Step 3: Isolated Words, Phrases, or Statements Clustered to Formulate Themes

After the units of meaning were delineated through isolation, they were clustered to formulate themes. The list of previously reviewed isolated statements was reviewed again, but with a broader lens to aid in the clustering of these phrases based on shared meaning. Statements with similar meaning were grouped together based on topical significance, which effectively formulated the associated theme for each category. By the end of this step, there were nine themes formulated; this process aided in the development of central themes, underscoring the essence of the clusters (Groenewald, 2004).

Step 4: Theme Validation and Modification

The summation of each interview consisted of a summary that incorporated all the emergent themes from the data to render holistic context of the experiences (Groenewald, 2004). The researcher referenced the list used in step three to assign the recently formulated themes that were appropriate to each participant. The participants were then asked during their second interview to review the extracted themes for accuracy. This provided participants with an opportunity to determine if the essence of their interview was properly captured, denoting a 'validity check' of the data (Groenewald, 2004).

Step 5: General Themes Derived and Composite Summary of Phenomena Drafted

After the first four steps were completed, the general themes for all the interviews were derived and a composite summary of the phenomenon was drafted. This summary was included in the findings section and reiterated more laconically in the conclusion. The purpose was to transform the essence of the interviewees' experiences into expressions commensurate with scientific discourse (Groenewald, 2004). The general themes were derived by examining the list of themes that were validated during step four and searching for common themes amongst each interview (Groenewald, 2004).

Findings

In total, six participants were interviewed for the purposes of the study (n=6). Of the six participants, five (83%) were male and one (17%) was female (RT#6). Participants were 23 years old, on average, with the age ranging between 21 and 25. Three participants reside in Michigan, one in Florida, and two in Nebraska. Three participants majored in Aviation Flight (50%), one majored in Aviation Management (17%), and two double majored in Aviation Flight and Management (33%). The education status of the participants was kept simple to aid in protecting their anonymity, hence the exclusion of their year in school; three participants (50%) were current students pursuing a four-year collegiate aviation degree (RT#1, RT#3, and RT#5), and three participants (50%) were recent graduates from a four-year collegiate aviation program (RT#2, RT#4, and RT#6). Further, the education level was rather high since three participants recently graduated and of the three graduates, two (66%) were actively enrolled in graduate programs (RT#2 and RT#6).

Beneficence/Impact of Registered Students Organizations (RSOs) or Minority-Serving Organizations (MSOs)

The most dominant theme that emerged from participants' explication of their lived experience as Black/African-American collegiate aviation students was the 'beneficence/impact of RSOs or MSOs'. Albeit the phenomenological approach utilized is not necessarily concerned with numeration or frequency, the prevalence of RSOs and MSOs conveyed in the participants' testimony could not be ignored, hence its order in presentation. Each participant was involved in at least one RSO on-campus. Two participants mentioned the RSO they were involved in was not minority-serving (i.e., non-MSO) and of those two, only one participant was involved in an aviation-centric RSO. The remaining four participants noted that the RSOs they were involved in were minority-serving (MSOs). Of significance, the MSO these four participants were involved in was the Organization of Black Aerospace Professionals (OBAP). That said, four participants were involved in an MSO, specifically OBAP, and two participants were involved in non-minority-serving RSOs. Thus, five participants mentioned being involved in an aviation-centric organization during their collegiate tenure.

Scholastic 'Sink or Swim'

Participants noted they either had a great first year or a rough start within their first year of their collegiate aviation program with respect to academics; there seemed to be no in-between. Two participants explicitly stated they entered their program with relative ease and excelled academically while the remaining four participants either stated they struggled or alluded to the fact they underperformed scholastically. During the interviews, a few of the participants expressed that they had been excellent students in high school with some taking advanced (e.g., AP or IB) courses, which they felt helped prepare them for the rigor of collegiate coursework. Despite being high-achieving scholars, most found the aviation coursework to be challenging, but the workload manageable. When asked about their initial academic experience, one participant described: “Everyone came from some part of aviation and they had that ‘step in’. I never had that step in so private pilot education, academically, was really hard for me” (RT#6). When asked to contrast their initial academic experience (i.e., freshmen year) to their contemporary experience (i.e., senior year), the participants expressed their senior year was much more difficult, but due to natural maturation and progression, they gained more perspective and knowledge, thereby making [the rigor] easier to handle.

Early Exposure to Aviation

Nearly every participant expressed their passion for and fascination of aviation originating at a very young age, recalling their first aviation experience occurring during their early childhood (ranging between ages six and 10). Such an interest in aviation early-on is best described by a participant who stated: “Aviation always fascinated me. A tin can that can fly is always something fascinating to a young kid” (RT#1).

A couple of the participants vividly described their first memories of flying on a commercial airline to visit family or for a family vacation, detailing their first exposure to aviation via visiting the cockpit. This is elegantly captured by one participant who stated, “Ever since that day, I went into the airplane and instead of turning right to go and sit down, six-year old me turned left and went straight into the cockpit” (RT#5). At least three of the participants described the solidification of their love for aviation stemmed from a discovery flight they took. This discovery flight compounded the positive experience from their travels on commercial airlines and helped illuminate a potential career for them at an early age. One participant noted, “Even at my schools and everything, I was known as the kid who is going to be a pilot; everyone knows it” (RT#5).

Social Isolation and Assimilation

Several participants described their initial social experience(s) in a negative light using words such as, ‘alone’ and ‘lost’, because they did not know anyone. Put eloquently, one participant stated, “I felt out of the loop” (RT#4). Some entered college knowing that they were rather ‘introverted’ and sought to change that in college, prompting them to take a more active role in socializing with others and in some cases to no avail. Most participants found their freshmen year to be the roughest of their undergraduate career in terms of social experience because they had difficulty integrating into the social environment despite meeting and/or bonding with other (aviation) students. As such, they spent the first year somewhat socially isolated; those that were not isolated were forced to assimilate into groups they did not necessarily relate to racially, ethnically, or culturally. One participant explained they joined a predominately white (social) fraternity just to be somewhat connected socially even though they were rather inactive with said organization.

Financial Need/Support

The need for financial support or inability to acquire it was mentioned in each interview with the exception of one. Those majoring in Aviation Flight and yearning to become a professional pilot richly described the financial hardship associated with the major. The tone surrounding the conversations pertaining to this theme was one of negativity and disappointment; the sheer exhaustion of carrying around this ‘financial burden’ was draped over the participants’ faces and nearly tangible. Several participants described their struggles of having to work one, two, or even three jobs to afford flight training costs on top of living expenses, tuition, and other necessities whilst being full-time students. When asked why one participant chose his particular collegiate aviation program over another, he responded with, “They gave me financial aid and scholarships” (RT#2). When asked a follow-up question about a different program that was brought up during the interview, he replied with, “The institution [name of the program removed by the researcher for confidentiality purposes] was out of the question. The out-of-state tuition was astronomical before applying flight fees. Tuition and out-of-state fees would have been in the ballpark of $60k; double that for aviation fees” (RT#2).

Socio-Emotional Support

The notion of having support or people you can depend on, especially when times get tough, was a prevalent theme within each interview. The primary sources of socio-emotional support the participants’ received was from their parents, relatives, and their friends. Several of the participants described how they would often lean on their family or their friends depending upon the type of support needed at the time. One participant expressed feelings of relief when discussing the salience of his friends and the pivotal role their support played in his academic progression and performance. When asked about what advice he would provide to newer or younger collegiate aviation students, he noted, “I would say that’s another big thing, find people that are driven, that are as passionate about aviation as you are because I guarantee you at the end of the day, how passionate they are is going to seep into you” (RT#5). Another participant propounded: “Find more people who are looking for success like you are” (RT#3).

Institutional Cultural Competency/Sensitivity

Each participant described at least one instance of cultural incompetence or insensitivity exhibited by their program's faculty/staff or a fellow colleague within their program. Several of the participants stated they had numerous stories they could share that underscore this notion of lackluster competency, but felt it unnecessary because the event had passed and it was essentially the 'norm' within their respective collegiate aviation programs and to a certain extent, the aviation industry. The overarching experience and sentiment expressed by each participant was rooted in assimilation or conformity to whatever the 'norm' was. Some participants asserted they experienced instances of overt and covert racism or prejudice within their respective institutions. One participant explicitly stated their program (and institutional personnel) should be required to take 'Diversity and Inclusion' training from experts to become more emotionally intelligent. When describing a specific encounter this participant had with a faculty/staff member, the participant displayed non-verbal cues of slight frustration. The participant noted the faculty/staff member stated, "I'm tired of your excuses. If Aviation is not a priority, then you need to get your priorities in order" (RT#2). This same participant added the conversation was rooted in disrespect and they (the participant) was confused about the exchange because he had not missed a flight lesson nor incurred a tardy.

Discussion/Recommendations/Conclusions

The CQ for this study sought to ascertain and understand what the experience(s) of Black/African-American collegiate aviation students has been. An analysis of the interviews, transcripts, and reflective notes determined the overall experience of these students has been positive yet heart-wrenching and by no means easy. As Black/African-American students pursuing education in a historically underrepresented field that has less than 3.5% of their demographic in it, students are often fighting three battles, two of which are internal: 1. Combatting emotional and mental fatigue from being forced to fit within society's standards; 2. Refusal to succumb to certain pressures and challenges endemic to the higher education environment and; 3. Struggle to maintain the balance between one's personal, academic, and professional lives.

Involvement in a RSO or MSO, specifically OBAP, positively impacts the collegiate experience. Specifically, the ability to make friends, socialize regularly, and enjoy their undergraduate career was significantly improved. As such, they felt more inclined to engage in and create study groups or seek institutional resources (e.g., attend the writing center or math tutoring/lab), both of which affected their academic performance. Additionally, several participants noted many of their most treasured friendships arose from their involvement in RSOs or MSOs. These friendships and involvement in something bigger than themselves provided a renewed sense of self, higher purpose, and sense of community they had not experienced in their first, second, or even third year of college. For some, the involvement in OBAP or an akin RSO was the sole difference maker in changing their collegiate experience from negative or adverse to positive and empowering. The participants' involvement in a RSO or MSO such as OBAP, not only impacted their social experience, but also improved their academic experience. This stemmed from some forming study groups or hosting academic activities, in which many of their friends attended or helped establish. Thus, based on the testimony of the participants, their ability to integrate within the social and academic environments was positively influenced through their involvement in RSOs or MSOs with an especial emphasis on OBAP, and they recommended future students get involved in something similar as soon as possible. Such a positive experience and recommendation helps to answer the CQ and both RQs directly.

Limitations & Future Research

A limitation of this study was the gender diversity in the sample. The researcher was cognizant of this limitation prior to conducting the study as it was expected given the relatively low participation rate of Black/African-American women in aviation. Black/African-American women employed as professional pilots only constitute less than half of 1% of professional pilots in the entire career field (Sisters of the Skies, 2021). Despite the sample being composed of 17% female (n=1), which is higher than traditional participation rates reflected in the industry, this statistic can be misleading because of the small sample size based on the phenomenological approach utilized. This limitation is important because it can be speculated that the overall collegiate aviation experience of a Black/African-American female may differ drastically than that of a male. This speculation has some merit to it based on the testimony rendered by the female included in the sample whose academic and social experiences were uniquely different than her male counterparts. As such, the inclusion of more women in future studies of this nature is paramount to ensure the Black/African-American female experience is properly ascertained, articulated, and represented. Therefore, to overcome this limitation in future studies, it is recommended that researchers utilize aviation-centric organizations such as OBAP or Women in Aviation, International, as a medium to disseminate mass emails to their members. Doing so casts a larger net amongst the applicant pool with the aim of increasing the number of racial minorities and women reached, thereby increasing the diversity of the actual sample.

Practical Recommendations

Collegiate Aviation Administrators:

1. Require Diversity and Inclusion (DNI) and Cultural Competency/Sensitivity training be completed by all faculty/staff employed within or associated with (e.g., Flight Training Service Providers) the academic institution. This can be facilitated through the current institution's system that already mandates employees complete sexual awareness/assault training at the beginning of the academic year.
2. Make more concerted efforts when hiring faculty/staff internal and external to the collegiate aviation program that identify as racial and/or gender minorities to increase representation.
3. Provide financial and administrative support for racial minority students attempting to establish RSOs or MSOs within an academic institution. This is pivotal in not only fostering a sense of belonging for many students who feel alienated, but also serves as an excellent recruitment and retention tool for the aviation program and institution itself.
4. Consider restructuring the financial aid packages offered by the academic institution for students majoring in Aviation Flight that identify as a racial and/or gender minority, are first-generation, and classify as low-income. Ideally, this package should provide them with enough funding to be able to complete the training necessary to earn their private

pilot certificate since this is usually the most expensive and time-consuming certificate to attain.

Aviation Industry Leaders:

1. Continue concerted efforts to create pathway programs and partnerships with collegiate aviation programs, especially those located at HBCUs and PWIs.
2. Consider partnering with MSOs such as OBAP, to expand industry outreach and exposure to areas that lack an aviation presence within the community, and visit middle or high schools located in lower socioeconomic areas to furnish exposure to students that tend to possess limited access to prominent aviation entities.
3. Create additional funding packages and scholarship opportunities aimed specifically at those who do not possess a private pilot certificate, are first-generation students, and identify as a racial and/or gender minority. There are numerous scholarships available offered by nonprofits, of which some are funded by commercial entities, but this number is limited and could be bolstered to help incentivize students to enter, advance, and remain within aviation.

Conclusion

This study sought to build upon the existing literature and expand upon what it means to be a Black/African-American student enrolled in a four-year aviation program. Due to the lack of understanding about these experience(s) in previous studies, this research aimed to address the gap by exploring their academic and social experiences, and understanding barriers or issues aiding in the attrition of Black/African-American students within collegiate aviation programs. A student's involvement in a RSO or MSO (e.g., OBAP) appeared to be a notable difference maker in one's experience with respect to severity. Simply, those involved in an organization tended to experience a smoother, more expeditious acclimation academically, and social integration into their academic environment than those that did not. Consequently, they experienced more frequent instances of positive academic and social experiences, impacting their overall perception of college. Subsequently, their mentality also improved whether they noticed it at the time or not, implying their involvement in the organization served as a positive influence on their retention within the program. Due to many positive academic and social experiences they possessed, the vast majority of the participants recommended incoming Black/African-American collegiate aviation students join an organization as well, denoting its utility as a recruitment tool. It should also be noted that this study highlighted the importance of socio-emotional support for these students, which can help reduce instances of social isolation and assimilation many of the participants described during their first two years of college. This is important to consider because a student's freshmen year is often a good indicator of their academic progress and retention within higher education so if they are unable to garner the academic or social support needed within that first year, then they may be more susceptible to attrition. Lastly, the practical recommendations provided demonstrate the theme of *Leadership in the Middle of Everywhere* as they compel public and private sector leadership to meet in the middle, collaborate, and derive action plans for the beneficence, development, and success of future leaders across a myriad of occupations.

