COMPETENCIES OF LEADERSHIP PROFESSIONALS: A NATIONAL STUDY

OF PREMIER LEADERSHIP DEGREE PROGRAMS

A Dissertation

by

ANTHONY CLYDE ANDENORO

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

December 2005

Major Subject: Agricultural Education

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Approved by:

Chair of Committee,	Kim Dooley
Committee Members,	Christine Townsend
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ABSTRACT

Competencies of Leadership Professionals: A National Study of Premier Leadership

Degree Programs. (December 2005)

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This study examined formal leadership degree programs and their ability to prepare professionals for leadership positions. This study provided data outlining the necessary competencies for leadership positions and examined the current activities and formal curriculum included in three premier formal leadership degree programs. This study also provided recommendations for the enhancement of current curriculum and methods in formal leadership degree programs to better facilitate the learning and empowerment of student populations interested in pursuing leadership positions.

This study utilized qualitative research in order to study the interrelationships holistically. The data collected in this study provided insight into what leadership competencies were valued and taught by highly ranked diverse undergraduate and graduate academic programs. These programs were selected based on their reputation of excellence, faculty, and overall program experience. The gatekeepers and graduates of these highly motivated academic programs identified the necessary competencies for success after graduation in the leadership work force. This examination allowed for holistic impressions to be made about curriculum revision and enhancement that added to the foundation and future of leadership education.

A purposive sample was used to maximize the range of specific information that could be attained from and about the context. The purposive sample allowed the researcher to purposely seek typical and divergent data and insights to capture the essence of the situation.

The major findings of this study include the development of two competency sets necessary for successful practice within leadership positions. *Etic competencies* refer to those competencies relating to features or items targeted for development which can be considered outside of their role within a leadership system. *Emic competencies* refer to those competencies relating to features or items targeted for development with respect to their role within a leadership system.

Based on the literature and respondent perspectives four recommendations can be made for the revision of leadership education. These revisions are expansion of current curricula, renewed focus and attention to global perspective, enhanced faculty development opportunities, and grounding in moral and ethical purpose. These four recommendations are solidified and integrated into practice through the *Foundational Approach to Leadership Development Model.*

DEDICATION

To My Family…

Mom, Dad, Joe, and Grandma, without your undying support and consistent inspiration

none of this would have been possible. My education is a testament to your love and

sacrifice.

I love you and thank you for everything you have brought to my life.

ACKNOWLEDGEMENTS

If there is no struggle, there is no progress. Those who profess to favor freedom, and depreciate agitation, are men who want crops without plowing up the ground, they want rain without thunder and lightning.

- Frederick Douglass

Throughout this educational process the strength to push through to the finish was paramount. There were times when I felt as though my frustrations and accompanying stressors would have proved to be too much, preventing me from completing my dissertation. However, through the unbelievable support of friends, family, and professionals, I was able to complete this daunting task. For this, I am forever indebted to all of the heroes and heroines who made completion of my educational journey a possibility.

I would like to thank all of my friends for all of the support that they have provided throughout this experience. Although you may have thought that your actions were trivial in this process, you provided me with the stress relief and humor which allowed for sanctity from the grind of the dissertation. This sanctity provided an escape and a rejuvenator in my attempt to stay motivated and accomplish my goals.

My family was critical to this process. There have been highs and lows throughout this journey, but one constant has remained, my family. Your consistent support and love provided me with a foundation to achieve excellence. I could never explain how much you have done for me. I love you and sincerely appreciate everything that you have brought to my life.

Professionally, I have been touched by many individuals throughout my academic career that have contributed to my development. Rodney McClendon, thank you for

teaching me that it is alright to prioritize people over productivity. You always had time for me, although you are one of the busiest people I have ever met. Dr. Chris Townsend, thank you for your "tough love" support and teaching me that it is alright to be passionate about advocating for what you believe is right. Although I did not always understand the decisions you made, you always had my best interest in mind. Dr. Christine Stanley, thank you for teaching me that it is alright to be positive about teaching and enhancing how we teach in higher educational settings. Your tireless dedication to curriculum revision, faculty initiatives, and opportunities for professional development to provide the best possible educational environment for our students is inspiring. Dr. Barry Boyd, thank you for teaching me that it is alright have fun when you work with students. You engage students with a variety of techniques including playing music, throwing candy, and a tone that is truly captivating.

Finally, Dr. Kim Dooley, I cannot properly explain how grateful I am for what you have done for me. You have been my rock. Without you, none of this would have been possible. You were there to push me when I needed pushed, and you were there to hug me when I needed hugged. Your perspective and scholarship has helped me to develop both personally and professionally. There were countless times when I sat down with you during this process because I was struggling with professional and personal situations. You provided me with real perspectives which gave me the strength to persevere. You shared personal thoughts and treated me with respect. You made me feel like a person who was valued for the person I am. You assisted me in developing into a professional who can make a difference the lives of students. I firmly believe that I am a better person because you are in my life.

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CHAPTER I

INTRODUCTION

CONTEXT AND BACKGROUND OF THE STUDY

Leadership education has been a focal point of many higher education programs and curricula for many years. However, who should teach leadership and leadership development and how it should be taught has been a constant topic of discussion for educators across the curriculum. Due to this discussion, leadership education has become decentralized and administered in a variety of different formal leadership degree programs within the academic arena. These programs include, but are not limited to public leadership, government service, holistic citizenship, master of business administration, and agricultural education programs.

As educators, our hope is that we are preparing leaders to be successful stewards of prosperity and productivity in the future. However with little cross curricular communication among formal leadership degree programs, educators across universities are providing similar instruction to their students adding unnecessary redundancy to the student degree plan. Furthermore, these educators may not be teaching critical material to their students that could prove to be valued additions to the current curricula. This situation is a potential problem as students may not be receiving the holistic education that they hope to attain in a leadership degree program.

This dissertation follows the style and format of the *Journal of Agricultural Education*.

This dilemma calls for an assessment of leadership education including what is being taught, who is being taught, how it is being taught, and who is teaching it at the premier higher education institutions advancing leadership education through their formal academic programs in the United States. With regards to the literature, an assessment could bring cross-curricular collaboration enhancing the education of our students and future leaders of society.

STATEMENT OF THE PROBLEM

Current organizational mega-trends point to the emergence of a value shift that governs our global society (Barrett, 2004). This value shift includes a renewed focus on social responsibility, stewardship, service, and member fulfillment. This shift calls for a new type of leadership which incorporates the ability to comprehend and facilitate opportunities and successes for members through creative means while balancing the interests of the organization, members, and society as a whole. Barrett further explains that competitive organizations will make nurturing innovation and productivity their top priority by transforming their corporate culture (2004).

Due to this trend, leadership and leadership education will become increasingly complex for the future. Educators within formal leadership degree programs will be forced to assess their curriculum and how they are preparing leaders. This search will be incredibly difficult considering the vast number of educators across academia attempting to prepare leaders and the variety of competencies needed to be an effective leader.

Thus, it is important to examine a cross-curricular sample of highly ranked institutions and programs in their individual fields. It is also imperative to evaluate and

determine how well the programs' curriculum is equipped with the competencies necessary to address the new generation of leaders, organizational mega-trends, and an ever-changing society.

PURPOSE OF THE STUDY

The purpose of this study was to examine the formal leadership degree programs and their ability to prepare professionals for leadership positions. This study provided data outlining the necessary competencies for leadership positions and examined the current activities and formal curriculum included in formal leadership degree programs, including the Hart Leadership Program at Duke University, The Maxwell School of Citizenship and Public Affairs at Syracuse University, and the Agricultural Education Leadership Development Program at Texas A&M University. This study also provided recommendations for the enhancement of current curriculum and methods in formal leadership degree programs to better facilitate the learning and empowerment of student populations interested in pursuing leadership positions.

RESEARCH OBJECTIVES

The following research objectives have been satisfied through examination of data collected in this study:

- Describe the leadership programs based on contextual ideologies and curricula.

- Illustrate the gatekeepers' perceptions of the leadership competencies taught and facilitated within his or her formal leadership degree program.

- Discover and explain how the leadership programs developed these competencies.

- Illustrate the graduates perspectives of the program faculty and the leadership curricula's impact on development of competencies providing for success in leadership positions.

- Illustrate the respondents perceptions of the leadership competencies associated with their professional leadership positions.

- Identify the necessary leadership competencies for leadership professionals based on the perceptions of the respondents.

- Develop perspectives of global leadership priorities and accompanying competencies based on the respondents perceptions.

- Evaluate and recommend revisions for formal leadership degree programs.

METHODOLOGY

This study utilized qualitative research in order to study the interrelationships holistically. The data collected in this study provided insight into what leadership competencies were valued and taught by highly ranked diverse graduate academic programs. These programs were selected based on their reputational excellence, faculty, and overall program experience. The respondent perspectives obtained through assessments of these programs were then examined from a constant comparative perspective (Erlandson, Harris, Skipper, & Allen, 1993). The gatekeepers and graduates of these highly motivated academic programs identified the necessary competencies for success after graduation in the leadership work force. This examination allowed for holistic impressions to be made about curriculum revision and enhancement that added to the foundation and future of leadership education.

A purposive sample was used to maximize the range of specific information that could be attained from and about the context. The purposive sample allowed me to purposely seek typical and divergent data and insights to capture the essence of the situation.

My respondents included the program coordinators of the Hart Leadership Program at Duke University, The Maxwell School of Citizenship and Public Affairs at Syracuse University, and the Agricultural Education Leadership Development Program at Texas A&M University. The gatekeepers provided me with the perspective of what leadership competencies were prioritized at highly ranked programs and what curricula was currently being addressed to aid in the preparation of leaders through competency development. My respondents also included graduates of these highly ranked programs who were currently acting in a leadership capacity. They provided perspectives of their academic programs, including their perceptions of the program's effectiveness in preparing the graduates for leadership positions, and if they saw any gaps in the curricula relating to what they felt were the necessary leadership competencies for success as a leader.

My methods of data collection consisted of telephone and face to face interviews with the purposive sample listed above and document analysis of curricula summaries and common degree plans. I completed a triangulation process addressing the program coordinators' perspectives, graduates' perspectives, and document analysis of curriculum.

It is paramount to establish trustworthiness for this study. Hence, credibility, transferability, dependability, and confirmability were essential (Erlandson, et al. 1993). Credibility was met through persistent observation, triangulation, referential adequacy

materials, peer debriefing, and member checks. I used persistent observation by constantly interpreting within the context in different ways. Triangulation assisted in establishing trustworthiness by collecting data from varying perspectives, specifically by addressing the program coordinators' perspectives, learners or graduates' perspectives, and document analysis of curriculum. Referential adequacy materials further provided my study with credibility as I was able to reference my materials through recorded interviews and field notes. Peer debriefing also established credibility as I discussed my research and findings with my committee members to provide for other perspectives within the context. Member checks with the respondents permitted me to verify data before including it in my final report. I used thick description by expressing my data with sufficient detail so others could tell if data is applicable to their own studies and data. I included a dependability audit so an external reviewer could check the sources of data using an audit trail, which provided interview notes and logistical details for data.

Data were analyzed using the constant comparative method (Glasser & Struass, 1967). This method starts to generate theoretical properties of the category which provide an understanding of the data and how it relates to and affects other categories. It is incredibly useful because it provided grounding for the study, adding to trustworthiness of the research. I communicated these results through case study reporting, as it allowed the reporting of multiple realities and interactions with the site to promote transferability to other sites.

THEORETICAL FRAMEWORK

The theoretical framework included three areas that assisted in the foundational understanding of leadership education, the "who," "what," and "how". However, it is also critically important to examine global leadership. A global perspective will provide leaders with a foundation for a productive future within dynamic societies. As perspectives become increasingly complex and more inclusive of people from diverse backgrounds, graduates will need a global perspective to manage diversity within teams to ensure for successful facilitation of activities, interactions, and organizations.

The "who" refers to the students within formal leadership degree programs and educators' theoretical understanding of those students' development. Understanding student development theory was broken into three areas. Linked to Erikson, *psychosocial theory* examines the individuals' personal and interpersonal lives (Evans, 1996). The second area is *cognitive-structural theory*. This area illuminates changes in the way that people think, but not what they think (Evans, 1996). These were derived from Piaget's work stressing the importance of heredity and environment in the intellectual development and reveal the various ways that individuals develop cognitively (1952). The third area of student development theory is *typology theory* which examines the individual differences in how people relate to the world (Evans, 1996). These are based on Jung's work addressing the individual differences which occur in mental processing. Understanding the generational differences of students is also critical for leadership educators as the student population's generational diversity increases within higher education. Hence it will be important to consider this through the review of the literature

to create a foundation for assessing leadership education as it relates to its student population.

The "what" was broken into two areas concerning the contents of the formal leadership degree programs and past competency-based learning assessments within higher education. When addressing leadership education it is also of fundamental importance to critically examine leadership education theory and previously developed leadership competencies. This examination provided a theoretical foundation for the justification of curricula development and usage in formal leadership degree programs. Leadership is broadly defined as a process involving influence occurring within a group context involving goal attainment (Northouse, 2001). From this definition develops the foundational elements of how to lead and what leadership entails.

Considering the leadership competencies and the curricula currently taught is also critically important to the "what" as it provides educators with a deeper understanding of cross-curricular perspectives of leadership and hopefully will lead to better teaching and more holistic curricula. However educational systems have been criticized through out the years for their inability to develop leaders (Gardner, 1993). This perspective means that it is paramount for educators to carefully consider the curricula they develop in an attempt to teach learners the competencies that will allow for them to be successful leaders. This content hinges on several considerations, including the student's comfort with the concept of leadership, identification of the elements of leadership, acceptance that leadership is a process, a heightened awareness of the practice of leadership, establishment of the purpose of leadership, identification of individual strengths and weaknesses on the way to developing a personal leadership approach, enhancement of

analytical skills, and sharing of new and emerging leadership theories (Wren, 1994; Lewis, 1995; Watt, 1995).

The third piece, the "how," includes research examining the learning preferences of students and the delivery strategies used in transferring skills to students which can be applied to "real world" settings. Hence, understanding learning preferences and approaches becomes critical to the understanding of leadership competencies and leadership education. The world of leadership education is changing. The meaning of knowing has shifted from being able to remember and repeat information to being able to find and use it (Simon, 1996). This understanding is highly applicable to leadership settings as leaders attempt to disseminate information and develop solutions to problems which have yet to have been addressed. Thus as leadership educators, it is important to understand not only the student, but how to most effectively deliver the knowledge so they can use it in an effective manner.

The final piece of this area of the theoretical foundation examines the emerging priority of global or international focus within leadership education. The influence of globalization and technology requires new paradigms and new leadership competencies (Bueno & Tubbs, 2004). These paradigms are critical to the development of effective global leadership. Thus leadership education must address the perspectives which encompass the dynamic ideologies and perceptions of our world's societies. Currently in leadership education, there is an emerging priority to discuss the importance of global perspectives, but there has only be a superficial examination of how educators can teach and empower global leadership within learners. DiStefano and Maznevski assert that global managers are expected to master an ever-expanding range of knowledge and skills,

and educators are faced with the daunting task of preparing these managers to be as effective as possible (2003). Leadership education and global leadership are analogous and as such, leadership educators will be forced to address global paradigms and develop competencies which can be enhanced within our students to promote effective leadership for the future of ever dynamic societies.

DEFINITION OF TERMS

For the purpose of this study the following definitions were used.

Leadership

Leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2001).

Competencies

Buford and Lindner (2002) defined competencies as a group of related knowledge, skills, and abilities that affect a major part of an activity such as going to school. In this context competencies can be further defined as that which is necessary to master in order to assure for quality and effective leadership.

Formal Leadership Degree Program

Formal leadership degree programs refer to graduate level higher education programs from varying disciplines which teach understanding, application, and synthesis of leadership theory and practice addressed in this study.

Leadership Professionals

Leadership professionals can be defined as graduates from higher education graduate

programs currently working in management, education, or other fields where their

leadership education finds application.

Triangulation

Triangulation can be defined as the process of eliciting varying divergent perspectives

that exist within the context of the study to collect information about different events and

points of view (Erlandson, et al, 1993).

SIGNIFICANCE

Leadership educators are charged with providing the most holistic impression of

leadership theory and practice to aid in the development of their students. This document

presents a foundational tool for assessing, implementing, and evaluating a foundational

approach to leadership development. It assesses current practice, theoretical framework,

and future leadership education from a multidisciplinary naturalistic approach. Its

findings contribute to the body of knowledge which provides a guide for leadership

education and more importantly, leadership development.

In the next chapter, a foundation of who the student is, what educators teach and

should consider teaching, and how to properly deliver material to most effectively

empower learning will be presented. It will conclude with the implications of the

emerging priority of global perspective within leadership education.

CHAPTER II

REVIEW OF THE LITERATURE

The theoretical framework included three areas that assisted in the foundational understanding of the "who," "what," and "how" of leadership education. However, it is also critically important to examine global leadership. Global perspective will provide leaders with a foundation for a productive future within dynamic societies. As perspectives become increasingly complex and more inclusive of people from diverse backgrounds, graduates will need global perspective to manage diversity within teams to ensure for successful facilitation.

The "who" refers to the students within formal leadership degree programs and educators' theoretical understanding of those students' development. The "what" was broken into two areas concerning past competency based learning assessments and the contents of the formal leadership degree programs within higher education. The third piece, the "how," includes research examining the learning preferences of students and the delivery strategies used in transferring skills to students which can be applied to "real world" settings.

"THE WHO" – STUDENT DEVELOPMENT AND GENERATIONAL THEORY

The examination of student development theory and research regarding the generational differences among students is vital to leadership education because it can provide educators with the foundational knowledge of the population enrolled in and experiencing the curricula in formal leadership degree programs. Sanford defined

development as the "organization of increasing complexity" (1967, p. 47). I feel that this report is fitting as educators attempt to refine and transfer the immense amount of information to the students. Furthermore, student development examines how a student grows, progresses, or increases his or her developmental capabilities as a result of enrollment in an institution of higher education (Rodgers, 1990). As leadership educators, an attempt is made to provide materials and resources to assist students in being the most effective leaders possible. The statement validates that if leadership educators desire to develop students into holistic real world leaders it is imperative that they address the student development strategies and student development theory that will govern their delivery methods. However when addressing how to facilitate the learning and deliver the materials to the students it is paramount to examine "the who," including their developmental levels and the dynamics of empowering his or her leadership development.

Understanding student development theory was broken into three areas. Linked to Erikson, Psychosocial theory examines the individuals' personal and interpersonal lives (Evans, 1996). psychosocial theorists explain that human development is continuous throughout life and that a basic underlying psychosocial structure guides this development (Rodgers, 1990). Chickering constructed the seven vectors of development which cumulatively contribute to a sense of identity in the student (Chickering & Reisser, 1993).

The second area is cognitive-structural theory. This area illuminates changes in the way that people think but not what they think (Evans, 1996). These were derived from Piaget's work stressing the importance of heredity and environment in the

intellectual development and reveal the various ways that individuals develop cognitively (1952). An excellent example of work stemming form Piaget is the work of Perry which explains that there are nine "positions" of ethical and intellectual development at which people adhere to particular points of view (1968).

The third area of student development theory is typology theory which examines the individual differences in how people relate to the world (Evans, 1996). These are based on Jung's work addressing the individual differences which occur in mental processing. Major contributors to this area are the Myer's Briggs theory of personality type (Myers, 1980) and Kolb's theory of experiential learning (1984).

Understanding the generational differences of students is also critical for leadership educators as the student population's generational diversity increases within higher education. Faculty and staff within higher education place confidence in the future through the development of college students because they have such a vested interest in their growth and development (Coomes & DeBard, 2004). The ability to develop these students is based on developing valued behaviors determined through a combination of their internal drive and external pressure which makes up the motivation for college students (Astin, 1995). Thus, understanding the dynamic of the generation implications for motivating individual students becomes a premium with regards to empowering effective learning in college students. Another concern is the dynamic of the teacher and student relationship. The more understanding of generational differences possessed by teachers the better adept they will be at relating to diverse generations. For instance, it may be difficult for a Baby-Boomer faculty member to understand why millennial generation students are not engaged with the material in their classes.

However if the faculty member stresses the material from a pedagogical perspective it may not be well received as the generational preference of the Millennials is extremely active learning with instant feedback (Howe & Strauss, 2000).

Psychosocial Foundations

Psychosocial theorists examine the content of development, including the issues people face as their lives progresses, how they define themselves, their relationships with others, and what to do with their lives (Evans, Forney, & Guido-DiBrito, 1998). The psychosocial area finds its roots in the work of Erikson. Erikson perceived psychosocial development as a series of age-linked sequential stages where developmental task arise, presenting the person with compelling questions which must be resolved (1980). This perspective is incredibly important to the examination of leadership development and prescribing competencies for success, as their psychosocial development may have a tremendous impact on the person's ability to attain significant competencies for success in leadership positions.

Based off of Erikson's work, Chickering was a pioneer in applying psychosocial theory to student development. Chickering addressed the impact of innovative curricular practice on student development. This research was the foundation for targeting faculty and explaining how to effectively design educational materials to enhance student development. Chickering is most widely known for his seven vectors of development that contribute to the formation of identity. Chickering noted that the vectors were "major highways for journeying toward individualization" (Chickering & Reisser, 1993, p. 35). Students move through these vectors at different rates and the vectors build upon

one another to leading to greater complexity, stability, and integration as issues related to each vector are addressed (Evans, et al., 1998). This idea takes into account the emotional, ethical, interpersonal, and intellectual aspects of development. The seven vectors are as follows.

Developing Competence refers to the confidence or sense of ability to handle situations effectively. There are three areas within *developing competence*, intellectual competence, physical and manual skills, and interpersonal confidence (1998). Intellectual competence identifies the knowledge to be successful in completing a particular task. This competence includes the development of cultural, intellectual, and aesthetic perspectives adding to their overall sophistication. Physical and manual skills refer to the attention to wellness and involvement in artistic and manual activity stemming from recreational activities. Finally, and most applicable to this study, *Developing Competence* involves the idea of interpersonal competence, which relates to developing "skills in communication, leadership and working with others" (Evans, et al., 1998, p. 38).

The second vector is *Managing Emotions*. Here students address emotions, how to recognize and accept them, and then express and control them. This process is important in the developing leadership competencies, because within *Managing Emotions* students learn how to act on feelings in a responsible manner. This development is critical in leadership education as student attempt to develop healthy means of managing change, dealing with conflict, and working with people.

Moving Through Autonomy Towards Interdependence is an aspect resulting in increased emotional independence (Evans, et al., 1998). Chickering and Reisser define

this idea as "freedom from continual and pressing needs for reassurance, affection, or approval from others" (1993, p. 117). Students develop self-direction, problem-solving ability, and mobility within this vector. The students begin to understand the importance of interdependence and develop awareness for their interconnectedness to others (Evans, et al., 1998). This understanding is incredibly important for development of leadership competencies as it provided the foundation for being motivated and self-directed in working with others and it establishes the critical nature and importance of networking and collaborating with others to reach a common goal.

   Developing Mature Interpersonal Relationships deals with the development of interpersonal and intercultural tolerance and appreciation of differences, as well as the capacity to develop healthy, sustainable relationships with partners and friends (Evans, et al., 1998). This development is critical to target as a priority in leadership education as potential leaders will be faced with situations which require the ability to work with diverse people and perspectives. This vector is especially important to develop as the world becomes increasingly interconnected and global dealings become the standard.

   Establishing Identity includes developing the ability to feel comfort with gender and sexual orientation, body and appearance, one's social and cultural heritage, a clear self concept and understanding of one's role and lifestyle, a secure sense of self in light of feedback from significant others, self-acceptance and self esteem, and personal stability and integration (Evans, et al., 1998). This vector can be important for future leaders as the complexity of dealing with diverse populations increases. Self-assurance could potentially provide stability to an organization and establish a foundational point from which to ground organizational vision and mission.

Developing Purpose consists of developing and understanding for the vocational interest of the student. This vector is the foundational purpose from which students attempt to lead productive lives. As we attempt to enrich students within leadership education, it is important to ground perspective in a moral foundation. Understanding this idea, *Developing Purpose* becomes a critical stage in leadership development as student attempt to define sustainable purpose for themselves and their organization.

The final vector, *Developing Integrity*, includes three areas, humanizing values, personalizing values, and developing congruence (Chickering & Reisser, 1993). Students move from moralistic thinking to a humanistic value system which balances others' interests and their own (Evans, et al., 1998). Personal values are then developed as individuals identify their core values and acknowledge and respect the beliefs of others. Developing congruence refers to one's actions and values becoming authentic as he or she balances self-interest and social responsibility. This vector is the foundation for leadership education because it provides a launching pad to serve others and managing organization vision and purpose.

Another theory rooted in the foundation of Erikson's work which provides a foundation for effective development of leadership competencies is Josselson's Theory of Identity Development in Women. Josselson conducted research to "understand the internal and developmental roots of identity development in women" (1987, p. 33). Her research provided her with four developmental groups of women. They are *Foreclosures: Purveyors of the Heritage, Identity Achievements: Pavers of the Way, Moratoriums: Daughters of the Crisis,* and *Identity Diffusions: Lost and Sometimes Found.*

Foreclosures are women who graduate from college with identity commitment but without experiencing identity crisis (Evans, et al., 1998). These women know what they want and they pursue it with determination. Assumptions developed early in life provide the confidence for their lives. They adopt the perspectives of their parents and they make choices based on the information presented to them during their childhood.

Identity Achievements break the psychological ties to their childhood, forming separate and distinct identities (Evans, et al., 1998). Josselson explains that these women follow the developmental course that leads them to "renounce the self-esteem derived from pleasing parents and struggle for maturity" (1987, p. 97). *Identity Achievements* value their own competence.

Moratoriums experience a state of unrest with their personality. They spend time searching experimenting and searching for new identities (Evans, et al., 1998). This status occurs when the individual internalizes that there are many different ways to "be right." First accepting of her family, she surprised and confused to discover that there are alternative ways of being. Many of these women who remain this way throughout their college experience are caught in identity conflict and are "paralyzed to move beyond it" (Evans, et al., 1998, p. 60).

Identity Diffusions are marked by the lack of crisis and commitment (1998). This complex group ranks lowest on "all measures of healthy psychological functioning" among the four identity groups (Josselson, 1987, p. 40). They score lowest amongst the four groups in ego development, have extreme difficulty in establishing relationships, rank highest amongst the four in anxiety, field dependency, and undifferentiated in sex role orientation (Evans, et al., 1998).

These four groups are important to take notice of when working with women in a higher education leadership setting. Educators can work to tailor educational plans to account for deficiencies in identity development and attempt to create innovations to maximize development in female students.

Leaders are faced with complex situations that have diverse stakeholders and as such it is important to develop perspectives which allow unbiased examination and integration of diverse perspectives. Thus, an understanding of Racial and Ethnic Identity Development and the theory addressing Gay, Lesbian, and Bisexual Identity Development is very important to possess.

Cross' *Model of Nigrescence* refers to a resocializing experience in which the healthy individual's identity is transformed from non-Afrocentrism to Afrocentrism to Multiculturalism (Evans, et al., 1998). The model involves 5 stages, *Preencounter, Encounter, Immersion-Emersion, Internalization,* and *Internalization-Commitment*. The five stage process is progression to positive conversion as noted by Cross (1995). Along this progression perspective are established, challenged, re-established, and then confirmed.

Another model addressing the racial development in people is *Helm's White Identity Development Model*. This model proposes moving from racist perspectives to the abandonment of those perspective and adoption of non-racist perspectives (Evans, et al., 1998). The model progresses through two phases and six status levels, *Phase I: Abandonment of Racism*, including *Contact, Disintegration,* and *Reintegration*, and *Phase II: Defining a Nonracist White Identity*, including *Pseudo-Independence, Immersion-Emersion*, and *Autonomy* (Helms, 1995).

Phinney's Model of Ethnic Identity Development is consistent with the previous ethnic identity models as individuals develop perspectives of their culture and their interconnectedness to other cultures and people. This theory and others alike examine how "individuals come to understand the implications of their ethnicity and make decisions about its role in their lives, regardless of the extent of their ethnic involvement" (Phinney, 1990, p. 64). There are three stages within this model, Diffusion-Foreclosure, Moratorium, and Identity Achievement (Evans, et al., 1998).

Sexual Orientation Identity Development theories also prove to be resourceful when understanding the full breadth of diversity possessed by people encountering leadership opportunities. *Cass's Model of Homosexual Identity Formation* is a progressive set of stages which have a cognitive component reflecting how individuals view themselves and an affective component indicating how they feel about their own and others' perceptions (Cass, 1979). The model has six stages, *Identity Confusion, Identity Tolerance, Identity Acceptance, Identity Pride,* and *Identity-Synthesis.*

Another theory of particular interest for leadership educators is *Schlossberg's Transition Theory*. This theory addresses a variety of complex issues facing students including, acclimation to a new environment, socialization with others in that environment, and their ability to manage change. These can also be many of the same issues facing a leader as he or she attempts to impact a new organization or group of followers. The person moves from preoccupation to integration of the transition during the process (Schlossberg, Waters, & Goodman, 1995). Schlossberg et al. (1995) stressed the role of perception in transitions, explaining that a transition only exists if the person experiencing it identifies that it exists. Changes which occur but are prioritized lower or

not at all would not be considered transitions (Evans et al., 1998). Transitions differ in

type, context, and *impact.* Hence Schlossberg et al. (1995) identified three varying types

of transitions, *anticipated, unanticipated*, and *nonevents*. She further identified *non-*

events as *personal* or related to individual aspirations, *ripple* or felt due to a nonevent of

someone close, *resultant* or caused by an event, and *delayed* or anticipating an event that

might still happen (Evans et al., 1998). Schlossberg et al. (1995) also defined *Context* as

being one's relationship to the transition and the setting in which the transition takes

place, and *Impact* as the degree to which a peoples life is altered by the transition. This

theory has four major factors which affect a person's ability to cope with transition,

Situation, Self, Support, and *Strategies* (Evans et al., 1998).

Cognitive-Structural Foundations

Cognitive-Structural theories are the foundation for how individuals think and

process information and as such they are critical to address from the perspective of

leadership education as instructors attempt to develop competencies and perspectives

within their students as a means of success. They examine the process of intellectual

development, focusing on how people think, reason, and make meaning of their

experiences (Piaget, 1952). Rooted in the work of Piaget, Cognitive-Structural theory

emerged as a means of understanding the way that college students attend to knowledge

and make sense of it.

One of the most widely respected cognitive theories is Perry's continuum of

intellectual and ethical development. The scheme uses *positions* which progress through

a series of forms or structures that shape how people view their experiences (Evans et al.,

1998). Perry (1968) described his scheme as beginning with simplistic forms in which

the individual interprets the world in "unqualified polar terms of absolute right and

wrong," and ends with complex forms which affirm personal commitments "in a world of

contingent knowledge and relative values" (p. 3). Perry uses the term *positions* very

specifically citing that he chose the term position over stage for three reasons (Evans et

al., 1998). First, Perry (1968) asserts that *position* assures that no assumption is made

based on duration. Secondly a position can refer to a demonstrated range of structures

manifested at a given point in time or "through the locus of a central tendency or

dominance among these structures" (p. 48). Finally, Perry considers *position* to be

reflective of the perspective from which a person may look at the world. Perry labeled

his positions, *Basic Duality, Multiplicity Prelegitimate, Multiplicity Legitimate but

Subordinate, Multiplicity Coordinate, Relative Subordinate, Relativism, Commitment

Foreseen*, and *Evolving Commitments* (1981). Perry classifies these positions as static

and explains that the development happens between the positions (Evans et al., 1998). It

has been argued that Perry's theory can be used to enhance the teaching and learning

process in the classroom (Evans et al., 1998). Knefelkamp (1982) noted that the

assumption that learning and teaching are ego-threatening tasks. Understanding this idea,

Perry's scheme, being viewed as an effective approach to dealing with differences in

students' levels of cognitive complexity, can hold the potential to assist students in

forming connections with faculty, course curricula and materials, and the learning

process (1982).

Moral development theory is also an important piece to the Cognitive-Structural

foundation. It focuses on how people make moral judgments (Evans et al., 1998). Again,

stemming from the work of Piaget, two theorists emerged as the purveyors of moral development theory, Kohlberg and Gilligan.

Kohlberg's *Stages of Moral Reasoning* claims that people develop morally through a six-stage sequence which is then broken into three levels (Kohlberg, 1976). Each level can be defined by the individual's point of view of the social facts and socially moral values inherent in the situation (1976). Each level is identified as a separate relationship between society's rules and expectations and the individual's point of view of them (Evans et al., 1998). The stages are *Heteronomous Morality* and *Individualistic/Instrumental Morality* listed in *Level I: Preconventional, Interpersonally Normative Morality* and *Social System Morality* listed in *Level II: Conventional*, and *Human Rights and Social Welfare Morality* and *Morality Universalizable, Reversible, and Prescriptive General Ethical Principles* listed in *Phase III: Postconventional* or *Principled* (Evans et al., 1998).