References

American Association for Access, Equity and Diversity (AAAED). (2019). More history of affirmative action policies from the 1960s. *AAAED*. Retrieved from https://www.aaaed.org/aaaed/history_of_affirmative_action.asp#:~:text=1965.,expand%20job%20opportunities%20for%20minorities.

Bowen, B. D. (1990). Measurement of participation levels of women and minorities as collegiate aviation educators. *The Collegiate Aviation Review International*, 8(1): 1-11. DOI: 10.22488/okstate.18.100236.

Bureau of Labor Statistics (BLS). (2021). Labor force statistics from the current population survey. *United States Bureau of Labor Statistics.* Retrieved from https://www.bls.gov/cps/cpsaat11.html.

Cline, P. E. (2019). The Intersection of race, gender, and socio-economic status in the life of Bessie Coleman. *The Collegiate Aviation Review International*, 37(2): 133-156. Retrieved from http://ojs.library.okstate.edu/osu/index.php/CARI/article/view/7915/7308.

Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data: Complementary research strategies*. Thousand Oaks, CA: Sage.

Creswell, J.W. (2013). Qualitative inquiry & research design: Choosing among the five approaches. Thousand Oaks, CA: SAGE Publications, Inc.

Gagliardo, B. (2020). Against the wind: A Study on aviation as a female career choice. *Brandman University.* Retrieved from https://www.proquest.com/docview/2393042820?pq-origsite=gscholar&fromopenview=true.

Groenewald, T. (2004). A Phenomenological research design illustrated. *International Institute For Qualitative Methodology (IIQM)*, 3(1): 42-55. DOI: 10.1177/160940690400300104.

Halleran, M. S. (2019). Gender balance in aviation. *Collegiate Aviation Review International*, 37(1). Retrieved from http://ojs.library.okstate.edu/osu/index.php/CARI/article/view/7821/7216.

Harl, T. L., & Roberts, P. (2011). The Black experience in Business aviation: An Exploratory case study. *Journal of Aviation Technology and Engineering (JATE),* 1(1): 11-18. DOI: 10.5703/1288284314631.

Ison, D. C., Herron, R., & Weiland, L. (2016). Two decades of progress for minorities in aviation. *Journal of Aviation Technology and Engineering,* 6(1): 25-33. Retrieved from https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1141&context=jate.

Ison, D. C. (2018). Have we made progress? Trends in minority participation in postsecondary in aviation education. *The Collegiate Aviation Review International,* 27(1): 53-64. DOI: 10.22488/okstate.18.100386.

Ison, D. C. (2010). The Future of women in aviation: Trends in participation in postsecondary aviation education. *Journal of Aviation/Aerospace Education & Research,* 19(3): 27-40. DOI: 10.15394/jaaer.2010.1368.

Jama, P. M., Beylefeld. A. A., & Monnapula-Mapesela, M. (2009). Theoretical perspectives on factors affecting the academic performance of students. *South African Journal of Higher Education,* 22(5). Retrieved from https://www.researchgate.net/publication/272579348_Theoretical_perspectives_on_factors_affecting_the_academic_performance_of_students/link/55646ab508ae9963a1201eb5/download.

Kim, E., & Albelo, J. L. D. (2020). Women in aviation: A Phenomenological study exploring the needs and wants necessary for graduation. *Embry-Riddle Aeronautical University.* Retrieved from https://commons.erau.edu/cgi/viewcontent.cgi?article=1164&context=student-works.

Lutte, R. K. (2021). Bridging the Gap: Improving diversity and inclusion in the U.S. aviation workforce. *United State House of Representatives Committee on Transportation and Infrastructure.* Retrieved from https://transportation.house.gov/committee-activity/hearings/bridging-the-gap-improving-diversity-and-inclusion-in-the-us-aviation-workforce.

Molloy, J. P. (2019). Launching dreams: A Transcendental phenomenological study describing what it means to be an underrepresented student in a collegiate aviation program. *Liberty University.* Retrieved from https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=3099&context=doctoral.

Murillo, E. S. (2020). Experiences contributing to the success of minorities in collegiate aviation flight programs. *Concordia University – Texas*. Retrieved from https://search.proquest.com/docview/2487417495?pq-origsite=gscholar&fromopenview=true.

National Research Council (NRC). (1997). Taking flight: Education and training for aviation careers. The National Academies Press: Washington, DC. Retrieved from http://nap.edu/5433.

O'Keeffe, P. (2013). A Sense of belonging: Improving student retention. *College Student Journal*, 47(4): 605-613. Retrieved from https://www.ingentaconnect.com/content/prin/csj/2013/00000047/00000004/art00005.

Sisters of the Skies. (2021). Home. *Sisters of the Skies.* Retrieved from https://www.sistersoftheskies.org/.

Smith, J. A., & Osborn, M. (2003). Interpretive phenomenological analysis. In J. A. Smith (ed.), *Qualitative psychology: A practical guide to research methods* (pp. 51–80). Sage Publications, Inc.

Thomas, Jr., R. R. (1990). From affirmative action to affirming diversity. *Harvard Business Review.* Retrieved from https://letr.org.uk/references/storage/S49MGQI3/Thomas%20-%201990%20-%20From%20affirmative%20action%20to%20affirming%20diversity.pdf.

Tracy, S. J. (2019). Qualitative research methods: Collecting evidence, crafting analysis, communicating impact (2nd edition). Wiley-Blackwell.

Examining the Efficacy of a Transformative Leadership Development Program

Coleman Simpson, MS, North Carolina State University
Jackie Bruce, PhD, North Carolina State University
Katie McKee, PhD, North Carolina State University

Abstract

Now in its fifth year as a university program, the Oaks Leadership Scholars has been the focus of multiple studies to determine its impacts in developing students as leaders. However, the program has never been compared to another leadership development curriculum to assess its efficacy at specifically developing transformative leaders, the theory the program is grounded in. This new study compares the Oaks Leadership Scholars to a fellow leadership development curriculum to see how effective the Oaks program is at developing transformative leaders.

Session Learning/Participant Objectives

- Introduce a new study exploring the efficacy of the Oaks Leadership Scholars program
- Explore the findings of a comparative study between the Oaks Leadership Scholars and a similar leadership development curriculum

Session Description

The Oaks Leadership Scholars is in its fifth year as a major leadership development program. Grounded in transformative leadership (Shields, 2010), the program seeks to equip students with leadership skills to become change agents in their communities, campuses, and industries by enacting the eight tenets of transformative leadership (Shields, 2010; 2016; 2018; 2020):

- The mandate to effect deep and equitable change
- The need to deconstruct knowledge frameworks that perpetuate inequity and injustice and to reconstruct them in equitable ways
- The need to address the inequitable distribution of power
- An emphasis on both private and public (individual and collective) goods
- A focus on democracy, emancipation, equity, and justice
- The necessity of balancing critique with promise
- The necessity of balancing critique with promise
- The call to exhibit moral courage

Two studies have already been conducted to determine the impacts of the program on students' leadership development. Bruce, McKee, Morgan-Fleming, and Warner (2019) developed the "student leader activist identity continuum (pg. 537, 2019)," to map out the development of program participants' movement from learner and ally behaviors to advocate and activist behaviors. Bruce and McKee (2021) followed up by examining students' progression from learners to activists as new cohorts entered the program. In these two studies students did engage with transformative leadership behaviors as they completed the leadership development program, and recommendations were developed for how to support participants in their leadership journey.

These two recent studies also expanded the application and impact of transformative leadership for new populations and settings.

While these studies have been influential in dissecting how students can become transformative leaders, they have been limited to only current scholars and no comparative study has been completed to determine the efficacy of the program in developing transformative leadership behaviors compared to a similar leadership development program. A new study seeks to better understand the efficacy of the Oaks Leadership Scholars program in developing transformative leadership behaviors in student participants. Adapting Shields' original Transformative Leadership Questionnaire (2010) for the context of college campuses and for students, this study delivered a pre-assessment to program participants as they began the program and a post-assessment as their year in the program concluded. A duplicate survey was delivered as a pre-post-assessment to previous graduates of the Agricultural Leadership academic program at NC State University. Using the results of these two studies, program staff can better determine the efficacy of developing transformative leadership behaviors through the Oaks Leadership Scholars compared to another leadership development curriculum. During the poster session, final results of the study will be shared and recommendations and discussion will focus on programmatic improvements.

References

Bruce, J., McKee, K., Morgan-Fleming, J., & Warner, W. (2019). The Oaks Leadership Scholars Program: Transformative Leadership in Action. International Journal of Teaching and Learning in Higher Education, 31(3), 536–546.

McKee, K., & Bruce, J. (2021). Any Movement of the Needle: The Oaks Leadership Scholars Represent Themselves as Learners, Allies, Advocates, and Activists. Journal of Leadership Education, 20(2). https://doi.org/10.12806/V20/I2/R7

Shields, C. M. (2010). Transformative Leadership: Working for Equity in Diverse Contexts. *Education Administration Quarterly*, *46*(4), 558–589. doi: 10.1177/0013161X10375609

Shields, C.M. (2016). *Transformative Leadership in education: Equitable change in an uncertain and complex world* (2nd ed.). New York, NY: Routledge.

Shields, C. M., Dollarhide, C. T., & Young, A. A. (2018). Transformative Leadership in School Counseling: An Emerging Paradigm for Equity and Excellence. *Professional School Counseling*, *21*(1b), 1–11. doi:10.1177/2156759X18773581

Shields, C. M. (2020). Leading to Transform Our World. In J. Bruce & K. McKee (Eds.), *Transformative Leadership in Action: Allyship, Advocacy & Activism* (pp. 3–21). Bingley, United Kingdom: Emerald Publishing Limited.

Dependable Strengths Articulation Process

Jon Stubblefield, MS, Western Washington University
Erica Tucker, MA, University of Washington Tacoma

Abstract

Many sessions have explored ways of integrating strengths into leadership education programs. This session will delve into the Dependable Strengths Articulation Process, which is a strengths identification activity that is based on individual and group reflection and has applications in team and career development. Attendees of this session will go through the interactive process and share insights for strengths incorporation in leadership programs.

Session Learning/Participant Objectives

By attending this session, participants will…

- Understand the main steps of the Dependable Strengths Articulation Process
- Identify their own Good Experiences and Dependable Strengths
- Share further ways strengths have been incorporated into leadership education programs

Introduction

Having worked in higher education for a combined 25 years, the workshop facilitators have attended many strengths sessions at previous conferences. Nearly all of those sessions used or discussed Clifton Strengths as the main tool to have students identify their strengths. While Gallup has certainly paved the way to integrate strengths-based approaches into common vocabulary outside of higher education or research circles, and while the workshop facilitators respect and appreciate the shared language that Clifton Strengths has, this workshop will explore another way of exploring strengths called Dependable Strengths. While this process originated in the 1980s by Bernard and Jean Haldane and has been revised by the Board of Directors, the process has not gained as much national attention as Clifton Strengths has. Looking at the Journal of Leadership Education, there have been no articles that mention "dependable strengths," while over 20 mention either Clifton, StrengthsFinder, or StrengthsQuest (Association of Leadership Educators, 2019). This shows a lack of knowledge and incorporation of this way of articulating and reflecting on strengths.

The workshop facilitators are two certified Dependable Strengths facilitators and have incorporated strengths in leadership programs, supervision, conduct, academic advising, and classroom settings. The facilitators want to expose as many people as possible to this other way of identifying strengths so leadership educators can have more tools in their leadership toolbelt.

Background

Until the field of positive psychology began, largely credited to Martin Seligman as a pioneer in the movement, the answer that most psychologists asked was "what is wrong with this person?"

Dr. Seligman worked to instead focus on what is right with a person and set a foundation for well-being as having "positive emotions, intense engagement, good relationships, meaning, and accomplishment" (Gibbon, 2020). Dr. Donald Clifton similarly asked, "What would happen if we actually study what is right with people?" (Louis, 2012). By conducting research with Gallup and authoring or co-authoring several books, including Soar With Your Strengths (1995), Now, Discover Your Strengths (2001), How Full is Your Bucket (2004), StrengthsFinder 2.0 (2007), and Strengths-Based Leadership (2009), the use of StrengthsQuest or Clifton Strengths has blossomed in universities. According to Gallup, more than 1,000 colleges and universities promote strengths-based learning (2022).

Although the concept of strengths has become ingrained in many orientation, advising, and leadership programs at colleges and universities, there have been some criticism of the Clifton Strengths assessment. Tapia-Fuselier and Irwin (2019) offered a critical analysis of the tool and application of StrengthsQuest, especially regarding inclusion and justice. Because the assessment gives a list of strengths that are rooted in a Western view of what is good and a white lens of leadership, it does not center other models of strengths or words.

Instead of pre-determining the correct" strengths that people should have with an assessment, the Dependable Strengths Articulation Process (DSAP) instead allows participants to identify their strengths using their own words and using the words of group members. In the process, participants identify "good experiences," identify strengths they think they have, describe those good experiences, and narrow down a list of strengths the group and the individual has identified. The strength words can be whatever language fits best with that person, meaning this model is a key way to de-center whiteness in discussing strengths. Further, Dependable Strengths has shown research that it promotes success, retention, wellbeing, resiliency, and realism (Center for Dependable Strengths, 2022).

Description

In this workshop, the following steps will be followed by the facilitators in the 90-minute session:

I. Introduction: the facilitators will welcome everyone, share their background with leadership and strengths, and ask the question of 'what brought you to this session?" The facilitators will note any outcomes participants discussed that were not planned in the formal structure and will address those aspects as possible.

II. Review of strengths-based philosophy: the facilitators will provide a quick overview of positive psychology and strengths assessments, mentioning many of the articles and books as described in the Background section.

III. Introduction of the Dependable Strengths Articulation Process (DSAP): the facilitators will provide background for the DSAP to explain the history and growth of this process over the past several decades.

IV. Identifying Good Experiences: participants will be asked to identify good experiences, which have a specific definition, at any point in their life and in the many roles they have.

V. Identify Strengths: Participants will self reflect on what strengths they believe they have and will identify about 5 strengths in this step.

VI. Share good experiences: Participants will gather in a group of three or four and share good experiences. Thinking of the Johari window as a framework, others will name strengths that a participant might be in their "blind spot"; participants will also share strengths that they know they have but are "unknown to others."

VII. Determine top strengths: Looking at the group list and self described list, participants will determine their top strengths using any strength word or phrase they think best describes themselves to center their own life experience.

VIII. Prove it: Participants will think of times when they have demonstrated their top strengths and will share those with their small group.

IX. Review: The facilitators will ask for feedback and thoughts on this process and will prompt the group to share other innovative experiences with strengths within their own leadership programs.

Foreseeable Implications

The facilitators have a desire to give participants a broad understanding of this not-yet-well-known process for determining strengths. By engaging in this interactive and reflective process, participants will be more aware of using dependable strengths as a possible way to engage students in strengths conversations. Additionally, if anyone desires to gain further information on this process and obtain official training, information on official certification will be shared as well.

Appendices

The following pages are the standard template used in the Dependable Strengths process (with the extra room allowing for space to write notes)

Core Concept: "There is excellence in everyone, and this excellence is represented by one's unique pattern of strengths identified from experiences in life." Dependable Strengths was created by Bernard and Jean Haldane..

Step 1: Identifying Good Experiences (GEs)

Good experiences should be something…

- You actually did to make happen
- You did well
- You enjoyed doing
- You are proud of

1. What is the Good Experience that first comes to mind? Briefly describe it here.

2. Think back to your childhood. What is the best example of a Good Experience from that time?

3. What activities give you the most enjoyment when you are not at work? Give 2 or more examples.

4. In a school or work assignment, which parts do you do best and enjoy most? Give 2 or more examples.

5. Reflecting on high school or prior classes, list the subjects you most enjoy studying.

6. What successes did you have last academic year—in classes, student employment, or other areas of your life?

Now, think of as many Good Experiences as you can. Write them down as they come to mind; they won't be in chronological order. Think about your whole life: family, school, jobs, athletic groups, social groups, etc. from childhood to today. Remember that a Good Experience is something you feel **you did, did it well, enjoyed doing, and are proud of**.

-
-
-
-
-
-
-
-
-
-
-
-
-
-
-

Circle your top 3 Good Experiences you feel are the greatest examples of Good Experiences.

After circling those, rank them in order starting from the one you feel was your greatest Good Experience example.

Step 2: Consider 100 Examples of Possible Strengths

This list of Possible Strengths is offered to suggest some words or phrases that can be used to describe strengths. There are only 100 examples on this list. There are many different words and phrases to describe strengths. These are offered to stimulate your thinking about how your strengths might be described.

Please read each word or phrase and **circle any strength** that might be appropriate for describing yourself. When you are finished circling those words, go back to those that were circled and **underline/highlight 4 to 6** that are the **most appropriate** for describing yourself.

Athletic, resourceful, adaptable, motivated to achieve, organized, initiator, analytical, managing, altruistic, playful, ethical, communicator, competitive, caring, considerate, broad perspective, brave, observant, hopeful, careful, imaginative, practical, sensitive, mentoring, strong faith, appreciative of beauty, persistent, disciplined, authentic, empathic, evenhanded, focused, goal-oriented, curiosity, thinks ahead, articulate, cooperative, tolerant, creative, kind, grateful, trustworthy, aware of feelings, honest, artistic, sees patterns, bring people together, sympathetic, hospitable, inquisitive, cheerful, supporter, self-controlled, introspective, follows through, intelligent, zestful, lifetime learner, inventive, thrifty, researching, charismatic, efficient, fair, open minded, optimistic, good listener, problem solver, intuitive, self-confident, intense, friendly, wise, enthusiastic, balanced, prudent, energetic, generous, responsible, even tempered, enjoys people, witty, courageous, original, diplomatic, loyal, skilled negotiator, mechanical, persuasive, planner, coordinating, foresight, critical thinker, humility, spiritual, musical, technical, spatial, computing, positive

Step 3: Describing GEs and Identifying Possible Strengths

1. Look back at step 1 and your top 3 GEs. Ensure they are your top 3 examples.
2. In a small group, each participant will have a designated time to describe 3 of your GEs and receive feedback from the others in your group.
3. When you are not speaking about your 3 GEs, you will listen and identify qualities you consider to be strengths the talker demonstrated using each GE. Take notes on the extra pieces of paper and give it to the talker after giving verbal feedback.
4. Ensure each person in the group is able to speak about their GEs and has time to receive feedback.

Step 4: Organizing and Prioritizing your Strengths

1. Study the sheets of possible strengths you received from the others in your small group.
2. Circle the ones that seem to be the best descriptions of your strengths and then add some of your own strength words you feel describe your GEs.
3. Re-read your underlined strength words from step 2 and double underline the ones that you truly feel capture your strengths.
4. From all of the strengths in these lists, choose up to 9 strength words or phrases that best capture your own ideas of your strengths. List them below.

-
-
-
-
-
-
-
-
-

After studying this list, pick the **top 4** strengths that seem to be your most valued and your most dependable. When picking the top 4, think of the following criteria:

- ✓ Does this strength show up in many of my Good Experiences?
- ✓ Is the strength one that I have used often in the past?
- ✓ Is it a strength that I enjoy?
- ✓ Is it a strength that I strongly want in my future life?
- ✓ Am I inner-motivated to use the strength?

Step 5: Identifying Actual Events When You Demonstrated Each Strength
After you have identified 4 strengths, write the strengths in the spots below. Identify at least 2 past events or activities where you demonstrated each of the strengths. In a way, you are offering proofs that you have those strengths. Some of these events may be GEs you identified in step 1. Use a couple of key words or a phrase to identify each event so that you can remember the event and describe it to someone if you were asked to do so.

Worksheet for Demonstrating Strengths

Strength 1: ____
Example 1: ____
Example 2: ____

Strength 2: ____
Example 1: ____
Example 2: ____

Strength 3: ____
Example 1: ____
Example 2: ____

Strength 4: ____
Example 1: ____
Example 2: ____

References

Center for Dependable Strengths (2022). *Research*. Retrieved from https://www.dependablestrengths.org/research

Association of Leadership Educators (2019). *Journal of Leadership Education Search*. Retrieved from https://journalofleadershiped.org/

Gallup (2022). *CliftonStrengths for Students.* Retrieved from https://www.strengthsquest.com/home.aspx

Gallup (2022). *Featured Books on Strengths-Based Development Management & Leadership.* Retrieved from https://www.gallup.com/cliftonstrengths/en/253922/popular-cliftonstrengths-books.aspx#ite-254225

Gibbon, P. (2020). *Martin Seligman and the Rise of Positive Psychology 41*(3).

Louis, M. C. (2009). *A summary and critique of existing strengths-based educational research utilizing the Clifton StrengthsFinder*. Omaha, NE: The Gallup Organization.

Tapia-Fuselier, N. & Irwin, L. (2019). *Strengths so White: Interrogating StrengthsQuest education through a critical whiteness lens*. Journal of Critical Scholarship on Higher Education and Student Affairs, 5(1), 30-44.

Exploring Experiences of Racial Minorities in Agricultural Leadership Roles

Kenzie Bastian, MS, University of Florida
Laura Greenhaw, PhD, University of Florida

Abstract

Racial minorities continue to be underrepresented in positional leadership roles in our society. However, the underrepresentation of minorities in agricultural fields, especially minorities' experiences in agricultural higher education leadership positions, is less documented. The purpose of the phenomenological research was to describe the experiences of individuals in a racial minority population that hold a faculty position within the [College]. Two research questions guided this investigation: What are the experiences of minorities that hold leadership positions in agriculture? What influences racial minorities to pursue an agricultural leadership position? Six minority faculty experiences were shared via semi-structured interviews. Six themes were derived from the interviews. The themes are choosing a career in agriculture, leadership perception, influence on community, obstacles, overcoming obstacles, underrepresentation of minorities, and recruitment and retention. Results indicate personal connection influences career choice in agriculture, representation for minority students, current obstacles that exist, and the need for system-wide institutional change. Recommendations are given from the findings.

Session Learning/Participant Objectives

1. Faculty, administrators, and educators in colleges of agriculture will have an increased understanding of influencing factors of minorities' selecting an agricultural-related career.
2. Faculty, administrators, and educators in colleges of agriculture will be able to understand the experiences of racial minorities that hold leadership faculty positions.

Introduction

Racial minorities are not adequately represented in professional roles in the agriculture industry and academic departments at land-grant institutions (Warlow et al., 1995). This phenomenological research aimed to describe the experiences of racial minority populations that hold a higher education agricultural faculty position at the [College]. The information gathered can aid in expanding literature, improve retention, and provide ideas for the recruitment of people of color that are in the agricultural higher education sector.

Literature Review

The enrollment statistics in agricultural programs show that as a major, agriculture does not attract minority students (Myers et al., 2004). Barriers reported by minority students include negative perceptions of agriculture and agricultural programs (Talbert et al., 1999), misperceptions of career paths, and/or availability (Bowen et al., 1996), and a view that the profession is made up of, and for white men (Bowen et al., 1996). In order to increase minority students' enrollment in agricultural, we must identify the factors that influence minority students to choose a major in agriculture (Mitchell, 1999).

Methods

A qualitative phenomenological approach was given to the study. Participants were selected through purposive and snowball sampling methods. Participants were required to be a racial minority and hold a faculty position in the [College]. Six faculty volunteered to participate. One-on-one semi-structured interviews were conducted by the researcher. An oral demographic survey was conducted at the beginning of the interview. Interviews were conducted either through electronic Zoom interaction or face-to-face.

Results/Implications

There were six themes derived from the interviews. The themes are choosing a career in agriculture, leadership perception, influence on community, obstacles, overcoming obstacles, underrepresentation of minorities, and recruitment and retention. The findings expressed that personal connections and conversations with people of color influenced the decision on the career opportunities in agriculture. Higher education is the most influential time for POC to pursue the field of agriculture. Minority faculty allow representation for POC students in higher education spaces. It is seen that the obstacles of microaggression, hardship of networking with other minority faculty, and assimilating themselves into professional communities exist. The overarching response was the need for system and administrative wide change.

Recommendations

A follow-up qualitative study should be done at the [College] to determine the generalizability of the population. Additionally, the formation of a quantitative instrument to distribute and gain understanding from a wider audience. There are recommendations for universities to develop networking and collaborating spaces for people of color that hold faculty roles. Additional tangible efforts should be made to increase the relationships between minority agricultural faculty and their students. Financial distribution of university funds needs to be allocated for the creation and maintenance of recruitment and retention initiatives for minorities in the agricultural sciences.

References

Bowen, D. E., Nathan, B. R., & Ledford Jr., G. E. (1996). Hiring for the Organization, Not the Job. *Hiring for the Organization, Not the Job*.

Catsambis, S. (1994). The path to math: Gender and racial-ethnic differences in mathematics participation from middle school to high school. *Sociology of Education, 67*(3), 199-215.

Ladson-Billings, G. (1997). It doesn't add up: African American students' mathematics achievement. *Journal for Research: Crossing Boundaries in Search of Understanding, 28*(6), 697-708.

Mitchell, G. D. (1993). Factors related to minority student enrollment and retention in the College of Agriculture and School of Natural Resources at The Ohio State University. Unpublished Doctoral Dissertation, The Ohio State University.

Morganson, V. J., Jones, M. P., & Major, D. A. (2010). Understanding women's underrepresentation in science, technology, engineering, and mathematics: The role of social coping. *Career Development Quarterly, 59*(2), 169-179.

Myers, B. E., Breja, L. M., & Dyer, J. E. (2004). Solutions to recruitment issues of high school agricultural education programs. *Journal of Agricultural Education, 45*(4), 12-21. doi:10.5032/jae.2004.04012

Price, J. (2010). The effect of instructor race and gender on student persistence in STEM fields. *Economics of Education Review, 29*(6), 901-910. doi:10.1016/j.econedurev.2010.07.009

Riegle-Crumb, C., Moore, C., & Ramos-Wada, A. (2010). Who wants to have a career in science or math? Exploring adolescents' future aspirations by gender and race/ethnicity. *Science Education, 95*(3), 458-476. doi:10.1002/sce.20431

Talbert, B. A., Larke, Jr., A., & Jones, W. A. (1999). Using a student organization to increase participation and success of minorities in agricultural disciplines. *Peabody Journal of Education, 74*(2), 90-104. doi:10.1207/s15327930pje7402_8

Warlow, G.W.; Graham, D.L.; Scott, F.L. 1995. Barriers to professional careers as perceived by minority professionals in agriculture. In: Proceedings of the 22nd annual national agricultural education research meeting. Denver, CO: 22: 497–506.

Expanding the Boundaries: Exploring Participant Perceptions of Community Engagement After Participating in a Regional Leadership Program

Brittany Adams-Pope, PhD, University of Georgia
Lori Tiller, MA, University of Georgia

Abstract

The need for community leadership and connectedness is great (Wituk et al., 2005). Leadership programs at the local (county/city) level are the most common type of leadership development but are regularly criticized for not developing actual leadership skills and concepts (NACL, 1995). Could a leadership program focused on purposeful leadership development of skills and concepts, spanning multiple county boundaries be the way to create a pipeline of more engaged community leaders? Instead of only meeting and engaging with people from their own community, could we expand our boundaries and subsequently increase community engagement in whole regions? This manuscript explores how alumni of two regional leadership programs grew and learned to look across county lines to help their own communities grow and thrive.

Session Learning/Participant Objectives

The learning objectives of this session are:

1. To share the inner-workings of two regional leadership programs.
2. To explore the experience of participation in a regional leadership program.
3. To understand how participating in a regional leadership program helped participants become more engaged in their communities.

Introduction

The Association of Leadership Educators Conference webpage states, "The necessity to work together interdisciplinarily has never been greater, and we've been compelled to pause and consider how our teaching and training practices prepare our students to lead in our diverse and complex communities" (ALE, 2021, para. 1). We agree whole-heartedly and ask the question, how do we encourage others to work together and become more engaged within their communities? Wituk et al. (2005) states, "The importance and need for leadership development in building strong communities cannot be debated" yet community leadership scholars have found a steady decline in civic and social connectedness (Mills, 2005; Putnam, 2000). A decline in civic and social connectedness is alarming and puts whole communities at risk for many challenges. As leadership educators, we are curious how to reinvigorate the connectedness within, and outside of, communities.