Gilligan was also a pioneer in moral development theory as she developed her theory of Women's moral development. While Kohlberg's theory focuses on morality on understanding of rules and expectations, Gilligan's contrasts that by focusing on moral development as it relates to attachment to others (Evans et al., 1998). She asserts that women identified care and responsibility as a central theme of their moral compass (Gilligan, 1977). As one progresses through Gilligan's levels, their relationships become more significant between self and others (Evans et al., 1998). Each transition represents a deeper understanding between selfishness and responsibility (1998). The levels are *Level I: Orientation to Individual Survival, Level II: Goodness as Self-Sacrifice*, and *Level III: The Morality of Nonviolence*. Transitions exist between each level titled, From

Selfishness to Responsibility and the second titled From Goodness to Truth (Evans et al., 1998).

These theories can be very beneficial to the development of leadership competencies as educators attempt to develop the ethical foundation for practice within their students. By using these theories to create case studies and situation example for examination, students can be forced to develop moral perspectives through discussion with their classmates which cause cognitive conflict. Students will use higher-level thinking skills to dissect societal, class, surrounding student, and self perceptions of situations, thus developing their ability to make moral decisions when faced with leadership opportunities.

<div align="center">Typology Foundations</div>

Typology theory developed from the work of Jung, suggesting that behavior does not vary by chance but rather is caused by innate differences in mental functioning (1971). Typology theories reflect individual differences in how students approach situations in their life (Evans et al., 1998). Unlike the previous two groups of theories, they are not truly developmental as they do not progress through a series of stages (1998). Theorists within this area create consistent ways of managing change. These theories also assign differences but stray from defining what is "good" or "bad" (Evans et al., 1998). These theories can be invaluable in developing curricula as students learning patterns can be evaluated differently although they may appear to be developmentally at the same level. An example of this would be a student who thrives on spontaneity versus a student who prefers structured directions. The first student may benefit more

holistically if they are given the autonomy to be creative with his or her assignment, while the second may benefit more holistically through examination of a detailed syllabus which provides specific parameters. Understanding these theories and the typology of followers, leaders will have the ability to maximize their organizational success. By assessing his or her followers a leader can assign tasks based on the strengths of the individuals, thus creating a synergistic work environment.

Kolb's experiential learning theory, based off of Dewey's (1958) work, explores the differing learning styles of students and how to understand those styles and effectively design curricula to engage various types of students. This idea enhances instructors' ability to provide the appropriate balance of challenge and support to their students. Instructors can provide enough challenge to students to keep them engaged without making them retreat, while they can provide enough support to make them feel comfortable, but not enabled, thus becoming stagnant (Knefelkamp, 1974). Kolb regards learning as a four-stage cycle in his theory consisting of *concrete experience* or CE, a feeling dimension; *reflective observation* or RO, a watching dimension; *abstract conceptualization* or AC, a thinking dimension; and *active experimentation* or AE, a doing dimension (1981). Kolb's Cycle of Learning can be seen in *Figure 1*.

```
                    ┌─────────────────────┐
                    │ CONCRETE EXPERIENCE │
                    │        (CE)         │
                    │  Full and unbiased  │
                    │involvement in learning
                    │     experiences     │
                    └─────────────────────┘
```

CONCRETE EXPERIENCE
(CE)
Full and unbiased
involvement in learning
experiences

ACTIVE
EXPERIMENTATION (AE)
Incorporation of new ideas
into action

REFLECTIVE
OBSERVATION (RO)
Contemplation of one's
experiences from various
perspectives

ABSTRACT
CONCEPTUALIZATION
(AC)
Idea formulation and
integration

Figure 1. Kolb's Cycle of Learning (1981).

Kolb's components of learning are further complicated as learning requires

abilities that are polar opposites (Evans et al., 1998). Kolb defines learning style as a

habitual way of responding to a learning environment (1981). Kolb (1984) details each

of these defining *convergers* as good problem solvers and decision makers, *divergers* as

imaginative and aware of meaning and values, *assimilators* as solid at inductive

reasoning integrating diverse ideas, and *accommodators* as doers. Kolb's Learning Style

Model can be seen in *Figure 2* as Kolb's Cycle of Learning and learning styles are

combined to demonstrate the figural interpretation on learning.

```
                        ┌─────────────────────┐
                        │ CONCRETE EXPERIENCE │
                        │        (CE)         │
                        │   Full and unbiased │
                        │ involvement in learning
                        │     experiences     │
                        └─────────────────────┘
```

CONCRETE EXPERIENCE (CE) Full and unbiased involvement in learning experiences

(feeling)

Accomodator

Diverger

ACTIVE EXPERIMENTATION (AE) Incorporation of new ideas into action

(doing)

REFLECTIVE OBSERVATION (RO) Contemplation of one's experiences from various perspectives

(watching)

Converger

ABSTRACT CONCEPTUALIZATION (AC) Idea formulation and integration

(thinking)

Assimilator

Figure 2. Kolb's Learning Style Model (1984).

Another theory within this area is Holland's *Theory of Vocational Personalities and Environments*. The theory can both be categorized as a typology theory and as a person-environment theory, which will be further discussed in the next section. Although Holland's main purpose in designing this theory was to explain vocational behavior, the concepts introduced prove to be useful in explaining behavior in social and educational settings (Evans et al., 1998). This theory is revered as one of the most influential and often cited theories of career develop (Hackett, Lent, & Greenhaus, 1991).

Holland (1985) asserted four assumptions which validate that to varying degrees all people mirror six personality types. The more similar individuals are to the

personality type the more similar the person exhibits the associated behavior (Evans et al., 1998). There are also six environments which exist parallel to the personality types (1998). Another tenet of this theory is that people seek out environments where their skills are can be effectively used and valued or that people seek out environments which have people similar to themselves. The final tenet promotes Lewin's hypothesis (1935) that behavior results from the interactions between the person and his or her environment. The six types are *Realistic, Investigative, Artistic, Social, Enterprising*, and *Conventional* (Evans et al., 1998).   Holland also identified five secondary assumptions which explain how people and environments interact and how types influence behavior (1998). The assumptions listed were, *Calculus, Consistency, Differentiation, Identity,* and *Congruence* (1998).

Personality type indicators are numerous in the education field as professionals attempt to develop an understanding for themselves and those around them. Probably the most notable names when discussing this topic are Myers and Briggs. Through a foundation linked to the work of Carl Jung, Myers and Briggs created a theory focusing on how people use perception and judgment (Evans et al., 1998). Myers (1980) advocated that there are eight bi-polar areas determining a person's preferences and as such, his or her personality type. They are *extraversion and introversion, sensing and intuition, thinking and feeling*, and *judging and perceiving* (Evans et al., 1998). This theory gave way to the Myers Briggs Type Indicator or MBTI which is one of the widest used predictors of personality type. Within this indicator, there are sixteen possible results detailing specifics about the person's personality. Often employers use the MBTI to assign projects and manage group dynamics more effectively. Educators can use the

MBTI to maximize individualized instruction within the classroom. For instance

extroverts learn best through discussion and group activities, while introverts need time

to process information and prefer to read or work alone (Evans et al., 1998).

A variety of personality indicators spawned from Myers and Briggs' theory. The

Keirsey Temperament Sorter was developed by Keirsey and Bates (1984). Keirsey

suggested that by sorting the Myers-Briggs preferences into four temperaments that they

could do a better job explaining people's behavior (Evans et al., 1998). The four

temperaments are Artisan, Guardian, Rational, or Idealist (1998). Another recently

developed tool for determining personality preference is the Strength's Quest created by

the Gallup Organization to promote positive psychology within practice. The idea

revolves around the positive psychological perspective of maximizing one's strengths

rather than focusing on deficiencies. The assessment provides the person with his or her

top five Strengths and then provides detailed observations of characteristics generalizable

to that particular personality type's behavior. This assessment tool is becoming widely

used within higher education settings.

A Foundation for Generational Differences

As educators attempt to produce the most stimulating and educationally diverse

curricula to develop future leaders, they are forced to identify who their students are and

how they can have the biggest impact on them. To effectively produce this type of

curricula, it is imperative to understand the dynamic landscape of campuses and their

student populations. New challenges exist for teaching and empowering leadership in

higher education students, because students are different than they were ten years ago.

Traditional age college students, 18-23, for the first time are completely comprised of Millennial Generation students considering that the Millennial Generation was born after 1982 (Coomes & Debard, 2004). These challenges mean that faculty, staff, and administrators must have an understanding of these students to produce effective learning environments and instruction to supplement their educational needs.

A generation can be defined as "a cohort group whose length approximates the span of a phase of life and whose boundaries are fixed by peer personality" (Howe & Strauss, 2000, p. 60). Millennial Generation students have distinct personalities. They are family oriented, heavily stressed, live in a no-boundaries world, view technology as a way of life, and are concerned with community yet spend 20 percent of their time alone (Wilson, 2004). These students are the most diverse generation, aim for graduate school, and comprise the largest generation with more than 80 million people (2004).

Because of their differences, instruction needs to be more varied than in the past to support their needs. Wilson (2004) establishes a framework derived from the Chickering and Gamson's principles for good practice with undergraduate education, which although it was written in 1987 is still classically applicable today. The first principle is *student-faculty contact*. "Substantive contact between students and faculty is what matters" (Kuh, 2003, p. 29). Millennials will benefit from interactions because it provides them a with a tangible connection to the material.

The second principle is the *reciprocity and cooperation*. Howe and Strauss (2003) explain that Millennial students have grown up working in groups and playing on teams, thus it may be difficult for them to learn outside of groups. Kuh (2003) suggests that by incorporating peer evaluation, grading of individual contributions to group

projects, and observing group activities education can be maximized. Fassinger (1995) further suggests that course design should be used to show the positive emotional and educational climate developed when groups are properly facilitated.

Active learning is the third principle. The passive lecture-discussion format common in many undergraduate courses is contrary to promoting optimal student learning (Guskin, 2004). McKeachie (2002) furthers this idea explaining that "discussion methods are superior to lectures in student retention of information after the end of a course, transfer of knowledge to new situations, development of problem solving, thinking, attitude change, and motivation for further learning" (pp. 52-53).

The fourth principle is *feedback*. Due to the no boundaries world in which Millennials live as a result of the Internet, students expect to have access to information with ease and speed. Thus, *feedback* is crucial to engagement. Undergraduate education can be enhanced through the use of frequent, prompt, and constructive feedback to students (Braxton, Eimers, & Bayer, 1996).

Time on task is another good principle of practice as it promotes highly involved schedules. Millennials have been rushed from obligation to obligation throughout their childhood with very little free time. This hectic lifestyle may continue as students attempt to manage class, social obligations, organizational involvement, and work. College is referred to as a potentially transforming experience and a once in a lifetime opportunity to challenge students to examine previous ways of knowing and thinking (Kuh, 2003). For this transformation to take place to a meaningful degree, students must devote the time and effort to develop desired characteristics (2003).

High expectations are also an important part of the educational package for Millennials. When teacher and institutions expect student to perform well, student rise to the challenge and are more likely to exert more effort to meet those expectations (Chickering & Gamson, 1987). Conversely, low expectations are normally met with low effort and performance (1987). A balance of challenge and support can be offered to manage comprehensive, yet realistic expectations for the students (Kuh, 2003).

Finally, *diverse talents and ways of knowing* are accentuated with Millennials as they and their learning styles are the most diverse of any of the generations. Because students have differences regarding their learning styles and abilities, instruction should include varying method of instruction to maximize the number of students positively impacted by the curricula (King, 2003). Teachers who employ active learning techniques and a variety of strategies for student engagement will ultimately impact learning and enhance educational outcomes for students (2003).

"THE WHAT" – LEADERSHIP THEORY AND COMPETENCY BASED LEARNING ASSESSMENTS

When addressing leadership education it is also of fundamental importance to critically examine leadership education theory and previously developed leadership competencies. This examination provided a theoretical foundation for the justification of curricula development and usage in formal leadership degree programs. Leadership is broadly defined as a process involving influence occurring within a group context involving goal attainment (Northouse, 2001). From this idea develops the foundational elements of how to lead and what leadership entails.

Leadership Foundation

Leadership knowledge and skills are recognized as valued pieces to organizational success and group interaction (Fritz & Townsend, 1995). However the breath of leadership theory and research can be overwhelming. To provide order to the chaotic amount of leadership theory and more specifically *transformational leadership*, Bass created a system of leadership theory classification through a leadership continuum (1985). The continuum begins with *Laissez-Faire leadership* which encompasses a non-leadership factor. This leader abdicates responsibility, delays decisions, gives no feedback, and makes little effort to satisfy follower needs (Northouse, 2001). *Transactional leadership* which exists as the center of the continuum focuses the exchange of things of value between the leader and his or her followers to advance their own as well as their subordinates' agenda (Kuhnert, 1994). These leaders are influential because it is in the best interest of the followers to do what the leader wants (Kuhnert & Lewis, 1987). The continuum ends with *Transformational leadership*. This theory is concerned with the performance of the followers and also developing the followers to the fullest of their potential (Bass & Avolio, 1990).

Understanding this continuum and its progression, educators work to establish the principles which are included in the idea of *transformational leadership*. Burns (1979) proposed that *transformational leadership* contains two essential ingredients, establishing relationships and empowering real change. This type of leadership "occurs when one or more persons engage others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 20). Burns explains that the ultimate test of practical leadership is the realization of intended, actual change in people's lives,

attitudes, behaviors, and their attitudes (1979). *Transformational leadership* has a moral

dimension, because "those who engage in it can be lifted to better themselves" (p. 462).

Another valued theory is the *situational approach to leadership*. Hersey and

Blanchard (1969) developed this theory from the Reddin's (1967) work with 3-D

management style. The basic premise of this theory is this idea that situations are

different and, as such should be approached differently. Situational Leadership

encompasses two dimensions, supportive and directive (Northouse, 2001). Within this

approach, leaders assess the needs of their followers and determine the degree of support

and direction. The leader is then forced to match his or her leadership style to the

competence and commitment of his or her followers (2001). *Figure 3* demonstrates the

Situational Approach to Leadership model as outlined by Blanchard, Zigarmi, and

Zigarmi (1985).

THE FOUR LEADERSHIP STYLES

(High)

High Support & Low Directive Behavior **SUPPORTING**	High Directive & High Support Behavior **COACHING**
S3	S2
S4	S1
DELEGATING Low Support & Low Directive Behavior	**DIRECTING** High Directive & Low Support Behavior

Supportive Behavior

(Low) ———————————————————→ (High)

Directive Behavior

High	Moderate	Low
D4	D3 D2	D1

Developed ←————————→ Developing

DEVELOPMENTAL LEVEL OF FOLLOWER(S)
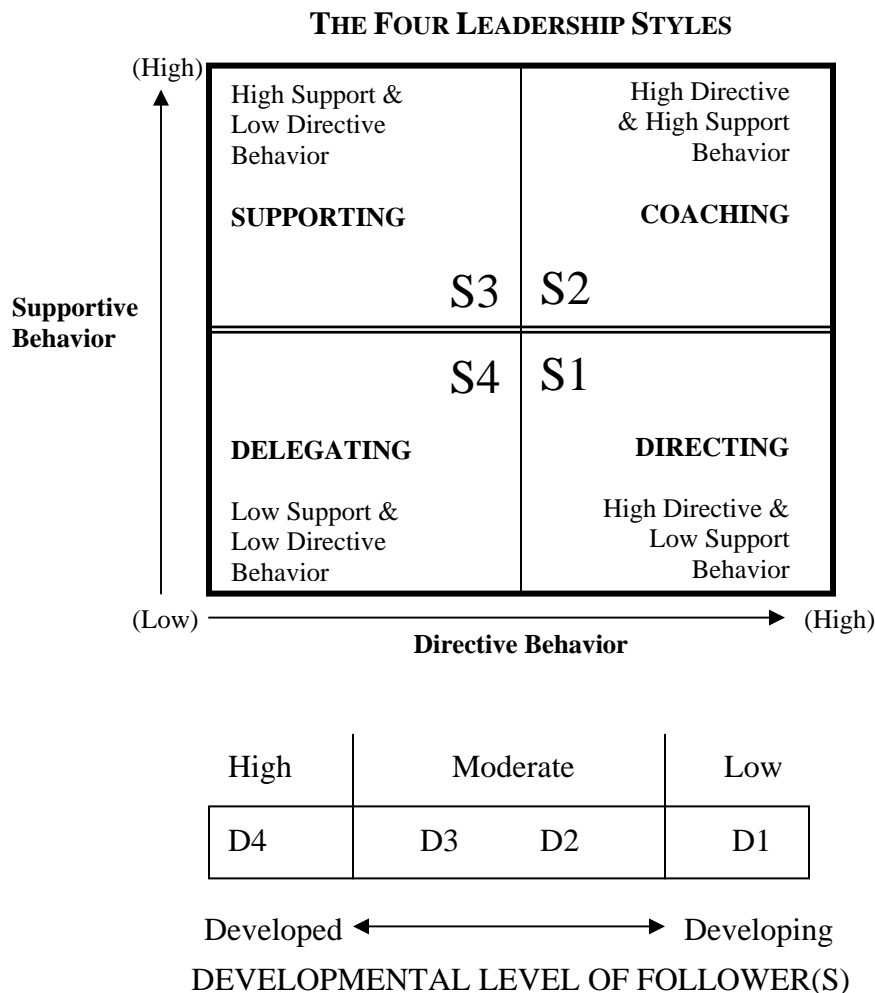
Figure 3. The Situational Approach to Leadership (Blanchard, Zigarmi, and Zigarmi, 1985).

Another theory used often in leadership education is *Path-Goal Theory*. *Path-Goal Theory* was derived from the idea of expectancy theory, which suggests that subordinates will be motivated if they think that they are capable of performing their work (2001). The basic idea of *Path-Goal Theory* is that the leader is asked to chose the type of leadership style which best serves the subordinates' motivational needs (2001).

Leaders attempt to produce a more motivating work environment for their followers through rewards and incentives (Indvik, 1986). This theory is further broken down to maximize the ability to understand and apply it to practice. Four diverse leadership behaviors are identified as potential leadership to assist varying subordinate needs, *Directive, Supportive, Participative*, and *Achievement-Oriented* (Northouse, 2001). *Directive leadership* is characterized by the leader providing followers with explicit directions and expectations for completing the task (2001). *Supportive leadership* is characterized by a friendly leader who values the human needs of his or her subordinates (2001). A *Participative leader* believes in seeking out the perspectives of his or her followers in decision making (2001). Finally, Achievement-oriented leadership is demonstrated by a leader who challenges subordinates to perform work at their highest level (2001).

Motivation theory is also a large component of leadership education as educators attempt to provide student with an understanding of why subordinates perform the way that they do. The most widely known motivation theory was created by psychologist, Abraham Maslow. *Maslow's Hierarchy of Needs* identifies a list of needs where satisfaction of a more basic need is necessary before a higher order need can be addressed and met (Shriberg, Shriberg, & Lloyd, 2002). Maslow believed that people are motivated by certain factors and needs, and if those needs are not satisfied the individual will become stagnant until the need is satisfied (2002). Figure 4 demonstrates *Maslow's Hierarchy of Needs*. Lower level needs, seen towards the bottom of the pyramid, must be satisfied prior to satisfying the higher needs, noted at the top of the pyramid.

Being Needs

Self Actualization

Esteem Needs

Safety Needs

Belonging Needs

Physiological Needs

Deficit Needs
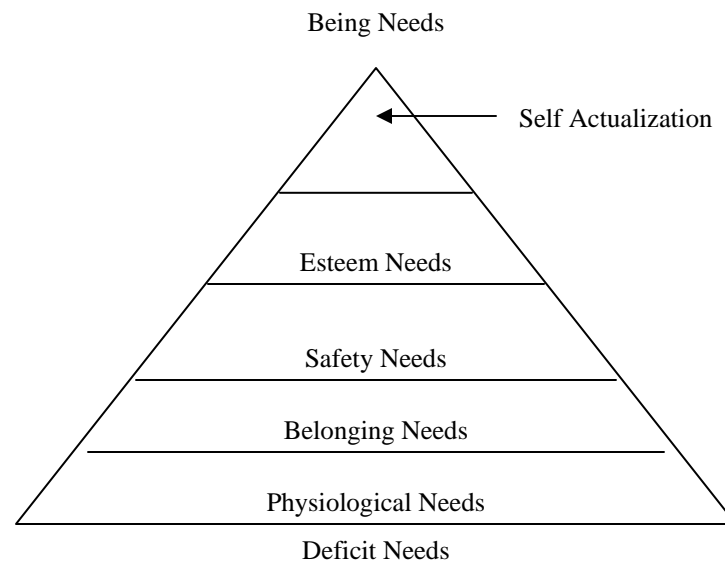
Figure 4. Maslow's Hierarchy of Needs (Shriberg, Shriberg, & Lloyd, 2002).

Another motivation theory is *Dual Factor theory* which was developed by
Hertzberg (2002). Two sets of factors were identified as predictors of job satisfaction,
hygiene and motivation. *Hygiene factors* address those whose absence can lead to
dissatisfaction within a particular environment, while *motivation factors* tend to provide
satisfaction within the given environment (2002). Motivation factors include
achievement, recognition, the work itself, responsibility, and advancement and growth
(2002). Hygiene factors include supervisors, working conditions, interpersonal
relationships, pay and security, and policies and administration (2002).

Ethics are also a critical consideration of leadership educators when attempting to
create holistic educational plans. There are three domains of ethical theory which address
the *conduct* and *character* of leaders, *Teleological, Deontological*, and *Virtue-based*.

Conduct can be broken into *consequences* of leader's actions and *duty* which governs the leaders within the domains of ethical theories (2002). One of the *teleological* theories classified within the *consequences* area of leadership is *ethical egoism*. This idea states that a leader should act in the capacity to create opportunity for self promotion (2002). This type of ideology can be seen in companies where employees maximize their results to achieve profit for themselves, as in commission based organizations. Another theory relating to the *consequences* of leadership is *utilitarianism*. This theory states that a leader acts to serve the greater good for the greatest number of people (2002). Altruism is closely related to this theory and, as such is the opposite of *ethical egoism*. *Deontological* theory encompasses duty based ideologies which determine whether a given action is ethical based on its *consequences* and the action itself (2002). This theory focuses on the actions of a leader and his or her moral obligations to do the right thing. Finally, *virtue-based* theories identify viewpoints of leaders and determinants of leader morality when faced with situations (2002). Virtues are rooted in the heart of the individual and his or her disposition (Pojman, 1995). Thus, it is important to identify virtues such as honesty, integrity, fairness, and justice within leaders to maximize organizational effectiveness based on this theory.

<center>Competency Based Learning Assessments</center>

Herringer's (2002) defines a competence as the ability of an individual to perform a task in using his or her knowledge, education, skills, and experience. Competencies should relate to specific tasks require to perform in the given position (Moore & Rudd,

2004). Pernick (2001) identified three ways that organizations determine critical leadership competencies:

1. Use generic leadership competencies found in theory

2. Build their own competencies

3. Derive competencies from the organization's mission and vision

Considering the leadership competencies and curricula currently taught provides educators with a deeper understanding of cross-curricular perspectives of leadership, this hopefully leads to better teaching and more holistic curricula. However educational systems have been criticized throughout the years for their inability to develop leaders (Gardner, 1993). This concern means that it is paramount for educators to carefully consider the curricula they develop in an attempt to teach learners the competencies that will allow for them to be successful leaders. This content hinges on several considerations, including the student's comfort with the concept of leadership, identification of the elements of leadership, acceptance that leadership is a process, a heightened awareness of the practice of leadership, establishment of the purpose of leadership, identification of individual strengths and weaknesses on the way to developing a personal leadership approach, enhancement of analytical skills, and sharing of new and emerging leadership theories (Wren, 1994; Lewis, 1995; Watt, 1995).

Competencies identified as necessary for success in leadership vary depending on the context, researcher, and respondent. Hence, although some competencies may be transferable, it is important to address competencies within their own given context. Nanus and Dobbs (1999) identify a variety of competencies necessary for leadership success in non-profit organizations. The competencies listed are as follows (1999):

- Ability to compile resources, focus attention, and empower the use of them

- Ability to remove obstacles and manage change for organizational enhancement

- Understanding for and ability to provide directional guidance to the organization

These competencies can be likened to those identified in other areas of leadership for success. Boyd (2003) explored volunteer leadership and volunteers to develop an understanding for what competencies are necessary to develop when planning educational curricula. Boyd (2003) noted that volunteers play an essential role in educational efforts; hence it is critical to identify and develop competencies to maximize those efforts. He identified five areas of competency which could be developed for effective practice in volunteerism. The areas and competencies are listed below (2003):

- Organizational Leadership

  - Commitment to vision

  - Ability to articulate vision

  - Ability to access needs of clients

  - Strategic planning skills

  - Ability to articulate efforts

  - Short-range planning skills

  - Ability to turn needs into plans into action

  - Creative use of technology

- Systems Leadership

  - Understanding of systems

- Ability to delegate

- Understanding for and ability to manage group dynamics

- Ability to collaborate

• Organizational Culture

- Ability to provide internal guidance

- Ability to create a positive working environment

- Relationship skills

- Ability to inspire commitment

- Ability to trust volunteers

- Positive attitude and energy

• Personal Skills

- Interpersonal skills

- Conflict resolutions skills

- Communication skills

- Ability to think creatively

- Ability to predict and manage change

• Management Skills

- Understanding of and how to implement effective advising

- Competence in recruiting, screening, matching, and orienting volunteers

- Competence in protecting, evaluating, recognizing, and retaining

  volunteers

Technical skills were identified as important for lower level administration (Goleman, 1998). However as one progresses through the organizational hierarchy, focus shifts to the technical skills of his or her followers rather than his or her own (Hicks & Gullett, 1975). As the individual reaches top level management, conceptual skills become vital in dealing with policy decisions, long-term planning, and broad scale actions (1975). Goleman (1998) further includes emotional intelligence as a distinguishing set of characteristics present in senior leaders. Robbins, Bradley, and Spicer (2001) agreed with Goleman citing that five conceptual areas, including emotional intelligence, were identified as major leadership skills. A conceptual framework for these areas can be seen in *Figure 5*.
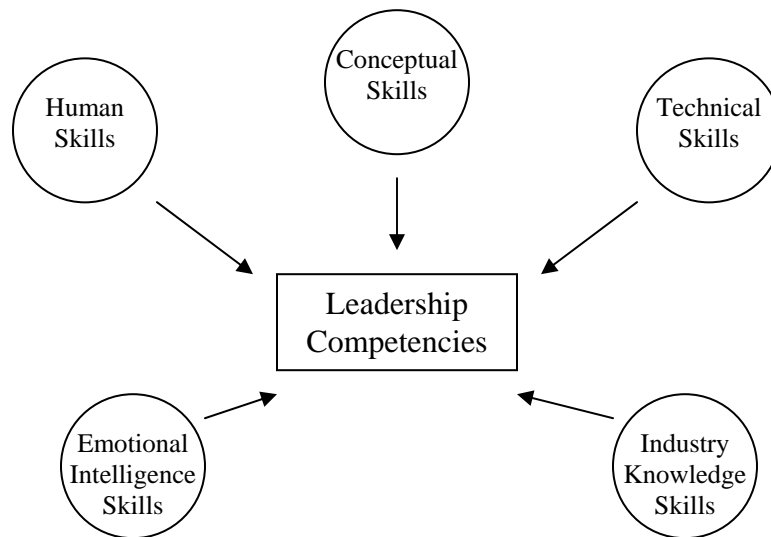
Figure 5. Conceptual Framework of Leadership Competencies (2001).

"THE HOW" – LEARNING PREFERENCES AND APPROACHES TO DELIVERY
STRATEGIES

The development of leadership skills is a complex phenomenon (Stogdill, 1974).
Thus it is important to identify holistic strategies and practice to maximize educational
efforts for developing students into leaders. Learning preferences and approaches with
regards to how skills learned can be applied in real world settings are also critical to the
understanding of leadership competencies and leadership education. The meaning of
knowing has shifted from being able to remember and repeat information to being able to
find and use it (Simon, 1996). This understanding is highly applicable to leadership
settings as leaders attempt to disseminate information and develop solutions to problems
which have yet to be addressed. Thus as leadership educators it is important to
understand not only the student, but how to most effectively deliver the knowledge so
they can use it in an effective manner. Dynamic approaches to education must be
implored to address the diversity in students. Bransford advocates that in certain
situations learner centered environments will contribute to accelerated development in
students (2000). In this situation learners are individually presented with "just
manageable difficulties" which maintain the interest of the student yet do not discourage
students with overwhelming difficulty (Bransford, Brown, & Cocking, 2000). Therefore
it is essential for educators to understand their students' skill levels and interests
(Duckworth, 1987). Knowledge-centered instruction can also be beneficial depending on
the students within the educational environment. Knowledge-centered instruction
provides value to the information or material that is taught, the understanding of that
material, and what competency or mastery of that material looks like (Bransford, Brown,

& Cocking, 2000). This type of environment further emphasizes the situations that focus

on doing with understanding rather than just hands-on doing (Greeno, 1991). Assessment

centered environments are also valued as they provide teachers with an indication of the

students' perceptions and developmental level prior to teaching. Following this they

provide the teacher and student with formative assessments which assist both teachers

and students in understanding the student's progress (Bransford, Brown, & Cocking,

2000). These assessments are learner friendly and provide students with opportunities to

revise and improve their thinking (Vye, Schwartz, Bransford, Barron, & Zech, 1998).

The final approach outlined by Bransford is the community centered approach to

learning. Here students establish norms for the classroom and school, as well as

connections to the outside world that support the core learning values (Bransford, Brown,

& Cocking, 2000). Students may be asked to help one another solve problems by

building on each other's knowledge, asking questions to clarify explanations, and

suggesting avenues that would move a group toward its goal (Brown & Campione, 1994).

     In 1991, Grow developed the Staged Self-Directed Learning Model (SSDL). He

proposes that the style of teaching and management should be matched to the learner

readiness (1991). He defines readiness as a combination of the learner's ability and

motivation. This combination would seem likely considering that a student who is

classified as a S1 (low self direction) learner would not benefit from a highly self-

directed teaching style. Grow's theory affirms that teaching is determined by the learner,

and hence is a supplement to the student's learning or education. This idea means that as

an instructor of leadership education it is not only paramount to understand the students'

needs and developmental levels from a general class perspective, but from an individual student and learner perspective.

Specifically, it has been determined that leadership can be learned (Bennis, 1994). It has also been determined that students possess the intellectual capacity to learn and retain leadership education principles (Williams & Townsend, 2003). Thus, a foundation is provided for instructors to assess leadership education and produce means for developing leadership competencies in students. However this foundation has to be highly engaging and dynamic to develop leadership. As noted by Bolt (1996) there is not a deficit of leadership, but a deficit in leadership development.

Fritz and Brown (1998) identified three areas for improvement of leadership education. Collaboration was listed as necessary for the future development of course curricula. "Leadership by its nature is multidisciplinary" and as such "departments must reach out to their academic colleagues in departments of business management, psychology, political science, sociology, and elsewhere to engage in collaboration on academic offerings and research" (Fritz & Brown, 1998, p. 60). Faculty development will also be necessary in the future to provide the most holistic leadership education. It is critical for departments offering leadership development courses to prepare faculty with the academic foundation of behavioral and research foundations to be successful in the classroom (1998). Research is also an integral piece for the future of leadership development. Credibility of leadership education must be demonstrated through sound scholarship (1998).

Birkenboltz and Schumacher (2001) assessed leadership skills within College of Agriculture students and were able to make recommendations to aid in the development

of leadership skills. They concluded that organizational and group involvement is beneficial to developing leadership skills (2001). This idea was further validated by Schmacher and Swan (1993) citing that student participation in activities, clubs, and organizations can be advantageous in developing leadership skills. Living in a fraternity or sorority house, or in a residence hall was also identified as a factor which enhances the development of leadership skills within students (Birkenboltz & Schumacher, 2001).

An understanding for diversity has been identified as another competency that leadership educators are expected to develop within students. Luft (1996) explained that given that the nature and degree of diversity is changing, as our understanding of diversity is changing, the need for cross-cultural education is very important. However this proposed plan can be difficult considering the challenges of engaging students in matters which reside outside of their locus of control. Bensimon (1994) noted that cross-cultural education is about transforming curricula to more fully reflect the world around students. To add to this challenge, Wilson (1996) explained that it is not only about adding cultural diversity to existing courses, it requires "challenging the conceptual paradigms of education, the fundamental base from which students gain knowledge" (p. 35). To accommodate this cultural competence cultivation, service-learning can be introduced. Service-learning is a tested authentic learning method of instruction and can aid in advancing the attitudes, policies, and practices around cultural competencies (Flannery & Ward, 1999). Woods (2004) advocates that service-learning promotes the broader goals of learning, such as the teaching of citizenship and cross-cultural appreciation. Students acquire an ethic of caring and community connectedness in an ever-growing cross-cultural society through service-learning (2004).