When thinking of community leadership, most people think of local leadership programs (i.e. Leadership [County name]) but what if we viewed the leadership program from an expanded lens? Would that create a larger pipeline with farther reaching capacity for community leaders to engage? With this in mind, we set out to evaluate if moving from local-level leadership programs to regional-level leadership programs could be the spark that leads to an increase in more civic and social connectedness. When reviewing the many definitions of community leadership,

leadership experts and scholars most comprehensively describe it as a collaborative, influential, non-stop process based on relationships between people in a community (Kouzes & Posner, 1995; Langone & Rohs, 1995; Northouse, 1997; Price & Behrens, 2003; Robinson, 1994; Rost, 1991; Wituk, et al, 2005). The researchers are from an institute of higher education and focus on public service and outreach; with this in mind, we approach community engagement through the following definition:

> The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good. (Driscoll, 2007)

Applied, problem-centered, transdisciplinary, entrepreneurial, demand-driven, and heterogeneous are several words used by scholars and practitioners to describe community engagement (Sandmann & Werts, 2008). How a person perceives their role in community engagement within a defined community might be different based upon their time spent in that community, their experiences in, not only, that community but also other communities, and their position(s) within that community. Community could be defined as local, regional, and organizational or a variety of additional units of analysis, depending upon the context in which community is placed (Bradshaw, 2008). Community is often thought of only at the local level, however as funding opportunities and economic development evolves throughout rural America, it is becoming increasingly important for smaller communities to band together and think more as larger geographic areas (National Research Council, 2012).

This study engaged alumni from two regional leadership programs to explore their perceptions of community engagement and how those perceptions may have changed following completion of the program. In the following sections, we will provide a background and review of relevant literature, the conceptual framework of the study, a description of the programs, our findings, reflections of the process, and finally, recommendations for fellow practitioners.

Background and Literature Review

This literature review will examine what regional leadership is and why it is important through the lens of community engagement. It will also explore how individuals who participate in regional efforts can be considered boundary spanners and how this may contribute to increased community engagement.

Information exists on community engagement as perceived from a university or higher education perspective, but there is very little regarding how individuals feel about that engagement and the impact of it within their community (Weerts & Sandmann, 2008; Bringle & Hatcher, 2002). Community partners and organizations want high quality, mutually beneficial relationships with their local and state institutions of higher education, but also within their local communities and regions (Littlepage et al., 2012). The following sections will dive deeper into the idea of community engagement, especially in regards to leadership at the regional level, as well as give background information to define regionalism and boundary spanning as it relates to community engagement.

Community Engagement

As the practice of community engagement increases, higher education institutions need to remain mindful of the capacity for community members and organizations to support this practice (Bringle & Hatcher, 2002; Littlepage, et al., 2012; Weerts & Sandmann, 2008;). Ernest Boyer started a conversation about how extremely important engagement between higher education and communities is. He asserts, "…[T]he academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems, and must affirm its historic commitment to what I call the scholarship of engagement" (Boyer, 1996, p. 15). The literature has expanded the idea of community engagement since Boyer first began writing on the topic, but one source has developed a very basic definition to follow. According to the Carnegie Classification in Driscoll (2007), community engagement is defined as the "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

Additional definitions expressed throughout the literature over a number of years as the concept changed from a service delivery model to a reciprocal or two-way relationship (Fitzgerald et al., 2012; Sandmann, 2008; Roper & Hirth, 2005). Concepts around a reciprocal relationship and mutually beneficial partnership are the defining characteristic of a two-way model of engagement and must be included in any definition of the notion. This proposed model of engagement takes the knowledge created within higher education and transfers it out to the community in a way that makes community members feel a part of the research and able to use that research to enhance their community.

Regional Leadership

As the world becomes more connected, leadership has taken a new form by transcending borders. There is a need for a new understanding of the leadership dynamics at play in connection with the development of cooperative endeavor (teamwork) across and between localities (Collinge, Gibney, & Mabey, 2010). While local leadership programs are commonly focused on individual counties, cities, or towns, regional leadership can be defined as "an act involving setting direction and promoting activities toward shared goals for a multitude of formal organizations and institutions belonging to different social spheres and sectors (e.g. universities, public sector, firms, entrepreneurs etc.)," (Normann, 2013, p. 24). Wituk et al., (2005) state "Leadership skills can be widely dispersed throughout a community, region, or state given attention to integrating skills and concepts into community structures that are able to reach large numbers of individuals (p.100).

Regional leadership can take different forms. For instance, on a regional level, *political leadership* is the leadership role performed by elected officials at various levels of government regarding the development of society and providing guidance for bureaucratic and political matters. Further, regional leadership as *organizational leadership* "figures as a broader category referring to the leadership roles performed by leaders in public, private, and non-governmental organizations. (Normann, 2013). Although regional leadership can take several forms, it is important to note that regional leaders lead beyond specific organizations. They lead "a *strategic action field* that can transcend institutional and organizational borders both horizontally and vertically," (Normann, 2013).

Boundary Spanning

Regional leaders may also be considered boundary spanners. Boundary Spanning is a concept proposed in community engagement literature as "the bridge between an organization and its exchange partners" (Scott, 1991, p. 196). Aldrich and Herker (1976) further define the behavior of boundary spanners as having the primary purpose to process information from various environments and provide representation to stakeholders outside the organization. Boundary spanners engage stakeholders, negotiate power dynamics, communicate expectations, and build connections (Williams, 2013). Each component of the definition of a boundary spanner indicate an expected outcome to share information outside of an individual community or organization.

Research has shown that many individuals who participate in any type of leadership programs often self-select into this role and may be considered boundary spanners prior to their participation in a program (Aldrich and Herker, 1977; Ashkenzas, Ulrich, Jick, & Kerr, 2015; Scott, 1991; Williams, 2013). However, it is important to note how wide-ranging the role of a boundary spanner might be in action. Organizational boundaries are varied and may include the following: boundaries between functions or disciplines, boundaries that are among ranks or levels of people, boundaries that are geographic, boundaries that are between partners, and boundaries that may be mostly symbolic (such as "in" groups and "out" groups) (Ashkenzas, Ulrich, Jick, & Kerr, 2015; Tarant, 2004). Given this range of opportunities to boundary spanners, defining the individual participants in regional leadership programs as boundary spanners is a natural fit. Weerts and Sandmann (2010) identified four roles assumed by the boundary spanner: (a) community-based problem solver, (b) technical expert, (c) internal engagement advocate, and (d) engagement champion. These four roles were then placed into a framework model of community engagement. These roles are not static; rather they have the potential to shift or adjust at any time, and they must work in concord across the different roles (Weerts & Sandmann, 2010). The outcomes for the regional leadership programs in this study involve skill development for the individual for the purposes of them then representing their community at the regional level. Each of the four roles of boundary spanning are embedded in the curriculum used through the programs.

We created a conceptual framework to illustrate our idea that an individual's role in their community is enhanced by participation in an awareness and skill building leadership program, in addition to enhanced experience in community efforts and activities at the regional level, and this leads to increasing their perception of community engagement at that regional level.

In the following section, researchers will describe the format and curriculum of each program as well as the methods used for this study.

Description of the Practice

This study explored two regional leadership programs within a southern state. Both programs take place every year for eight to nine months and share very similar leadership curriculum. Each was developed individually but with the hopes that alumni would help the regions grow and thrive even more than a traditional, one-county leadership development program. One of the programs is in the middle region of the state and includes eleven counties. This program, created in 2015 has a vision to:

> build a network of people throughout the region who appreciate the value that each community adds to the region and who develop the leadership skills to understand how they can play a role in building a stronger region by working together across geographic boundaries. ([Regional website], 2022, para. 1)

The second program is in the southern region of the state and includes 21 counties. This program was created in 2015 with a vision to "invest in a new generation of leaders who can champion the region and its many assets; while working collectively toward creating effective solutions to address significant challenges related to workforce development, education, and economic growth throughout the region" ([Regional website], 2021, para. 2). In regards to limitations of the study, it is important to note that both researchers had a role in the creation and delivery of the leadership programs in this study although they were not the sole facilitators involved in the programs.

Both programs start with a two-day opening retreat where participants come together as a cohort for the first time. Prior to the opening retreat, participants will have taken a leadership/personality style inventory (Emergenetics, Real Colors, DiSC, MBTI, etc), debriefed at the opening retreat. Participants also engage in teambuilding activities, explore pertinent leadership theories for engagement and relationship building, and analyze the current "state" of their respective region (local/regional data presentation). The data presentation is followed by visioning and "continue, stop, start" exercises to elicit ideas of what the region could "look like" if everyone in the room worked together. After the opening retreat, each cohort meets one full day per month for the following eight to nine months. The curriculum includes the following leadership skills and concepts: Effective Communication, Decision-Making and Problem-Solving, Collaboration, Leading Change, Multi-Generational Differences, Conflict Management, Visioning and Goal-Setting with a Regional Lens. In addition to the curriculum, each cohort visits the state Capitol during the legislative session. As an addition to the monthly leadership sessions, participants were required to go to a minimum of one event outside of their county (city council meeting, rotary club meetings, etc) to see how other counties are doing their day-to-day work.

Sample and Procedures

Basic interpretative qualitative research methodology was used to answer the research question (Merriam & Tisdell, 2015) in order to provide the researchers with contextual insights into the perception of community engagement and the change, if any, participants may have after completing a regional leadership program. A formal review of this study by the Institutional Review Board (IRB) preceded any data collection. After approval from the IRB, all alumni of the regional leadership programs were sent an invitation to participate in the study. The resulting sample consisted of 20 participants. All participants were sent an invitation to complete a modified version of the Community Capitals survey (Mattos, 2015), via Qualtrics, approximately two weeks before the start of the focus groups. This survey acted as a primer for the focus groups, with the intent to get participants in the correct frame of mind to talk about community engagement. The results of the survey were processed but not included in this manuscript as researchers wanted to focus only on the qualitative data for this practice manuscript.

An electronic consent form was used at the beginning of the Qualtrics survey with respondents being required to “select Yes” to consent before being able to move forward with the survey, a copy of the survey can be found in the Appendix A. Each focus group lasted approximately 90 minutes and was recorded for the purpose of transcription and analysis. The questions were semi-structured according to Creswell (2009) and can be found in the Appendix B. The sample included thirteen females and seven males with a wide range in background, educational experience, and position in their community. The geographic location of the participants is of extra importance since this study is focused on community engagement. Therefore, we included a question on the survey to determine how long a participant has lived in their respective community. Of the 20 respondents, 11 have lived in their county for more than 20 years, six have lived in their county for 10-19 years, and 3 have lived in their county for less than 10 years. There were 11 participants who identified as Black or African America, eight participants who identified as White, and one who identified as other; none of the participants identified as Hispanic/Latino(a)/Chicano(a). Nine participants have obtained a Graduate or Professional degree, five participants have a 4-year college degree, two participants have a 2-year college degree, and four participants have some college credit.

In the following sections, we will layout the themes from the focus groups, reflections of the process, and recommendations for fellow practitioners.

Discussion of Results

Analyses revealed "Know", "Community", "Engaged", and "Think" as the most common themes in the data. After participation in the regional leadership programs, alumni showed an increase in knowledge of the region (Know), a more regional picture of the idea of community (Community), an increased urge to move outside of county norms and think outside of the box (Think), and most importantly, every participant stated they would become more engaged in their community because of participation in the regional program (Engage). In the following sections, we will share quotes from the data to support these assertions.

Theme: Know

Focus group data showed that participants understood the resources and traditions their communities had to offer. During the regional leadership program, participants were exposed to surroundings counties, some for the first time, and were able to see what other counties had to offer. Participants eluded to thinking that their county had all the best resources and landmarks but when exposed to surrounding counties, participants were made aware of other resources and points of pride outside of their own county.

> We were able to learn what each department, organization or agency that was represented, how they operate. And I know for me, I took back some of the lessons from those different agencies, and I brought them back to [county] and was like, hey, they're doing this in [county]. We should try this because one of the things in particular with the the Wi-Fi buses during the covid and getting the Wi-Fi to the kids. (#02)

> So while we know those different agencies exist, a great strength of the program is you're bringing them together in the same room, dedicated time and just sharing experience, operation. And no sense in recreating the wheel. So we can share those, those different agencies throughout the region. (#11)

Theme: Community

When participants talked about community, they consistently used examples of how easy it was to think only of their county as the community. After participating in the regional program, participants' perception shifted from thinking about only what their county has or does to thinking more about working together as a region to make their community better.

> When I think of community engagement, I think of people that are purposefully working together to promote community well-being, [through] any activity. And realistically the activity might fail miserably, but if people are coming together for the purpose of trying to build community and make it better, not just for themselves,…instead of just focusing on my county, imagine what working together as a region could do? (#06)

> I always thought of community engagement or civic engagement as a more formal kind of process, like the advocacy process or being engaged in a county group that participates in that. And this talked a lot more about the interconnectivity and, just personal

> connections across the region and how that can lead to civic engagement at a different kind of level. So I felt like it changed a lot as a result of participation. (#03)

> It isn't just [county], as a whole, it can be a trickle into [county]. And how can we better serve [county] like I think I mentioned earlier, they do not have a grocery store. However, there is a van that goes there and brings some of those families to other communities so that they can get groceries. So don't look at it just as a one city the issue, but as a region issue. If we have the resources and the support to help the other community, then less bring them together. So let's bring this city council to this city council meeting, and let's talk about how can we collaborate and work together. (#12)

Theme: Think

Throughout the focus groups, researchers heard many times, how the participants learned so much from the others in the program. The data showed how important each individual's knowledge is and how it can help a community grow and thrive. A large part of the learning was hearing what others are doing that is working, and not working, and thinking of ways to take that knowledge back to their own communities.

> For me, I always envisioned the leaders, the people usually in the spotlight, as being superhuman. You know, just for lack of a better word. But I realize that they're the human just like us. You know, what it is, is that passion that pushes them to a particular cause. And then they're focusing their energy on whatever the cause may be in. And so I came out with that understanding that I too can become more active and in the spotlight. And there are no super powers, just planning and drive and passion is all that it really takes.(#09)

> And I got a lot out of learning how each county in the region, kind of had some nuances and just little details that go I won't go into, because quite frankly, I can't remember all of them, but I just remember thinking, wow, they kinda do that like we do. (#07)

Theme: Engaged

The theme of engagement was prevalent in the focus group data. Every participant indicated an increase in community engagement as a direct result of participating in the regional leadership program. Alumni planned to or had already become engaged in various organizations in their communities. This engagement came in the form of participation on boards, city councils, and Chambers of Commerce but also in the form of financial support in lieu of participation if time was a barrier to engagement.