It was also noted that students develop leadership skills within a community of practice. Wenger (2003) describes a community of practice as a group pf people sharing a common vision or goal who work together to achieve more effective ways of realizing vision and goals. There are three distinguishing characteristics of a community of practice, domain, community, and practice (Wenger, McDermott, & Snyder, 2002). Communities of practice assist in the development of leadership skills and can provide leadership educators with a guide for empowering leadership (McCormick & Dooley, 2005).

A SNAPSHOT OF THE FUTURE, GLOBAL LEADERSHIP PERSPECTIVE

The influence of globalization and technology requires new paradigms and new leadership competencies (Bueno & Tubbs, 2004). These paradigms are critical to the development of effective global leadership. Thus leadership education must address the perspectives which encompass the dynamic ideologies and perceptions of our world's societies. Currently in leadership education, there is an emerging priority to discuss the importance of global perspectives, but there has only be a superficial examination of how educators can teach and empower global leadership within learners. DiStefano and Maznevski assert that global managers are expected to master an ever-expanding range of knowledge and skills, and educators are faced with the daunting task of preparing these managers to be as effective as possible (2003). Hence, the challenge exists to design and execute educational curricula to develop global leaders. Educators must combine multiple methods to effectively achieve this objective and develop global leaders (2003).

Leadership education and global leadership are analogous and as such, leadership educators will be forced to address global paradigms and develop competencies which can be enhanced within our students to promote effective leadership for the future of ever dynamic societies. Bueno and Tubbs' (2004) identify six competencies which provide a foundation for successful global leadership. They are communication skills, motivation to learn, flexibility, open-mindedness, respect for others, and sensitivity (2004). If leaders are continually challenged to use global perspectives, then it is imperative that leadership educators provide learners with the tools to effectively develop these competencies in an increasingly global society.

Along with the previously identified competencies, Hofmeister and Parker assert that to achieve strategic and operational success within global business a synergistic balance needs to be achieved (2003). This synergistic balance is inclusive of attention to system dynamics to produce and environment worthy of value creation. This balance stems from the management of the competing tensions within the system and powerful forces of authority (2003). Hofmeister and Parker (2003) assert that internal regulators contribute to this balance when they are understood and systematically integrated into both short and long term decision making. Furthermore, it was noted that inattention to the intricacies of interactive team dynamics and systems thinking can provide for the downfall of the organization (2003).

Cultural adaptability is critical to successful global leadership (Deal, Leslie, Dalton, & Ernst, 2003). Cultural adaptability is the motivation and ability to adapt one's behavior to the prevailing norms, values, beliefs, customs, and expectations that function as a societal level prototype in a given geographic location (2003). It was noted that

managers with higher levels of cultural adaptability were more likely to be identified as

high performers by their supervisors (2003). It was also indicated that skill as a leader in

a global context is correlated with the ability to adapt one's leadership style to the

situation at hand (2003). Deal, et al. (2003) also identified that those high in cultural

adaptability are consistent with emotional elasticity and the inclination to achieve through

hard work and dependability.

Effective global leadership can be complicated as member of an international

team attempt to work while being separated by space and time. Thus, understanding of

and the ability to use global virtual teams becomes essential. Davis and Bryant (2003)

assert that leadership and teamwork unfold over time and throughout the team's lifecycle.

Thus, leadership action must be calibrated with stages in global virtual team

development. Davis and Bryant (2003) maintain that during the early stages of global

virtual team formation, transformational behaviors, including sharing a vision of the

team's mission, are most important. By using individualized consideration, a tenet from

Burn's idea of transformational leadership (1979), leaders can build trust (Davis &

Bryant, 2003). They also noted that intellectual stimulation should encourage global

virtual team members to become more open to the unique demands of working virtually,

to learn from the experience, and to disseminate knowledge throughout the organization

(2003). As the team matures, entering mid-stage development and attempting to

complete and integrate its work assignment, transactional behaviors, such as monitoring

and providing constructive feedback, become more relevant (2003). Finally, the team

product is completed and delivered. When this process takes place the global virtual

team should identify best practice methods, internalize them, and share them with other

global virtual teams (2003). It was noted that a critical factor to the development of the

global virtual team is contingent reward in the form of positive feedback (2003). This

positive feedback enhances the team's motivation to perform and grow thorough creation

of a positive environment.

The need for a model of global leadership competencies and international

perspective is further illustrated by Ling and Fang's leadership theory (2003). The

Chinese Leadership Theory titled, the CMP Model of Leadership divides leadership into

three different areas, Moral Character (C), Performance (P), and Maintenance (M) (Ling

& Fang, 2003). This behavioral model intentionally focuses the priority of moral purpose

which is a key factor in Chinese Leadership Theory. International leadership theory can

also be seen through Dastmalchian, Javidan, and Alam's (2001) examination of Iranian

leadership theory. The Iranian view of leadership is one demonstrating a mental map,

shares a new paradigm, has a global outlook, is enthusiastic about and dedicated to his or

her vision, and is a credible communicator (Kotter, 1988; Tichy & Devanna, 1986).

These findings also clarified that visionary leaders are highly respected by subordinates

in this setting, and those leaders who performed the noted practices left strong emotional

impacts on their followers and built a loyal workforce (Dastmalchian, et al., 2001).

The theoretical foundation of Chapter II provides educators with a basis for

research. Within the next chapter, I will identify the research methodology of this study.

Thus, partially creating a foundation for practical assessment of leadership education

contexts and allowing for educators to replicate this research and develop perspectives for

further study.

CHAPTER III

METHODOLOGY

RESEARCH FOUNDATION

There are five premises included in qualitative research. The first is that the setting is natural and the researcher is the key instrument. This perspective means that the researcher is integrally involved in the collection of data so that he or she can gain an accurate depiction of the feelings and perspectives of each respondent. Terms like ethnographic, fieldwork, naturalistic, and phenomenological describe this process.

The second premise is that qualitative research is descriptive. It deals with words or pictures as data rather than numbers. It is descriptive because it establishes relationships among phenomena through a process of social interaction. These interactions and the relationships established provide a social construction of meaning. Theory emerges from the bottom up from the pieces of evidence which are interconnected. This is known as grounded theory. Grounded theory is defined as "the discovery of theory from data systematically obtained from social research" (Glaser & Strauss, 1967, p.2).

The third premise is that qualitative research is concerned with the process rather than just the outcomes or products of the research. Qualitative research is evolving and flexible. It is general and the researcher proceeds as he or she goes through the process. The fourth premise is that qualitative researchers analyze data inductively. While the quantitative researcher counts and measures variables and statistics, the qualitative researcher collects perspectives. He or she is not out to prove or disprove a hypothesis.

They are attempting to build particulars from abstractions which are then gathered and grouped together. Grounded theory or pieces of evidence that are interconnected from the bottom up emerge from this design. The data for qualitative is descriptive, as it is collected through document analysis, field notes, photographs, and people's words and perspectives.

The fifth premise is that *meaning* is of essential concern in a naturalistic study. Qualitative researchers are concerned with capturing perspectives accurately so the sample size is small and purposive, yet grounded in the theoretical framework of the study. Data provided in qualitative research is analyzed through a process which is both inductive and ongoing. Researchers may reason explanations and assert perspectives throughout the study, which may have a bearing on the final outcome of the research design. Qualitative researchers use models, themes, and concepts from a constant comparative perspective to analyze data. The constant comparative process includes constantly rating and comparing incidents that reoccur in open-ended data in order to integrate phenomena with other phenomena (Patton, 2002). Naturalistic design develops a body of knowledge in the form of a working hypothesis which describes each individual case rather than providing vast generalizations. Multiple realities are studied holistically and the inquirer and the object of the study are inseparable. The data is context bound and the inquirer is value bound. It is also impossible to distinguish cause from effect in qualitative research. Qualitative research is a process and a progression. The naturalistic paradigm looks at a natural setting or context where a human is the primary instrument for data collection. The paradigm legitimizes tacit or intuitive knowledge. The researcher chooses to use qualitative methods because they are

adaptable and exposed to the nature of the transactions. Purposive sampling is used because it maximizes the investigator's ability to devise grounded theory by taking local values and conditions into account. Inductive data analysis is used because it is more likely to identify multiple realities and mutual influences. From this, grounded theory emerges and meanings and interpretations are negotiated. Case study reporting is normally used because it allows the reporting of multiple realities and interactions with the site allowing for transferability to other sites that fit the description.

Establishing trustworthiness is critical to naturalistic research. There are four principles of trustworthiness, Credibility, Transferability, Dependability, and Confirmability. These four can be likened respectively to their equivalents in quantitative research, internal validity, external validity, reliability, and objectivity. Credibility can be understood in terms of truth value or the confidence that the study is true or credible. Transferability is the extent to which the findings are applicable to other contexts or respondents. Dependability determines whether the findings could be repeated or not. Confirmability is concerned with if the findings give voice to the respondents and can be traced to the original data sources.

Since education is a social science it makes sense to use qualitative research in a social or educational setting. The naturalistic paradigm affirms the mutual influence that the researchers and the respondents have on each other and the context or setting under investigation. This research design stems from a systems view in which inquiry is bound together through a complex web of relationships. It is critically important to consider risk and confidentiality when conducting qualitative research. Respondents should be informed and sign a consent form of their rights and responsibilities regarding the study.

They should also be notified if they will be recorded and how the data will be stored.

Qualitative research is interactive and participatory. It is a paradigm for research that

empowers people and is essential to educational research.

RESEARCH DESIGN

In designing this research study, I addressed my research questions and

determined which paradigm would successfully provide me with the most effective data.

I chose to use a qualitative research design because I was interested in looking at the

inter-relationships of all of the events that impact the phenomena holistically rather than

attempting to break the phenomena into parts. Through a qualitative approach, I was able

to share ideas of the social setting that I investigated by building trustworthiness and

creating relationships among the language and experiences that have important

implications on conducting research. I also was able to construct data so that it was

acceptable to my respondents and can be translated to others so they can benefit from it.

Research objectives include the following:

1. Describe the leadership programs based on contextual ideologies and curricula

2. Illustrate the gatekeepers' perceptions of the leadership competencies taught and facilitated within his or her formal leadership degree program

3. Discover and explain how the leadership programs developed these competencies

4. Illustrate the graduates perspectives of the program faculty and the leadership curricula's impact on development of competencies providing for success in leadership positions

5. Illustrate the respondents perceptions of the leadership competencies associated with their professional leadership positions

6. Identify the necessary leadership competencies for leadership professionals based on the perceptions of the respondents

7. Develop perspectives of global leadership priorities and accompanying competencies based on the respondents perceptions

8. Evaluate and recommend revisions for formal leadership degree programs

SAMPLE AND POPULATION

A purposive sample was used to maximize the range of specific information that could be attained from and about the context. Patton (1990) writes:

The logic and power of purposive sampling lies in selecting information

rich cases for in depth study. Information-rich cases are those from which

one can learn a great deal about issues of central importance to the

purpose of research, thus the term purposeful sampling. For example, if

the purpose of an evaluation is to increase the effectiveness of a program

in reaching lower socio-economic groups, one may learn a great deal more

by focusing on understanding the in depth needs, interests, and incentives

of a small number of carefully selected poor families than by gathering

standardized information from a large, statistically representative sampling

of the whole program. The purpose of purposeful sampling is to select

information-rich cases whose study will illuminate the questions under

study. (p. 169)

The purposive sample allowed me to purposely seek typical and divergent data and insights to capture the essence of the situation. My respondents included the program coordinators of the Hart Leadership Program at Duke University, The Maxwell School of Citizenship and Public Affairs at Syracuse University, and the Agricultural Education Leadership Development Program at Texas A&M University. The programs were selected based on their reputation of excellence, faculty, and overall program experience. The gatekeepers of these programs provided me with perspectives of the leadership competencies that are identified and prioritized at highly ranked programs. They also identified what curricula are currently being addressed to aid in the preparation of leaders. My respondents also included three to five graduates from each of these highly ranked programs who were currently acting in a leadership capacity. They provided perspectives of their academic programs, including their perceptions of the program's effectiveness in preparing the graduates for leadership positions, and if they saw any gaps in the curricula relating to what they felt were the necessary leadership competencies for success as a leader.

MEASUREMENT PROCEDURES AND INSTRUMENT

The research instrument can be located in Appendix A. It is a series of open-ended questions which acted as a guide for the interviews. The questions were determined from the research objectives. The questions are divided into two sections allowing for separation between leadership competency areas and the global leadership piece of the study. This instrument was developed through the advice and recommendations of researchers who have conducted similar research.

To ensure for credibility and to test the transferability of the questions, the interview research instrument was pilot tested at Texas A&M University on February 10, 2005 with a group graduate students, staff, and faculty within the leadership curriculum of College of Agriculture and Life Sciences at Texas A&M University. The pilot test identified that the questions were credible and allowed for positive dialogue and conversation with a purpose.

DATA COLLECTION

The data collected in this study helped me to understand what leadership competencies were valued and taught by highly ranked diverse graduate academic programs, including the Hart Leadership Program at Duke University, The Maxwell School of Citizenship and Public Affairs at Syracuse University, and the Agricultural Education Leadership Development Program at Texas A&M University. These perspectives of the competencies were examined from a constant comparative method, and included what graduates of these highly motivated academic programs felt were the competencies necessary for success after graduation in the leadership work force. This examination allowed for holistic generalizations about curriculum revision and enhancement that provided implications adding to the foundation and future of leadership education.

My methods of data collection were succinct, consisting of face to face interviews in a natural setting with the purposive sample listed above. I traveled to the schools and met with gatekeepers within their departments. I was able to examine the richness of the settings from an aesthetical perspective, which allowed me to become immersed in the

culture and develop a tacit feel for the program. I took field notes during these interviews

and recorded the discussions to allow for confirmability. I conducted phone interviews

with the graduates of these programs, whose names were provided by the gatekeepers.

The interviews allowed for rich examination of the perspectives including voice

inflection, excitement, and passion for the program each of these individuals graduated

from. The phone interviews were recorded using a tape recorder. These interviews were

then transcribed to ensure for confirmability. All individuals interviewed were provided

with consent forms prior to the interviews. I also used document analysis including

curricula summaries and common degree plans provided to me by the gatekeepers and

retrieved from the program websites. I completed a triangulation process addressing the

program coordinators' perspectives, graduates' perspectives, and content analysis of

curriculum.

Holsti (1969) defines a content analysis as a method of objective, systematic, and

general description of a manifest content of a text. He further explains that there are five

major characteristics or requirements of a content analysis (1969). His first characteristic

asserts that a content analysis is carried out on the basis of explicitly formulated rules and

procedures. A naturalist conforms to the spirit of this requirement but insists that the

rules need not be finally formulated until the end of the inquiry (Lincoln & Guba, 1985).

The second characteristic is that the content analysis is a systematic process (Holsti,

1969). The naturalist asserts that this requirement can be satisfied provided that the in the

end all of the data have been processed according to the same final revision of rules

(Lincoln & Guba, 1985). The third characteristic indicates that a content analysis is a

process which aims at generality (Holsti, 1969). This generality signifies that the results

of the analysis should have theoretical relevance, thus permitting some generalization from the analyzed text to some theoretical model (1969). Lincoln and Guba contend that since the naturalist typically operates without the latter and has, in any event, little interest in generalizability, this requirement is rejected in the naturalistic paradigm (1985). The fourth requirement suggests that content analysis deals in manifest content (Holsti, 1969). This requirement has been questioned as it suggests that a content analysis is guided by an interest in the symbolic meaning of texts (Krippendorff, 1980). This thought has multiple implications for the analytical process, most importantly for the naturalistic researcher, the necessity for talking the context into account (Lincoln & Guba, 1985). The final characteristic of a content analysis is that it has typically been viewed as a quantitative technique (Holsti, 1969). Obviously, this perspective appears to be in sharp contrast to the naturalistic paradigm. Thus naturalistic data processing may be guided, but should not be constrained to the conventional modes of content analysis (Lincoln & Guba, 1985).

The respondents were coded to ensure for confidentiality. The contexts were coded by the letters *A, B*, and *C*. The gatekeepers were coded as *GK* and then the letter correlating to their specific context. For instance, the gatekeeper from the first context would be identified by the coding *GKA*. The graduates were coded as *G*, with the letter of their corresponding context, and a number denoting which graduate respondent they were. For instance, the first graduate from first context would be coded *GA1*. The documents were also coded. The documents were coded as *D*, with the letter of their corresponding context, and a number denoting which document it was within the

particular context. For instance, the first document within Context I would be coded *DA1*.

The data collected through the two sets of interviews and an exhaustive content analysis of the three programs and their curricula was used to report the results as they allowed for the reporting of multiple realities and interactions with the context, which allowed for transferability to other contexts that fit the description.

It was paramount to establish trustworthiness for this study. Hence, credibility, transferability, dependability, and confirmability were essential (Erlandson, Harris, Skipper, & Allen, 1993). Credibility was met through persistent observation, triangulation, referential adequacy materials, peer debriefing and member checks. I used persistent observation by interpreting the context in different ways. Triangulation assisted in establishing trustworthiness by collecting data from varying perspectives, specifically by addressing the program coordinators' perspectives, learners or graduates' perspectives, and document analysis of curriculum. Referential adequacy materials further provided my study with credibility as I was able to reference my materials through recorded interviews and field notes. Peer debriefing, as seen in Appendix B, also established credibility as I discussed my research and findings with professionals outside of the context providing for other perspectives on the initial data analysis. Member checks with my respondents allowed me to verify data before including it in my final report.

To further ensure for trustworthiness transferability was addressed. I used thick description by expressing my data with sufficient detail so others could tell if data was applicable to their own studies and contexts. As noted before, I used a purposive sample

to maximize the range of specific information that could be attained from and about the context. I purposely sought typical and divergent data and insights to capture the essence of the situation.

Dependability was also important to consider when addressing trustworthiness. I sought trackable variance, meaning that I was looking for consistent relationships among phenomena. This was essential to dependability because it embraced the idea that both stability implied by reliability and the trackability required by explained change were necessary. I also included a dependability audit so an external reviewer could check the sources of data using an audit trail, which provided interview notes and logistical details for coping data.

Finally, I established trustworthiness by checking my interpretations and conclusions for plausibility through a confirmability audit. Here, data was tracked to sources and logic used to assemble interpretations clearly. The audit trail can been seen in Appendix C.

DATA ANALYSIS

Data was analyzed using the constant comparative method (Glaser & Strauss, 1967). This method generates theoretical properties of the category which provided an understanding of the data and how it relates to and affects other categories (Erlandson, et al.,1993). The four stages of the constant comparative method include: "1) comparing incidents applicable to each category, 2) integrating categories and their properties, 3) delimiting the theory, and 4) writing the theory" (Glaser & Strauss, 1967, p. 105). While each stage eventually leads to the following one, all previous stages may simultaneously

remain in operation until the process is complete. In addition, "thick, rich description provides the foundation for qualitative analysis and reporting" (Patton, 2002, p. 437). The constant comparative method is an inductive method of theory development. "Inductive analysis involves discovering patterns, themes, and categories in one's data. Findings emerge out of the data, through the analyst's interactions with the data" (Patton, 2002, p. 453).

Initial analysis of the data will include reading and determining reoccurring themes throughout the data. After initial analysis is complete, I engaged in a peer debriefing whereby my committee members reviewed initial findings, suggested additional analysis, and provided advice regarding the progress of the research. Member checks with the respondents were also conducted to allow for verification of data before including it in my final report.

As expected, similarities emerged in responses among interview participants, especially amid the program graduates. These similarities in the data generated identifiable categories within each objective area. The defining rule for the constant comparative method is "while coding an incident for a category, compare it with the previous incidents in the same and different groups coded in the same category" (Glaser & Strauss, 1967, p. 106). Data will be coded into as many categories as emerge. Finally, through constantly comparing the categories and their properties, the researcher will begin to develop a theoretical concept from the data.

I communicated these results through case study reporting, as it allowed reporting of multiple realities and interactions with the site which allowed for transferability to other sites that fit the description. This also allowed for holistic generalizations about

curriculum revision and enhancement that added to the foundation and future of leadership education. Case study research is one method that excels at developing an understanding of complex issues and strengthens relationships to previous research (Dooley, 2002). It emphasizes rich contextual analysis of a limited number of events and their relationships to one another (2002).

The next chapter contains the findings of the research. It will provide an understanding of the curriculum and current practice within three multidisciplinary premier leadership degree programs. It will address the gatekeeper and graduate respondents and provide triangulation to the document analysis of the three contexts. It will also provide the foundation for recommendations to be made concerning the future of formal leadership degree programs. Please note that within the next chapter certain phases or words have been bolded. This bolding denotes the specific themes which emerged from the data. These themes provide a foundation of grounded theory which emerged from the triangulation of the research objectives.

CHAPTER IV

RESEARCH FINDINGS

Lincoln and Guba regard the case study as the best means for reporting a naturalistic study (1985). It involves an investigator making a detailed examination of a single subject, group, or phenomenon (Borg & Gall, 1983). The rationale for using the case study mode is that such a report form raises the reader's level of understanding of the focus of the study (Lincoln & Guba, 1985). In this case, the naturalistic study addressed leadership competencies of professionals as determined by respondents at three premier, nationally recognized, formal leadership degree programs. Erlandson, Harris, Skipper, and Allen identify six other advantages of using the case study as a means of reporting for the naturalistic inquirer (1993). They are as follows:

- The case study is better suited for *emic* inquiry (a reconstruction of the respondent's constructions), while the conventional report seems better suited for priori *etic* inquiry.

- The case study builds on the reader's tacit knowledge by presenting holistic and lifelike descriptions that allow the reader to experience the context vicariously.

- The case study, more than the conventional report, allows for the demonstration of interplay between the inquirer and the respondents.

- The case study provides the reader an opportunity to probe for internal consistency (factualness and trustworthiness).

- The case study provides the "thick description" necessary for judgments of transferability between sending and receiving contexts.

- The case study provides a grounded assessment of context by communicating contextual information that is grounded in the particular setting studied. (Lincoln & Guba, 1985, pp. 359-360)

Thus, the findings of this research are presented within this chapter as comparative case studies using thick description (Geertz, 1973). Case study reporting includes identifying and creating diagrams and perspectives that will provide the reader with a snapshot of contextual elements relevant to the naturalistic study of professional leadership competencies at the three chosen institutions.

The original research objectives posed in this study were:

1. Describe the leadership programs based on contextual ideologies and curricula

2. Illustrate the gatekeepers' perceptions of the leadership competencies taught and facilitated within his or her formal leadership degree program

3. Discover and explain how the leadership programs developed these competencies

4. Illustrate the graduates perspectives of the program faculty and the leadership curricula's impact on development of competencies providing for success in leadership positions

5. Illustrate the respondents perceptions of the leadership competencies associated with their professional leadership positions

6. Develop what are the necessary leadership competencies for leadership professionals based on the perceptions of the respondents

7. Develop perspectives of global leadership priorities and accompanying competencies based on the respondents' perceptions

8. Evaluate and recommend revisions for formal leadership degree programs

In this chapter, thick description will be conveyed to detail the examination of the physical environment, curricula presented, faculty, staff, administration, and students at each of the three formal leaderships degree programs previously identified as premier programs of study. Constant comparative data analysis (Glaser & Strauss, 1967) and model development allowed the researcher to answer the research objectives of this study.

CONTEXT I

The Feel

The heat is nearly overwhelming as I approach the building containing the degree program. The building is set at the front of campus next to a main administration building. A large grassy knoll provides students with an area to gather, communicate, and study. The façade of the building reflects its age as worn brick and stone adorns the windows and entry ways. Its character is further accented as stone carvings and mosaics reflect symbols of agriculture and its history of an original building at a Land Grant

Institution. The main entrance provides a cathedral like beautiful creation of metal, stone, and marble welcoming students and faculty to its learning environment.

Within the building, the halls smell of fresh paint and sound of construction offers a subtle understanding of the dynamic environment which must change to endure progress. As I move through the halls in search of the designated meeting area, I am greeted with smiles as students report for their next class or leave the building to accomplish their daily tasks and activities. The students are dressed very casual and seem to be comfortable in their environment.

I am greeted with an enthusiastic "howdy" as I enter the door of the program coordinator of this context. The administrative person provides me with sense of comfort as she smiles and lets me know that my contact will be with me soon. The physical environment of the room provides a sharp contrast to the outside heat as it cold due to the air conditioner. The walls are colored cream and lavender and there are cabinets and file cabinets everywhere. There are also various trinkets and plants providing a country atmosphere. Picture frames demonstrate an importance of family for the office staff and small stereo playing soft music reflects a comfortable work area. There are two students in the office speaking to the administrative person. Both seated in deep, comfortable leather chairs, accenting the importance to the degree program and office staff of providing comfort and service to students. Their conversation is amiable as reflected by their laughter and joking tone. The students and administrative person immediately involve me in the conversation making me feel very welcomed and at ease.

The program coordinator emerges from an office and asks me to come in. The office is adorned with paintings of country scenes and diplomas and awards representing

academic and professional accolades. Bookshelves house various leadership texts, dissertations, and thesis's reflecting scholarship and knowledge of the literature. A large dry erase board rests on a wall communicating impending deadlines and tasks to be accomplished. Two comfortable chairs exist on either side of a table for meetings and to escape the desk for a personalized meeting. The desk is large and ordered.

Research Objective One

Describe leadership programs based on contextual ideologies and curricula.

The Gatekeeper Perspective

The program consists of ten faculty teaching a variety leadership and agriculturally focused curricula. They come from a variety of different backgrounds and bring diversity of though to the program. Faculty members teach approximately 14 courses relating to personal and professional leadership development. They are experts in human resource development, volunteer leadership and organizations, working with troubled youth, distance education, youth leadership, extension, personal leadership development, and organizational psychology. "This provides the departmental undergraduate and graduate students with a holistic education through diversity of teaching and instruction" (GKA). The faculty members have a passion for teaching and are highly involved in student's lives during their program matriculation. The faculty also engage in unique conversations with one another though learning communities. Learning communities are a scheduled time during the work week where faculty, staff, and students with common interests set aside their task lists and meet collegially to discuss a particular topics relating to their concentration areas. The program coordinator

discussed the "powerful interactions" and "conversations arising from learning community that have a tremendous impact research ideas and the collaborative nature of the department (GKA). Specifically, he discussed an experience within a learning community where students addressed a particular leadership issue within the national media and it directly led to the creation of innovative departmental curricula. The program coordinator also discussed at length the integral nature of a positive advising experience on the education experience of the student. He explained the "intense passion and desire" of the departmental advisors and chairs to establish relationships with students and motivate them towards success (GKA).

Courses for this program are constantly being evaluated and changed to more effectively communicate theory and practice to ever-changing student populations. However, the foundation and idea for the course curriculum were created by a major professor and scholar within the field who is currently serving the department as its head. "The curriculum is offered as a leadership development series which exists analogous with the fundamental premise that leadership is learned and can be taught" (GKA). Courses taught within the progressive series supplement the development of leadership within students both personally and professionally. Many of the courses are theory laden within the program. Within these courses, instructors engage students in experiential learning through application lab activities which supplement their understanding of the theory presented in lecture. Undergraduate courses include team and organizational development, personal development and growth, and systems thinking. Specifically courses reflect the following (DA1):

- *Topics in Agricultural Leadership and Education* is listed as assisting in the personal development of future leaders within the agricultural industry and community. It explores personality, visioning, working in teams and developing holistic relationships for success.

- *Professional Leadership Development* is listed as providing students with the foundational theories of leadership including identification of styles and roles of leadership, development of leadership techniques and skills required in working with organizations and groups, methods of resolving conflict, of communicating, of guiding and evaluating, and ethical consideration for leaders.

- *Team Learning* is listed as providing students with an understanding of team development theory and emphasizes research on team member behaviors, team decision making models, and positive conflict in team environments.

- *Learning Organizations* is listed as providing students with insight into the complexities of social systems including their language and archetypes. It also delves into system thinking theory and mind models, mastery, team learning, and concept models of human organizations.

- *Human Resource Management in Agriculture and Life Sciences* is listed as addressing principles, concepts, theories, techniques, and applications for managing human resources in food and agricultural organizations and in local communities.

- *Methods in Adult Agricultural Education* is listed as developing an understanding for planning adult training programs and group processes as they relate to training exercises.

- *Change Theory* is listed as identifying and dissecting the interrelationships of the processes by which professionals influence the introduction, adoption, and diffusion of innovations within dynamic societies.

- *Professional Communications in Agriculture and Life Sciences* is listed as addressing communication theory, instructional and presentation models, and multimedia development.

The undergraduate program is a traditional three semesters per year experience which can include an internship. The undergraduate program is exceptional due to its size and demand (GKA). The selection rate for admission into the undergraduate program is approximately 50% per semester. Students are selected based on overall quality including desire to implement and develop positive leadership practice, grade point ratio, and activity involvement. Although high student demand and size set the program, they also act as a limitation (GKA), as it is difficult to meet the university's other degree program's request for seats in classes. A large number of the students within the leadership major are transfers from other departments on campus.

The graduate curriculum is centered on development of the student and his or her ability to act as a trainer in the professional world. The graduate curriculum is currently under heavy review and new curricula are being developed to better prepare and develop the graduate student enrolled in the program (GKA). Graduate students who hold

assistantships in this program can expect to be placed in dynamic roles such as teaching and research assistants furthering their understanding of the material and testing their ability to communicate it. These students can also be placed in lead instructor positions during summer sessions to further integrate their dynamic ideas and teaching strategies into the undergraduate curricula (GKA). Graduate students who are not on assistantship have the opportunity to volunteer and assist in the teaching of departmental courses and can explore opportunities to conduct research with departmental faculty. The following is a list of the graduate curriculum within this program (DA2):

- *Youth Leadership Programs* is listed as addressing methods and procedures of organizing and conducting youth leadership programs in school and non-school settings.

- *Leadership of Volunteers* is listed as exploring models of volunteerism, the reasons and implications of working with volunteers, assessment and evaluation techniques, task descriptions, and organizational relationships.

- *Principles of Adult Education* is listed as providing students with the identification and understanding of basic principles motivating students to learn and the procedures necessary for implementing these principles in bringing about change in adult behavior.

- *Methods of Technological Change* is listed as examining the dynamics of cultural change as a theoretical framework for planned change, the methods of implementing it, its effects, and how change can be predicted and managed.

- *Organizational Leadership* is listed as addressing the intricacies of organizational thought, management, and positive facilitation of groups. Group and self dynamics are explored in depth leading to a deeper understanding of how to work with diverse groups.

Masters level graduate students enroll in traditional 1-2 year master programs, including Master of Education, Master of Science, and Master of Agriculture. As discovered through content analysis (Lincoln & Guba, 1985), each of these programs have subtle difference which allow the students to chose the degree plan which best suits their educational and professional goals.

The Master of Education is a degree pursued by students whose career objectives are concerned with formal and informal education in agriculture. An example of this would be teaching agricultural sciences or working as an Extension agent. The 36 semester hours of coursework consist of 18 semester hours in agricultural education and the remainder in support areas, such as courses in scientific agriculture, methods of adult and extension education, or educational administration (DA3).

The Master of Science is a 32 semester-hour program requiring the development of a thesis. Typically, 18 hours of coursework will be taken in agricultural education, four hours will be credited as research for the thesis, and the other coursework will be supporting fields of interest (DA3). Coursework in the supporting fields in either program may be in any area that contributes to a student's career objectives. Examples of coursework can include scientific agriculture, management, change agent, adult and extension education, or sociology (DA3).

The Master of Agriculture degree in Agricultural Development is sought by students pursing careers in fields such as agribusiness, international agricultural development, agricultural communications, or rural community development. Approximately one-half of the 36 semester hour program is made up of courses in Agricultural Education. Typically, 12 semester hours are taken outside of the major area. Twelve semester hours must be taken in residence (DA3). The Master of Agriculture degree in Agricultural Development may also be earned at a distance. The program is intended to prepare individuals for leadership roles in education, natural resource management, the extension service, and many professional careers in agriculture and life sciences (DA3). This is a non-thesis degree program that emphasizes the development of problem-solving skills and the practical aspects of academic coursework. Because of the diverse nature of the careers selected by MAG graduates, degree plans will vary considerably and are generally unique for each individual.

One unique feature of the Master of Agriculture program is a required internship. The internship is completed at the end of formal coursework, and involves either paid or non-paid employment with a cooperating business or agency. The internship normally lasts from three to six months, a professional paper is required, and four to six credits may be earned.

Doctoral level graduate students have three other options. They can enroll in the Doctor of Education, Doctor of Philosophy, or Joint Doctor of Agricultural Education at a distance programs.

The Doctor of Education degree is designed for the practitioner of agricultural education. It prepares students to be successful in the role of administrators,

management, and supervisors within agricultural programs in a variety of different settings. The program consists of a 64 hour course load, record of study, and an internship. It was noted that the Doctor of Education is not option is not taken very often (DA3).

The Doctor of Philosophy in agricultural education program is a specialized program focusing on research and coursework which will lead to a comprehensive knowledge of agricultural education, agricultural development, and methods of training. The program includes 64 hours of coursework beyond the master's level including 1-12 hours of dissertation research.

The third option for doctoral students, the Joint Doctor of Agricultural Education, is an innovative professional degree designed for the practitioner of agricultural education. The degree is administered by the Department of Agricultural Education in conjunction with the Department of Agricultural Education and Communications at Texas Tech University. Students enter as a cohort and matriculate through the 64 semester-hour program at a distance (DA3).