> I see myself as someone who values inclusivity, partnerships, and tangible outcomes. My ability to engage people from the business community, government, and impoverished communities allows me to be a bridge for dialogue and communication. I now see myself as a catalyst for improving economic prosperity, education, and quality of life in [region]. (#08)

> Part of me believes that maybe as I get older, I'm that grey headed guy at every county commission meeting complaining about the water in the ditch. I don't want to be like that or come across like that. I think one of the things that I learned from this [program] is [that] if there is an issue that's important to me, I think this [program] taught us how to pull resources together...versus just being that grumpy old guy. So I hope that community engagement means for us, ‘Hey, I've got an idea how my community can improve. Now, how can I pull people together to present it? (#04)
>
> I would like to become more engaged in city/county politics. I don't want to run for office but be more aware/active in what the commission/city council is voting on at each meeting. (#11)
>
> For me it was just, you know, do the work, bring your whole self and do the work, and then make the right connections like everyone else said so that if I want to go into a community and be a difference maker, I know some of the partners that I can bring forward to make the difference in their community. (#12)

As shown above, focus groups revealed “Know”, “Community”, “Engaged”, and “Think” as the most common themes in the data. As expected, participants gained knowledge, built relationships, and plan to engage more in their communities as a result of the regional leadership programs. Reflections and recommendations for other Practioners are discussed below.

Reflections of the Practitioner

While the results are extremely encouraging, we understand that this study needs to go further to truly show if change was made. Laying the groundwork for a safe, connected space at the opening retreat was so important. Something we heard repeatedly in the focus groups is that setting the stage at the beginning (opening retreat) and helping participants know that this was going to be an engaging program and not one to sit passively and watch, was important. An example of this was, “I think you guys set the tone from the beginning. You made me think, bring your whole self and do the work, and you will get the most out of this program.” As researchers, we kept going back to, why does this work “better” than a local leadership program. We truly believe it is because we brought a diverse group of people from multiple counties to participate in a comprehensive program. Instead of being stuck in the “this is what our county has always done” they were able to hear from people from similar, but different, places.

Something of note, both researchers play an integral role in each program as curriculum developers and session facilitators. It is also important to note that we are not the sole facilitators of either program, fellow faculty in our Institute are also facilitators. While we all work within the same curriculum, it is important to recognize that all facilitators deliver material a bit differently but the overall content is the same. A final note of potential limitations, the middle region transitioned to an online format due to the Covid-19 pandemic while the southern region delayed a few sessions and then continued in person. The online delivery was still a full day but since it was delivered via Zoom, it had no hands-on activities to support the content. In the focus groups however, there were no differences in the willingness and expectation of increased community engagement. This was an interesting revelation for researchers and is something they will investigate further. In the following section with we will explore recommendations for fellow practitioners and future research.

Recommendations

Wituk et al. (2005) stated, “In order to thrive in the current economic, political, and social environment, communities need leaders who can help local groups, businesses, and nonprofits work together to address challenges and promote local strengths”(p. 100). We feel confident that alumni of both regional leadership programs are well equipped and primed to be the leaders to help their communities thrive. Not only are they equipped with leadership skills but they also have other community leaders, across county boundaries, to lean on and learn from.

Neither program had been studied until this research was conducted so we are interested to hear from alumni of earlier programs and see if they had the same growth mindset. Another study we will be conducting is to follow-up with study participants to see if they followed through with their intent to increase the community engagement. It is one thing to say that you will but another thing to actually follow-through! Overall, this study was a great success but we need to do further research to show that it wasn’t a “one-off” group of super dedicated community leaders and that we can replicate this regional curriculum with other groups.

References

Aldrich, H., & Herker, D. (1977). Boundary spanning roles and organization structure. *Academy of management review*, *2*(2), 217-230.

Ashkenas, R., Ulrich, D., Jick, T., & Kerr, S. (2015). *The boundaryless organization: Breaking the chains of organizational structure*. John Wiley & Sons.

Association of Leadership Educators (Nov, 2021). *Association of Leadership Educators Conference.* Association of Leadership Educators. https://www.leadershipeducators.org/Conference

Boyer, E. L. (1996). The scholarship of engagement. *Bulletin of the American Academy of Arts and Sciences*, *49*(7), 18-33.

Bradshaw, T. K. (2008). The post-place community: Contributions to the debate about the definition of community. *Community Development*, *39*(1), 5-16.

Bringle, R. G., & Hatcher, J. A. (2002). Campus–community partnerships: The terms of engagement.

Collinge, C., Gibney, J., & Mabey, C. (2010). Leadership and place.

Driscoll, A. (2009). Carnegie's new community engagement classification: Affirming higher education's role in community. *New directions for higher education*, *2009*(147), 5-12.

Fitzgerald, H. E., Egeren, L. A. V., Bargerstock, B. A., & Zientek, R. (2017). Community engagement scholarship, research universities, and the scholarship of integration. In *Learning Through Community Engagement* (pp. 31-51). Springer, Singapore.

Kouzes, J. M., & Posner, B. Z. (1995). The leadership challenge: How to keep getting extraordinary things done in organizations. *Language*, *25*(405p), 23cm.

Langone, C. A., & Rohs, R. F. (1995). Community leadership development: Process and practice. *Community Development*, *26*(2), 252-267.

Littlepage, L., Gazley, B., & Bennett, T. A. (2012). Service learning from the supply side: Community capacity to engage students. *Nonprofit management and leadership*, *22*(3), 305-320.

Mattos, D. (2015). Community Capitals Framework As a measure of community development.

Mills, R. C. (2005). Sustainable community change: A new paradigm for leadership in community revitalization efforts. *National Civic Review*, *94*(1), 9-17.

National Association for Community Leadership. (1995). *A profile of community* *leadership programs.* Washington, D.C.

National Research Council. (2012). *Small populations, large effects: Improving the measurement of the group quarters population in the American community survey*. National Academies Press.

Normann, R. (2013). Regional leadership: A systemic view. *Systemic practice and action research*, *26*(1), 23-38.

Northouse, P. G. (1997). *Leadership: Theory and practice.* Thousand Oaks, CA: Sage.

Pigg, K., Gasteyer, S. P., Martin, K. E., Keating, K., & Apaliyah, G. P. (2013). The community capitals framework: An empirical examination of internal relationships. *Community Development*, *44*(4), 492-502.

Price, R. H. & Behrens, T. (2003). Working Pasteur's Quadrant: Harnessing science and action for community change. *American Journal of Community Psychology,* 31 (3/4), 219-223).

Putnam, R. (2000). *Bowling alone: The collapse and revival of American community.* New York: Simon and Schuster.

Robinson, J. W. (1994). Ten basic principles of leadership in community development organizations. *Journal of the Community Development Society,* 25 (1), 44-48.

Roper, C. D., & Hirth, M. A. (2005). A history of change in the third mission of higher education: The evolution of one-way service to interactive engagement. *Journal of Higher Education Outreach and Engagement*, *10*(3), 3-21.

Rost, J. C. (1991). *Leadership for the twenty-first century.* New York: Praeger.

Sandmann, L. R., & Weerts, D. J. (2008). Reshaping institutional boundaries to accommodate an agenda. *Innovative Higher Education*, *33*(3), 181-196.

Scott, W. R. (1981). Organizations: Rational, national, and open systems. *Englewood Cliffs, NJ Prentice-Hall*.

Tarant, S. A. (2004). *The role of organizational boundary spanners in industry/university collaborative relationships*. North Carolina State University.

Tashakkori, A., & Creswell, J. W. (2007). The new era of mixed methods. *Journal of mixed methods research*, *1*(1), 3-7.

Weerts, D. J., & Sandmann, L. R. (2008). Building a two-way street: Challenges and opportunities for community engagement at research universities. *The Review of Higher Education*, *32*(1), 73-106.

Weerts, D. J., & Sandmann, L. R. (2010). Community engagement and boundary-spanning roles at research universities. *The Journal of higher education*, *81*(6), 632-657.

Williams, P. (2013). We are all boundary spanners now?. *International Journal of Public Sector Management*.

Wituk, S., Ealey, S., Clark, M. J., Heiny, P., & Meissen, G. (2005). Community development through community leadership programs: Insights from a statewide community leadership initiative. *Community Development*, *36*(2), 89-101.

The Action Based Effective Leadership Development and Influence Framework: From Program to Full Course

Adam Payne, EdD

Abstract

This paper will discuss the application of the action based effective leadership development and influence (ABELDI) framework as an undergraduate and graduate leadership development program and a learning practice in higher education. The psychology of leadership course was offered as a special topics elective course at an undergraduate institution of moderate size in the northeastern region of the United States for six semesters prior to receiving full course approval for Spring of 2022. An overview of the ABELDI framework is presented along with related literature, and student perceptions of the course from both semesters are analyzed. As a result of reading this paper, readers will have the opportunity to learn about and examine the impact and student perceptions of an effective leadership framework in a leadership course at a specialized institution of higher education.

Introduction

Our world is in grave need of effective leaders (Halverson, Yeager, Menachemi, Fraser, & Freeman, 2021). There is a demand for those who have the capacity to act with integrity, and who also possess an ability to make ethically vetted decisions, especially during times of great tumult. As a result, organizations and institutions are requiring leaders to be held accountable for critical components of leadership development, such as personal leadership development or self-development (Van Velsor & Drath, 2004). Day and Lance (2004) define self-development as a process in which individuals take the initiative, with or without the help of others, in: diagnosing their learning needs; Formulating learning goals; Identifying human and material resources for learning; Choosing and implementing appropriate learning strategies; and Evaluating learning outcomes. Self-development can incorporate not only learning activities focused on skill acquisition, but also activities and experiences directed toward expanding one's conceptual frame of meaning; the result of such self-development may not be specific skill acquisition but a more complex understanding of leadership (Lord & Hall, 2005). This kind of personal leadership has the potential to transform the very meaning of what an individual learns. Although the need exists for personal, self-development as a part of effective leadership training, this often has not been the case. The growth and development of people is the highest calling of leadership (Maxwell, 2007). This paper aims to answer the following questions: *How do students at a specialized institution perceive the psychology of leadership course?*; and *What are student perceptions of the effective leadership framework?* As a result of reading this paper, readers will have the opportunity to: 1.) Learn about a framework for effective leadership development and influence applied to a leadership course in higher education; 2.) Examine the impact and student perceptions of a effective leadership course at a specialized institution of higher education; and 3) Learn best practices of an effective leadership framework in its travels from a leadership development program to a full academic course.

Review of Related Scholarship

The Action Based Effective Leadership Development and Influence (ABELDI) Framework is based on a leadership development program which ran for four years at a specialized institution of higher education (Payne, 2018, July). This work was refined through teaching previous iterations of a leadership course nationally and abroad (Payne, 2016, November; Payne, 2015, July). The ABELDI Framework focuses on four areas of effective leadership broken down by emphasizing taking *action* and demonstrating *potential* for *self* and *others*. The following sections will highlight the literature that contributed to the ABELDI Framework while also giving an overview of the Framework itself.

ABELDI: Framework Assumptions.

Effective leadership occurs when the person being led acts as a reflection of their leader, in that they are inspired and aspire to become leaders themselves (Bass, 1960). The Action Based Effective Leadership Development and Influence (ABELDI) Framework emphasizes taking *action* and demonstrating *potential* for *self* and *others*, and it assumes the following: 1) Leadership begins with action; 2) Actions beget a demonstration of potential; and 3) Both action and potential have a self and others dimension (Payne, 2016, November).

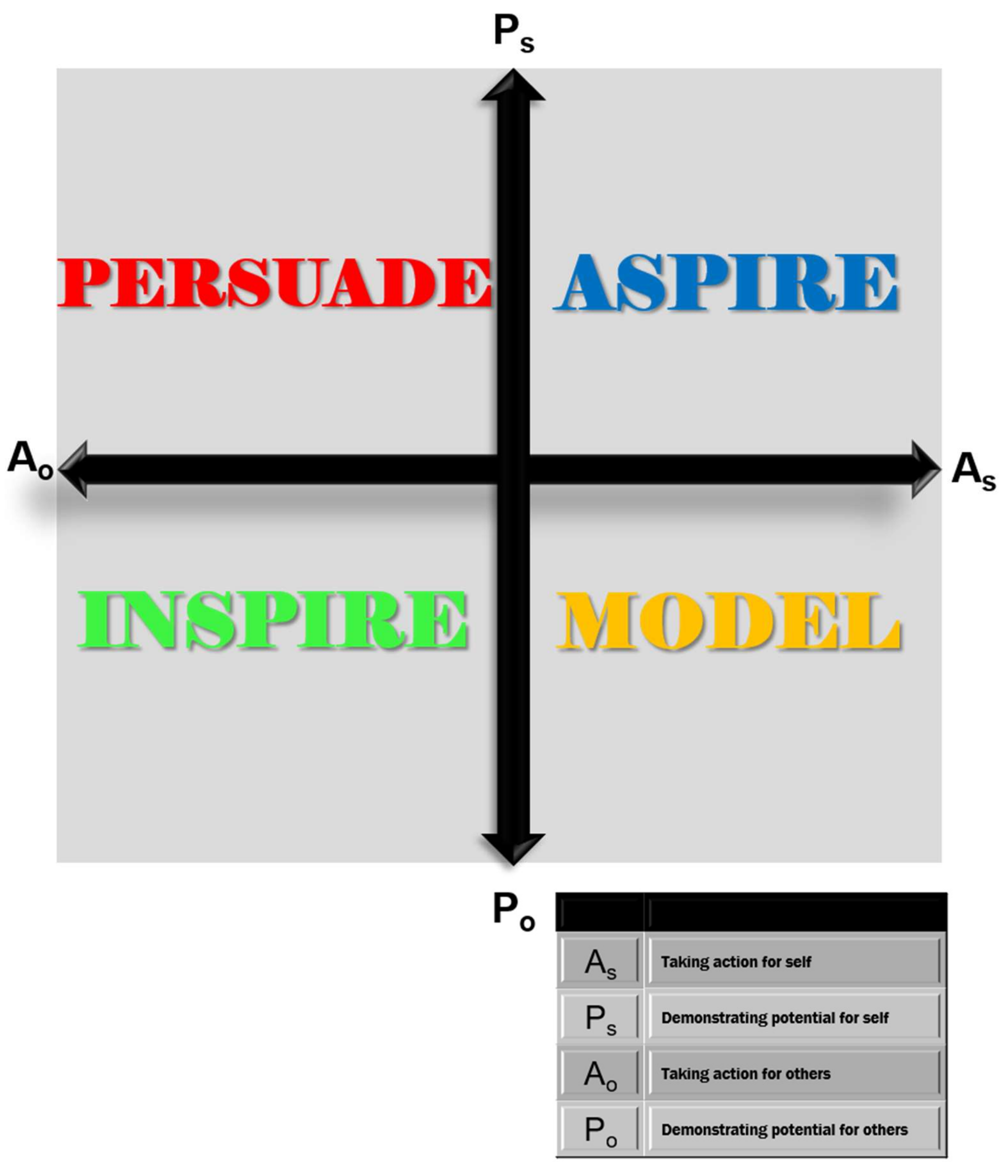
The ABELDI Framework focuses on the following modalities, or areas, of leadership: *Aspire, inspire, model*, and *persuade*. Effective leadership begins with *aspire* (i.e., to take *action* and demonstrating *potential* for *self*) and this area represents a time of dedication and training. The focus of this area is on developing the self; the cultivation of skills as a player before becoming a coach (Lord & Hall, 2005). *Inspire* represents taking *action* and demonstrating *potential* for *others*. When others whom we inspire are successful, the leadership qualifies as a collective (e.g., effective) achievement (Pearce & Conger, 2003). This area requires person A's dedication to person B's success, and the degree to which person B is successful is a reflection of person A's effectiveness (Bass, 1960). *Model* involves taking *action* for *self* and demonstrating *potential* for *others*. relies on Merton's (1973) work on role modeling, which asserts that a person's success can be emulated by *others*.