Admission into all of these programs is highly selective. Traditionally there are between 2 and 4 assistantships awarded per semester. Incoming students are assigned a temporary chair to assist them with their departmental and academic acclimation. Students can then change their chair assignment based on their research and concentration interests.

Research Objective Two

Illustrate the gatekeepers' perceptions of the leadership competencies taught and

facilitated within his or her formal leadership degree program

Students enrolled in the undergraduate and graduate programs can expect to apply

leadership theory within the classroom and through optional presentation experiences

with student organizations (GKA). These activties leads to "first hand leadership

experiences" that students can use in a real world setting upon graduation (GKA).

"Leadership must be taught and the students have an opportunity to demonstrate their

learning and mastery of the topic by developing seminars and workshop instruction with

their classmates" (GKA). Students are expected to develop the following competencies

within the program to be successful leaders in the real world:

- **Firm understanding of one's self, values, and strengths**

- **Understanding for the theoretical framework behind leading and
  leadership education**

- **Communication skills including effective writing and speaking**

- **Ability to be a successful team member and manage team
  dynamics**

- **Understanding of how to effectively manage change and empower
  change positively**

Development of one's self, values, and strengths can be observed as a major

component of *Topics in Agricultural Leadership and Education.* The class demonstrates

how to understand one's self and develop an understanding of how to use his or her

strengths to effectively work with groups and organizations (GKA). They develop this

understanding through dissection of critical and creative thing, assessments of their strengths and personality type, and visioning exercises. *Change Theory* also has a personal value development component. The lecture of the course is designed to focus on organizational change and development while the lab is designed to focus on personal change and development. Organizational Leadership also addresses this competency as it critically examines motive and theory of self-efficacy as an integral component of leadership.

The **theoretical framework of leadership** can be mainly found in four courses, although theory is addressed in almost every class within the curriculum. *Professional Leadership Development* is a survey course which addresses the traditional theories applied to leadership and then applies the theory in lab or learning community activities which meet once a week. *Learning Organizations* furthers the development of a theoretical foundation within the students as students apply and synthesize the leadership theory learned in *Professional Leadership Development* to organizational development and group learning. *Youth Leadership Development* asks the student to apply leadership theory to workshop and curriculum creation as students attempt to develop training programs to develop leadership within others.

Effective communication skills are garnered for undergraduates in *Methods of Adult Agricultural Education* and *Professional Communications in Agriculture and Life Sciences.* These courses teach students how to effectively communicate and work with others. Group work is a major component of these courses as students learn to manage the group process and develop effective training modules to enhance development in others. *Change Theory* also addresses effective writing and communication for

undergraduates with in the department. The course is listed as a *Writing Intensive Course* for the university curriculum. This course listing signifies that considerable emphasis will be placed on written and oral communication as students are asked to develop a great deal of reaction, summary, research papers and presentations. The graduate curriculum offers *Leadership of Volunteers* and *Principles of Adult Education* to assist graduate students in developing communication skills. *Leadership of Volunteers* focuses on how one can develop the leadership within others. Students develop written materials and orally disseminate workshops to assist in the development of others. *Principles of Adult Education* addresses the theory of adult learning and effective learning strategies for working with adults. This course requires a large amount of writing and develops effective writing strategies through meetings with the course instructor.

The **ability to be a successful team member and work in groups** is addressed in *Team Learning, Human Resource Management in Agriculture and Life Sciences, and Organizational Leadership*. *Team Learning* and *Organizational Leadership* specifically address team dynamics and the ability to work effectively with different types of learners. The students are asked to work in teams, address team learning concepts, and develop portfolios to effectively present their knowledge on team development effectively. *Human Resource Management in Agriculture and Life Sciences* addresses the principles and theories which contribute working with groups in local communities.

The development of an **understanding for how to manage change effectively** is contained within *Change Theory* and *Principles of Technological Change*. Students are faced with addressing the idea of change within organizations and themselves within *Change Theory*. Students work to understand change based on theoretical perspectives

through innovation projects which address the ideas of leading in a culture of change. *Principles of Technological Change* furthers this understanding as it relates to diffusion, adoption, becoming a change agent and managing change between the community and the change agency.

Research Objective Three

Discover and explain how the leadership programs developed these competencies

Students develop these competencies through examination of the theoretical framework of leadership and the application to social lab settings within controlled environments (GKA). They are presented with opportunities to work in groups and develop innovative concepts, hold leadership positions, and make decisions which impact others (GKA). Students have the ability to teach and engage in opportunities which allow for the development of perspectives and ability to address conflict from a situational approach (GKA).

One of the major limitations of the undergraduate and graduate programs is the lack of "globalized curriculum" (GKA). "It should be a priority within our curriculum considering our international markets and dealings" (GKA). One of the reasons the globalized or international curriculum is currently lacking stems from the retirement of faculty that were central to this mission. However a large push to globalize curriculum is emerging. Priorities are being placed on opportunities and curricula which apply to international agricultural programs and study abroad immersion trips (GKA). One of the innovative course revisions includes an activity where students are subjected to the cultural implications and international complications of working as a Peruvian banana

farmer (GKA). Students regard this activity as being very powerful and produce dramatic effects on their perspectives of international systems and working with diverse cultures (GKA).

Students and graduates of the programs celebrate their experiences and regard their education as having created opportunities that developed who they are as individuals (GKA). The following are quotations collected by the program coordinator through various conversations with students who were enrolled in leadership courses within the department or had recently graduated from the programs (GKA):

- "The classes have prepared me for success and job opportunities."

- "Courses within my program gave me an understanding of my strengths, how to vision, and seek out opportunity."

- "Many of the experiences that I had within the program were very powerful."

- "Many of my faculty were eager to assist me and wanted me to succeed."

- "Thank you for what you did for me."

The program coordinator ended our conversation focusing intently and explaining that the program that we have here can best be described in what the department head often explains we do as a faculty, administration, and staff (GKA). "We build human capital" (GKA). This empowering statement effectively conveys the people first foundation of the program as it strives to assess current practice, grow, and maintain its status as a premier leadership degree program nationally.

The Graduates

To gain a deeper understanding of the formal leadership degree programs, graduates of each program were identified by the gatekeepers through purposive sampling to provide perspectives and add to the thickness of the description of each program. Purposive sampling is critical to data collection as it is an integral part of the naturalistic research paradigm. "Purposive and directed sampling through human instrumentation increases the range of data exposed and maximizes the researcher's ability to identify emerging themes that take adequate account of contextual conditions and cultural norms" (Erlandson, et al., 1993, p. 82). Patton (1990) offers several strategies that further describe the purposive sample used in this study. A combination of critical case sampling, which permits maximum application and logical generalization of information to other cases, and criterion sampling, which consists of picking all cases that meet some specific criterion, were used to provide rich data to allow for a deep understanding of the research objectives.

Phone interviews were conducted to assist the researcher in understanding the larger context of the program including the interpersonal, social, and cultural aspects of the environment. The phone interviews provide for conversations with a purpose (Dexter, 1970). Further the interviews allowed the researcher and respondent to move back and forth in time to reconstruct the past, interpret the present, and predict the future (Lincoln & Guba, 1985).

The graduates interviewed from the first context hold positions in a variety of areas including teaching, research, graduate school assistantships, business and industry. Their responses were diverse, referencing both positive and negative experiences within

there program matriculation. All of the graduates were eager and cordial in responding to questions and maintained professionalism of the highest degree.

Research Objective Four

Illustrate the graduates' perspectives of program faculty and leadership curricula's impact on development of competencies providing for success in leadership positions

The strengths of the program were enthusiastically communicated and demonstrated the students high regard from their former program of study. "The program prepared me for interactions that I would have in the future relating to leadership education and conflict management with others" (GA4). The program provided new realizations of cultural and social perspectives which led to the enhancement of my own perspectives (GA1). The courses were found to be educational and developmental with regards to perspectives of dynamic issues and ability to work with groups. "The students had the ability to produce and matriculate through a degree plan that they could chose to best serve their needs (GA3)". "Through the courses presented I was able to develop skills to assist in the management of people and situations" (GA1). The students also accented the strong focus on experiential learning within the program. "A foundational pillar of the department is leadership by fire, meaning that you are thrown into situation where you are forced to apply the concepts and yet still supported by the faculty" (GA3). "It seemed as though we were always taking the time to apply what we had learned in contextual exercises, practice, practice, practice!" (GA1)

One of the major themes emerging from the data was the **high regard for the faculty** of the program. "The faculty are wonderful and I gain confidence from them

because they are nationally recognized and are working with me" (GA3). "They have a vested interest in me and work tirelessly to ensure that I will be successful" (GA1). "It is evident that the faculty are passionate about their teaching. They are concerned about what we are learning and how we can most effectively learn it" (GA1). The passion of the teaching faculty was further accented as defining characteristics of the program were viewed as the "dynamic faculty", the faculty's ability to "integrate a foundational application of theory", and the creation of innovation through work with faculty that led to future successes in business (GA1, GA2, GA3, & GA4).

Conversely the graduates were concerned about the lack of curriculum offered for electives. They explained that although the faculty members were extremely enthusiastic about teaching the course offerings, the courses lacked the diversity that the students valued in the backgrounds of the faculty. They noted that courses were "primarily focused on youth development" (GA2), lacked the focus on "strict leadership research" (GA3), and were concerned that curriculum "did not offer contemporary leadership curriculum" (GA1). Although these curricular concerns were viewed as limitations of the program, it was noted that the lack of courses created opportunities for self-directedness amongst the graduates. "The offerings helped me to understand the gaps between theory and practice and I found myself searching out the connection between the two" (GA2). We were forced to look elsewhere to obtain the knowledge we desired (GA1). Professors were eager to suggest outside curricula offered within Educational Administration and Human Resource Development areas of the university (GA3). Students were able to raise research questions and then address those questions through directed study opportunities

with faculty members. This provided knowledge which provided us with foundational knowledge of leadership which was not taught in the departmental courses (GA1).

One of the limitations of the program as noted by the program coordinator was the lack of globalized or international curriculum. This limitation was also noted during interactions with the graduates. Students regarded this piece of leadership education as critically important to successful leadership.

If students are not able to focus on the tenets of leadership and

management in a culturally, politically, socially and demographically

diverse environment, organizations lose their competitive edge. Students

must be able to have a perspective on the integration of the functional

areas of business, be it for profit or non-profit industries, while

maximizing the use of analytical skills and knowledge for leadership in

this contemporary global business environment. In today's environment

we are expected to be lifelong learners and the social and ethical

responsibility of leaders toward all stakeholders in a diverse global

workplace in fast growing. If we are not willing to prepare our students

for this pace or pathway, do we really deserve the opportunity to teach

them? (GA2)

"A global opportunity is critically important to student success as a leader…how can students function without perspective" (GA1). Students noted the importance of global experiences when dealing with differences in people. "Leadership is different in different cultures. It is important for leadership students to acknowledge the differences and understand diversity among and between cultures" (GA3). "Addressing global leadership

assists students in their understanding that there are different ways to do things that are affected by cultural and social implications" (GA1). One student noted that she experienced difficulties in teaching individuals from different cultural backgrounds which was an "eye-opening experience" (GA1) for her. "When I went abroad to teach leadership it was culturally inappropriate to teach leadership in the ways that I commonly administered leadership…it was like we needed to find a new language to communicate leadership based on their cultural implications" (GA1).

Research Objective Five

Illustrate the respondents perceptions of the leadership competencies associated with their professional leadership positions

The following were identified by the program graduates as the competencies necessary for success in their current leadership positions:

- **Firm understanding of one's self, values, and strengths**

- **Understanding for the theoretical framework behind leading and leadership education**

- **Communication skills including effective writing and speaking**

- **Ability to be a successful team member and manage team dynamics**

- **Ability to set goals and have vision**

- **Understanding of how to effectively manage change and empower change positively**

Graduates from the program believed that the leadership curricula and faculty overall prepared them for success in their current positions (GA1, GA2, GA3, GA4, & GA5). "The faculty are the backbone of the program" (GA4). "The faculty members are always working for students to ensure that they develop into successful leaders" (GA1). The faculty and advisors within the department make students feel as though they are important. They make you feel like you are someone" (GA5). The faculty view the students as colleagues and solicit their perspectives on practice and research (GA1 & GA3).

Values and personal development are priorities for the program within this context. The faculty promote personal development within the students through assessment of personality and strengths within their courses (GA1, GA3, GA4 & GA5). "It seemed like each course began with a survey to assist us in understanding who we are" (GA4). "Exploration of who we are assisted us in developing perspectives of other and how to work with them" (GA1). "It was a huge priority to discuss personality type and our strengths within our course. I found this helpful, but I was concerned that we never did anything with the knowledge. We never applied what we had learned" (GA4). Another concern voiced about personality and strength development was that it became redundant as it was taught in several different courses (GA2, GA3, & GA4). "We did the Myers Briggs test in three different courses and the Strengths Quest in three also. It was helpful the first time but I would have liked to learn something new in other courses" (GA4). "I was concerned that we completed the Strengths Quest in three different courses. I wish we could have learned something else or how to develop our strengths" (GA5).

Leadership theory was identified as necessary foundational element for future leadership success (GA1, GA2, GA3, GA4, & GA5). The understanding of different leadership styles and how to effectively work with them was noted as a major success of the leadership degree program (GA1, GA4, & GA5). "The *Professional Leadership Development* course was great. The leadership theory that I took from the course can be applied in a variety of different settings of my current position" (GA4). "The leadership theory that I took from the program is directly applicable to my current position" (GA1). "The leadership theory that I gained from the program provided me with perspectives that am constantly using when I am working with people" (GA1). "Understanding a variety of different leadership styles assists me in dealing with people" (GA5). Although the graduates appreciated the leadership theory there was a heavy emphasis placed on increasing the amount of leadership theory courses (GA1, GA2, GA3, GA4, & GA5). "I would have liked to see more contemporary leadership theory presented in the curriculum" (GA3). "It seems crazy when I think that I received a degree in Leadership Development, but within the 132 hours that I took, I only took 3 credit hours relating to the theory of leadership" (GA4). "I would have liked to have seen more emphasis placed on the connection between leadership theory and business practice. I felt that was lacking in our curriculum" (GA2). "I was so engaged in the leadership theory courses because it is applicable to my life. I wish there would have been more opportunities to take courses" (GA5).

The graduates felt as though **communication and presentation skills** were very important to being successful in their current positions (GA1, GA2, GA3, GA4, & GA5). "I communicate with people everyday via e-mail and writing in my position" (GA1).

"My ability to communicate is directly proportional to my ability to be successful with my clients" (GA4). "As a teacher I must be an effective presenter. If I fail in my delivery of material, my students will suffer" (GA4). Development of communication skills is a priority within the program.

> It seemed as though I could not get away from presentations and papers in
> my classes. I hated it at the time, but reflecting upon my experiences, I
> really feel liked they assisted me in being successful in my position.
> (GA5)

The group presentations that were a focal point of my coursework prepared me to communicate with and work in groups in my current position" (GA1). Although the graduates felt that communication was an integral component of their professional success, many graduates felt as though they would have liked to see more communication focused leadership courses (GA2, GA4, & GA5). "I would have liked to see a group communication course or a course dealing with persuasion" (GA4).

> I was privileged to be a teaching assistant when I was in the program,
> however if I had not had the opportunity to serve in that capacity I would
> have liked to have the opportunity to enroll in more public speaking
> coursework. (GA1)

They also noted that their **ability to facilitate groups** was critically important in their current positions as they are forced to work with organizations and groups on a daily basis (GA1 & GA5). "I really enjoyed the *Human Resource Management* course. It provided me with an understanding of business operations and how to work with the

people around me" (GA5). The curriculum within this context is very focused on group

projects and presentations (GA1, GA3, GA4, & GA5). This type of curriculum was

positive for the graduates as they developed perspectives that assist them in working

groups within their current positions (GA1, GA3, & GA5). "I felt like the program's

courses prepared me to work in groups. This is an important skill considering the amount

of collaboration that it takes for me to be successful at my job" (GA5). However all of

the comments were not positive relating to the group work within the program.

> I found the group work to be cumbersome at times. It seemed as though in
>
> every group there were one or two people in the group carrying the weight
>
> for the others. I felt as though I should have been rewarded for my hard
>
> work, but instead those who slacked brought my grade down. (GA4)

"Although the group activities were good, I felt as though they were too focused on 4-H

or FFA type activities. I would have liked to see some higher level thinking skills tested

in some more complex activities" (GA5).

Visioning and goal setting were also a valued part of the curriculum as listed by

the graduates (GA1, GA3, & GA4). "My ability to set goals and establish plans of action

for my organization allows me to be successful in my position" (GA4). "Visioning for

the future is an incredible skill to have in the field of consulting. I value the time that I

spent developing this skill within the program" (GA2).

> I learned in one of my course lectures that the development of creativity is
>
> essential in leadership. I totally agree because when I set goals or
>
> objectives for my staff I want to be creative in how I approach tasks.
>
> (GA5)

"As a teacher I have to vision for my class and the individual students I work with. Understanding how to set goals to complete my vision for the students is a valuable task to have" (GA1).

The graduates also identified an **understanding of the change process** as an important competency to have in a leadership position (GA1, GA3, GA4, & GA5). "It is important to consider the process of change when working with organizations" (GA1). "It is important to apply the idea of change theory to ensure for proper facilitation of change. I feel as though everyday I have to manage change" (GA3). "I really enjoyed the courses that discussed change. I feel like it is great for my current position that I have an understanding of change, both personally and organizationally" (GA4). "Understanding change provides with the ability to be adaptable. This is a crucial component of being an effective leader" (GA5).

One of the major limitations of the program as listed by graduates stemmed from the lack of opportunity to interact with people of different cultures and ethnicities within the course curriculum (GA2, GA3, & GA4). They felt that **if they had greater opportunities to work with people from a different culture, it would enhance their effectiveness in professional and international endeavors** (GA2 & GA3). "The connection between international perspective and leadership theory is critical to our effectiveness in global markets. I wish we would have explored ideas like this more within the program" (GA2). "Although we had opportunities to interact and participate in international professional service organizations, I felt as though we could have devoted more time in the program to studying international perspectives" (GA3). "If students are not able to focus on the tenets of leadership and management in a culturally, politically,

socially and demographically diverse environment, organizations lose their competitive

edge" (GA2).

Research Objective Six

Identify the necessary leadership competencies for leadership professionals based on the

perceptions of the respondents

Based on the constant comparative analysis (Glaser & Strauss, 1967) of the

gatekeeper and the graduates from this context competencies can be identified which will

provide a foundation for successful leadership. *Figure 6* identifies the competencies

named by the gatekeeper, seen in gray, which were also valued by the graduates of the

program, seen in white. However there were two areas noted by the graduates that were

not listed by the program coordinator. Those areas were the ability to set goals and

vision and understanding for international perspective.

Gatekeeper Perceptions   Graduates Perceptions

- **Understanding for Self, Values, & Strengths**
- **Foundation of Leadership Theory**
- **Communication Skills (Written & Verbal)**
- **Understanding for & Ability to Manage Change**
- **Understanding of International Perspectives**

- **Ability to Set Goals & Vision**
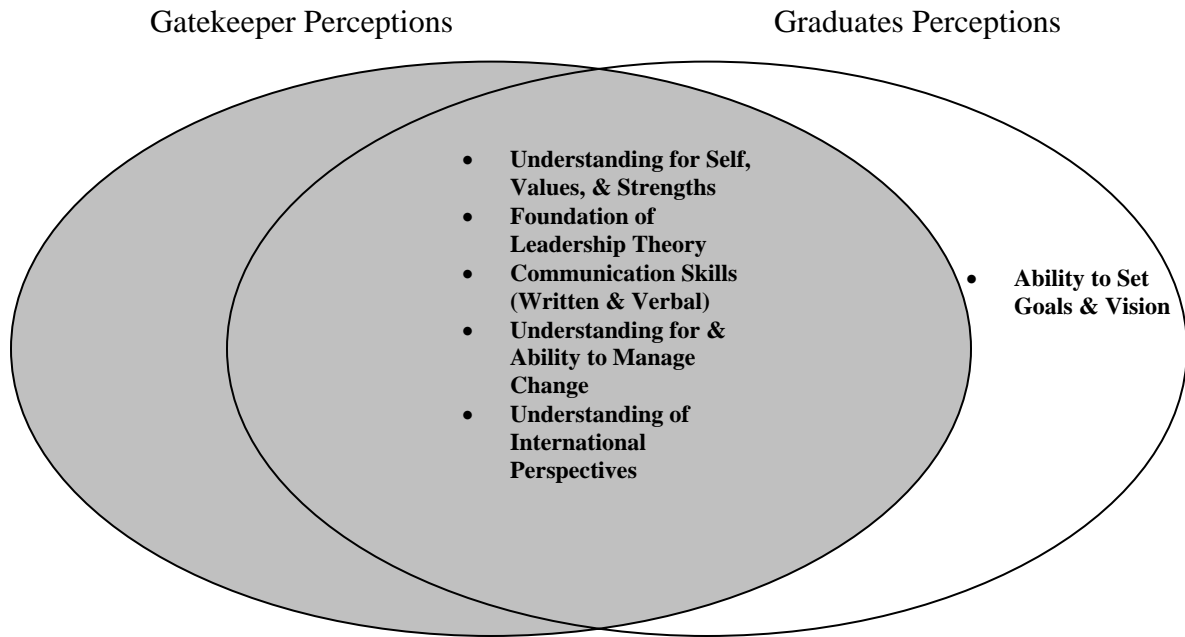
Figure 6. Leadership Competencies as Perceived by the Respondents within *Context I.*

Research Objective Seven

Develop perspectives of global leadership priorities and accompanying competencies

based on the respondents' perceptions

The gatekeeper of the first context agreed with the literature discussing the

importance of a global curriculum in the development of students. "Global

perspectives are incredibly important to students' ability to deal with international

markets and establish international relationships" (GKA). "Global curriculum should be

a priority in leadership degree programs" (GKA). The gatekeeper explained that the

curriculum of the first context is undergoing heavy revision to develop assist students in

developing international perspectives.

It is hard, because due to the retirement of faculty, we have lost the

international component from our program. Unfortunately, this is a

limitation of our program. However, I think that we recognize that and we

are attempting to develop courses and research to address the lack of

global curriculum within our program. (GKA)

The gatekeeper detailed a course which was formally taught for the program titled *Global Leadership*. The course was an honors course which addressed the development of perspectives through a variety of interactive exercises and projects. "I believe that we need to have a strong push to globalize our curriculum, such as developing an entry level international agriculture course. We are living in a global society and to be successful we must have global leaders" (GKA). The gatekeeper also identified that they are attempting to incorporate international activities into their coursework. In one course students are asked to become a Peruvian banana farmer to understand the complexities which exist when we attempt to answer international questions from an American paradigm. "The feedback that we get is powerful and students seem to gain a new respect for international differences" (GKA).

The graduates from the first context further validated the research of Bueno and Tubbs by identifying that **understanding international perspectives and the ability to operate successfully within global settings is critical to being a successful leader** (GKA, GA1, GA2, GA3, GA4, & GA5). "Leadership is different in different cultures. It is important for leadership students to acknowledge the differences and understand diversity among and between cultures" (GA1).

If students are not able to focus on the tenets of leadership and management in a culturally, politically, socially and demographically diverse environment, organizations lose their competitive edge. Students must be able to have a perspective on the integration of the functional areas of business, be it for profit or non-profit industries, while maximizing the use of analytical skills and knowledge for leadership in this contemporary global business environment. (GA2)

"*Context I* is a culture of its own, but understanding the perspectives of other cultures is really important. In fact, I would say that it is absolutely necessary" (GA3). The following is a story which a graduate told me explaining the difficulty in working with an international population after graduation.

I was lucky enough to be asked by the National 4-H to travel abroad to teach a seminar on leadership. I had planned to use many of the leadership activities which I had learned in *Professional Development*. I figured that since these activities were so effective when working with the students of *Context I*, it could possibly work with the international students I was working with. Unfortunately, this was not the case. The culture of the people I was working with assigns a negative connotation to the clover which 4-H uses on their materials and the word leadership. When we met with the supervisors from the country the day before the seminar, they informed us of the potential concern for our materials which were covered in the 4-H clovers and littered with the word leadership. They explained that in their country discussions of leadership are reserved

for negative views of Communism or regarded as forced perspectives.
Needless to say, we had an incredibly long night redoing our materials and
redesigning our curriculum for our international audience. This was an
eye-opening experience for me because it demonstrated the differences
between working with cultures and the importance of understanding those
differences prior to working with the people of that culture. (GA3)

"Global curricula enlighten students to the differences among people and cultures and
provide them with perspective. Without perspectives, you cannot function" (GA3). The
graduates were incredibly passionate about this area of the interview. They described
with great feeling their desire to see this as a part of the leadership degree program
curriculum in the future (GA1, GA2, GA3, GA4, & GA5).

In today's environment we are expected to be lifelong learners and the
social and ethical responsibility of leaders toward all stakeholders in a
diverse global workplace in fast growing. If we are not willing to prepare
our students for this pace or pathway, do we really deserve the opportunity
to teach them? (GA2)

Leadership is about empowering those who may not be able to empower themselves. To truly make a difference as leaders we must globalize our education. If we fail to understand diversity, we will fail to assist anyone who is different than us. (GA5)

Among the gatekeeper and graduates, it was concluded that **global leadership should be a priority**. However, due to the passion and enthusiasm with which the respondents identified the need for a globalized curriculum, the mega-trend of increasing globalization within society, and the position of the literature on this topic, global leadership and international perspectives provide much more than an accent to enhance the current curriculum. They would provide a developmental foundation for curriculum. *Figure 7* suggests a foundational element for the current curriculum of *Context I*, including international perspective and global experiences. The element includes competencies extrapolated from the respondents' perceptions and validated by the literature.

Gatekeeper Perceptions   Graduates Perceptions

- **Understanding for Self, Values, & Strengths**
- **Foundation of Leadership Theory**
- **Communication Skills (Written & Verbal)**
- **Understanding for & Ability to Manage Change**
- **Understanding of International Perspectives**

- **Ability to Set Goals & Vision**

International Examination & Global Perspectives

- Communication Skills
- Motivation to Learn
- Flexibility

- Open-mindedness
- Respect for Others
- Sensitivity
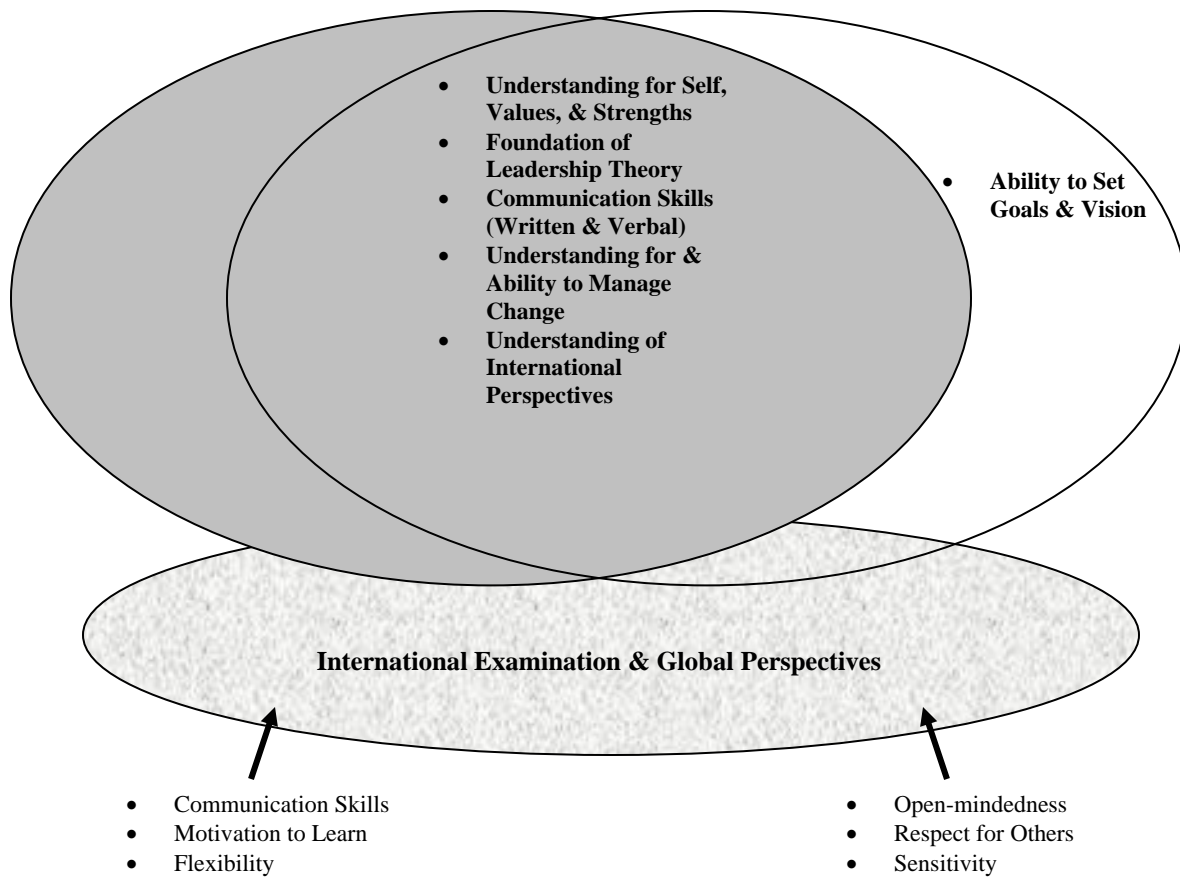
Figure 7. Leadership Competencies as Perceived by the Respondents within *Context I* with the Inclusion of an International Examination and Global Perspectives Foundational Elements and Accompanying Competencies.

Research Objective Eight

Evaluate and recommend revisions for formal leadership degree programs

Based on the perceptions of the respondents, *Context I's* leadership curriculum should be revised in two main areas, expansion of current curricula to include diverse courses establishing values, the ability to set goals, an understanding for contemporary leadership theory, critical thinking skills within students and a foundational approach to global perspectives (GKA, GA1, GA2, GA3, GA4, & GA5).

The need for the first area was established by respondents' perceptions of research objective seven and further confirmed by their perceptions of research objective eight.

I would advocate that we must enhance our approach to preparing global leaders for a global society. It can only be an advantage in their role and interaction with team members. Often times a culture will dictate how new hires behave and exhibit leadership capacity, so having a foundation of global leadership skills and or knowledge will better position students abilities to advance in their position. And also to grow individually and increase their capacity to coach others. (GA2)

Although there is a lot of interaction in courses already, I think that there could be more and it could happen through exploring international issues. I think that the group examination of international issues and perspectives could promote a comfortable setting where students would feel more at ease sharing, because others would going through the same thing that they are. (GA5)

"I think we need to partner with the MBA program or the business school to strengthen a global perspective for the young professional, and increase their rate to on-board in any role and organization" (GA2). "An understanding of international perspectives and priorities provides us with better knowledge how to lead other courses" (GKA). "Our faculty is so unique. I would love to have smaller learning communities where we could discuss our diversity with students and develop international perspectives" (GKA).

The second area, expansion of the current curriculum, was identified holistically and enthusiastically by all of the respondents. "The current curriculum lacks the inclusion of contemporary leadership theory, like Servant Leadership. By addressing other theory, we will be able to develop more holistic perspectives of how to lead" (GA3).

I felt as though many of the exercises that we did were based off of FFA or 4-H materials which may have been design for a younger audience. I would have liked to more activities that would face us to think on a higher level. (GA5)

"I would ask that we would offer a more vast skill set including a graduate theory course and application courses" (GA1).

Resources and demand for our current courses limit the opportunities that we have to develop new courses and have small group interaction. It would be nice if we were able to expand our curricula to include all of the things that we would like to teach. (GTK)

I would like to see more courses that develop our ability to think critically.

It seemed at times that due to the large class size we were not engaged to

think critically. I think that we could do this through more small group

interactions. (GA5)

It would be nice to see more communication courses. As a leader, I must

be a great communicator. I felt like I knew how to deliver a presentation

when I left the program, but I would have liked to see more group

communication theory and personal persuasion materials. (GA4)

"The leadership classes were great, but there needed to be more. I felt like there was a lot

left up to student to find through self-discovery" (GA3). "I graduated with 132 credit

hours. I only took one, 3 credit hour course on leadership theory. It was a great class,

but I got a degree in leadership and I only took 3 hours of theory" (GA4).

 Figure 8 on the following page is an example of the proposed revision of the

current curricula within *Context I*. Note the center competencies identified as skills

necessary for success as a leader, the foundational global leadership piece, and the

contributing activities displayed in smaller circles surrounding the competencies.
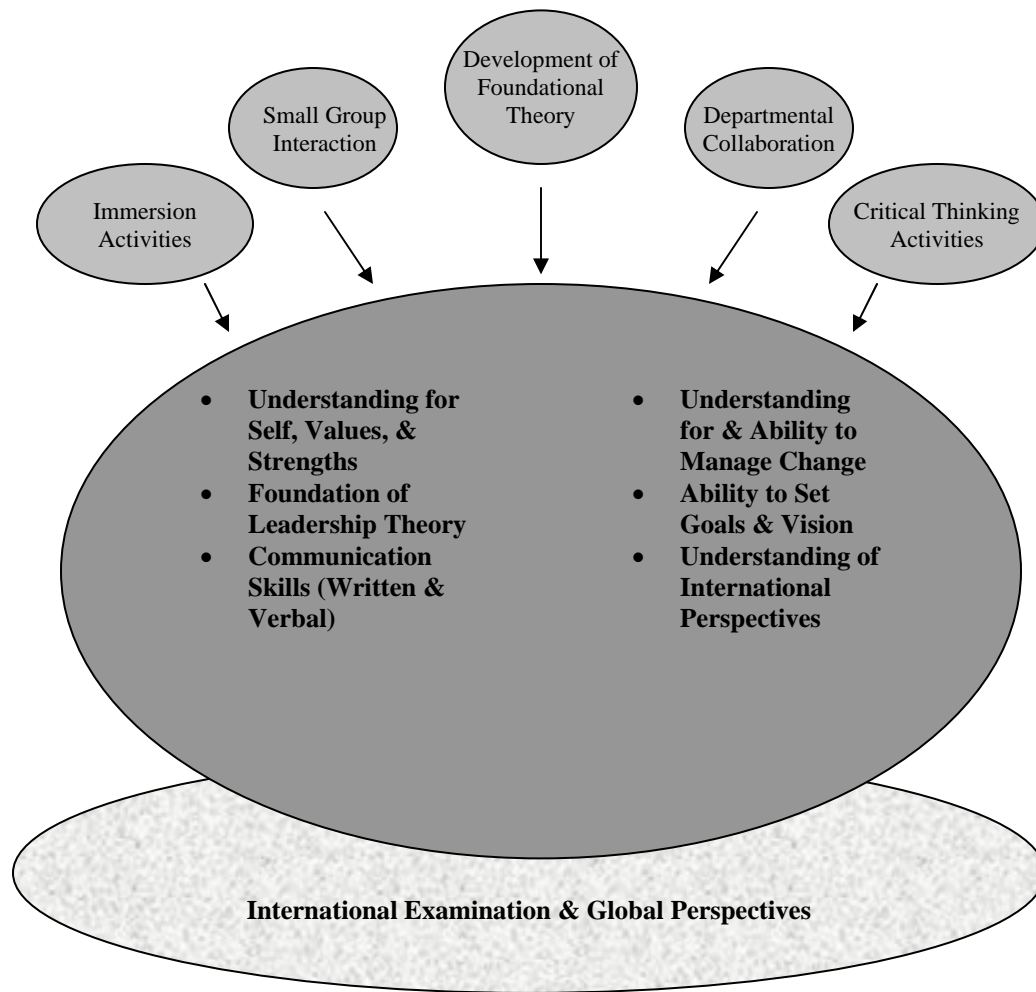
Figure 8. Proposed Revisions for *Context I* Curricula as Perceived by the Respondents.

CONTEXT II

The Feel

The campus has a fresh spacious feel as it sits atop a hill at the center of town. The school is further accentuated amongst the campus buildings as it rests upon a large hill, located just off of the main campus Quad. The school is composed of two buildings linked by a three-tiered atrium. The buildings are patterned in historically academic and colonial fashion with red brick and large ionic columns adorning its façade. The name of the school is carved into the stone over the entrance of the building. It is worn demonstrating the character and age of the program. The air is cool, as a brisk wind blows across a grassy area adjacent to the building. The most notable landmark of the area is the 2770 pound bronze statue of a notable president which rests on the lawn between the two buildings. The statue and its grassy area are known as one of the most popular areas on campus today.

As I pass through the main entrance to the building I am greeted by an impressive 40–by–70–feet antechamber existing as a memorable setting for the degree program and all its graduates. The floor is dark terrazzo and the area houses an exact replica of Houdin's life-size figure of one of our country's founding fathers. Students and staff walk briskly around me as I attempt to find the public administration area of the overwhelmingly large building. As I progress through the building, I pass large public spaces. The spaces are well furnished to provide for a perfect setting for students and staff to linger and chat about daily events. The classroom spaces are wood-paneled seminar rooms which are well maintained and provide students with an academic feeling.

The technology of the classroom areas provide students, faculty, and staff with an electronic infrastructure that linked to the Internet.

As I pass through the halls of the building, I notice a student sitting by himself and I ask him if he would be kind enough to answer some questions about the school, as I have time before I am supposed to meet with the gatekeeper of the program. He agrees and I sit down with him on a couch in one of the common areas. He explains that students in the public administration and international relations program have their own spacious Academic Village. This is an area composing of distinct areas for quiet study, team and group projects, and small meetings. He regards his academic environment as being new, fast, and interconnected. He explains that computer labs exist for the exclusive use of graduate students in the professional programs and are accessible around the clock. He details that he really likes the electronic classrooms as they enhance the learning process. Another plus of the school is the Global Collaboratory, a remarkable, advanced-technology classroom and interactive media lab. This cutting-edge facility has the ability to link program students, staff, and faculty electronically and reliably to any place in the world. As we close our discussion, I thank the student for his time and continue my walk to the office of the gatekeeper.

As I reach the doorway of the office I am greeted with a strange stuffiness that I have not seen in other areas of the school. The office is extremely neat and professionally kept to the highest standards. The administrative assistant asks me for my name and explains that the gatekeeper will be ready soon. I take a seat and wait. People pass around me with haste as an impression of a task priority office environment is demonstrated. After a short delay the administrative assistant receives a phone call and

motions me to enter the adjacent office. The gatekeeper greets me with a smile and a

handshake. However the individual appears to be cautiously guarded about our

impending conversation as we sit down. The office is large and spacious and the desk is

made of rich wood and well ordered. Upon the walls, degrees can be seen as well as

pictures characterizing the history of the school and degree program. Books are abundant

in the office adding to the scholarly appearance. We sit down at a table with four chairs

in the office. The chairs are comfortable and the table is well polished.

Research Objective One

Describe leadership programs based on contextual ideologies and curricula.

The Gatekeeper Perspective

The school has an incredibly complex and dynamic organizational structure. It

consists of nine different departments, Anthropology, Economics, Geography, History,

Political Science, Public Administration, Social Science, Master of Social Science, and

Sociology. Referring the website the gatekeeper noted that graduate students in social

science programs are trained to become innovative scholars and superb teachers, well-

grounded in the social, cultural, and historical aspects of their fields (GKB). There are

also three different professional programs within the school, including Public

Administration, International Relations, and Executive Education. The three professional

programs are perennially known for the being some of the most rigorous and

academically challenging programs in the country. These programs are also consistently

ranked among the top programs in the country. The school is also the home to two

institutes and co-sponsor of a third. A Public Affairs Institute exists as an

interdisciplinary research organization dedicated to linking the worlds of scholarship and public affairs as noted by the school's website. The gatekeeper explained that the institute supports the study and analysis of public programs and actions, citizenship and participation, public management and public administration, policy processes, governance, civil society, the politics and history of public policy creation, and public affairs research in general (GKB). The second institute is an Institute of Global Affairs which was created to integrate and focus on international programs, research, service and training activities in an interdisciplinary setting promoting global awareness (GKB). This Institute supports interdisciplinary, topical programs; and regional programs in a variety of international forums and countries. The Institute for National Security and Counterterrorism was created in 2004 as a multidisciplinary center for research, publication, community service, and teaching on matters of national and international security, and the closely related topic of terrorism (GKB). The university's college of law and the school co-sponsor this program.

Within these three very distinct areas of the school 145 faculty members work with students and develop research and teaching strategies which place the school at the top of the academic ranks for its scholarship. "The faculty is world renowned for their scholarship. They bring a passion for research which adds purpose and direction to our school" (GKB). As noted by a content analysis of the school's website, the faculty include eight Guggenheim Fellows, six American Council of Learned Societies Fellows, 17 Fulbright Research Fellows, 12 National Endowment for the Humanities Fellows, and one MacArthur Fellow (GKB).

For the purpose of this study I have focused my attention on the Public Administration social science department within the school. This area provides students with a "taste of leadership" (GKB) as graduate students focus their energy on dissection of case studies and simulation activities which provide students with foundational elements to aid in being successful in the area of public administration. The gatekeeper further explained that world's increasing complexity and limitation of resources, "a need exists for scholars who are able to train future professionals for public service to enhance the field of public management and public policy" (GKB).

Within the Public Administration area of the school there are three formal degree programs. The school offers an Executive Education MA degree in Public Administration. As identified by the content analysis (Lincoln & Guba, 1985) of the program and its curriculum, the Executive Education Program recognizes the unique skills and knowledge brought to the classroom by the executive student. Application to this program requires 8 or more years of mid-level professional experience (DB1). Executive students may also earn a 12-credit Certificate of Advanced Studies in Public Administration and/or a 12 credit Advanced Certificate of Study in Health Services Management and Policy (DB1).

The second program within the Public Administration area is the Public Administration Ph.D. program. It is designed for those interested in scholarly careers as researchers and teachers (GKB). As outlined by the content analysis of the program, the Ph.D. program requires 72 credits of coursework, including up to 36 credits earned in the process of completing the MPA degree or its equivalent, plus nine credits for the dissertation for a total of 81 credit hours (DB2). All students who enter the Ph.D.

Program possess competencies including quantitative skills, microeconomics, budgeting,

public management, organization theory, public administration and democracy, and

computer and information management. Ph.D. students are asked to complete

coursework in the intellectual history of public administration, theory and research of

public organization, research design and methods, and fields of specialization (DB2).

Students also enroll in hours addressing electives and completion of a dissertation.

Doctoral students are required to serve research apprenticeships during their residency for

a minimum of four terms and participate in the University's TA Training Program prior to

the start of the initial fall semester (DB2). The Ph.D. Program has an interdisciplinary

focus. The curriculum is designed to develop the following competencies in students as

identified through the content analysis:

- Gain substantial competency in the core subject matter and
  methodologies that are central to preparation for the Ph.D. degree

- Obtain a firm understanding of the broad intellectual tradition of
  public administration

- Achieve competency at an advanced level in a range of subject matter
  and methodologies

The third program within the Public Administration area which I concentrated the

majority of my focus on is the MPA (Masters of Public Administration) program. The

program is a one year 40-credit professional graduate degree designed to prepare students

for the challenges of leadership and management in the public sector (DB3). The

program is almost 80 years old making it the oldest program of its kind in the country.

Adding to its lure, the program is perennially ranked as one of the top programs in higher

education. The program boasts a strong tradition of interdisciplinary research and study providing a rich context for the professional study of public policy analysis and management (GKB). The defining characteristics of the program center on the consistency of instruction (GKB). "Our programs are not faddish. Our faculty brings diversity which, through a harmonious environment, leads to high placement rates and character which matches our history" (GKB). The program also has a large alumni contention which is still very active in the program by providing direction and employment opportunities post graduation (GKB).

The program's core course requirements include a three-fold focus of policy analysis, public management, and public context. Within these three areas students enroll in 25 credit hours forming a foundation of courses designed to provide each student with a list of core competencies (GKB). The core courses are as follows (DB4):

- *Public Affairs Colloquium* is listed having three objectives: (1) to orient incoming students to the MPA program, the School and University; (2) to give students a sense of the scope and nature of skills and attributes required of public administrators; and (3) to provide students with practice in the art of policy analysis and teamwork through written and oral presentations and interactive workshops. The colloquium draws on the school's faculty, alumni, and other scholars and practitioners.

- *Public Budgeting* is listed as exploring fundamental concepts and practices of budgeting, financial management, and tax analysis. The budget process, budget preparation, cost analysis, and budget reform

are covered in detail. An overview is provided of basic financial

management functions, such as cash management, debt management,

and government accounting. Students are provided the fundamentals

of tax evaluation for the property tax, sales taxes, and personal income

tax.

- *Public Administration and Democracy* is listed as emphasizing

    signature School values and perspectives: public service, governance,

    and citizenship. It will explore the critical role of politics and the

    political environment in effective public management. It will acquaint

    the student with other significant issues as well: the constitutional

    foundation of American government; the evolving international order

    and the vital need for international awareness and understanding; and

    the role of bureaucratic expertise and power in contemporary

    government. Readings, discussions and exercises in the seminar are

    designed to illuminate the tensions inherent in modern government and

    to examine the role -- real or potential -- for public organizations and

    managers in addressing and solving public problems.

- *Public Organizations and Management* is listed as an introduction to

    the study of organizations and management. The objectives of this

    course are three-fold. First, students will learn various theories and

    concepts to develop their capacities for understanding organizational

    phenomena. They will apply these frameworks to "real world"

    problems through simulations and case analyses. Second, students

will apply analytical methods to a semester-long organizational study that provides an in-depth case for learning first hand about organizations, diagnosing problems, and prescribing concrete solutions. Finally, this course focuses on the impact of organizations on persons who work within them by stressing the significance of key management competencies. Specifically, we will discuss human motivation, communication, conflict, and decision making.

- *Managerial Economics for Public Managers* is listed as dealing with the application of microeconomic analysis to public policy problems. The course is designed for students with a limited background in economics. The principle goal of the course is to teach students how to use basic economic reasoning to help untangle complex policy problems. Lectures and problem sets on microeconomic tools are combined with discussions and written assignments that apply these tools to public policy. The topics covered include supply and demand, household and firm behavior, market equilibrium, pollution and congestion, and benefit-cost analysis.

- *Introduction to Statistics* is listed as an introduction to a variety of tools and techniques for analyzing data. Basic topics in descriptive statistics, probability theory and statistical inference are covered. Specific topics include; descriptive analysis of data; analysis of comparisons and associations; probability theory; sampling; point and

interval estimation; and hypothesis testing. Lectures and assignments will be supported by the use of a statistical computer package.

- *Quantitative Analysis* is listed as providing conceptual and methodological tools for managers, evaluators and analysts charged with formally evaluating program implementation and performance. The goal is to equip students with the skills required to develop and conduct program evaluation research projects, and to be an intelligent consumer of program evaluation research conducted by others.

- *MPA Workshop* is listed as a course in which all MPA students participate in an intensive, four-week, full-time workshop that addresses current topics in public management. Project assignments covering a broad array of topics are done in teams of 5-8 students. Students have an opportunity to express choice of topics prior to the start of the workshops, but the department will make final assignments. The objective of each workshop is application in the "real world" of the subject matter and techniques acquired in previous MPA course work in research, analysis and report preparation.

- *Executive Leadership and Policy Politics* is listed as exploring various dimensions of leadership and decision making within the broad public context. In a large seminar format with smaller discussion groups and role play exercises, students will explore such topics as: situational and adaptive leadership; crisis management; authority and power; small

group dynamics; administrative ethics and accountability; public

duties and virtue; integrity and prudence; and emotional intelligence.

Along with the core curriculum students have the opportunity to define an area of study, which will allow them to develop a particular academic concentration. Their course work does not have to be confined to the one of the areas listed below, however they are suggested as areas of study. "It is often the norm that students choose and complete the foundation courses in one area of study and augment these with electives from another" (GKB). The seven areas of study are (DB4):

- International and National Security Policy

- Environmental Policy and Administration

- International and Development and Administration

- Public and Nonprofit Management

- State and Local Government Financial Analysis and Management

- Social Policy (Aging, Education, Health, Welfare)

- Technology and Information Management

The Public Administration Program also offers certificate programs listed below including their focus and origin (DB4):

- *Certificate of Advanced Study in Security Studies* - With the attacks of 9/11, the international strategic environment is changing rapidly. The new reality requires that we reorient conventional thinking about terrorism without abridging protections of due process and rights

assumed as basic tenets of citizenship. These challenges also reflect long-standing patterns in the study of national and international security. Students in this 12 credit certificate program will gain an understanding of the classic thinking on these issues, as well as an appreciation of how changing conditions stimulate new thinking and approaches. These problems cannot be resolved through military means alone, but require interaction among states, non-governmental organizations, and societal groups to determine appropriate actions and policies.

- *Certificate of Legal Studies* - Public Administration students may earn a Certificate in Legal Studies from the College of Law, in addition to the MPA degree. The certificate is available upon completion of four law courses, beginning with *Public Administration and Law* and including *Seminar: Regulatory Law and Policy*.

- *Graduate Certificate in Environmental Decision Making* - In addition to the course work outlined for the Environmental Policy and Administration Program-of-Study, public administration students have opportunities to pursue course work toward a Graduate Certificate in Environmental Decision Making within a neighboring university's Environmental Science and Forestry (ESF) program. The certificate requires 15 credits (five courses) as specified in the certificate requirements. Further information is available from the program advisor.

- *Certificate Options in Conflict Resolution* - The Program on the Analysis and Resolution of Conflicts (PARC) is an interdisciplinary center dedicated to the enhancement of knowledge about social conflicts through theory building, research, education and practice. PARC provides graduate students an interdisciplinary base for the study of social conflicts and offers four 15 credit (5 course) certificate options:

    - International Conflict Studies

    - Applied Conflict Resolution

    - Public Participation, Social Movements and Conflict Studies

    - Environment, Culture, Identity and Conflict Studies

- *Certificate in Health Services Management and Policy* - The School, in association with the School of Management, and the Colleges of Law, Human Services and Health Professions and Engineering and Computer Science, has developed a graduate education program specifically focused on the health services system in the United States. Students matriculated in the MPA program can specialize in health services management and policy (within the Social Policy program of study) and obtain an Advanced Certificate of Study in Health Services Management and Policy concurrently with their master's degree.

- *Information Technology Policy and Management Certificate Program* - This certificate program is designed in conjunction with the university's School of Information Studies and the School of Engineering and

Computer Sciences. The ITPM Certificate Program is a 12 credit

Certificate of Advanced Studies. It combines the policy, management

and technical components of the three schools to offer a unique

integrated curriculum.

"The Public Administration Program understanding the dynamic desire of its

students to diversify their education" (GKB). Thus it is possible to earn the MPA degree

jointly or concurrently with other graduate degrees at the University. Joint and

concurrent degree programs allow for a partial sharing of credits between programs, so

that students can obtain both degrees with fewer credits than would be required if they

obtained both separately (GKB). The options are listed below including their focus and

origin (DB4):

- Joint JD/MPA (Juris Doctor/Master of Public Administration) – This

  program is listed as a longstanding and popular joint degree existing

  between the Department of Public Administration and the university's

  College of Law. Students can prepare for a career that rests on the nexus

  of law and public administration with the JD/MPA degree. Students

  must apply and be admitted to both programs separately and will

  complete the entire first year in the College of Law prior to

  matriculation into the MPA degree. Due to the calendar nature of the

  MPA program, this challenging joint degree, one of the oldest of its kind

  anywhere, can be completed in three years (the same time needed for a

  JD alone).

- Joint MPA/MA IR (Master of Public Administration/Master of International Relations) – Listed as an option for students desiring a more in depth exploration of a regional concentration and topic of study area in international relations, a 58 credit professional joint degree program with the Department of International Relations is available. Students may apply directly to this joint program (separate applications are not necessary) and only a select number will be admitted to this highly specialized tract of study each year. Admitted students will begin their course of study in the summer with the Department of Public Administration and complete the joint program requirements in two years of full time study. Internal candidates from the IR and MPA programs will be considered for the joint degree program on a case-by-case basis, and admission may be limited based on program size.

Concurrent degree options exist for students wishing to combine the MPA with another degree program at the University (GKB). Any combination is possible for students with in the Department of Public Administration, however possible combinations include graduate study in Public Administration combined with Social Work, Information Science and Technology, Economics, Geography, and Management. All concurrent degree MPA students will complete a *minimum* of 34 credits in public administration (DB4). An example of a concurrent degree program can be seen in the partnership between the School of Advanced International Studies (SAIS), at a

neighboring university's Department of Public Administration. This is explained below

(GKB):

> The relationship between SAIS and the Public Administration Department
>
> allows students to complete both graduate degrees (MA and MPA) in two
>
> years plus one semester. Students must apply to both schools separately,
>
> and be admitted to both programs. The preferred course of study has
>
> students complete their first year at SAIS often including a summer
>
> internship. They enter the MPA program in the second fall and complete
>
> courses through the following summer. Students then return to SAIS for a
>
> final fall semester. While this course of study allows maximum benefit to
>
> the students studying concurrently, students may choose to complete their
>
> studies in alternative patterns. This partnership allows students who have
>
> an interest in public sector management in the global community to
>
> explore two paths of study in an academically integrated manner.

Research Objective Two

Illustrate the gatekeepers' perceptions of the leadership competencies taught and

facilitated within his or her formal leadership degree program

Students enrolled in the Public Administration programs can expect develop an

understanding for the theoretical foundation of Democracy and Public Administration

through intensive simulation exercises and projects and case study application (GKB).

"Students will have the opportunity to be exposed to the full compliment of social

sciences within the MPA program" (GKB). Thus, students will be able to address

situations from a holistic perspective (GKB). As noted by the program coordinator, students are expected to develop the following competencies within the program to be successful public administration leaders in our society:

- **Ability to communicate effectively**

- **Understanding of and ability to manage organizational dynamics and people**

- **Ability to have contextual perspective and address situations individually free from biases**

- **Understanding for the theoretical framework behind organizational behavior**

- **Development of an understanding of one's personality and how he or she can establish relationships with those around him or her**

- **Develop a philosophy of power, empowerment, and social dynamics**

- **Ability to vision and strategize**

It is further identified through the content analysis that the MPA program aims at developing the following competencies within their students:

- Concrete skills and knowledge in policy analysis to assist students with developing an analytical framework and skills with which to better analyze public policies and processes and to determine the best solutions for improvement

- Skills and knowledge in the area of program management so that students can implement programs and put into practice the solutions defined as best through careful analysis

- An understanding of the public sector and institutional context. All programs designed to meet larger public policy and management goals must occur in a public (organizational, economic, societal, political) context -- and an understanding of the dynamics at work in these settings is critical for successful implementation

The **ability to communicate effectively** is a skill that can be developed in a variety of different areas in the program. Through the *Public Affairs Colloquium* course students have the opportunity to demonstrate their understanding of the scope and skills required to be an effective administrator within public administration through written and oral presentations. Almost all of the other courses within the core curriculum of the MPA have an element of discussion and debate. This forces students to develop communication skills through practice as they attempt to convey their perspectives effectively to instructors and peers.

The **understanding of and the ability to manage organizational dynamics and people** is a fundamental pillar of the students' education with the Public Administration programs. *Public Organizations & Management* establishes a theoretical foundation for success within public administration by addressing the various concepts to aid in the understanding of organizational phenomena. The students are then faced with the application of this foundation to a semester long case study. This course also addresses the impact of organizations on the people who work within them by stressing significant

management practice and strategies (GKB). *Public Administration & Democracy* also attempts to develop this competency with in students. Through examination of the roles of organizations and managers in addressing and solving public problems, students apply their understanding of organizational dynamics and people in real world or potential settings.

One of the tenets promoted in the program is development of the **contextual perspective and the ability to address situations free from biases**. Like the previous competencies, *Public Organizations & Management* and *Public Administration & Democracy* provide the foundation for development of this competency. By addressing situations within significant and diverse contexts students develop the ability to view situations with perspective, thus better serving the situation and its stakeholders (GKB). *Executive Leadership & Policy Politics* also supports the development of this competency. This course explores the intricacies of the broad dimension of leadership and decision making within the public context. The students enrolled in the course investigate situational and adaptive leadership, crisis management, authority and power, small group dynamics, administrative ethics and accountability, public duties and virtue, integrity and prudence, and emotional intelligence (GKB). This investigation will lead to perspectives which allow them to more effectively address situations and people.

An **understanding of the theoretical framework behind organizational behavior** is also developed within *Public Organizations & Management*, *Public Administration & Democracy,* and *Executive Leadership & Policy Politics.* These three courses provide fundamental theory and a philosophical approach to understanding

effective practice in public administration. Theory is introduced and students are asked to discuss, debate, and apply the theory to case studies and situational exercises.

The development of an **understanding for one's personality and how he or she can establish relationships** with those around him or her can be nurtured within *Public Organizations & Management* and *Executive Leadership & Policy Politics* (GKB). These courses develop an understanding of those around us and how to effectively establish positive relationships with them. Through application activities students are able to develop situational approaches to working with diverse populations. This can be readily seen in *Executive Leadership & Policy Politics* through the examination of emotional intelligence, ethics, prudence, and integrity.

Developing a philosophy for power, empowerment, and social dynamics can be seen through *Public Administration & Democracy* and *Executive Leadership & Policy Politics* as they specifically address these topics through case study analysis, dissection of theory, and situational application. This competency is also developed through the curricula included in *Managerial Economics for Public Administrators*. This course establishes an understanding for the financial impact on and economic framework of organizations dictating social dynamics and stakeholder power.

The **ability to vision and strategize** is developed through *Public Administration & Democracy* and *Public Affairs Colloquium.* These two courses force students to apply their foundational knowledge of theory to situations where they will need to develop plans of action and make decisions to affect the future of the organization. This requires students to use forethought and vision for the future of the organization.

Although not specifically addressed by the program coordinator, many of the course electives and the *MPA Workshop* were identified through the content analysis as opportunities to develop the competencies identified by the program coordinator to be necessary to the development of successful public administrators. The *MPA Workshop* is an intensive, four week, full time workshop which asks the student to apply all of their prior knowledge in a "real world" setting. This intensive workshop requires all of the competencies listed for success. The following are course electives which further contribute to the development of the competencies listed for success in public administration:

- *Ethics and Public Policy* addresses the obligation to act responsibly in using the powers and resources entrusted to them, to address fairly the competing demands and needs of their constituents. It forces students to consider that those who make and implement public policy are charged with serving the interests and protecting the rights of everyone. The course asserts that effective practice requires an appreciation of ethical principles and an understanding of their application in the tangled domain of public affairs.

- *Urban Policy* addresses the problems facing urban policy makers including, poverty and unemployment, discrimination in housing and labor markets, homelessness, and a lack of affordable housing. Class sessions include lectures and case discussions, with many opportunities for students to develop and present their own view on these complex topics allowing for development of perspectives and effective communication practice.

- *Advanced Policy Analysis* introduces students to the key steps in policy analysis, including assessing the rationale and limitations of government policies, development of policy alternatives, analyzing policy alternatives through a variety of analytical techniques with particular emphasis on cost benefit analysis, communication of the results, and the adoption and implementation of policies. Much like the *MPA Workshop* students are faced with examining a holistic perspective of the situation and effectively communicating the vision to ensure for adoption.

Research Objective Three

Discover and explain how the leadership programs developed these competencies

Students develop these competencies through engagement of highly motivated and qualified faculty who provide "real world" situational examples to engage students (GKB). Much of the success of this program is contributed to the innovative and intensive approach of the year long program. "Students are completely immersed in an intensive 12 month program which accelerates their development" (GKB). Through the development of diverse perspectives within courses students develop the ability to share and debate perceptions adding to the holistic environment of the program (GKB). However, students possess exceptional diversity of experiences and thought which adds to the students' understanding of cultural and social issues (GKB). "By debating perspectives students have the opportunity to apply diverse perspectives when addressing case studies" (GKB). Simulation activities place students in high stress situations contributing to the development of quick thinking skills and conflict management (GKB).

Exposure to global perspectives and issues is a large component of the contextual development of competencies. "Examination of global issues and conflict is also a fundamental component to developing competencies necessary for success in public administration within our students" (GKB). "This examination allows for students to gain holistic perspective and stay competitive in a global market" (GKB).

A global piece is critical to our students' development. Being an effective public administrator necessitates the understanding for and ability to deal with global issues. Due to this huge priority we address global perspective through student diversity, case study development and examination, and coursework. Currently we teach six courses within our core curriculum and nine electives which are completely devoted to or contain elements contributing to the understanding of international dealings and global perspective. It is more than a priority to globalize our students, it is a necessity. (GKB)

"Although I would struggle to identify any shortcomings of our program, I would say that the time frame provides for some unique challenges" (GKB). Most programs similar are identified as two year programs which lead to a less intensive process for the student (GKB). This also leads to a program that is approximately between 6 to 12 credit hours short of most programs (GKB). However it was noted that this limitation also provides for a comparative cost advantage for those who attempt to enroll in a public administration master's program (GKB).

The program coordinator ended our conversation detailing that the program can best be summed up through the heading that can be found at the school's website. "As a school we 'advance citizenship, scholarship, and leadership around the world'. This idea identifies our priority to act not only domestically, but internationally. We develop public administrators for the world" (GKB). Another phase that can be found on the website which was addressed during the interview was "unique is an absolute term". "People ask me what the difference is between our program and those at other institutions and I explain that our school is unique. It is not just *kind of unusual*. It's one of a kind" (GKB).

Research Objective Four

Illustrate the graduates' perspectives of program faculty and leadership curricula's impact on development of competencies providing for success in leadership positions

The strengths of the program were passionately communicated by the graduates. The students firmly believe that they are enrolled in the best program in the country for public administration (GB1, GB2, GB3, GB4, & GB5). "The MPA program is one of a kind. It is absolutely the best public administration program in the country which will allow for limitless possibilities upon graduation" (GB4). "The quality of instruction within the MPA program is second to none. We are prepared to be the top public service professionals in the field" (GB5). "One of the defining characteristics of the program is that it attracts leaders. I feel that the people in my program are exceptional and this program is an opportunity to hone the leadership skills many already have" (GB1).

This program is really a professional studies program. All courses are geared to being able to apply the skills developed in your career positions. Not much of the program is traditionally academic in the sense that you study topics for studying's sake. Here you are constantly being shown the applicability of what you are learning for work in the field. (GB3)

One of the most enthusiastically communicated **strengths of the program was noted as the faculty and curriculum** (GB1, GB2, GB3, GB4, & GB5). The defining characteristic of the faculty members were their experience, noting that it was a major contributing factor to the outstanding scholarship within the MPA program (GB3, GB4 & GB5).

The faculty at the school is second to none. Beyond the depth of knowledge and level of experience each faculty member possesses there is a genuine concern for each student. Professors go out of there way to help students with their studies. All the professors here bring actual experiences into the academic setting instead of relying on theory alone to teach emerging leaders. It is an incredible asset to be talking about an important point in international relations and have the professor be able to give you personal stories about involvement in the situation. Academic honors are no substitute for real life experience and the professors at the school possess both in great quantity. (GB2)

"The faculty are excellent. Many are at the top of their profession or leading experts in their field, yet they a still accessible" (GB1). "The faculty at the school were incredible.

All seem to be leaders in their fields. The caliber of research and teaching was like nothing I have experienced before" (GB3). "The faculty bring a richness to the program through their experiences" (GB4). "It is amazing to think that I have the opportunity to interact with Four-Star Generals and U.S. Ambassadors in the classroom. Those interactions are invaluable, just invaluable!" (GB5).

The curriculum was also described as one of the characteristics which sets the MPA program apart from other programs nationally (GB1, GB2, GB3, GB4, & GB5). "The coursework provided me with a balance of theory and practical application" (GB1). "The core curriculum of the program gives a broad understanding of many key areas of public affairs management" (GB3). "The core courses that I took were outstanding. They provided me with a foundation for practice" (GB4).

The respondents identified the **diversity** of the students within the program as a vital part of the program experience (GB1, GB2, GB3, & GB4). "The diversity of students is definitely a strong point of the MPA program" (GB1).

> I think the most important strengths are the quality of the student body and
> the quality of the faculty. The students in both the MPA and IR programs
> reflect a wide variety of experience levels ranging from students fresh out
> of undergraduate studies to students who have been mid-level managers at
> major Non-Governmental Organizations. This wealth of experience helps
> to broaden everyone's horizons. (GB2)

> The global recruitment and selectivity of the program generated an
> excellent student body. All students are motivated and have high academic

achievement and abilities. Much of the learning comes from the sharing of

experiences and knowledge from your fellow students. (GB3)

"Diversity is definitely a priority of the program. It is an awesome feeling to be

surrounded with so many different perspectives" (GB4).

Within the curriculum the application of theory through **group work was a**

fundamental component assisting in the development of competencies which will

lead to success as a public administrator (GB2, GB4, & GB5).

A defining characteristic of the program is the ability to work as a team.

The school places great emphasis on group work. Almost every class I've

taken has had some group component to it. I feel this, more than any other

aspect of the program, prepares you to work in the "real world" where

you're often working with individuals who don't have the same level of

experience, or motivation as you. It also opens you up to new ideas and

ways of thinking. (GB2)

Group work is "an effective means of development" within the program (GB4).

"Although it was time consuming, group work is realistic with regards to the interactions

I have in my current position. It was a key component of my preparation to be successful

in my current position" (GB5).

Although the majority of comments provided by the graduates regarding the MPA

program were very positive, some limitations were noted. These comments were

reflective of the time constraints of the program which were also defined as a limitation

by the program coordinator (GKB). "Since its only one year, there is a limited number of

classes to take and less opportunities for electives" (GB1). "Given the structure of the

program (one calendar year, 40 credits), it was tough to explore more free elective courses. I would have enjoyed a few extra courses in areas that interested me, like Human Resource Management" (GB3).