According to Gibson (2004), modeling can be differentiated from mentoring in that it does not require a close, personal relationship between models and observers. *Persuade*, or taking *action* for *others* and demonstrating *potential* for *self*, is reflective of more traditional definitions of leadership, such as leading people toward a common goal (Bass, 1960). The common goal or vision is determined by the leader, and this can be a vision of their creation, or they can be acting on behalf of another's vision – similar to senior leadership at a company (Carroll & Flood, 2011; Landsberg, 2003). *Aspire* and *inspire* reflect the leadership development portion of the ABELDI Framework, while *model* and *persuade* reflect the leadership influence portion.

Please see Figure 2 for a graphical representation of the ABELDI Framework which includes x- and y- axes to represent *action* and *potential* respectively, and the subsequent four areas of *aspire, inspire, model, and persuade.*

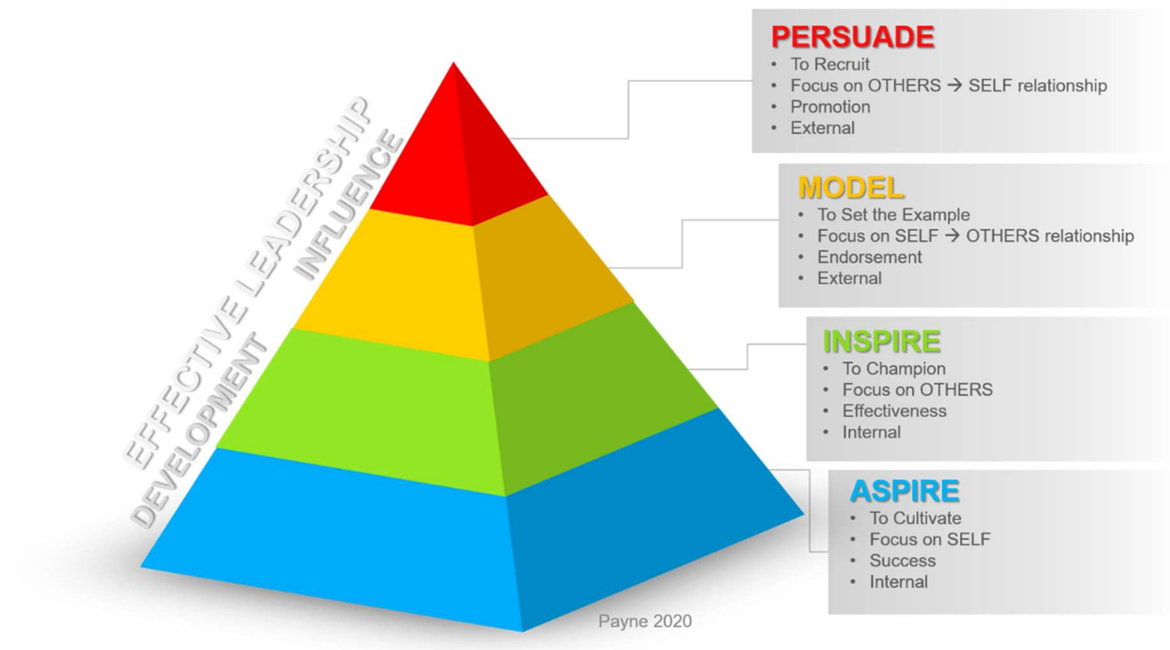
ABELDI framework: Effective leadership *development* and *influence.* Since we have established a conceptual understanding of the ABELDI Framework and *effective leadership*, the following represent the two aspects of *effective leadership* highlighted among the four areas. *Effective Leadership Development.* Effective leadership development is a process in which leaders take personal responsibility for initiating, sustaining, and evaluating growth in their own leadership capacities and in their conceptual frames about the conduct of leading of others (Day & Lance, 2004). The ABELDI Framework incorporates these aspects into the operational definition of Effective Leadership Development, encapsulated by the *Aspire* and *Inspire* areas. *Effective Leadership Influence.* By their very nature, leaders are vehicles of influence, thus demonstrating influence and leadership are connected both phenomenologically and conceptually (Maxwell, 2007; Hogg, 2010). Effective Leadership Influence under the ABELDI Framework is represented by the *Modeling* and *Persuading* areas.

Figure 2: ABELDI Framework: Four Areas with Action & Potential



It should also be noted that the four areas of the ABELDI Framework are likely to occur simultaneously. For example, if a person is *aspiring* at a level where *others* were there to witness it, they could also be *modeling* in some form (e.g., play this brand of guitar) or even *persuading* (i.e., come audition for my band). Please see Figure 3 for the ABELDI Framework Pyramid, which is a reflection of its intended progression (*aspire* to *persuade)*. This order has been selected to offer balance at each focus of *effective leadership*. For example, *aspire* and *inspire* are essentially polar opposites but together represent a healthy view of *effective leadership development*.

Figure 3: ABELDI Framework Pyramid



Elements of Learning

As Wendell Willkie once said, “Education is the mother of leadership” (Kruse, 2012). This quote epitomizes the purpose of the psychology of leadership course, which makes use of learning elements to help encourage effective leadership practices via course design and course delivery. The ABELDI Framework incorporates notions of the constructivist and cognitivist focus of leadership development and influence (Kegan, 1994; Mezirow, 1997; Wortham, 2003). The psychology of leadership course provides opportunities for students to engage in self-development, and these concepts along with the ABELDI Framework and selected course topics have helped to reinforce this intention.

Constructive developmental theory takes as its subject the growth and elaboration of a person's ways of understanding oneself and the world, resulting in an exploration of just how much can be understood about a person by understanding their meaning system (Kegan, 1994; Piaget, 1954). Wortham (2003) presents characteristics of the cognitivist approach to learning, including the idea that the learner is seeking to refine and augment his/her existing mental models. An integral component of cognitivist learning purports that the learner must want to learn and cannot be forced to do so (Wortham, 2003). The psychology of leadership course nudges students toward a process of augmenting meaning systems through cognitivist-focused elements of learning. Transformative learning (Mezirow, 1997) is the process of effecting change in a frame of reference, which are the structures of assumptions through which we understand our experiences. Mezirow (1997) goes on to report that frames of reference selectively shape and delimit expectations, perceptions, cognition, and feelings. The ABELDI Framework aspires to initiate reflection on these concepts within the current learning practice of the psychology of leadership course.

Delivery of the psychology of leadership course content relies primarily on principles of experiential learning (Dewey, 1938). According to Schank, Berman and Macpherson's (1999) instructional theory, experiential learning is based on the belief that people learn best by doing. The psychology of leadership course is designed to create an environment where the instructor steps back to allow the experiential learning to take place (Payne, 2019). Students have substantial opportunities to engage in experiential learning while also allowing those who wish to rise to the challenge the stretch goal of sharing what they learned with the rest of the students in the course to encourage social learning (Bandura, 1969). The learning process is a continuous cycle of experiencing and exploring (Kolb & Kolb, 2005). The next section will outline the psychology of leadership course in greater detail.

Description of Practice

Specialized institutions of higher education, in particular those with a STEM focus, are typically highly-structured, with little to no room for self-expression due to the need for forming a basic understanding of the fundamentals of their specific major (Xie, Fang, & Shauman, 2015).The psychology of leadership course, however, operates from a philosophy of allowing students to think for themselves regarding how to interpret course material and apply it toward their personal leadership journey. Kozulin and Presseisen (1995) make a case for the vital importance of independent thinking skills, which can be developed by providing access to the appropriate tools (i.e., human, psychological, and/or material resources) made available by the teacher to support the learner in accomplishing tasks. The instructor introduced curated versions of each topic supported by multimedia with the ability to make real-time changes to available content.

Learning outcomes for the psychology of leadership course state that students who complete the course will be able to: 1) Identify and apply theories, approaches, and styles of leadership; 2) Develop and analyze effective leadership development plans; and 3) Apply course content to various sources through the lens of their own experiences.

ABELDI Framework Development Timeline

The psychology of leadership course was designed with elements from an inclusive leadership development program and also from previous leadership courses taught at different institutions of higher education both nationally and internationally (Payne, 2018, July; Payne, 2019). The course was taught as a special topics course for six semesters (Spring 2020, Summer 2020, Fall

2020, Spring 2021, Summer 2021, and Fall 2021), and has been approved as a full course beginning in the Spring 2022 semester. Please see Figure 4 for the ABELDI Framework Timeline. An overview of the timeline is presented below.

Figure 4: ABELDI Framework Development Timeline

PROGRAM (P) / COURSE (C)	LENGTH OF TIME	AUDIENCE	SIGNIFICANCE
COMMUNITY OF EFFECTIVE LEADERS (P)	2011-2014	UNDERGRADUATE GRADUATE BUSINESS (U.S.)	ASPIRE & INSPIRE (EFFECTIVE LEADERSHIP) “Leadership = ACTION”
LEADERSHIP, POWER, & POLITICS (C)	2012-2016	UNDERGRADUATE BUSINESS (U.S.)	EFFECTIVE LEADERSHIP DEVELOPMENT (ABEL**D**)
THE MORAL LEADER (C)	2014-2016	GRADUATE/MBA (BELGIUM)	**+ INFLUENCE** (ABELD**I**) (MODEL & PERSUADE)
LEADERSHIP FOR ESL SPEAKERS (C)	2018	UNDERGRADUATE FEMALE EXCHANGE (JAPAN)	CROSS-CULTURAL PERSPECTIVES SHARED LEADERSHIP APPLICATION
THE PSYCHOLOGY OF LEADERSHIP (C)	2020-2021 (SPECIAL TOPICS) **2022- (FULL COURSE)**	UNDERGRADUATE STEM (U.S.)	APPLICATION TO WIDE RANGE OF CAREERS/ASPIRATIONS

Community of effective leaders. The CEL program provided an opportunity for undergraduate and graduate business students at a specialized institution to learn about the intricacies of leadership through involvement in seminars, workshops, and other leadership-centered activities. Membership was based upon completion of requirements, not on previous leadership experience, making an effort to address socioeconomic differences in access and exposure to leadership opportunities (Payne, 2018, July). The program was inspired by the Donald H. McGannon quote “Leadership is action, not position” (Peter, 1991, p. 71). The program consisted of two levels of effective leadership: *Aspire* or taking action to meet the requirements for becoming a member; and *Inspire*, or working as a member to help those who are working to become members of the program.

Leadership, power, and politics. This course was created by a faculty member at an institution specializing in business for undergraduate business students. The instructor had the freedom to get to a deeper level of conception of effective leadership through the focus on the process of taking personal accountability for their personal growth and development (Day & Lance, 2004; Bass, 1960). Much of what was being explored to teach the course was incorporated into the aforementioned CEL program with emphasis on the aspects related to effective leadership development.

The moral leader. This course was taught in Belgium to graduate students, many of whom were MBA students (Payne, 2016, November). Though many of the leadership concepts were borrowed from the course on leadership, power, and politics, the focus centered on leaders as vehicles of influence (Maxwell, 2007). Students were expected to better understand the connection of influence to leadership (Hogg, 2010). The areas of the ABELDI Framework that encompass influence, *Model and Persuade*, were created during the delivery of this course. , thus demonstrating influence and leadership are connected both phenomenologically and conceptually (Maxwell, 2007; Hogg, 2010).

Leadership for ESL speakers. The lecture of economic principles, designed and delivered for female ESL (English as a Second Language) students participating in an international exchange program between Japan and the U.S., allowed students the opportunity to understand economics through different cultural and societal lenses (Payne, 2020; Tran 2015). The course centered on the application of economic concepts toward other areas of business including social sciences and leadership-related decision-making via the use of progressive principles of learning for course material delivery (Wortham, 2003). The course made use of more shared and distributive forms of leadership and learning in a positive and challenging environment where the focus was kept on students and not the instructor (Bass, 1999; Yukl, 1998; Pearce, Perry, & Sims, 2001; Payne, 2019).

The psychology of leadership. The purpose of the psychology of leadership course is to introduce students to the theories, concepts, and application of leadership, with the ethical implications of these concepts woven throughout the course. Psychology focuses on the individual (Magnusson, 2015). The aim of the course is for students to apply course material directly to their personal experiences which will culminate into a personal leadership action plan, similar to those used commonly by executive coaches (Bartlett, Boylan, & Hale, 2014). A personalized approach was chosen for this course, requiring students to reflect and apply theoretical concepts such as ethical leadership toward their personal leadership journey, with discussions and team-based assignments aimed at emphasizing course concepts in place to encourage retention of the course material. The result is a course design and delivery that focuses on the psychological theories and overall foundation of how we as humans think about leadership and provides affordances for students to explore ways to incorporate the leadership material discussed into their personal aspirations. Selected topics from Northouse (2018) and other leadership-related topics such as works by Greene (2012; 2000) are integrated into the course.

Discussion of Outcomes

The psychology of leadership course has been offered as a special topics course from Spring 2020 to Fall 2021 semesters at a STEM-focused specialized institution and is being offered as a full course for the first time during the Spring 2022 semester. The special topics iteration of the course (six semesters) offered many opportunities for improving the course via reduction of course topics, the addition of guest speakers, and a continued effort to establish the best flow of course content. Thematic analysis was used to interpret the course evaluation feedback from the previous semesters (Clark, Braun & Hayfield, 2015). Highlights are presented below by emergent themes of informal student course evaluation responses.

Spring 2020 – Summer 2021 Semesters

Student feedback from the first five semesters was analyzed and the following thematic areas emerged: *ABELDI Framework*; *Leadership Lessons*; and *Leadership Action Plan.* It should be noted that the course enrollment for all five semesters was at full capacity.