Conversely to these comments one of the respondents paused, as he collected his thoughts, and then delivered a passionate response to the question designed to identify program limitations. "I don't feel there are any weaknesses. If a student leaves here unprepared it is his/her own fault. They did not take advantage of the plethora of possibilities open to them to broaden their own horizons" (GB2).

Research Objective Five

Illustrate the respondents perceptions of the leadership competencies associated with their professional leadership positions

The following were identified by the program graduates as the competencies necessary for success in their current leadership positions:

- **Ability to communicate effectively through writing and speaking**

- **Ability to manage organizational change and dynamics**

- **Ability to work with diverse populations**

- **Understanding for situational context with regards to working with people**

- **Ability to think critically**

- **Ability to vision and define goals for future success**

The respondents holistically felt as though the faculty, instruction, and curriculum developed the listed competencies and prepared them to be successful in their current

positions (GB1, GB2, GB3, GB4, & GB5). "The faculty have really prepared me for success in my current position" (GB1). "I feel strongly that I have the tools and perspectives to be successful due to the experiences that I had within the MPA program" (GB2). "I developed a skill set which is applicable to my current position while I was in the MPA program" (GB4). "The MPA program gave me a 'launching pad' for success" (GB5).

They felt as though the **ability to communicate effectively** was listed necessary competency to be effective in public administration positions (GB2, GB3, & GB5).

> In my current position, I would guess that I spend about 90% of my day
> communicating with others verbally or through writing. Thus, I feel that
> the countless interactions that I had where effective communication was
> prioritized within the MPA, have contributed to me being successful.
> (GB2)

"Public administrators deal with the public. So it is a no-brainer to stress the importance of effective communication skills" (GB3).

> I am constantly preparing reports over the discussions that I have with
> colleagues. Due to this, my oral communication skills have to excellent to
> affect situations and my written communication skills have to be excellent
> to detail the specifics of my collegial interactions. (GB5)

The **ability to manage organizational change** was a reoccurring theme among the respondents' responses when asked to detail which competencies are necessary for their current positions (GB1, GB2, GB4, & GB5). "Change is inevitable, so we need to

understand how to manage it effectively to be successful" (GB1). "I really feel like I was

prepared to deal with the impending change of organizational work when I left the MPA

program" (GB2). "Understanding and dealing with change is a fundamental premise of

my current position" (GB4). "With the dynamic people public officials work with and

the ever-changing infrastructure of government, being able to manage change is crucial to

success in the public sector" (GB5).

The **ability to work with diverse populations** also was determined as a key

ingredient of success within the respondents' leadership positions (GB1, GB2, & GB5).

> We work in an international society. Thus, we need to be respectful of the
>
> cultures and perspectives within the rich diversity of our international
>
> network. The MPA program students come from such diverse
>
> backgrounds and experiences that my interactions with them have added
>
> to my ability to work with those who are different than me in my current
>
> position. (GB1)

"An understanding for diversity and how to work with people from different perspectives

is incredibly important to my current position" (GB2). "The world is a very diverse place

and as technology advances, our interactions with diverse people will increase. An

understanding of other cultures and people is essential for success" (GB5).

An **understanding for situational context with regards to working with**

people was listed as a necessary competency for success in leadership positions (GB1,

GB2, & GB4). "How to manage people effectively is a skill that I use daily. No two

people have the same needs" (GB1). "The use of case studies to teach application was

great because it forced us to address situations individually" (GB2).

I feel as though I am faced with circumstances which require me to apply

situational knowledge stemming from my case study work in the MPA

program everyday in my current position. I also think that through my

experiences with the program I found that it was important to address each

situation individually. Situational similarities may cause us to apply

similar solutions to different problems, but we need to address the

situations fully to understand the intricacies which may not be evident at

"face value. (GB4)

The **ability to think critical** was a competency identified for success in

leadership positions (GB1, GB4, & GB5). "I use the critical thinking skills that I

developed within the MPA program everyday in my current position" (GB1). "I need to

work through a lot of difficult situations in my position, so I value the critical thinking

skills that I developed within the MPA program" (GB4). "Addressing policy forces me

to be creative and yet critical when developing solutions for the revision of policy.   It is

also a positive to possess these skills when pushing for adoption of my perspectives"

(GB5).

The **ability to vision and define goals** was also a critical component for success

within leadership positions as noted by the respondents (GB1, GB2, GB3, GB4, & GB5).

"Visioning is essential for success in public administration" (GB2). "Visioning is a

critical component for success in my current position" (GB3). "Dealing with creation

and revision of public policy requires the ability to vision for the future" (GB5).

Everyday I set goals for my organization and work towards realizing a

vision that was created by my colleagues and me. It seems that without

the ability to vision and set realistic and attainable goals, organizations

lose focus and they become stagnant. In our society the ability goal

setting and visioning allows us to manage change more effectively. This

is critical when working in the public sector. (GB1)

Research Objective Six

Identify the necessary leadership competencies for leadership professionals based on the

perceptions of the respondents

Based on the constant comparative analysis (Glaser & Strauss, 1967) of the

gatekeeper and the graduates from this context competencies can be identified which will

provide a foundation for successful leadership within public administration. *Figure 9*

identifies the competencies named by the gatekeeper, seen in gray, which were also

valued by the graduates of the program, seen in white. Note that two competencies were

identified by the gatekeeper that were not listed by the graduates and one competency

was listed by the graduates that was not identified by the program coordinator. *Figure 9*

can be seen on the following page.

Gatekeeper Perceptions   Graduates Perceptions

- **Ability to Think Critically**

- **Ability to Communicate Effectively**
- **Understanding for & Ability to Manage Organizational Dynamics & Change**
- **Understanding for & Ability to Work & Establish Relationships with Diverse Populations**
- **Ability to Address Situations & People with Respect to Individualism**
- **Ability to Vision, Strategize and Define Organizational Goals**

- **Understanding of Organizational Behavior Theoretical Framework**
- **A Philosophy of Power, Empowerment, and Social Dynamics**

Figure 9. Leadership Competencies as Perceived by the Respondents within *Context II.*

Research Objective Seven

Develop perspectives of global leadership priorities and accompanying competencies

based on the respondents' perceptions

In accordance with the literature supporting the need for a globalized curriculum,

the program coordinator of this context was **highly supportive of developing global**

competencies for success in leadership roles.

Our website details a quote reading "advancing citizenship, scholarship,

and leadership around the world". Although this quote is primarily used

relate to democracy. "With 145 faculty, we have the opportunity to bring quite a few lecture series to develop ourselves and the students that we work with" (GKB).

The graduates agreed that **global curricula and exercises are critical** to the developing competencies for success with in leadership positions (GB1, GB2, GB3, GB4, & GB5).

It is important to possess global skills and knowledge because leaders will

interact with people from other countries inevitably and they will benefit

from the experience. Also, some people emulate a leader's behavior, and

behavior that is culturally sensitive and embracing is something that

should be modeled. (GB1)

"The world is an interconnected place and there is no such thing as living outside the global community. Being able to understand how culture and history interact with current issues helps when dealing with problems" (GB2). "The world is smaller. Intercontinental travel, trade, and terrorism have torn down any notions that countries operate independently. Development of global perspective is as essential as computer skills" (GB3). "I feel that I use global knowledge and skills everyday in my current position" (GB4). "It seems as though one cannot be successful without an understanding of issues globally" (GB5).

It was also noted by the respondents that the curriculum is highly supportive of developing global competencies. They felt that through student interaction, collaboration, and research opportunities global curricula are presented to the students (GB1, GB3, GB4, & GB5). "Students in my program interact frequently with students in the International Relations program. There are always 'globally focused' events or

speakers and many international students to befriend (GB1). "With the International

Relations Program in the same school, there are plenty of international classes to build a

person's global perspective" (GB4).   "The Public Administration Program works

incredibly closely with the International Relations Program. The courses are cross-listed

and there is mixed enrollment between the two programs. Many professors specifically

incorporated global topics and global case studies into the course work" (GB3).

> A student at the school could certainly receive less of a global perspective
>
> if they   chose courses/track that focused on domestic issues. For most,
>
> however, the general core courses in Economics and Budgeting introduce
>
> students to global knowledge and perspectives. There is an incredible
>
> amount of international research taking place at the school. So students
>
> involved in graduate assistantships, fellowships, and internships also
>
> gained much of the global exposure. I would say the school program does
>
> not necessarily have a global perspective, however it would be very hard
>
> to avoid gaining global skills, knowledge and perspective during one's
>
> time here. (GB5)

Figure 10 on the following page demonstrates the current curriculum of *Context*

II, including the international perspective and global experiences piece. The element

includes competencies extrapolated from the respondents' perceptions and validated by

the literature. Note that conversely to *Figure 7* the Global perspective is presented as an

inescapable characteristic of each course within the curriculum rather than as a

foundational item for the program.
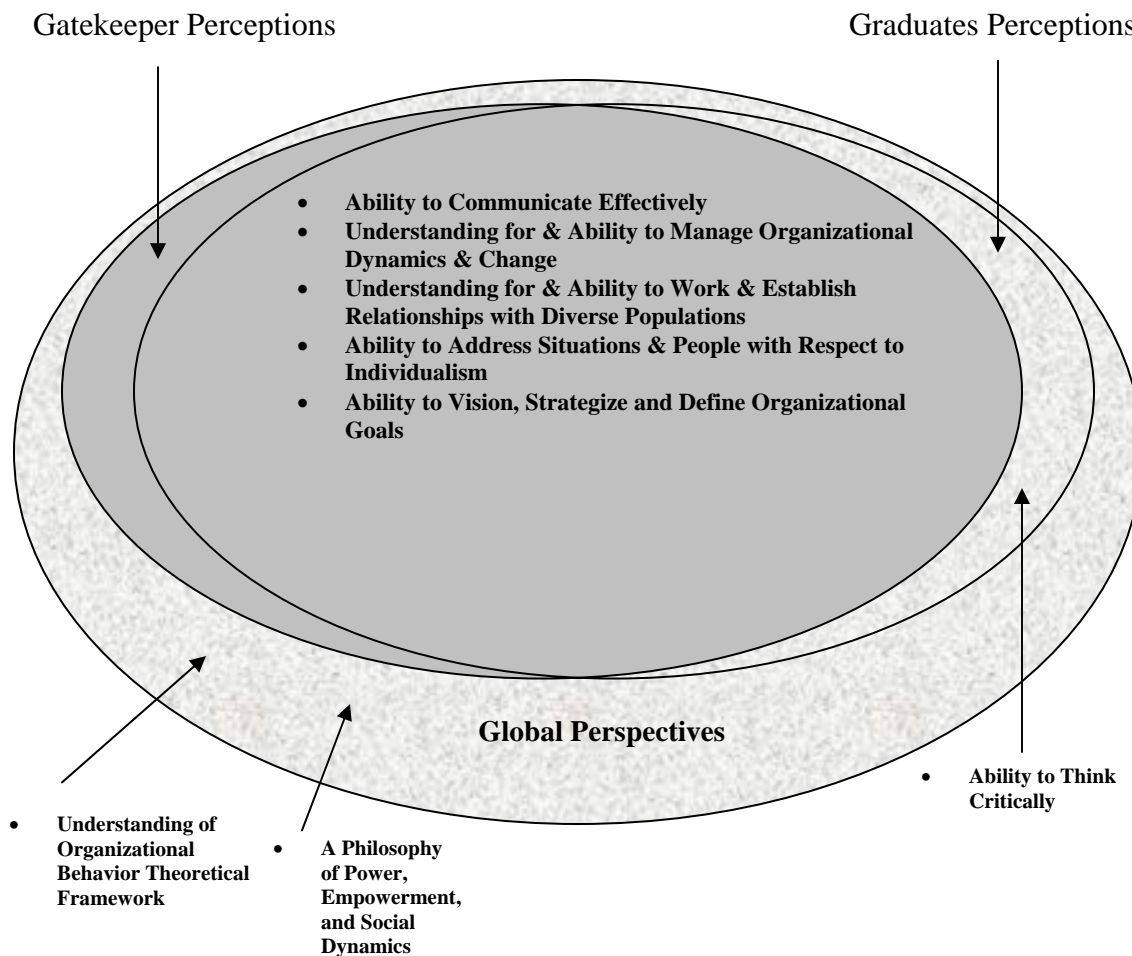
Figure 10. Leadership Competencies as Perceived by the Respondents within *Context II* with the Inclusion of the Global Perspectives Piece.

Research Objective Eight

Evaluate and recommend revisions for formal leadership degree programs

Based on the perceptions of the respondents, *Context II's* leadership curriculum

could be enhanced through the development of additional courses (GKB, GB2, GB3, &

GB5). It was suggested by the graduates that the courses could include group dynamics,

political psychology, human resource management, conflict resolution, and collective bargaining. However it was also noted that inclusion of these courses may not be a possibility for the program considering the accelerated one year program (GB2, GB3, & GB5).

The program coordinator listed the time frame of the program as a limitation. "It is an extremely intensive one year program which forces us to operate 6-12 credit hours short of most programs" (GKB). However the program coordinator also explained that part of the lure of the program was the time frame and the comparative cost advantage to other 2 year programs (GKB). The graduates also agreed the one year time frame was a limitation of the program. "Given the structure of the program (one calendar year, 40 credits), it was tough to explore more free elective courses. I would have enjoyed a few extra courses in areas that interested me, like Human Resource Management" (GB3). "Since its only one year, there is a limited number of classes to take and less opportunities for electives" (GB1).

If the time frame could be lengthened graduates suggested that courses, such as group dynamics, political psychology, human resource management, conflict resolution, and collective bargaining be added to the curriculum (GB2, GB3, & GB5). "I would like to have been able to take a course focusing on conflict resolution. The school offers a great conflict resolution program. A good leader can make two sides see their common ground and work towards a solution." (GB2)

> There was no course work on group dynamics. Sure we had an organizational
> theory course, but group dynamics brings it down to smaller circles. Interactions
> between people, especially different people, happen everyday. You work with

small work groups always. Understanding group dynamics, confrontation skills, and communication skills would be useful. (GB3)

I recommend a more diverse curriculum that incorporates topics like political psychology, group dynamics, human resource management, and collective bargaining. The public sector has become the domain of many unions. Working with these types of organizations in a formal way would be a good area for leadership programs to explore. (GB4)

Figure 11 on the following page is an example of the proposed enhancements of the current curricula within *Context II* if the program time frame could be lengthened. Note the center competencies identified as skills necessary for success as a leader within public administration, the surrounding global leadership piece, the contributing activities used in current course curricula displayed in smaller circles surrounding the competencies, and triangles identifying the recommended courses for development.
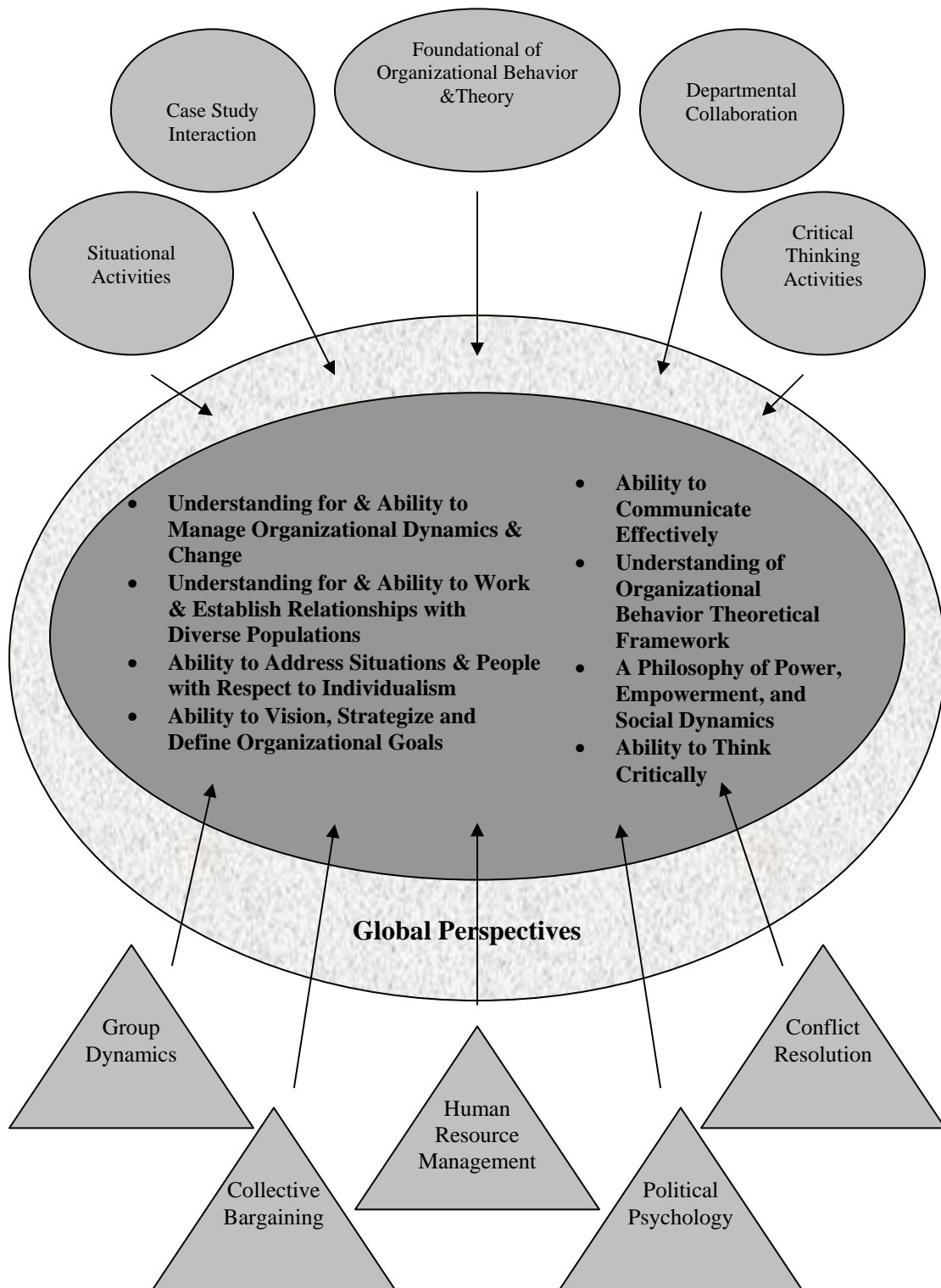
Figure 11. Proposed Revisions for *Context II* Curricula as Perceived by the Respondents.

CONTEXT III

The Feel

It is a warm day on campus. I attempt to find shade under the seemingly limitless pine trees covering the campus, as I progress towards my destination. As I walk, I am greeted by the imposing shadows of the chapel tower. Majestically sitting at the center of campus, the tower sets the tone for the campus architecture which models a weathered cathedral like old English castle feel. The old stone façade of the buildings creates an academic feeling consistent with the Ivy League and English institutions of higher learning. Flowers are boundless as I walk though campus providing for an enticing blend of sights and smells which add to the calm nature of the campus. Grassy areas provide welcoming spots for students to congregate between classes. I cross an intersection and pass the baseball field. The sound of sprinklers and lawnmowers is heard through the outfield fence. The programs home exists to my right.

The leadership program is located within an institute of public policy in our third context. The building housing this program is consistent with the other buildings of campus, modeling the chapel tower's castle like appearance. The building is pinwheel shaped adding to its lure. As I pass through the main entrance I am greeted by rich beige, tan, and brown colors. A large bust of the building and institute's namesake rests in the foyer welcoming students to the building. There are also countless professionally done posters detailing the merits and activities of the institute. As I move towards the center of the building, I am taken back by the large atrium area that extends from the roof to the floor of the first level. The atrium is close to 60 feet tall and is terraced with stairs and sub-levels marked by the rich leather couches providing students with areas to rest or

congregate. The bottom level contains a deli and eating area. As I reach the rich wooden door of the office of the program coordinator, a woman emerges from an adjacent office and explains that the program coordinator will be with me shortly. I take a seat on one of the soft couches and wait for the program coordinator. The wait is short as the program coordinator welcomes me enthusiastically and asks about my trip and accommodations in town. The office is small and ordered with an eclectic feel. Culturally significant pictures adorn the walls. A large window provides for ample light and plants are abundant adding to the welcoming environment of the office. The individual enthusiastically leans forward as we begin the interview.

Research Objective One

Describe leadership programs based on contextual ideologies and curricula.

The Gatekeeper Perspective

The leadership program was founded upon a generous donation in 1986 from a family endowment. The program is located within the university's institute of public policy, named after a university president emeritus. The program boasts that nearly 6,500 students have taken courses in one of four experiential learning programs as noted by the content analysis.

The Enterprising Leadership Incubator program identifies itself, as demonstrated by the content analysis, as a place that permits and encourages the formation and development of new ideas. Students within this program have a vision for innovation as they attempt to identify community and societal issues, develop solutions to these issues, and then implement these solutions to empower community enhancement (DC1).

"Through the support of the Incubator, students create sustainable change to solve community and global problems" (GKC). The ELI complements the leadership program's emphasis on integrating academic coursework, experiential learning, and close mentoring as noted by the content analysis.

The second series of curriculum offered by the Leadership Program is Leadership and the Arts program. The students enrolled in these courses engage in progressive leadership exercises and case studies including, addressing the ethics of plays and operas. "These (plays and operas) offer special advantages, illuminating dilemmas of individual responsibility, problems of public choice, conflicts about moral rules, and questions of character -- loyalty and betrayal, integrity, honor and vainglory, courage and cowardice" (GKC). The undergraduates within this program spend their spring semester in a major cultural and theatrical area of the nation exploring questions of leadership, policy, philanthropy, and creativity in the arts as noted by the content analysis. The program coordinator explained that students, in addition to coursework, complete assignments include attending theater, opera, symphony concerts, dance performances, and exhibitions (GKC). Students visit artists, studios, galleries, outdoor sculpture gardens, and the homes of arts collectors and enthusiasts (GKC). "They write papers on a range of related topics, and hold intense discussions late into the night. Fast Company magazine observed that the Leadership and the Arts experience "is a perpetual Socratic dialogue about leadership and life" (GKC).

The third program is the Service Opportunities in Leadership. This program is an intensive two semester experience where students spend the first semester engaged in coursework detailing the foundation of service learning and the second initiating their

proposal of Research Service Learning through a summer internship within the local or global community.   The Spring course is titled *Border Crossing: Leadership, Value Conflicts and Public Life* and the curricula focuses on civic participation and political engagement with a research methods component. The course appeals to students interested in learning more about Research Service Learning and community-based research. This program is closely associated with the "Scholarship with a Civic Mission" initiative of the university which was created by the Leadership Program and the institute for ethics at the host university.

As noted by the content analysis, during their spring semester coursework the students will have an opportunity to apply for Community-Based Research grants.   "10-15 of the top proposals will be selected to receive Community-Based research grants of $3,000 to assist in facilitation of their summer Research Service Learning initiative" (GKC). Critical reflection was also noted as a critical part of the summer internship (GKC).   Students receive close mentoring from the Leadership Program faculty and staff once they begin their internship. The students submit critical reflection writing assignments and are required to enroll in a capstone course addressing the perspectives learned in the internship in the fall.

The final program within the Leadership Program is the Fellow's program.   The Fellows program was created and modeled from the Institute's namesake's vision. The namesake believed that "Leadership suggests service and creativity suggests contributions to mankind, and I call these the greatest goals" as noted by the content analysis. There are three fundamental goals included within this program (DC2):

- Develop recent graduates' leadership skills through intensive engagement with complex global issues

- To help build the capacity of host organizations to respond to today's pressing humanitarian challenges

- Serve as a leading resource of information and expertise on how international humanitarian policy issues relate to the everyday lives of people around the world

Fellows are paired with experienced mentors within their host organizations, and gain direct experience working on global issues such as HIV-AIDS, forced migration, and youth-focused poverty alleviation (GKC). The program offers a capstone experience that assists its participants in developing their own vision of ethical leadership as they move into professional life. Since its inception in 1995, the program has selected fifty-two recent graduates to serve in 28 countries and on five different continents (DC2). These students have worked with diverse communities and issues throughout the world over the years. They have built organizational capacity, written grants, and developed successful programs.

The curriculum is a foundational point of this program. Any student at the university who meets the prerequisites for enrollment may take courses within the Leadership Program. However many of the students who take these courses are civic oriented and members of the public policy major. The following are the courses taught within the Leadership Program of *Context III* (DC3):

- *Civic Participation/Community Leadership* is a seminar course which addresses a series of questions about defining and revitalizing

democracy at the grassroots in the United States. Students will investigate current events at the international, national and local levels as they examine the question, "What does it mean to be an engaged citizen?" The course requires analysis current events, developing one's own point of view about complex political issues, and participating in fast-paced discussions with people of differing perspectives. Full participation in this course will give students a sense of the challenges and rewards of public discourse and group problem-solving work.

- *Policy Choice as Value Conflict* is a core course within the Public Policy Studies curriculum. The course focuses on ethics in public life. Students are faced with answering how conscience, character, and varieties of moral reasoning can help in facing corruption, deception, war, and social injustice. Readings and discussion include political theory, fiction, and history.

- *Women as Leaders* is an intellectual and experiential exploration of the theory and practice of leadership, with an emphasis on the special role gender plays. Topics within this course include authority, conflict, power, and an assessment of each student's potential for leadership. This is a Service-Learning course, which also requires mentoring at-risk middle school girls.

- *Enterprising Leadership* is designed to provide students with the skills, analytical perspectives, and knowledge needed to deal effectively with

social entrepreneurism as a major contemporary force addressing

problem in our society. Ethics, citizenship, and public policy

implications are important course themes. The course consists

primarily of a team project that identifies a credible idea, develops a

compelling plan, and marshals resources necessary to implement a

new social venture project in the university or surrounding community.

Class activities include case discussions and speakers.

- *Leadership and Policy Change* explores the ethical and practical issues

  of social and organizational change, including conflicts about power

  and authority, violence, gender, race, fairness, wealth and work. It

  also addresses how imagination, fictional and historical narratives,

  anger, friendship, and teaching skills can be useful in working for

  change. Students address problems of group dynamics, integrity,

  responsibility, and self-understanding faced by those supporting or

  opposing changes.

- *Leadership, Development, and Organizations* is designed to provide

  students with the knowledge, analytical competence, and skills needed

  to exercise leadership in organizations and address problems in our

  society. The course explores the many facets of leadership, leadership

  development, and the processes by which enterprising people affect

  change in a variety of organizational situations. It focuses on a variety

  of experiential learning activities including case discussions,

community leadership projects, guest speakers, and personal
reflection.

- *The Insurgent South* examines the social movements in the South from
Reconstruction to the present. It includes exploration of Populism,
Women's Suffrage, the Interracial Movement, labor, civil rights, and
post-1960s conservatism. Specific attention is paid to public policy
positions espoused by social movement organizations and activists.

- *Leadership in American History* is a seminar course focusing on
political social, business, and artistic leaders in American history and
problems which have called for leadership. In addition to selected
short reading, students will closely examine the following: James Mac
Gregor Burns' *Leadership*, Walter Clark's *Ox Bow Incident,* Niccolo
Machiavelli's *The Prince*, Richard Neustadt and Ernesto May's,
Thinking in Time, Robert Penn Warren's *All the King's Men*, Gary
Wills'*"Certain Trumpets*, David Gergen's *Eyewitness to Power*.

- *American Dreams and American Realities* is another seminar course
which examines the role of such myths as "rags to riches," "beacon to
the world," the "frontier", and the "foreign devil" in defining the
American character and determining the hopes, fears, dreams and
actions of people throughout American History. In addition to
selected short readings, students will closely examine Arthur M.
Schlesinger's *The Disuniting of America*, David Potter's *People of
Plenty*, David Halberstam's *The Fifties*, Johns Hellmann's *American*

Myth and the Legacy of Viet Nam, and Robert A. Rosenbloum and

Gerald L. Wilson's *The Value of Myth*, *Mythic Aspects of American*

History.

- *Intermediate Documentary Filmmaking* details intermediate to
  advanced filmmaking techniques. Topics within this course include
  fieldwork in a variety of communities and work on pertinent social and
  cultural issues. Students must satisfy a prerequisite filmmaking course
  to enroll.

- *Making Change in Communities* explores leadership approaches to
  influencing change around tough issues facing Southern communities
  such as education and economic development, with special emphases
  on race and poverty. Students examine the meaning of leadership as a
  shared activity and explore a range of leadership approaches to
  creating social change, including collaboration, service, advocacy, and
  community organizing. A major class project allows students to
  analyze a current issue in a nearby community and conceive of
  strategies for change in that community.

- *Policy, Philanthropy, and the Arts* considers the arts in American civic
  life, conflicts about quality and democracy, arts education, censorship,
  and public funding. The course also examines the aims and effects of
  philanthropic arts support and the objectives and problems of arts
  institutions. The course requires students to attend theater and music
  performances, museums, seminars with artists, philanthropists,

museum and foundation executives, and public officials (LANY Course).

- *Leadership, Ethics, and Drama* includes attending at least two plays or operas per week and studying various texts relating to several of these works, along with essays by philosophers and political theorists, and having regular discussions and weekly papers. Class discussions cover topics including dilemmas and conflicts of individual choice and public choice, race and ethnicity, gender and sexuality, fairness and social injustice, loyalty and betrayal, and the moral and psychological dimensions of character (LANY Course).

- Through *Opera at the Metropolitan* students study most of the works in the spring season of New York's opera companies. Classes prepare for these works and analyze them after the performances. This course focuses on the way composers and writers manage to tell significant stories in powerful and memorable ways (LANY Course).

- *The Visual Arts: Contemporary Visions* is a course which uses the city as a classroom without walls, this peripatetic examination of contemporary art on view in New York City looks at what is interesting and noteworthy in recent works, and tries to come to terms with a wide array of styles and intentions (LANY Course).

Another major component of *Context III* is the pioneering use of Research Service Learning (RSL) to help students develop leadership skills (GKC). RSL involves students working with community partners to design field-based research projects that serve

community needs and interests. Based on the content analysis they conduct their research

and engage in a rigorous process of critical reflection, which helps them discern the

ethical issues and leadership dilemmas inherent in their work. In 2002, the Leadership

Program and the Institute for Ethics co-founded a campus-wide RSL project called

"Scholarship with a Civic Mission," funded in part through a U.S. Department of

Education FIPSE grant (DC4). Currently this project and program is in the Office of

Undergraduate Research.

   "Collaboration is also critically important to what we do with our students"

(GKC). Currently *Context III* is participating in the national Political Engagement

Project and "Can Leadership Be Taught" sponsored by a center for public leadership at a

major Ivy League institution. The two of these projects will culminate in books, articles,

and national conference presentations which will lead to developments affecting the field

of leadership (DC5). "We will also be participating in a two-year study, titled the

National Forum on Excellence in Higher Education" (GKC). This study is being

coordinated by Professor from a major school of Government and Graduate School of

Education from the New England area (DC5). Working with 14 other colleges and

universities themes will emerge developing a strong culture for undergraduate research,

and creating an excellent environment for civic and political participation (GKC).

Research Objective Two

Illustrate the gatekeepers' perceptions of the leadership competencies taught and

facilitated within his or her formal leadership degree program

Students who take these courses are the "best of the best" (GKC). The

environment at the Leadership Program provides for a very self directed learning

environment. "Students, many for the first time, are challenged to make a difference

through self directed action" (GKC). Students encounter coursework that forces them to

apply knowledge to case studies and situations in order to be successful (GKC).

> The priority of this program's curriculum is to create leaders who are self-
>
> directed and have a "moral compass". Our society needs engaged citizens
>
> which are able to have a positive impact in their work with others. The
>
> "moral compass" is the foundation for making that positive social impact.
>
> (GKC)

"The program curriculum is very different than those within other programs at the

university. Our courses focus on humanitarian efforts to develop perspectives where we

do more than just tolerate others" (GKC). Students are expected to develop the following

competencies within the program to become "engaged citizens and advocates for positive

change" (GKC):

- **Develop and understanding for what it means to be an "engaged**
  citizen" (GKC)
- **Establish an ethical foundation for decision making, specifically**
  how moral reasoning can help in facing corruption, deception,
  war, and social injustice

- **Develop an understanding of leadership theory and the intricacies of authority, conflict, and power**

- **Develop analytical skills to address and manage social change**

- **Gain perspective about ethical and practical issues of social and organizational change, including conflicts about power and authority, violence, gender, race, fairness, wealth and work**

- **Develop an understanding of past situations and events which contribute to a situational understanding of the present**

A foundational **understanding for what it means to be an "engaged citizen"** can be developed within several of the courses within the program curriculum. *Civic Participation and Community Leadership* sets the foundation for the Leadership Program and develops this perspective through the investigation of current events and in-depth discussion. *Enterprising Leadership* also attempts to develop this competency within students through case discussions, speakers, and team projects which force students to create and implement a compelling social vision to aid in the enhancement of the community.