ABELDI framework. Resnick and Rosenbaum (2013) characterize *tinkering* as an experimental and iterative form of engagement that offers a multitude of opportunities to reassess goals, explore new paths, and imagine new possibilities. If the invitation to creativity is accompanied by intentional structure and guidance, tinkering can be channeled to support deep student learning (Bevan, Petrich, & Wilkinson, 2014). Students offered deep reflection in reaction to course material: "I wouldn't say I put the same kind of energy in [myself] than I do for others. In this class it was kind of a wakeup call, that if I want to succeed I need to get better at doing things for me and of course still do things for others, but with more of a balance" (Personal communication, 4 May 2020). As previously noted by Maxwell (2007), growth and development of people is the highest calling of leadership, and the following student comment demonstrates this with precision: "I think in a lot of ways my leadership has progressed more towards actions and potential for self. Finding that balance between the myself and others and moving towards the leader I want to be. Which I think is most reflected in the aspire phase as I am almost starting over and remaking myself again" (Personal communication, 3 May 2020).

The psychology of leadership course and the ABELDI Framework operated under a learner-centered paradigm, with myriad experiences baked into the course design aimed at encouraging deep learning (Roehl, Reddy, & Shannon, 2013; Ritchhart, Church, & Morrison, 2011). The following student comment reflects this sentiment: "The Abeldi frame forced me to look within and dig deeper into what it actually means and how it relates to me" (Personal communication, 12 December 2020). Here is an additional representation of student acknowledgement of deep learning: "Honestly, the Abeldi frame will probably be the thing I remember the most. We put so much emphasis on it throughout the semester that it made me dive deep into the real meaning of it all and interpret it on a deeper level" (Personal communication, 12 December 2020).

Comments from students concerning the ABELDI Framework suggest that it is an effective tool for helping students to understand leadership on a deeper, more complex level.

Leadership lessons. Self-development can offer for the learner an opportunity to form a more complex understanding of leadership (Lord & Hall, 2005). The following student comment reflects this notion: "The class definitely helped me realize how diverse the topic of being a leader was, and the fact that being a leader is not just a straight shot from A to B. I must actually experiment and figure out which type of leadership traits are best for me" (Personal communication, 9 August 2021). For many students at a STEM-focused institution, a course like the psychology of leadership might be their sole experience with psychology, placing more importance on the course to provide an overview of the psychological perspective: "This is my first psychology class…it's like opening a new door to another dimension" (Personal communication, 13 December 2020).

Halverson et al. (2021) noted that our world needs effective leaders. The practice of *effective leadership* has affordances during difficult times as noted by this student comment: "The knowledge and skill I learn from this class is crucial for surviving in the society" (Personal communication, 13 December 2020). Mezirow (1997) noted how transformative learning yields changes to one's frame of reference, and this is highlighted by the following quote: "This course has been very insightful. Leadership has always just been a concept to me…the specifics, styles, success and failure, was more of an afterthought or never a concept to focus on" (Personal communication, 7 August 2021). Finally, student comments reflected how the psychology of leadership course helped them to find a path to effective leadership in lieu of personal struggles through renewal of hope:

> "This course was helpful regarding my personal leadership journey since it taught me that even though I have anxiety and other stuff that I personally thought would stop me from becoming a good leader, it taught me that I still can become a good leader and how to help me get there with helping others with theirs." (Personal communication, 13 December 2020)

Overall, the student comments suggest that the psychology of leadership course is finding ways to help students learn lessons about leadership, particularly as it relates to personal leadership journeys.

Leadership action plan. Constructive developmental theory takes as its subject the growth and elaboration of a person's ways of understanding oneself and the world, resulting in an exploration of just how much can be understood about a person by understanding their meaning system (Kegan, 1994; Piaget, 1954). Student comments regarding the action plan highlight its utility as a potential point of reflection. The following student comment illustrates this idea: "I think the leadership action plan will be interesting to look back and introspect with over time and see how I change as a leader and reflect on what is working and what is not" (Personal communication, 4 May 2020). This student comment uses the action plan as a potential reflection point from a career perspective:

> "My leadership action plan can help me identify where I am and where I need to be in life. In the future if I am stuck in a job for a long time which I find isn't helping me progress though my action plan I can use what I've learned to look for something new to set myself back on the right path" (Personal communication, 4 May 2020).

This student comments on how the ABELDI Framework can serve as a conversation-starter for more core leadership ideas: "I was initially skeptical of the leadership action plan. However, it ended up exceeding my expectations, since it merely served as a foundation for us to discuss good leadership traits, and how we can apply those to our everyday life" (Personal communication, 8 August 2021). Xie et. al (2015) noted that students studying at a STEM-focused institution are typically used to high structure. Although the psychology of leadership course did not offer the same style of structure as seen in STEM, course artifacts such as the leadership action plan helped to provide structure more in this style: "I am the kind of person who needs direct, clear goals to work towards, and this action plan has done a very good job at providing that" (Personal communication, 4 May 2020). Overall, student comments about the leadership action plan were positive and connote the usefulness of the tool in the course.

Fall 2021 Semester

Students during the Fall 2021 semester were asked to provide course feedback via submission of a short video. Videographic observation allows for a more personal and in-depth analysis by capturing more elements in real-time (Collier & Collier, 1986). Course enrollment was at full capacity, and the following thematic areas emerged during analysis of the student videos: *Course Assignments and Deadlines; Course Activities;* and *Course Application.*

Course deadlines and assignments. During this semester, there was a focus on ensuring a rich experience of independent thinking for students by providing fewer deadlines for assignments while ensuring that class assignments emphasized independent thinking Kozulin & Presseisen, 1995). Student comments on deadlines and assignments were contradictory on occasion. The following comment represents the appreciation for fewer deadlines: "I liked that there were less deadlines for the class assignments. It made it easier to balance the demands of my major classes" (Personal communication, 3 December 2021). This comment demonstrates the opposing student view in favor of more deadlines: "It might be better if we had to hand in assignments more frequently throughout the semester so that we don't get too far behind" (Personal communication, 4 December 2021). Student comments on course assignments were positive overall, noting consistency: "Assignments were great and everything related to what we discussed during class" (Personal communication, 29 November 2021).

Course activities. The psychology of leadership course incorporates learning activities centered on skill acquisition and the expansion of each student's respective conceptual frame of meaning to make possible the opportunities to understand more complex forms of leadership (Lord & Hall, 2005). Several students commented on the classroom environment: "Thank you for creating a safe and trusting environment. I was able to open up and I got a lot more out of class as a result" (Personal communication, 3 December 2021). Other student commented noted a positive affect with the class format: "I enjoyed the discussion-based format – no one judged anyone else's opinions, and we could just listen to each other's ideas" (Personal communication, 2 December 2021). Similarly: "The discussion format helped students to bounce ideas off each other in an easy-going environment" (Personal communication, 3 December 2021). Students responded positively to the class dynamics: "I liked the class dynamics. Especially how we were able to get to know people in the class through teamwork and class discussions" (Personal communication, 29 November 2021). Comments in this sub-section connote a safe class environment with some positive response to the discussion-based format.

Student comments on course activities centered on the guest speakers. The following comment is representative of the guest speakers relaying real-life experiences: "The guest speakers were great to hear about real-life experiences…" (Personal communication, 3 December 2021). As noted in Table 1, the breakdown of speakers by semester varied slightly, with there being three males and zero females featured during the Fall 2021 semester. This comment is demonstrative of this insight: "More female guest speakers would be great. As a woman, it would be easier to connect to a woman's experience" (Personal communication, 29 November 2021). Lastly, there were student comments in favor of increasing the number of guest speakers per semester: "More guest speakers!" (Personal communication, 2 December 2021). Overall, students appreciated the course activities, while noting some room for improvement.

Table 1: Guest Speaker Breakdown

Semester	# Female	# Male	Totals
Spring 2020*	1	1	**2**
Summer 2020**	0	0	**0**
Fall 2020**	0	3	**3**
Spring 2021**	3	0	**3**
Summer 2021*	2	2	**4**
Fall 2021*	0	3	**3**
Totals	**6**	**9**	**15**

*Please note: * = course was taught in-person; ** = course was taught remotely.*

Course application. The course utilized aspects of experiential learning, with the instructor making room for students to apply the material to their own experiences while allowing for moments of social learning (Schank, Berman, & Macpherson, 1999; Payne, 2019; Bandura, 1969). Much of the course framed the material on personal experiences as a way to reflect on and apply the material toward these personal experiences, which is represented by this student comment: "This class provided a good structure to organize leadership topics as they fit into my personal experiences" (Personal communication, 2 December 2021). The specialized institution where the psychology of leadership is taught emphasizes the first-hand experience students are able to get through participation in the internship, or Co-Op program. Student comments delineated the affordance of reflecting on previous Co-Op experiences: "I was able to apply a lot of our class discussions to my first co-op, where I did not have an effective leader as a supervisor" (Personal communication, 29 November 2021). On the other hand, a few students mentioned wanting more opportunities to apply course material to Co-Op experiences: "It would have been better to apply the material to my co-op experiences more often during the course" (Personal communication, 3 December 2021). In all, the psychology of leadership class, as suggested by student comments, seems to offer students various approaches and opportunities by which to apply the ABELDI Framework and the course material.

The Fall 2021 semester of the psychology of leadership course generated mostly positive student feedback, with some very useful opportunities to improve upon the existing course framework.

Reflections

The following key learnings are suggested based on analysis of student evaluation feedback: 1.) The ABELDI Framework, through the psychology of leadership course, helps students to form a more complex understanding of effective leadership, particularly as it applies to their personal leadership journey and experiences. This one is especially important, as it highlights the framework and the potential that it has to help people learn about effective leadership. 2.) The leadership action plan is an effective tool to actionize the concepts of the ABELDI Framework and course material with the potential for long-term reflection; 3.) The psychology of leadership course is progressively finding ways to provide lessons in leadership and new experiences for students overall.

There is consistency in student response to the psychology of leadership course, demonstrating to some degree that students were able to understand and make use of the ABELDI Framework and other course topics as applied to their personal leadership journey. It should be noted that more extensive research on the course and the Framework is needed.

Recommendations and Suggestions for Improvement

Based on the outcomes associated the delivery of the psychology of leadership course, four recommendations are extended: 1) Course deadlines should be flexible; 2) Course assignments should be focused; 3) There should be more leadership-related activities; and 4) Guest speakers should continue to be featured each semester.

In addition, three final suggestions for improvement are made for the psychology of leadership course as it begins life as a former special topics course and now full course. First, continue to come up with ways to do as Davis et al. (1994) suggest and find ways to teach less material better. Allowing more time to spend on fewer topics seems like the best move. Second, work to frame the course in the most effective way possible. Fairhurst (2005) defines framing as the ability to shape meaning of a subject and goes on to note that sharing our frames with others (i.e., framing) helps to manage meaning via prioritization of interpretations. Third and finally, it is suggested that personal definitions of leadership be captured at the beginning and end of each semester to examine aspects of course impact. Tracking leadership definitions was utilized during the leadership development program which inspired the ABELDI Framework (Payne, 2018, July). It is hoped that the ABELDI Framework can serve as a useful model for leadership educators who are intent on helping students to form a deep understanding of the practice effective leadership through exploration of self-leadership development.

References

Arad, A. (Director), & Story, T. (Producer). (2005). *The Fantastic Four* [Motion picture]. United States: 20th Century Fox.

Bandura, A. (1997). The anatomy of stages of change. *American journal of health promotion: AJHP*, *12*(1), 8-10.

Bandura, A. (1969). Social-learning theory of identificatory processes. *Handbook of socialization theory and research*, *213*, 262.

Bartlett II, J. E., Boylan, R. V., & Hale, J. E. (2014). Executive coaching: An integrative literature review. *Journal of Human Resource and Sustainability Studies*, *2*(04), 188.

Bass, B. M. (1960). Leadership, psychology and organizational behavior. New York: Harper.

Bevan, B., Petrich, M., & Wilkinson, K. (2014). Tinkering is serious play. *Educational Leadership, 72*(4), 28-33.

Brown, M. E., & Treviño, L. K. (2014). Do role models matter? An investigation of role modeling as an antecedent of perceived ethical leadership. *Journal of Business Ethics*, *122*(4), 587-598.

Boyatzis, R., & McKee, A. (2005). Resonant leadership. Boston, MA: Harvard Business School Press.

Carroll, S., & Flood, P. C. (2011). *The persuasive leader: Lessons from the arts*. John Wiley & Sons.

Chopra, P. K., & Kanji, G. K. (2010). Emotional intelligence: A catalyst for inspirational leadership and management excellence. *Total quality management, 21*(10), 971-1004. Chicago.

Clarke, V., Braun, V., & Hayfield, N. (2015). Thematic analysis. *Qualitative psychology: A practical guide to research methods*, 222-248.

Collier, J. Jr., & Collier, M. (1986). Visual anthropology. Albuquerque, NM: University of New Mexico Press.

Day, D., & Lance, C. (2004). Understanding the development of leadership complexity through latent growth modeling. In D. Day, S. Zaccaro, & S. Halpin (Eds.), Leader development for transforming organizations: Growing leaders for tomorrow (pp. 41−69). Mahwah, New Jersey: Lawrence Earlbaum Associates.

Davis, E. D., Midgett, L., & Gourley, C. S. (1994). Teach less, teach better at every opportunity. *The Diabetes Educator*, *20*(3), 236-240.

Dewey, J. (1938). Experience and education. New York: Simon and Schuster.

Dictionary, O. E. (1989). Oxford english dictionary. *Simpson, JA & Weiner, ESC*.

Dreher, D. E. (2002). Leading with the Tao: the energizing power of respect. *The Learning Organization, 9*(5), 206-213.

Erdogan, B. Z. (1999). Celebrity endorsement: A literature review. *Journal of marketing management*, *15*(4), 291-314.

Fairhurst, G. T. (2005). Reframing the art of framing: Problems and prospects for leadership. *Leadership*, *1*(2), 165-185.

Fishbach, A., & Ferguson, M. J. (2007). *The goal construct in social psychology*. Chicago.

Gibson, D. E. (2004). Role models in career development: New directions for theory and research. *Journal of Vocational Behavior, 65*(1), 134–156.

Godwin, J. L., Neck, C. P., & Houghton, J. D. (1999). The impact of thought self-leadership on individual goal performance. *Journal of Management development*.

Greene, R. (2012). *Mastery*. Penguin.

Greene, R. (2000). *The 48 laws of power*. Penguin.

Halverson, P. K., Yeager, V. A., Menachemi, N., Fraser, M. R., & Freeman, L. T. (2021). Public health officials and COVID-19: Leadership, politics, and the pandemic. *Journal of Public Health Management and Practice*, *27*, S11-S13.

Hogg, M. A. (2010). *Influence and leadership.* In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (p. 1166–1207). John Wiley & Sons, Inc.. https://doi.org/10.1002/9780470561119.socpsy002031.

Kegan, R. (1994). In over our heads: The mental demands of modern life. Cambridge, MA: Harvard University Press.

Kegan, R. (1982). The evolving self: Problem and process in human development. Cambridge, MA: Harvard University Press.

Kegan, R. (1980). Making meaning: The constructive-developmental approach to persons and practice. *The Personnel and Guidance Journal, 58*, 373−380.

Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning and Education, 4*(2), 193–212.

Kozulin, A., & Presseisen, B.Z. (1995). Mediated learning experience and psychological tools: Vygotsky's and Feurstein's perspectives in a study of student learning. *Educational Psychologist, 30*(2), 67-75.

Kruse, K. (2012). 100 best quotes on leadership. *Forbes. com*.

Landsberg, M. (2003). *The tools of leadership: Vision, inspiration, momentum*. Profile Books.

Locke, E. A. (1968). Toward a theory of task motivation and incentives. *Organizational behavior and human performance*, *3*(2), 157-189.

Lord, R. G., & Hall, R. J. (2005). Identity, deep structure and the development of leadership skill. *Leadership Quarterly, 16*(4), 591−615.

Lunenberg, M., Korthagen, F., & Swennen, A. (2007). The teacher educator as a role model. *Teaching and teacher education*, *23*(5), 586-601.

Magnusson, D. (2015). *Individual Development from an Interactional Perspective (Psychology Revivals): A Longitudinal Study*. Psychology Press.

Marshall, G. (2004). *The Cut the Crap! Guide to the Guitar*. Artemis Music Ltd.

Maxwell, J. C. (2007). *The 21 irrefutable laws of leadership: Follow them and people will follow you*. HarperCollins Leadership.

McCracken, G. (1989). Who is the celebrity endorser? Cultural foundations of the endorsement process. *Journal of consumer research*, *16*(3), 310-321.

Merton, R. K. (1973). *The sociology of science: Theoretical and empirical investigations*. University of Chicago press.

Mezirow, J. (1997). Transformative learning: Theory to practice. *New directions for adult and continuing education*, *1997*(74), 5-12.

Northouse, P. G. (2018). *Leadership: Theory and practice*. Sage publications.

Palus, C. J., & Drath, W. H. (1995). Evolving leaders: A model for promoting leadership development in programs. Greensboro, NC: Center for Creative Leadership, p. 18.

Payne, A. (2020). The Economics Game: Helping Students Prepare for the Edge. *Journal of WEI Business and Economics, 9(*1), 47-65.

Payne, A. (2019). Stepping back to let the learning happen: a learning practice in higher education. *Journal of Higher Education Theory and Practice, 19*(8).

Payne, A. M. (2018, July). The community of effective leaders: Inclusive leadership development. Paper presented at the Association of Leadership Educators Conference, Chicago, IL.

Payne, A. M. (2016, November). Action-based effective leadership development and influence. Paper presented at the International Leadership Association Conference, Atlanta, GA.

Payne, A. M. (2015, July). Action-based effective leadership development. Paper presented at the Association of Leadership Educators Conference, Washington, D.C.

Pearce, C. L., & Conger, J. A. (2003). All those years ago. *Shared leadership: Reframing the hows and whys of leadership*, 1-18.

Pearce, C. L., Perry, M. L., & Sims, H. P., Jr. (2001). Shared leadership: Relationship management to improve NPO effectiveness. In T. D. Connors (Ed.), *The nonprofit handbook: Management* (pp. 624_641). New York: Wiley.

Peter, L. (1991). 5,000 Gems of wit and wisdom: Memorable quotations for all occasions. London. Treasure Press.

Piaget, J. (1954). The construction of reality in a child. New York: Basic Books.

Qasim, A., & Qasim, Z. (2013). Gender construction in the twentieth century funny quotes. In *International Conference on Women's Studies (ICWS2013). Colombo, Sri Lanka: International Centre for Research & Development* (pp. 183-201).

Resnick, M., & Rosenbaum, E. (2013). Designing for tinkerability. *Design, make, play: Growing the next generation of STEM innovators*, 163-181.

Ritchhart, R., Church, M., & Morrison, K. (2011). Making thinking visible: How to promote engagement, understanding, and independence for all learners. San Francisco, CA: Jossey-Bass.

Robbins, B. (Director), & Birnbaum, R. (Producer). (2004). *The Perfect Score* [Motion picture]. United States: MTV Films.

Roehl, A., Reddy, S. L., & Shannon, G. J. (2013). The flipped classroom: An opportunity to engage millennial students through active learning strategies. *Journal of Family & Consumer Sciences,105*(2), 44-49.

Sachs, J. (1999). Aristotle's Metaphysics, a new translation. *Translated by Joe Sachs. Santa Fe, New Mexico.*

Schank, R. C., Berman, T. R., & Macpherson, K. A. (1999). Learning by doing. In C. M. / Reigeluth (Ed.), Instructional-design theories and models: A new paradigm of instructional theory (pp. 633–651). Mahwah, NJ: Lawrence Erlbaum Associates.

Sosin, M., & Caulum, S. (1983). Advocacy: A conceptualization for social work practice. *Social Work*, *28*(1), 12-17.

Staff, M. W. (2004). *Merriam-Webster's collegiate dictionary* (Vol. 2). Merriam-Webster.

Uslaner, E. M. (2000). Producing and consuming trust. *Political Science Quarterly*, *115*(4), 569-590.

Van Velsor, E., & Drath, W. H. (2004). A lifelong developmental perspective on leader development. In C. D McCauley, R. Moxley, & E. Van Velsor (Eds.), The Center for Creative Leadership handbook of leadership development (pp. 383−414). 2nd ed. San Francisco: Jossey-Bass.

Weaver, G. R., Treviño, L. K., & Agle, B. (2005). "Somebody I look up to:" Ethical role models in organizations. *Organizational Dynamics, 34*(4), 313–330.

Weber, R. P. (1990). *Basic content analysis* (No. 49). Sage.

Whedon, J. (Director), & Feige, K. (Producer). (2012). *The Avengers* [Motion picture]. United States: Marvel Studios.

Wortham, S. (2003). Learning in education. In L. Nadel (Ed.), *Encyclopedia of Cognitive Science* (pp.1079-1082). New York: Macmillan/Nature Publishing Group. Available: http://repository.upenn.edu/gse_pubs/82**.**

Xie, Y., Fang, M., & Shauman, K. (2015). STEM education. *Annual review of sociology*, *41*, 331-357.

Yukl, G. A. (1998). *Leadership in organizations* (4th ed.). Englewood Cliffs, NJ: Prentice Hall.

Appendix: ABELDI Supplemental Material


GOALS and the ABELDI Model
Action Based Effective Leadership Development & Influence
SMART GOALS:
Specific
Measurable
Attainable
Realistic
Timeframe
Breaking down a
GOAL
Something to be achieved.
"What you get by achieving your goals is not as important as what you become by achieving your goals."
- Henry David Thoreau
Vision.
ASPIRE
Working hard to achieve your goals.
"You will become as small as your controlling desire; as great as your dominant aspiration." - James Allen
Working hard to help others achieve their goals.
INSPIRE
"Life's most persistent and urgent question is: What are you doing for others?"
- Martin Luther King, Jr.
MODEL
Working hard to achieve your goals to help others achieve their goals.
"A person always doing his or her best becomes a natural leader, just by example."
- Joe DiMaggio
Getting others to work hard to achieve your goals.
PERSUADE
"If you would persuade, you must appeal to interest rather than intellect."
- Ben Franklin
"Hence to fight and conquer in all of your battles is not supreme excellence; supreme excellence consists of breaking the enemy' s resistance without fighting."
- Sun Tzu

Leadership and Literature: Introduction to Leadership Theory Through Fiction

Geoff Peate, EdD, Plymouth State University, New Hampshire

Abstract

Every young person has the potential to become a leader, whether they are acting in a minor or major leadership role. More than ever, it is paramount that youth learn to identify themselves as potential leaders. "One of the great barriers to cultivating leadership among youth is the treatment of them solely as the 'next generation.' As a result, youth often fail to see themselves as actors in decision-making processes today." (Kress, 2006, p. 54). The future depends on good leaders; what can we do to help all youth see their potential as leaders?

Background

Authors Mortenson, et.al, (2014) and Van Velsor & Wright (2013) advocate for the introduction of leadership during adolescence. "It is critical to involve youth as leaders now rather than waiting until they are adults. Youth have both awareness and a desire to create change" (Mortenson, et al, 2014, p.451). Growing evidence demonstrates that leadership concepts and skills need to be introduced during primary and secondary school to help youth understand foundational leadership concepts, well before they enter the workforce. A survey given by the Center for Creative Leadership aimed to identify leadership development needs in the workplace. Ninety percent of the respondents reported that they believe leadership development should begin before the age of 18 (Van Velsor, E., Wright, J., & Center for Creative Leadership, 2012). In the article, *What Do Next-Generation Leaders Look Like?* Van Velsor, E., & Wright, J. (2013), explain that leadership studies should begin at an age much earlier than when young adults enter the workforce (Van Velsor, E., & Wright, J., 2013).

One way to prepare students for leadership is through formal teaching to a curriculum on leadership. Another method might be to incorporate studies in leadership within an already defined curriculum such as in a Language Arts class. This roundtable discussion will focus on the use of fictional characters to introduce leadership concepts and develop student leadership potential within students.

Session Learning/Participant Objectives

If the future depends on good leaders, what can we do to help all youth see their potential as leaders?

Session Description

Participants will explore developments in youth leadership.

References

Kress, C. A. (2006). Youth leadership and youth development: Connections and questions. *New Directions For Youth Development*, *2006*(109), 45-56. doi:10.1002/yd.154

Mortensen, Jennifer, et al. (2014) Leadership through a Youth Lens: Understanding Youth Conceptualization of Leadership. *Journal of Community Psychology* 42(4), 447-462.

Van Velsor, E., Wright, J., & Center for Creative Leadership. (2012). *Expanding the Leadership Equation: Developing Next-Generation Leaders. A White Paper*. *Center for Creative Leadership*. Center for Creative Leadership. Retrieved from http://search.ebscohost.com.libproxy.plymouth.edu/login.aspx?direct=true&db=eric&AN=ED543117&site=ehost-live

Van Velsor, E., & Wright, J. (2013). What Do Next-Generation Leaders Look Like? *Chief Learning Officer*, *12*(4), 44–46. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=86443173&site=ehost-live

Leadership and The Good Life Across Generations

Zachary Wooten, PhD, West Chester University of Pennsylvania
Recipient, 2022 Founding Mothers' Scholar Award

Abstract

This poster provides an example of an innovative service-learning assignment in a class entitled, *Leadership and the Good Life*. In the class, students discuss core questions such as, "What makes a good life?", "What do we have to do in order to live a good life?", and "What circumstances are required for a good life?" Students also consider the resources, pitfalls, and challenges of various visions of leadership and the good life. To engage these questions, students experience readings, guest lectures, group discussions, written reflections, and notably, a dialogical and intergenerational service learning experience. To help further expand students' perspectives on what it means to live a good life, the most iteration of the class identified an often overlooked perspective among traditional undergraduate students: older adults, especially those toward the end of life. This poster explains the pursuit of addressing that overlooked group through partnerships with local senior centers. Through the assistance of a "community engagement scholar," students were paired with an older adult in the community and engaged in three meetings to discuss life's most meaningful questions amongst those at the beginning and end of their adult lives.

Session Learning/Participant Objectives

1. Participants will gather information about an assignment they can use in their own classes
2. Participants will understand strategies for intergenerational community engagement and community-engaged philosophical dialogue.

Session Description

What makes a good life? What does leadership have to do with a life well lived? These are difficult questions that require intellectual muscles many of us have left untrained; we need one another's help to ask and answer them. Throughout the class, *Leadership and the Good Life*, students explored these questions by engaging in textual and interpersonal dialogue. This class represents one iteration of the "Life Worth Living" approach developed by the Yale Center for Faith and Culture (Yale Center for Faith and Culture, 2019).

As a part of the course, students were assigned a community member from an older adult living community or senior center in the area to interview and engage the questions of the course. The purpose of this interview was to gain a unique perspective on what it means to live a good life and cultivate intergenerational dialogue. Through these interviews, students continued to refine their definition of what it means to live a good life. This assignment was a modification of an earlier assignment in which students picked a local leader to interview about their views on leadership and the good life (Wooten & Pierlott, 2019). Since its success, an aim of the course was to expand this project by attending to marginalized perspectives, in this instance, older adults, who often suffer disproportionately of loneliness (Murthy, 2020).

To help support this project, the class worked closely with the university's Center for Civic Engagement and Social Impact which financially supported a student who took the course previously to help with the coordination of the project. This student was a "Community Engagement Scholar,"(CES) meaning they were trained to assist faculty in teaching academic service-learning courses.

General Outline of the Project

1. Each student was assigned a community member located in an assisted living facility.
2. Once paired up, the students planned three meetings throughout the semester via phone or in-person, depending upon restrictions.
3. Before each meeting, students generated interview questions related to leadership and the good life.
4. After each meeting, students reflected upon their experience.
5. After the three meetings are over, students completed a "feature article" to highlight the most important parts of their interviews' perspective.
6. All articles were combined into an anthology written by all students, so the articles can be reviewed by the community members, the older adult living community and/or senior center, and the class.

- **First Meeting**
    - Students conducted a meeting to explain the purpose of the project and start to build rapport with the community members.
- **Second Meeting**
    - Students asked the core questions of the class to the interviewee, and began to learn about the community members vision of the good life and leadership.
- **Third Meeting**
    - In the final meeting, students discussed any closing thoughts and offered the community partner a chance to amend their article.

The final poster will show a full picture of the assignment as well as feedback from the students, community members, and reflection from the CES and faculty members.

References

Murthy, V. H. (2020). *Together: loneliness, health and what happens when we find connection*. Profile Books.

Wooten, Z.W. & Pierlott, M. (2019). Leadership and the good life. *Proceedings of the Association of Leadership Educators,* https://www.leadershipeducators.org/resources/Documents/Annual%20Conference%20Proceedings%2012-11-19.pdf.

Yale Center for Faith and Culture. (Accessed 2021, August 4). *Life Worth Living.* https://faith.yale.edu/initiatives/life-worth-living.