Of the competencies listed by the program coordinator from the third context, two of them were very similar:

- **Establish an ethical foundation for decision making, specifically how moral reasoning can help in facing corruption, deception, war, and social injustice**

- **Gain perspective about ethical and practical issues of social and organizational change, including conflicts about power and authority, violence, gender, race, fairness, wealth and work**

These two competencies are the defining elements of the Leadership Program. Courses supporting the development of these competencies within students include *Policy Choice as a Value Conflict, Women as Leaders, Enterprising Leadership, Leadership and Policy Change, Leadership, Development and Organizations, Leadership in American History, Making Change in Communities, and Leadership, Ethics and Drama*. These courses, which encompass over fifty percent of the curriculum, develop the understanding of ethical purpose and the responsibility of leaders to act in moral accordance with that purpose. This is the idea which the program was founded upon. Students develop this competency through a variety of class activities including service learning, class discussion, case analysis, speakers, small group assignments, and critical reflection. These courses are critical to the mission of the Leadership Program and require a considerable amount of thought.

Developing an **understanding of leadership theory and its application to practice** is developed within the variety of coursework. *Women as Leaders* asks students to explore leadership theory and apply it to situations with particular emphasis on those situations affected by gender roles. Students engage in a service learning component through the class as they mentor at-risk middle school girls. *Leadership, Development, and Organizations* provides students with an understanding of how leadership can be effective with regards to organizational dynamics and behavior. Students develop through a series of guest speakers, community leadership projects, personal reflection,

and experiential learning activities including case discussions. The most holistic examination of leadership thought and theory can be found in *Leadership in American History*. This course focuses on the issues of society in the past which have required leadership and then applies theory stemming from course readings to each of them.

Developing the **analytical skills to address and manage social change** is also a key competency developed within this context. *Leadership and Policy Change* forces students to examine the ethical and practical issues of social and organizational change. Students address factors critical to empowering social change including conflicts about power and authority, violence, gender, race, fairness, wealth, and work. It also addresses how imagination, fictional and historical narratives, anger, friendship, and teaching skills can be useful in working for change (GKC). Students also address problems of group dynamics, integrity, responsibility, and self-understanding faced by those supporting or opposing changes. *The Insurgent South* explores the social implications and movements within the South from the Reconstruction to present day. Exploration of these assist students in developing perspective of how change has been managed in the past, thus setting the foundation for how change will be approached in the future. *Making Change in Communities* examines the meaning of leadership as a shared activity and explores a range of leadership approaches to creating social change (GKC). Students address strategies including collaboration, service, advocacy, and community organizing through a class project analyzing a current issue in a nearby community. Students then conceive strategies for change in that community based on what strategy or strategies will best apply situationally.

It is also important for students to develop competence in the **understanding of past situations and events and how they contribute to a situational understanding of the present** as noted by the program coordinator (GKC). *The Insurgent South, Leadership in American History, American Dreams and American Realities*, and *Making Change in Communities* all attempt to develop this competency within students. Through application of theory students attempt to address and solve issues of the past. Application to situations of the past, assist the students in developing a foundation for future practice.

Research Objective Three

Discover and explain how the leadership programs developed these competencies

Student within *Context III* are privy to exceptional facilities, instruction, and community interaction. **The defining idea of the program is that leadership is viewed as a "moral activity**" (GKC).

> This is an incredibly important "pillar" of our students' educational experience. Students are forced to be self-directed as they attempt to develop competencies within our program. We provide them with tons of different mediums for instruction and then they have to apply that knowledge to their leadership opportunities. (GKC)

The **faculty members are crucial** to the development of this idea. "The faculty members are 'professors of the practice.' This means that they have all had countless professional experiences to add to their scholarship within the classroom" (GKC). Dynamic instruction provides a different feel for students as they matriculate through the various courses within the program.

> Our students are very intelligent and as such many things have come easy
> for them in the past. However, when they take courses within our
> program we challenge them. Students are faced with implementation and
> the implications, rather then just creation of new ideas and programs. One
> of our faculty members explains to students that is they think this these
> courses "will be easy, then they are delusional". (GKC)

The success of this program stems from its defining characteristics. Students are provided with faculty members who present innovative and service oriented curriculum, but also provide academic mentorship for the students.

> Students routinely come to me sharing the stories of how our faculty, who
> students refer to by their first names, have made an impact on their lives.
> It is am empowering feeling considering that we are attempting to create a
> program which is intentional and significant for future leaders of society.
> (GKC)

Another critical part of the program is the use of **immersion as a catalyst for education**. "Many of our courses use immersion and service driven activities to develop perspectives within our students which cannot be developed within the classroom" (GKC). Of the fifteen courses within the curriculum, it was noted that nine courses include activities and educational experienced which are field-based or outside of the classroom environment.

> Through normal classroom instruction we can prepare students for surface
> level success in leadership positions. However we cannot fully get the

students to appreciate the holistic needs of a particular situation unless

they are placed in it. I mean "how do we open their eyes?" is a difficult

question. The answer is through immersion. This can cause a lot of stress

for the student, but it is developmentally good for them considering that

the students will develop a foundation for success, which will assist them

when they are faced with difficult situation in the future without having

the comforting environment of their university. One of our faculty

members explains that students should "celebrate their chaos" as they

attempt to develop competencies for success in leadership roles. (GKC)

Critical reflection is also a key component to developing students within the

third context. Within this program almost all of the courses require critical reflection as a

part of their immersion and experiential education activities. Critical reflection is also a

major part of course discussion and readings as students are asked to challenge

perspectives as they attempt to gain a holistic perspective of theory and practice.

Critical reflection is an essential ingredient in the development of engaged

leaders. If we aspire to develop students into leaders of societal change

and justice we must ensure that they have an understanding for their

experiences and knowledge. Thus, critical reflection becomes the

'Balcony of Leadership.' There is an entire world out there which needs

leaders who can address societal issues and determine the most effective

way of handling them. However they will not be able to address those

issues if they do not have a 'balcony' or foundation from which see them

from. It is really all about perspective. (GKC)

The final characteristic that defines the program would be their priority of the

faculty to develop the idea that students **must share their knowledge**. The program

coordinator noted that many of the use this as a foundational element to their courses.

We have to take our knowledge and "go public." When we work with

students it is important to demonstrate to them that great responsibility

goes with their privilege. They are privileged to attend school at a

prestigious university and they gain a tremendous amount of knowledge

from that opportunity. However, it is absolutely critical that they then

share that knowledge to enhance their environment and accommodate

social change. (GKC)

Research Objective Four

Illustrate the graduates' perspectives of program faculty and leadership curricula's impact

on development of competencies providing for success in leadership positions

The strengths of the program were passionately communicated by the graduates.

In fact, the data collected from *Context III* was very different from the other two contexts.

The respondents were more engaged and more excited to communicate their experiences

from the program. Specifically they were very **excited about discussing the service**

learning that they had completed within international settings. Often times, when

collecting data from the respondents, questions were not necessary other than to start the

discussion. Respondents would often speak for 15 minutes about the experiences that they had within the Leadership Program. It was amazing to hear the respondents from *Context III* discuss their experiences and I found myself becoming emotionally involved, due to the feelings which the stories evoked. Specifically, the program environment, the diversity of the students within the program, the dynamic faculty, and the idea of Research Service Learning were communicated as the defining aspects of the program (GC1, GC2, GC3, GC4, & GC5). However, the reflections about the respondents' time in the program and how it empowered personal change encompassed the bulk of the discussions. These reflections were powerful and illustrated emergent themes which set the program apart from the others. Hence, for the purpose of this objective, I will provide voice for the respondents' regarding their feelings on the program environment, the diversity, the faculty, and Research Service Learning, but the majority of data collected reflects the uninterrupted passion and enthusiasm for the personal changes empowered within the respondents through the program.

The respondents listed that the **environment within the program contributed** to their ability to develop into successful leaders (GC1, GC3, GC4, & GC5). "The environment was comfortable, yet it challenged you" (GC3). "There were no grades (All Pass/Fail) for the courses I took within the Leadership Program. I think that this added to the collaborative and less competitive environment" (GC1). "The environment within the leadership program was very different from the environment of the majority of university departments and courses. It was welcoming and non-competitive" (GC4). "It was a bit intimidating as we were thrown into the fire with heated discussion, but we benefited

from it considering that we were forced to develop, share, and defend our opinions of theory and situations" (GC5).

      Diversity of curriculum, instruction, and students was also listed as a defining point of the program's ability to develop students by the respondents (GC1, GC2, & GC4).

> The people in the class with me were very diverse in their perspectives. It
> really challenged me to have a strong hold on my feelings and
> perspectives and yet the people were so great. I still consider the people
> that I met through that class to be some of my closest friends. (GC1)

"The students who take courses at the Leadership Program are really diverse. It is cool, because my diverse interactions helped to see different sides of the coin when working on projects and in class discussions" (GC2). "Diversity is a priority to those who select students to be a part of the program's courses. I think that is important though. It does a lot for the environment" (GC4).

      The faculty members were noted by the respondents as professionally and personally some of the most dynamic and amazing people which they had ever met (GC1, GC2, GC3, GC4, & GC5). The **faculty members were noted as the foundational element** of the program as they provide support and instruction which challenge the norm of most academic programs (GC1, GC2, & GC4).

> The faculty members were not hand holders. I remember going to one
> particular professor and asking her a question about something that I was
> confused about. She told me to "Celebrate my chaos" and that although

she would not give me the answers, she had every confidence in my ability

to find those answers. I left feeling empowered. (GC1)

I had a difficult time writing for the class and we wrote about everything

we read and discussed. It was not because I am not a good writer, but

because I had never had a professor who cared about my perspectives of

the readings. I expected the professor to explain to me what I should

think. I went through some growing pains at first but then I really

appreciated the freedom to think and write freely. By the end of the

course I was arguing with the instructor and telling her why she was

wrong. (GC2)

The faculty forced me to question everything. It became part of who I am.

I am constantly assessing whether or not practice is ethical. It all stemmed

from the freedom to challenge that existed in the courses I took within the

program. It seems as though the ability to challenge things effectively has

made me more successful in life. (GC3)

The faculty members are so incredibly passionate about what they are

teaching that it is difficult to not be passionate about the material. They

force students to break out of the path that other have treaded. I can

remember this one professor who told to take a break from myself. She

just wanted me to step outside of the perspective that I was comfortable

with. (GC4)

One of the most important things that I was ever taught I learned from this

amazing professor in the program. She told me not to "do for others what

they can do for themselves". This is a really good point because social

justice is not patronizing, it is liberating. (GC5)

I remember struggling with some of the material and the professor told me

"struggle is an integral part of the process to progress". That was so true.

She followed it up with "if you think that this is going to be easy, then you

are delusional". (GC1)

"One of the things I really respected about the faculty was that they were brutally honest

at all times, but they always saw the potential in me" (GC3). "I remember once I was

told to stop thinking about myself and start thinking about how to help others" (GC1).

Research Service-Learning was noted as a major component of courses within

the program by the respondents (GC1, GC2, GC3, GC4, & GC5). Research Service

Learning, as noted by the content analysis, is an innovative practice that connects service

learning with the mission of research institutions to create new knowledge. Research is

conducted in the context of a service learning experience, where the research

components, such as problem analysis, synthesis, and recommendations, become an

integral part of the service provided to the community. Research Service Learning

situates the research activity within the context of a civic partnership, in which students

continually explore the links between their research and their ethical and civic
responsibilities (GKC).

Research Service Learning (RSL) was an integral component of the SOL
Program. I went abroad to work with HIV and AIDS inflicted
populations. I thought I was prepared for it, but I just could not have been
prepared for what I saw and worked with. It seems as though without the
RSL project that I completed I would not be the same person. I had to
develop lessons for the people of the area how to work with people. It was
so empowering to see what they were going through. Going over there, I
took for granted the basic knowledge that I have. I was overwhelmed by
how much they didn't know. In the area that I was working, people who
suffer from seizures are thought to be possessed and those who are
bleeding are left to bleed as many are afraid that they will contract
sickness if they help them. I heard about a boy who bled to death on a
playground while I was there, because the ambulance took six hours to get
there and no one would help him for fear that they would bleed to death
too. (GC1)

One of the most empowering ideas behind Research Service Learning is
the ability to develop real solutions to real problems. I was thrust into an
environment where I need to complete as much research about the area as
I could to be successful there. Also it is not a class, it is real. I was out
there with the people who I was trying to help, not just inside a classroom

reading from a book about the struggles of people in some remote area of

the world that I have never heard of. (GC2)

It seems as though the most important thing I did when I was in the

program was the Research Service Learning project. The SOL Program

provided me with the opportunity to grow through experience. I learned

how difficult it can be to work with different populations due to the lack of

a common paradigm. (GC3)

It is important to earn the privilege of being here. I learned that through

the interactions that I had within the Research Learning Project. When I

was working with the people of the community internationally, I realized

that I was there on their dollar, so I had better step up to the plate and

work to help the people. When I returned I realized how privileged I am

and now I view things differently – I have to earn that which I am

privileged to by helping others. (GC4)

It was amazing to think that I was only there for 3 months and it had such

a huge impact on who I am. It was soul crushing to see what others

endure on a daily basis and yet so soul building. It reminds me that I am

leaving a legacy where I go and I must treat it that way. I think about all

of the materials I created to assist the people I worked with and I just left

them there, because that is what I have to do to be sustaining. My

presence is still felt although I have departed, and that is the best feeling

that I could ever ask for. (GC1)

"It was shock value at first but then I realized that I could be effective there by

researching the needs of the area and how to accommodate those needs most effectively"

(GC5).

The students explained that their experiences within the program were life

altering and profoundly affected how they view leadership and how to work with people

(GC1, GC2, GC3, GC4, & GC5). "The course which I took from the Leadership

Program changed the way I view the world" (GC4). "It was strange to think about how I

was before I took a class there. It had a transformational effect on me" (GC3).

I really feel like after I had the experience through the program, I can not

go back to how I was thinking before I left. It was life-altering. It (life) is

so much more, now that my eyes are open. (GC1)

When I entered the program I was unsure what I was in store for

considering that I had never taken any courses within this subject area, but

I am leaving a different person who is capable of leading in a different

way. (GC2)

I felt as though I was powerless when I began the course that I took. Now,

I understand that if I focus my attention on what I am passionate about, I

can change something that have meaning and on a scale that is

manageable for me. (GC1)

It seemed as though reflection was a major component of all of our

courses. We wrote about everything we read or did. Reflection,

Reflection, Reflection! I am glad though because I feel as though

reflection is a way to share your learning. It also assists you in developing

an understanding for what you learned. (GC2)

"After being a part of the program I view 'leadership' as having no meaning in our

society. It is so flippantly used anymore. True leadership means challenging that which

is social oppressive and making life more meaningful" (GC3).

I remember thinking that when I was little, that if I was a good person and

did good things, then good things would happen to me. That is just not the

case. Social injustice exists and leaders are those who address and provide

solutions to it. (GC4)

Through the program I learned that I have an obligation to contribute.

That is why we are here. If you put your skills and passion into something

good for others then we can be successful. It seemed as though we (all of

the students enrolled in the course) were all there because we were

searching for something that was not there (in their lives currently). What

do we do about that stuff? Talk about it? There has to be more. (GC5)

We started with, how do we make an impact? What can we do? Now,

after the program, I understand that I can focus my attention on what I am

passionate about and change something which exists on a small scale. The

program taught me that ordinary people can be leaders too. It all starts

with a passion and a focus. We can overcome anything if we approach it

with a clear vision. (GC1)

"It is not about what we did that year. It is about how our whole life has changed"

(GC1). "What I learned will live with me forever" (GC2). "I cannot properly convey the

impact that that class had on my life" (GC3). "I have learned that if you do not share and

reflect upon your experiences, it won't have the same impact. It seems like I am

constantly reflecting upon my experience with the program and how I was impacted"

(GC4). "One class, (pause), wow, I really cannot explain what that did for me" (GC5).

"I will always be so grateful to what she (respondent's instructor) did for me. I will

always be so grateful" (GC1).

Research Objective Five

Illustrate the respondents perceptions of the leadership competencies associated with their

professional leadership positions

The following were identified by the program graduates as the competencies

necessary for success in their current leadership positions:

- **Develop fluency for public discourse and ability to solve problems within groups**

- **Develop a dynamic point of view about complex political issues**

- **Ethical and practical issues of social and organizational change, including conflicts about power and authority, violence, gender, race, fairness, wealth and work**

- **Leadership development theory, and the processes by which enterprising people affect change in a variety of organizational situations**

- **Knowledge needed to effectively deal with social entrepreneurism as a major contemporary force for addressing problems in society**

- **Understanding of history of leadership issues and ability to apply that understanding to contemporary issues**

- **Understanding and respect for diversity**

- **Ability to reflect as a means of understanding and sharing knowledge**

The respondents holistically felt as though the faculty, instruction, and curriculum within the third context developed the listed competencies and prepared them to be successful in their current positions (GC1, GC2, GC3, GC4, & GC5). However this perspective may be skewed as the Leadership Program does not offer a major. Thus, all students who graduate from the university graduate with degrees in various majors in which they are required to take copious amounts of coursework to develop skills and competencies to be successful in their chosen field and are forced to use elective hours to enroll in *Context III's* leadership coursework. "The knowledge and support from the faculty which I received from the program have set the tone for successful endeavors in the future" (GC2). "I feel as though the course really prepared me to lead in dynamic environments" (GC4). "I really appreciate what I took from the program and feel as though I use it everyday in my current position" (GC5).

The respondents felt as though there were ample opportunities to **develop fluency for public discourse and the ability to solve problems within groups** within the program (GC1, GC2, GC3, GC4, & GC5). "Every course I took within the Leadership Program surrounded discussion. It really made me feel comfortable working with groups when I graduated" (GC2). "Through class interactions and discussions we developed the ability to effectively share and defend our perspectives. I use that skill daily" (GC3). "We were forced to work in groups and identify issues and develop solutions for those problems in our classes. This is important when attempting to manage change" (GC5). "Group work was a major part of our class. We worked in groups as we addressed and attempted to solve problems in the community that we were working with" (GC4).

The respondents noted that their curriculum developed **dynamic view points about complex political issues**. (GC1, GC3, & GC4). "We had the opportunity to apply what we had read to political situations. In my current position I am faced with the political climate and how to tactfully address issues affected by it" (GC3). "There are so many complexities to the social fabric of our society, but I felt that we really were provided with the foundation to address them within our class. I feel like I use that knowledge everyday" (GC4).

> Through the Program, we addressed many of the issues facing the
> communities we would be working with to assist us in preparing for our
> experience. That is an excellent skill to have because although one can
> never really completely prepare for working with international population
> until you experience the culture, it can be a start for effective practice.
> (GC1)

Ethical and practical issues of social and organizational change, including conflicts about power and authority, violence, gender, race, fairness, wealth and work were noted as a competency that would be necessary to be successful in a leadership role today (GC1, GC2, GC3, GC4, & GC5). "The ability to manage change is an important skill to have in my current position" (GC2). "There are so many complex issues which I deal with on a daily basis. It is nice that I gained the foundation for dealing with issues of diversity and change effectively in my past courses" (GC3). "Change is a part of life, and as such I have to deal with it everyday in my position" (GC5).

The following competencies were identified by the respondents as critical skills needed for success in their current positions (GC1, GC2, GC3, GC4, & GC5):

- **Leadership development theory, and the processes by which enterprising people affect change in a variety of organizational situations**
- **Understanding of history of leadership issues and ability to apply that understanding to contemporary issues**

They were identified together by the respondents noting that they existed analogous to one another.

> I use the case study application activities in my position that I learned in the program. I remember how we would apply what we read to situation and events of historical significance. That is helpful because it provides me with a foundational history and somewhat of a how-to guide for handling situations based on the theory. (GC5)

"Sometimes when I am deciding how to solve a problem in my current position, I reflect upon the past to give me an idea of how to proceed" (GC3). "Understanding history and leadership allows you to make decisions with direction for the future" (GC4).

Having the **knowledge needed to effectively deal with social entrepreneurism as a major contemporary force for addressing problems in society** was noted as a critical component of success within their leadership positions (GC1, GC2, & GC3). "The economic forces affecting the social paradigm are critical to address when attempting to establish change" (GC1). "As a leader in today's society, to not consider the entrepreneurial paradigm when attempting to impart change would be foolish" (GC2).

Having **an understanding and respect for diversity** was also noted as a critical competency to possess to be a successful leader in today's society (GC1, GC2, GC3, GC4, & GC5). "Working in an international environment, I have to respect and understand the diversity of the people that I am working with" (GC4). "The world is so small that when we make political decisions, they can have global implications. Thus we must be respectful of the differences among cultures" (GC5). "Working with diverse groups throughout my undergraduate degree, provided me with a real advantage when I deal with people who are different from me professionally" (GC2). "Respecting others is a critical part of my job. There are so many cultural implications and differences which must be noted in dealing with international populations, both socially and politically" (GC1).

Sharing knowledge through reflection was also a fundamental piece that the respondents noted as a competency for success in leadership (GC1, GC2, & GC5).

The program taught us that we need to share what we have learned to be

successful. However I really feel as though it is critical to reflect upon

what we have learned prior to sharing it with others. It helps to work out

the "bugs". That way we can be the most effective we can be in our

dealings with others. (GC1)

"Reflection exists as an informal means of assessment. It helps us to determine if we are

being successful as leaders" (GC5). "Every time we prepare a report we are reflecting on

the research that we have done and the knowledge we have gained. Without that

reflection there is no transfer and the information is lost" (GC4).

Research Objective Six

Identify the necessary leadership competencies for leadership professionals based on the

perceptions of the respondents

Based on the constant comparative analysis (Glaser & Strauss, 1967) of the

gatekeeper and the graduates from this context competencies can be identified which will

provide a foundation for successful leadership within public administration. *Figure 7*

identifies the competencies named by the gatekeeper, seen in gray, which were also

valued by the graduates of the program, seen in white. Note that two competencies were

identified by the gatekeeper that was not listed by the graduates and five competencies

were listed by the graduates that were not identified by the program coordinator.

However through the content analysis it was determined that the graduates and

gatekeeper of *Context III* actually have very similar views of what competencies are

necessary for successful leadership as seen in *Figure 12*. Also note the foundational

element of Service Learning which these competencies develop from and the overarching

idea of an ethical foundation and moral purpose for leadership within *Context III.*

Identified Shared Competencies

- **Understanding for Leadership Theory**
- **Understanding for the History of Leadership Issues**

Ethical Foundation & Moral Purpose

Gatekeeper Perceptions
- **Understanding for what it means to be an "engaged citizen"**
- **Develop Analytical Skills to Address & Manage Social Change**

Graduate Perceptions
- **Fluency for Public Discourse & the Ability to Solve Problems within Groups**
- **Dynamic Viewpoint of Complex Political Issues**
- **Knowledge needed to effectively deal with social entrepreneurism as a major contemporary force for addressing problems in society**
- **Understanding & Respect for Diversity**
- **Ability to Use Reflection as a Means of Understanding & Sharing Knowledge**

Service Learning

Figure 12. Leadership Competencies as Perceived by the Respondents within *Context III.*

Research Objective Seven

Develop perspectives of global leadership priorities and accompanying competencies

based on the respondents' perceptions

In accordance with the literature supporting the need for a globalized curriculum, the program coordinator of this context was **highly supportive of developing global competencies for success in leadership roles**.

> Our program creates opportunities for students to have dynamic educational experiences through immersion and reflection. The majority of our curriculum is "globalized" also. At least half our courses deal with international issues or how our domestic issues affect international dealings. The two are interconnected. They cannot be isolated. (GKC)

> It is also a requirement of our university that all students travel and study abroad during their Junior year. This provides an excellent opportunity for students to gain international experience. If the students also are selected to participate in our Service Opportunities in Leadership Program or in the Fellows Program upon gradation, they will have an opportunity to have multiple international experiences to add to their development. (GKC)

The graduates also agreed that **global curricula and exercises are critical to the developing competencies for success with in leadership positions** (GC1, GC2, GC3, GC4, & GC5). "The courses within the program were constantly addressing the global implications of situations that we were working on" (GB2). "It seems as though the

opportunities for study abroad programs are limitless for students. It really helps to give them perspective too" (GC3). "Going to another country to work and study was one of the best experiences of my life. It provided an opportunity for me to develop in ways that I could not have done here" (GC4).

My experience with the SOL Program was one of the most empowering experiences of my life. It changed me. The opportunity to serve that international community gave me knowledge that has helped me to develop into the person I am today. I am truly grateful for my opportunity. (GC5)

International experience gives you perspective. It seems as though we get caught up in so much [bullshit] from time to time and it is just not that big of a deal. When you see people and their struggles in other countries you realize that you are a part of something much better than the trivial stuff that we spend so much time focusing on. (GC2)

"Studying internationally makes you acutely aware of your surroundings. This is a skill that you cannot have unless you are taken from your comfort zone and challenged by alternative perspectives" (GC3).

By going to anther part of the world I developed the ability to be humble

in my own place. I developed the ability to be open to differences and I

really learned to challenge myself. I was constantly faced with the

question of how I could make myself effective there. Now I ask the same

questions here. I also learned that before you can start you have to think

and listen. So often we just react and act impulsively. That is just

unacceptable. We need to think and especially listen. I mean you can be

as empathetic as possible, but you need to realize that you really cannot

get there (holistic empathy) until you go there. (GC1)

Figure 13 demonstrates the current curriculum of *Context III*, including the

international perspective and global experiences piece. The element includes

competencies extrapolated from the respondents' perceptions and validated by the

literature. Note that conversely to *Figure 7* and similarly to *Figure 10* the Global

Perspective is presented as an inescapable characteristic of each course within the

curriculum rather than as a foundational item for the program.

Identified Shared Competencies

- **Understanding for Leadership Theory**
- **Understanding for the History of Leadership Issues**

Ethical Foundation & Moral Purpose

Gatekeeper Perceptions
- **Understanding for what it means to be an "engaged citizen"**
- **Develop Analytical Skills to Address & Manage Social Change**

Graduate Perceptions
- **Fluency for Public Discourse & the Ability to Solve Problems within Groups**
- **Dynamic Viewpoint of Complex Political Issues**
- **Knowledge needed to effectively deal with social entrepreneurism as a major contemporary force for addressing problems in society**
- **Understanding & Respect for Diversity**
- **Ability to Use Reflection as a Means of Understanding & Sharing Knowledge**

Service Learning

Global Perspectives

Figure 13. Leadership Competencies as Perceived by the Respondents within *Context III* with the Inclusion of the Global Perspectives Piece.

Research Objective Eight

Evaluate and recommend revisions for formal leadership degree programs

There were very few revisions identified by the respondents within *Context III*. However the program coordinator identified that the program would better facilitated through the revision on a few administrative items.

The program coordinator listed the Leadership Program's roots as both a hindrance and a motivator.

> The Leadership Program is funded through an endowment. This causes us
> to constantly address the potential of funding issues. Although the
> endowment is secure, once the endowment is depleted we will need to find
> other avenues for funding. Understanding this we are always on our toes
> to maintain quality instruction and deliver the highest quality experience
> for our program. (GKC)

The program coordinator also listed that a concern of the program is not being able to offer more students seats in courses and admittance into selective programs.

> We feel very strongly about our program and the impact that it has on
> students. It is a shame, however, that we can not provide our services to
> all students. Due to funding restrictions we have to be selective and only
> serve a highly qualified population of students. (GKC)

> Program expansion would be wonderful. We would be able to serve more
> students and potentially develop a major within the institute. So many
> students apply to our program that if we expanded, it would ease the

selection process and more students would benefit from our courses.

(GKC)

Although the graduate respondents were asked to identify any limitations or revisions for the enhancement of the program none were identified. "I loved the program I would not change anything about it" (GC2). "The program was so incredible that I do not think that I can think of anything that I could ask them to enhance" (GC3). "I am not sure if I can think of anything. I guess it would be great if there were more (singled out one professor) to go around. She is just so great" (GC4).

Due to the lack of curriculum focused revisions offered by the respondents, *Figure 14* is an example of the proposed curricula within *Context III.* Note the center competencies identified as skills necessary for success as an engaged citizen within our society. These competencies are a combination of the suggested those competencies suggested by both the graduates and the program coordinator. Also note the surrounding global leadership piece, the service learning foundation, and the overarching ethical foundation piece. The curriculum activities supporting the competencies can be seen in the triangles.

The following chapter is offered in an attempt to merge the triangulated data noted in Chapter IV and recommendations for future curriculum revision. Chapter V will demonstrates a foundational approach to leadership development. This approach is meant for use as a guide to enhance formal leadership education practice.
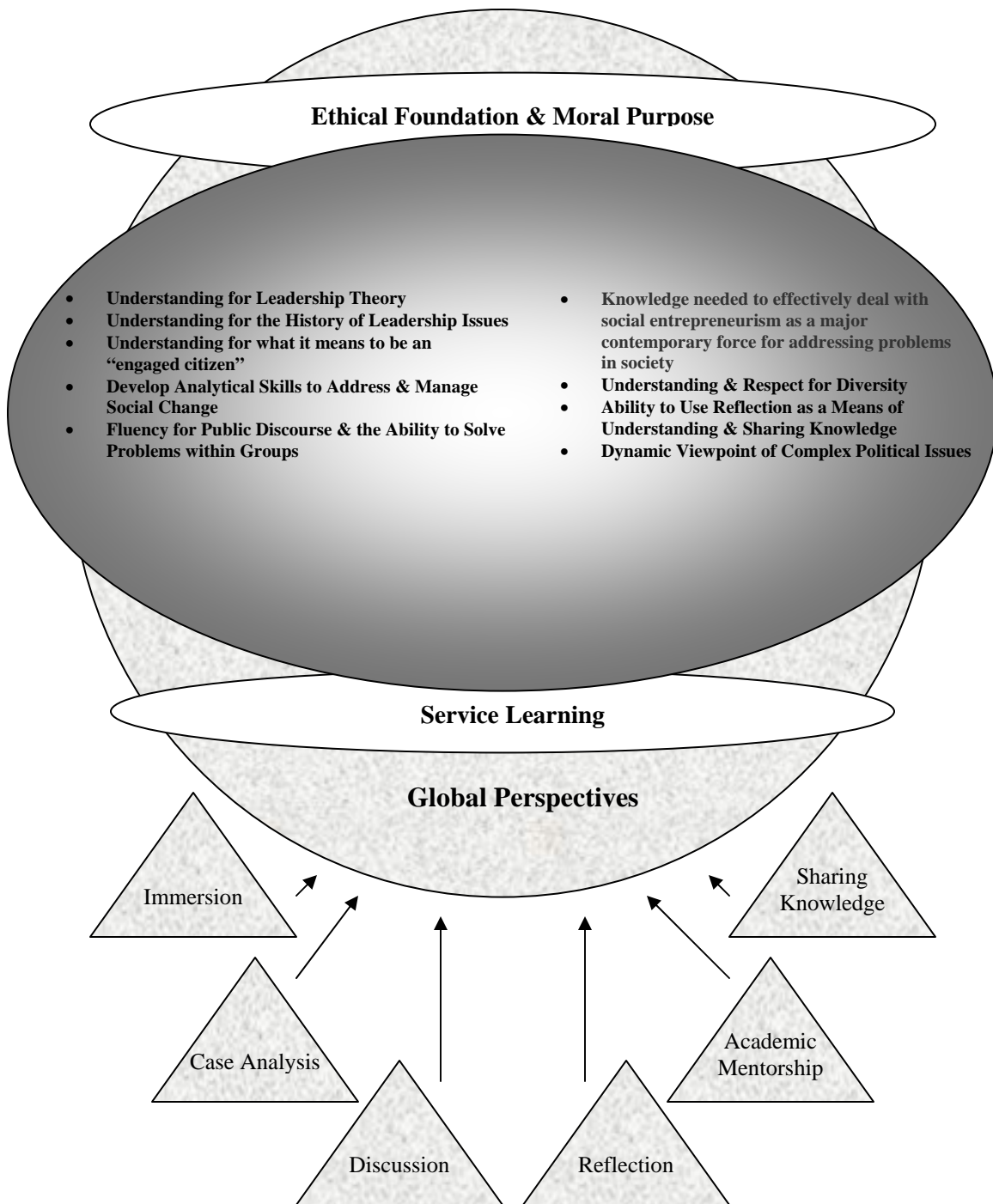
Figure 14. *Context III* Curricula as Perceived by the Respondents.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to examine the formal leadership degree programs and their ability to prepare professionals for leadership positions. This study provided data which outlined the necessary competencies for leadership professionals and examined current activities and formal curricula included in formal leadership degree programs, including the Hart Leadership Program at Duke University, The Maxwell School of Citizenship and Public Affairs at Syracuse University, and the Agricultural Education Leadership Development Program at Texas A&M University. This study also provided recommendations for the enhancement of current curriculum and methods in formal leadership degree programs to better facilitate the learning and empowerment of student populations interested in pursuing leadership positions.

To achieve this, eight specific research objectives were posed:

- Describe the leadership programs based on contextual ideologies and curricula

- Illustrate the gatekeepers' perceptions of the leadership competencies taught and facilitated within his or her formal leadership degree program

- Discover and explain how the leadership programs developed these competencies

- Illustrate the graduates perspectives of the program faculty and the leadership curricula's impact on development of competencies providing for success in leadership positions

- Illustrate the respondents perceptions of the leadership competencies associated with their professional leadership positions

- Identify the necessary leadership competencies for leadership professionals based on the perceptions of the respondents

- Develop perspectives of global leadership priorities and accompanying competencies based on the respondents perceptions

- Evaluate and recommend revisions for formal leadership degree programs

SUMMARY OF THE THEORETICAL FRAMEWORK

When addressing the foundational elements of leadership education four areas were noted for examination. The "who," "what," "how," and global priority of leadership education. The "who" refers to the student involved with leadership education. Since leadership education is a two way exchange of knowledge, skills, and information to aid in the development of an individual, the recipient is equally, if not more important to the educational process. Thus, it is intentional that the "*who*" is addressed first in this discussion. Shakespeare noted "what is the city, but the people" (Kott, 1974, p. 205). I would advocate what is leadership education, without the student or learner?

The second area included in the literary review focuses on the "*what*" or what actually is taught and learned from leadership education. This area is fundamentally to critical for leadership educators to examine as it provided a theoretical foundation for the justification of curricula development and usage in formal leadership degree programs. Leadership is broadly defined as a process involving influence occurring within a group

context involving goal attainment (Northouse, 2001). From this definition develops the foundational elements of how to lead and what leadership entails. Considering the leadership competencies and the curricula currently taught provides educators with a deeper understanding of cross-curricular perspectives of leadership and hopefully will lead to better teaching and more holistic curricula. However educational systems have been criticized through out the years for their inability to develop leaders (Gardner, 1990). This concern means that it is paramount for educators to carefully consider the curricula they develop in an attempt to teach learners the competencies that will allow for them to be successful leaders. This content hinges on several considerations, including the student's comfort with the concept of leadership, identification of the elements of leadership, acceptance that leadership is a process, a heightened awareness of the practice of leadership, establishment of the purpose of leadership, identification of individual strengths and weaknesses on the way to developing a personal leadership approach, enhancement of analytical skills, and sharing of new and emerging leadership theories (Wren, 1994; Lewis, 1995; Watt, 1995).

The third area of the literary review is the "*how*" referring to the daunting task of designing engaging and innovative curricula and activities to aid in the development of leadership competencies and competence within students. The development of leadership skills is complex phenomenon (Stogdill, 1974). Thus it is important to identify holistic strategies and practice to maximize educational efforts for developing students into leaders. Learning preferences and approaches with regards to how skills learned can be applied in real world settings are also critical to the understanding of leadership competencies and leadership education. The meaning of knowing has shifted

from being able to remember and repeat information to being able to find and use it (Simon, 1996). This new meaning is highly applicable to leadership settings as leaders attempt to disseminate information and develop solutions to problems which have yet to have been addressed. Thus as leadership educators it is important to understand not only the student, but how to most effectively deliver the knowledge so they can use it in an effective manner. Dynamic approaches to education must be implored to address the diversity in students

The final area addressed within the literary review addresses the emerging priority of international perspective and global leadership skills as a valued part of 21st century leadership. The influence of globalization and technology requires new paradigms and new leadership competencies (Bueno & Tubbs, 2004). These paradigms are critical to the development of effective global leadership. Thus leadership education must address the perspectives which encompass the dynamic ideologies and perceptions of our world's societies. Currently in leadership education, there is an emerging priority to discuss the importance of global perspectives, but the there has only be a superficial examination of how educators can teach and empower global leadership within learners. DiStefano and Maznevski assert that global managers are expected to master an ever-expanding range of knowledge and skills, and educators are faced with the daunting task of preparing these managers to be as effective as possible (2003). Hence, the challenge exists to design and execute educational curricula to develop global leaders. Educators must combine multiple methods to effectively achieve this objective and develop global leaders (2003). Leadership education and global leadership are analogous and as such, leadership educators will be forced to address global paradigms and develop competencies which

can be enhanced within our students to promote effective leadership for the future of ever dynamic societies.

SUMMARY OF THE METHODOLOGY

This study utilized qualitative research in order to study the inter-relationships holistically. The data collected in this study provided insight into what leadership competencies were valued and taught by highly ranked diverse graduate academic programs. These programs were selected based on their reputational excellence, faculty, and overall program experience. The perspectives addressed through these programs were then be examined from a constant comparative perspective (Erlandson, et al.,1993) of what graduates of these highly motivated academic programs feel were the competencies necessary for success after graduation in the leadership work force. This analysis allowed for holistic impressions to be made about curriculum revision and enhancement that add to the foundation and future of leadership education.

My respondents included the program coordinators of the Hart Leadership Program at Duke University, The Maxwell School of Citizenship and Public Affairs at Syracuse University, and the Agricultural Education Leadership Development Program at Texas A&M University. The gatekeepers provided me with the perspective of what leadership competencies were prioritized at highly ranked programs and what curricula was currently being addressed to aid in the preparation of leaders through competency development. My respondents also included graduates of these highly ranked programs who were currently acting in a leadership capacity. They provided perspectives of their academic programs, including their perceptions of the program's effectiveness in

preparing the graduates for leadership positions, and if they saw any gaps in the curricula relating to what they felt were the necessary leadership competencies for success as a leader.

My methods of data collection consisted of telephone interviews with the purposive sample listed above and document analysis of curricula summaries and common degree plans. I completed a triangulation process addressing the program coordinators' perspectives, graduates' perspectives, and document analysis of curriculum.

Data were analyzed through the constant comparative method (Glasser & Struass, 1967). This method starts to generate theoretical properties of the category which provide an understanding of the data and how it relates to and affects other categories. This technique was incredibly useful because it provided grounding for the study adding to trustworthiness of the research. I communicated these results through case study reporting, as it allowed reporting of multiple realities and interactions with the site which allowed for transferability to other sites that fit the description. Case study reporting also allowed for holistic impressions to be identified about curriculum revision and enhancement that added to the foundation and future of leadership education. Case study research is one method that excels at developing an understanding of complex issues and strengthens relationships to previous research (Dooley, 2002). It emphasizes rich contextual analysis of a limited number of events and their relationships to one another (2002).

SUMMARY OF RESEARCH FINDINGS, CONCLUSIONS, AND

RECOMMENDATIONS

Cross-case analysis brings together the most critical pieces of multiple case study research (Yin, 2003). Thus, this form of analysis is critical to this study as it allows for impressions to be formed of the necessary components of multidisciplinary formal leadership degree programs. Through a cross-case analysis of the triangulated data of the three contexts, the findings of this research suggests conclusions about leadership education, the critical competencies necessary for student development and success within formal leadership degree programs, and recommendations for the future of leadership development. Due to the nature of this research, the significant findings are presented along with the researcher's conclusions and recommendations by research objective.

Research Objective One

Describe the leadership programs based on contextual ideologies and curricula

To ensure that the broad array of leadership education was explored both undergraduate and graduate programs were examined within this study. Context I and II offered considerable insight into graduate leadership programs of study, while Context I and III offered a substantial look at undergraduate programs. The program gatekeepers of all three contexts enthusiastically communicated the idea of a strong faculty as a foundational item within their programs. They cited faculty scholarship as a defining factor allowing for diverse instruction and holistic approaches to working with and teaching students. The faculty members were noted as being highly published, leaders

within national service organizations for their field, and passionate about teaching and working with students.

Within all three contexts the curricula was also noted as a contributing factor of their premier designation and success in empower students. The curricula were grounded in theory and dynamic. Constant evaluation of curriculum within each context was determined to have a positive impact on the educational impact with their students. It also fell in accordance with their mission and vision, as all three contexts took great pride in their attempt to disseminate quality educational materials through innovative and diverse methods. Diversity of instruction emerged as a defining characteristic of these contexts as program coordinators explained the courses taught within each context. This diversity is important considering students have differences regarding their learning styles and abilities and instruction should include varying method of instruction to maximize the number of students positively impacted by the curricula (King, 2003).

Context I and II reported that their ability to offer a variety of degree options was also a critical component of their success in attracting students to their programs. Diversity of program offerings was acknowledged as bringing diversity of students to the program, thus creating a more educational environment. Context III did address the variety of degrees offered, as they are budgetary confined to endowment operation preventing them from delivering a major or minor within the university curriculum.

Although not noted in Context I, collaboration was identified as a contributing factor to their programs strength within Contests II and III. Collaboration as determined by the program coordinators from Contexts II and III, is a vital part to the development of a cross-curricular focus of leadership education and as such should be valued.

Supporting evidence for this idea can also be found within the literature as Fritz and

Brown (1998) note that "leadership by its nature is multidisciplinary" and as such

"departments must reach out to their academic colleagues in departments of business

management, psychology, political science, sociology, and elsewhere to engage in

collaboration on academic offerings and research" (p. 60).

Context III offered two other foundational elements of their program as defining

characteristics for their success that the other two contexts did not list, the inclusion of

experiential service-learning within their curriculum and faculty mentorship.

Experiential service-learning was noted as the basis for many courses and course

activities. Rooted in the ideas of Dewey (1938), Context III leadership program

advocates service-learning as the most holistic application possible to test the

understanding of material. This idea falls in accordance the literature. "To survive and

strive in the long run, service-learning must be central rather than marginal,

institutionalized rather than fragmented, and stronger rather than weak" (Jacoby, 1996, p.

317). Jacoby (1996) furthers this perspective by explaining that that democracy depends

on the development of active citizens and participation in the livelihood of communities.

Context III would advocate that the foundation for this development lies within service-

learning.

Faculty mentorship was also important as noted by Context III. Faculty

mentorship was listed as providing students with the challenge and support that they need

in their dynamic environment. This mentorship creates an environment in which the

students can seek resources and information comfortably.

Research Objective Two

Illustrate the gatekeepers' perceptions of the leadership competencies taught and

facilitated within his or her formal leadership degree program

Each program coordinator identified competencies from each of their contexts as

those which are taught to aid in the leadership development of students. These

competencies are taught through course instruction and faculty/student interaction.

Figure 16 is a diagram noting the similarities and differences amongst the competencies

identified as being taught within each context. The similarities provide a cross-curricular

feel for competencies necessary for development within formal leadership degree

programs as noted by the program coordinators. The outlying competencies can be

considered as possibilities for competency develop within specific professional

preparation curriculum. However, I would advocate that although a particular

competency may lie outside of the shared area, it does not diminish the importance of that

competency and should be noted as valid from both a contextual competency, and

possibly through future research, a holistic competency necessary for leadership

development.   This idea can be further understood through the conceptual framework of

Wenger's (2003) community of practice.

Note the peripheral area in *Figure 15*. This area would retain the outlying competencies. Within this model the outlying competencies would still exists as an affective part of the whole, yet they would not reside in the center circle or core group reserved for the competencies identified as shared competencies amongst the three contexts.
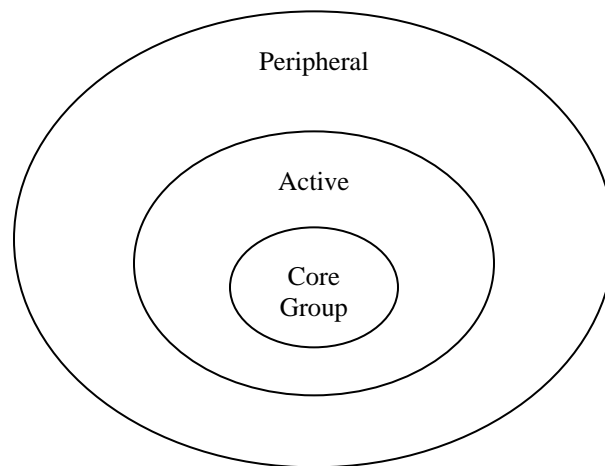
Figure 15. Community of Practice (Wenger, McDermott, & Snyder, 2002).

Context I

Context I Outlying Competencies
- Understanding for Self, Values, & Strength

Context II Outlying Competencies
- Philosophy of Power, Empowerment, & Social Dynamics
- Understanding for & Ability to Work with Diverse Populations
- Ability to Vision, Strategize, & Define Organizational Goals
- Understanding of Organizational Behavior Theory

Context II

Context III

Context III Outlying Competencies
- Understanding for the History of Leadership Issues
- Understanding for what it means to be an "Engaged Citizen"
- Ability to Use Reflection as a Means of Understanding and Sharing Knowledge

Shared Leadership Competencies
- **Foundation of Leadership Theory**
- **Communication Skills (Verbal & Written)**
- **Understanding for & Ability to Manage Change**
- **Ability to Address Situations & People with Respect to Individualism**

Figure 16. Contextual Identification of Competencies Necessary for Formal Leadership Degree Programs.

Research Objective Three

Discover and explain how the leadership programs developed these competencies

Although similarities exist amongst the program each program coordinator listed

specific differences in how they developed the previously noted competencies. Context I

believes that leaders use experience as a tool and, as such must develop leadership

competencies through engagement and activities outside of the classroom. Learning

community or experiential labs were noted by the program coordinator as productive

means for applying that which is learned in the classroom. It was also noted that

dynamic faculty play a large role in this educational environment as an attempt is made to

engage students. This idea is validated by the literature stating that teachers who employ

active learning techniques and a variety of strategies for student engagement will

ultimately impact learning and enhance educational outcomes for students (King, 2003).

This perspective is further validated noting that the generational preference of the

Millennials, our current traditional aged student population, is extremely active learning

with instant feedback (Howe & Strauss, 2000).

Braxton, Eimers, and Bayer (1996) agree that undergraduate education can be enhanced

through the use of frequent, prompt, and constructive feedback to students. The learning

communities provide opportunities for instructor to provide that engaging feedback.

The second context identified two other avenues for establishing leadership

competencies within their students. The program coordinator noted that case studies and

situational exercises provide a means of application for students. Case studies and

situational examples were listed as preparing students for leadership situations by

engaging them in real-world examples where they can debate and have their perspectives

challenged by instructors and other students. Activities like this allow students to

develop a more holistic understanding of their perspectives. This understanding of their

perspectives and the perspective of others also aids is social, student, and personal

development. The program coordinator for the second context also listed that exposure to

global situations was beneficial to the development of leadership competencies. This idea falls in agreement with the literature as it was also indicated that skill as a leader in a global context is correlated with the ability to adapt one's leadership style to the situation at hand (Deal, et al., 2003).

Interestingly, the first two contexts did not identify morality or ethics throughout our discussions. However, ethics and moral purpose provide a foundation for instruction and curricula within the third context as noted by the program coordinator. The coordinator cites that all courses and programs within Context III are rooted in the moral and ethical examination of real-world settings. This foundational rooting assists in development of the moral and ethical foundation of the student as a person. The literature supports this idea as Ling and Fang (2003) explain that moral character is a foundational element of leadership theory. When applying leadership development to the larger context of student and personal development, situational exercises which stress moral decision making skills become critical. Moral development is also an important piece to the Cognitive-Structural foundation of students (Evans, et al., 1998). By engaging students in moral and ethical exercises we can help student to progress through the stages of their own moral development, specifically through Kohlberg's *Stages of Moral Reasoning* (1976) and Gilligan's theory of women's moral development (1977).

Immersion was also noted within Context II as a purveying factor in their attempt to develop leadership competencies within students. Through immersion diversity issues can be addressed and students can gain valuable perspectives. Luft (1996) explained that given that the nature and degree of diversity is changing, as our understanding of diversity is changing, the need for cross-cultural education is very important. Bensimon

(1994) further noted that cross-cultural education is about transforming curricula to more fully reflect the world around students. To add to this challenge, Wilson (1996) explained that it is not only about adding cultural diversity to existing courses, it requires "challenging the conceptual paradigms of education, the fundamental bases from which students gain knowledge" (p. 35). To accommodate this cultural competence cultivation, immersion activities can be introduced.

Reflection was also noted as being a dynamic part of the curriculum as a means for developing competencies. The program coordinator noted that reflection is a critical component of the learning experience. This thought falls in accordance with the literature as learning and development do not necessarily result from experience itself, but from the explicitly designed reflection component (Jacoby, 1996). Reflection also included sharing knowledge as a means of completing the educational process. The coordinator explained that part of an individual's moral obligation to learning is to share the knowledge attended to with others in hope of establishing a sustainable effect which lasts long after he or she leaves the situation.

Research Objective Four

Illustrate the graduates' perspectives of the program faculty and the leadership curricula's impact on development of competencies providing for success in leadership positions

The graduates from each context enthusiastically communicated their observations and feelings regarding the programs. Within the first context graduates focused on the idea that faculty members create engaging activities and lectures through the use of experiential learning and group interaction. They addressed the learning

communities as dynamic means of conveying information and noted that these experiences provided them an opportunity to interact with others as well as work in groups. They valued the group interaction as they felt it assisted them in understanding how to manage conflict and group dynamics. I would advocate that as educators attempt to matriculate students along developmental stages, attention to group dynamics and managing conflict can have an empowering effect on students' development as leaders. This mandate serves as an important piece of the leadership curriculum within the first context is supported by the literature. Development of healthy means of managing change, dealing with conflict, and working with people can be critical as student attempt to move the *Seven Vectors for Development* (Chickering & Reisser, 1993). Chickering noted that the vectors were "major highways for journeying toward individualization" (1993).

Graduates also explained that teaching undergraduate courses through their graduate program provided for opportunities to become engaged through experiential learning. They noted that they became more comfortable with the material when they were asked to teach each. It also became easier to integrate knowledge and skills into practice outside of the classroom following these opportunities.

Within the second context graduates also identified group work as a contributing factor to their educational experience and success as a leader. They explained that group work was a necessary measure within almost all of the courses. As in the first context, the graduates explained that the group work assisted them in developing strategies for managing conflict, change, and group dynamics within organizations. Context's II graduates also identified student diversity as a major contributor to success in leadership

positions after graduation. Graduates noted that the students of the second context were incredibly complex hailing from various countries, backgrounds, and preferences. The graduates noted that through interactions with this diversity they gained an appreciation and understanding for differences. They also noted that they developed more holistic perspectives and the ability to deal internationally. This idea is validated by the theory as in leadership education, there is an emerging priority to discuss the importance of global perspectives, but the there has only be a superficial examination of how educators can teach and empower global leadership within learners. Along with combining multiple methods to effectively achieve this objective and develop global leaders, students gain international perspective from dealing with those who have international perspective through their experiences abroad (DiStefano & Maznevski, 2003).

The graduates of the third context identified the diversity of the curriculum and the concept of Research Service-Learning as defining factors in establishment of competencies for success. The curriculum allows student to explore service-learning and leadership within diverse contexts. Many of the program within Context III provide for immersion experiences that can have impacting and lasting impressions on the students. There are also a large number of cross-curricular courses listings providing a collaborative approach which is validated by the literature. Departments charged imparting the knowledge associated with leadership education "must reach out to their academic colleagues in departments of business management, psychology, political science, sociology, and elsewhere to engage in collaboration on academic offerings and research" (Fritz & Brown, 1998, p. 60).

The concept of Research Service-Learning provides students with an opportunity engage in holistic experiential learning. Research Service-Learning exists as an innovative practice that connects service learning with the mission of research institutions to create new knowledge. Research is conducted in the context of a service learning experience, where the research components (problem analysis, synthesis, and recommendations) become an integral part of the service provided to the community. This process situates the research activity within the context of a civic partnership, in which students continually explore the links between their research and their ethical and civic responsibilities. This perspective cements the idea of service-learning and its three components approach to quality community service, education, direct service, and reflection. Service-learning is further validated as an approach to leadership development as it is a tested authentic learning method of instruction and can aid in advancing the attitudes, policies, and practices around cultural competencies (Flannery & Ward, 1999). Woods (2004) agrees advocating that service-learning promotes the broader goals of learning, such as the teaching of citizenship and cross-cultural appreciation. Students acquire an ethic of caring and community connectedness in an ever-growing cross-cultural society through service-learning. Through service-learning educators can engage students and develop leadership competencies that will aid in the establishing values within students for a sustainable future with regards to our dynamic society.

Research Objective Five

Illustrate the respondents perceptions of the leadership competencies associated with their

professional leadership positions

The graduates within each context identified competencies which they feel are

necessary for the success for leadership professionals. This contention is based from

their program experiences and interactions in post-graduate leadership settings. These

competencies may have been developed through their course instruction and

faculty/student interaction or through their hand-on experiences within leadership

positions. *Figure 17* is a diagram noting the similarities and differences amongst the

competencies identified as necessary for success in post-graduate leadership positions.

The similarities provide a feel for competencies necessary for success in wide-ranging

leadership positions as noted by the program graduates, while the outlying competencies

can be considered as possible competencies necessary for vocationally specific leadership

positions. I would advocate that although a particular competency may lie outside of the

shared area, it does not diminish the importance of that competency and should be noted

as valid from both a contextual competency, and possibly through future research, a

holistic competency necessary for success within universal leadership positions.

Context I

Context I Outlying Competencies
- Understanding for Self, Values, & Strength
- Understanding of International Perspective

Shared Competencies of Context I & II
- Ability to Vision, Strategize, & Define Organizational Goals

Shared Competencies of Context II & III
- Understanding for & Ability to Work with Diverse Populations

Context II Outlying Competencies
- Ability to Think Critically

Context II

Context III

Shared Leadership Competencies
- **Foundation of Leadership Theory**
- **Communication Skills (Verbal & Written)**
- **Understanding for & Ability to Manage Change**
- **Ability to Address Situations & People with Respect to Individualism**

Context III Outlying Competencies
- Fluency for Public Discourse & the Ability to Solve Problems within Groups
- Dynamic Viewpoint of Complex Political Issues
- Knowledge needed to effectively deal with social entrepreneurism as a major contemporary force for addressing problems in society
- Ability to Use Reflection as a Means of Understanding & Sharing Knowledge
- Understanding for the History of Leadership Issues

Figure 17. Graduates Identification of Competencies Necessary for Success in Post-

Graduate Leadership Positions.

Research Objective Six

Identify the necessary leadership competencies for leadership professionals based on the

perceptions of the respondents

Based on the perceptions of the respondents and confirmed by the summary of the

literature, the following are noted as leadership competencies necessary for development

within formal leadership degree programs to aid in the development of future successful

leaders. These competencies have been characterized based on a two faceted approach

recommended for holistic leadership development: personal development, organizational

development, and civic development. *Etic competencies* refer to those competencies

relating to features or items targeted for development which can be considered outside of

their role within a leadership system. *Emic competencies* refer to those competencies

relating to features or items targeted for development with respect to their role within a

leadership system.

Etic Competencies

- Understanding for Self, Values, & Strengths
- Communication Skills (Written & Verbal)
- Ability to Address Situations & People with Respect to Individualism & Diversity
- Dynamic Viewpoint of Complex Political Issues
- Ability to Use Reflection as a Means of Understanding & Sharing Knowledge

Emic Competencies

- Foundation of Leadership Theory
- Understanding for & Ability to Manage Change

- Understanding of International Perspectives
- Understanding for, Ability to Work with, & Establish Relationships with Diverse Populations
- Ability to Vision, Strategize & Define Organizational Goals
- Understanding of Organizational Behavior Theory
- A Philosophy of Power, Empowerment, and Social Dynamics
- Fluency for Public Discourse & the Ability to Solve Problems within Groups
- Understanding of Social Entrepreneurism as it Relates to Contemporary Societal Issues
- Understanding of Engaged Citizenship
- Understanding for the Historical Leadership Issues

Development of *etic competencies* aid in the critical personal development of the individual, while *emic competencies* assist students in developing competencies which will provide a successful foundation for organizational leadership and involvement.

However, foundationally, it is important to note Context III's contention of a moral framework from which to design courses from. It is the recommendation that courses build from a foundation rooted in the idea of ethical decision making and bound by the moral fiber of good practice. Dewey (1938) wrote that education must begin with purpose with an end in mind. "Moral purpose is about both ends and means" (Fullan, 2001, p. 13). Thus, I would advocate that leadership education must do the same, and if our end is civically engaged successful leaders, then our purpose is found in a moral foundation.

Research Objective Seven

Develop perspectives of global leadership priorities and accompanying competencies

based on the respondents' perceptions

Based on the respondents' perceptions and the summary of the literature, it is

essential for leadership educators to develop global perspectives and skills to be

successful in leadership positions. Respondents from all three contexts noted the

important of global perspective in leadership situations. It was determined that with the

ever increasing technological advances, the world's view is changing and becoming

much smaller. Through the use of technology, information is readily accessible and

communication can be facilitated asynchronously. This perspective lessens idea of local

decision making and perspective. The program coordinator from context two identified

that society is approaching a new age where local and state decisions will have global

impact. These decisions will have social, economic, civic, and environmental conditions

(Jacoby, 1996).

With the influence of globalization and technology requiring new paradigms and

new leadership competencies (Bueno & Tubbs, 2004) and the expectation that global

managers master an ever-expanding range of knowledge and skills (DiStefano &

Maznevski, 2003), educators will have a difficult time empowering true global leadership

development. The challenge existing to design and execute educational curricula to

develop global leaders was noted within the first context as the program coordinator

explained that globalization of curriculum and student perspectives is an ever growing

priority. It was also noted by those within Context II explaining that global perspectives

is inseparable from leadership curricula if educators attempt to create holistic leaders for

the future. The respondents of Context III advocated that globalization is a major

concern and activities such as immersion exercises, along with multiple methods as noted

will aid in the development of global leaders. This perspective was validated by

DiStefano and Maznevski (2003).

Leadership education and global leadership are analogous and as such, leadership

educators will be forced to address global paradigms and develop competencies which

can be enhanced within our students to promote effective leadership for the future of ever

dynamic societies. Along with Bueno and Tubbs' (2004) six competencies for success in

global leadership communication skills, motivation to learn, flexibility, open-mindedness,

respect for others, and sensitivity, competencies can be extrapolated from the responses

provided and emerging themes . If leaders are continually challenged to use global

perspectives, then it is imperative that leadership educators provide learners with the

tools to effectively develop these competencies in an increasingly global society. *Figure

18* is an interpretation of the shared global competencies listed by Bueno and Tubbs

(2004) and the respondents from the three contexts for success in global leadership.

Identified Shared Competencies

- **Communications Skills (Written & Verbal)**
- **Open-mindedness & Respect for Diversity of Others**

Bueno & Tubbs' Global Leadership Competencies (2004)
- Motivation to learn
- Flexibility
- Sensitivity

Respondent Perceptions of Global Leadership Competencies
- Etic
    - Understanding of Self, Values, & Strengths
    - Dynamic Viewpoint of Complex Political Issues
- Emic
    - Understanding & Ability to Manage Change
    - Understanding of International Perspectives
    - Understanding for & Ability to Work with & Establish Relationships with Diverse Populations
    - A Philosophy of Power, Empowerment, and Social Dynamics
    - Fluency for Public Discourse & the Ability to Solve Problems within Groups
    - Understanding of Social Entrepreneurism as it Relates to Contemporary Societal Issues
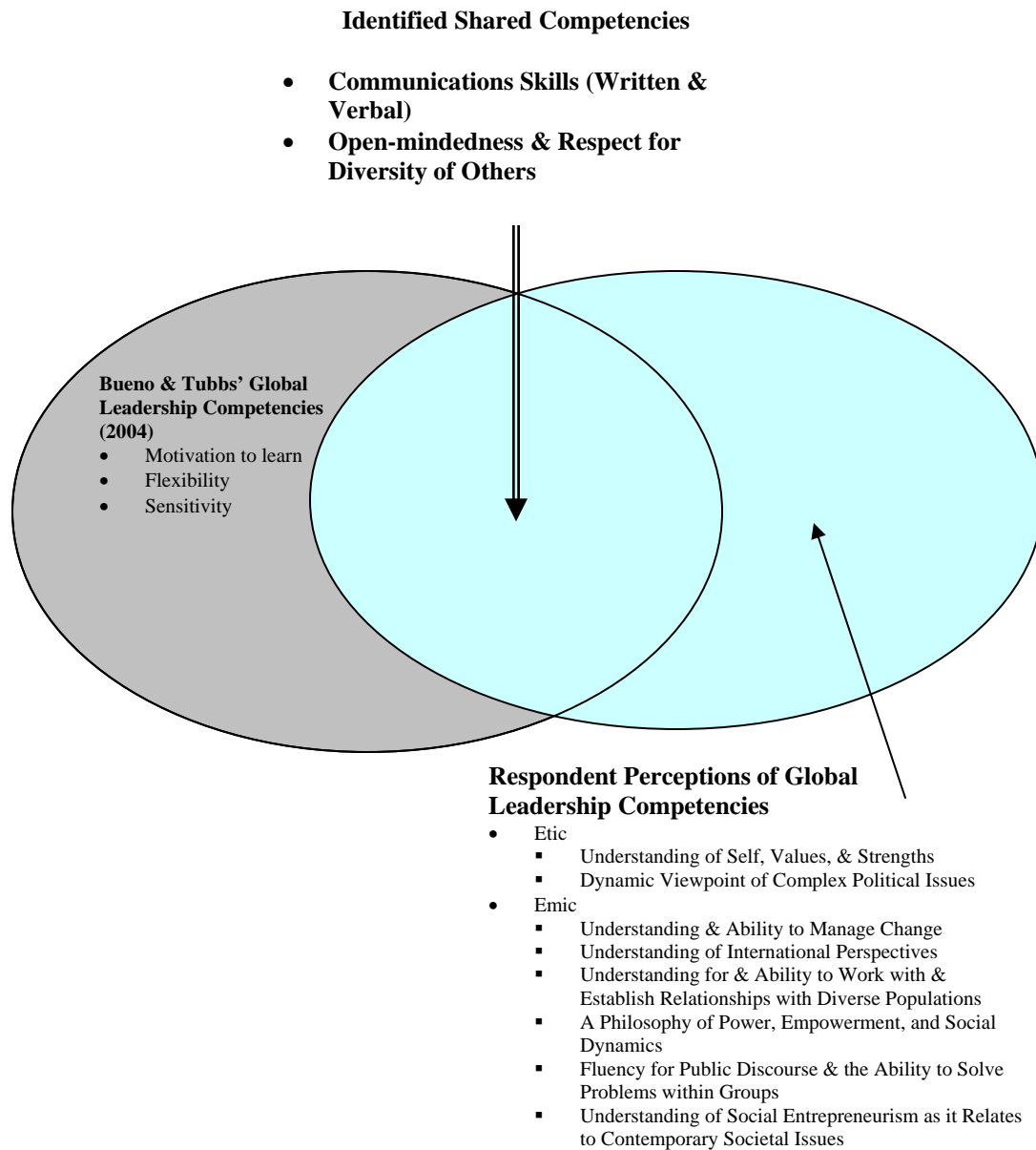
Figure 18. Identified Global Leadership Competencies as Noted for Global Leadership Success as Perceived by the Respondents and Bueno & Tubbs (2004).

Due to the emerging priority of global leadership, I would advocate that leadership education adopt a synergistic balance of leadership competencies and international perspectives built to develop global leaders for the future. I would also advocate that this balance be built from a foundation of moral purpose and developed through a series of immersion exercises and service-learning opportunities. Leadership educators are asked to provide a delicate balance of challenge and support as students embark upon an experiential adventure into learning. This delicate balance challenge and support was first termed by Sanford (1962). Knefelkamp (1974), further defined this idea stating that an educator must challenge, however if the challenge becomes too great the student will retreat, but if the support provided is too great, it will impede the challenge and the student will stagnate.

Research Objective Eight

Evaluate and recommend revisions for formal leadership degree programs

Based on the literature and respondent perspectives four recommendations can be made for the revision of leadership education. These revisions are expansion of current curricula, renewed focus and attention to global perspective, enhanced faculty development opportunities, and grounding in moral and ethical purpose.

Expansion of Current Curricula

It was noted by respondents within all three contexts that curricula must be expanded to include certain key ingredients for the development of leadership competencies. Within the first context it was noted that the inclusion of contemporary

leadership theory, like Servant-Leadership, could enhance the current curriculum. Courses which attend to development of critical and creative thinking skills were also identified for curricula enhancement. More defined communication courses were also identified as potential means for leadership skill development within the curricula. Within the second context it was suggested that the courses be developed including, group dynamics, political psychology, human resource management, conflict resolution, and collective bargaining. Noting that the school offers a great conflict resolution program, graduates addressed the possibility of collaborative courses which allow for the solution focused application of theory. It was also listed that a better understanding for group dynamics would add to their small group interactions which the encounter daily in their leadership positions.

Renewed Focus and Attention to Global Perspective

This area was a foundational consideration for all three contexts and noted as a critical priority for the future of leadership education. This idea was validated by the research defining that the influence of globalization and technology requires new paradigms and new leadership competencies (Bueno & Tubbs, 2004). Leadership education must address the perspectives which encompass the dynamic ideologies and perceptions of our world's societies and, as such educators must teach and empower global leadership within learners. I would advocate that the competencies listed by Bueno and Tubbs (2004), communication skills, motivation to learn, flexibility, open-mindedness, respect for others, and sensitivity, be developed within leadership education to ensure for successful future international interactions. Immersion and service-learning

opportunities should also be considered here for development of individuals both personally and professionally. These experiences can be tremendously impactful and change student perspectives, providing them with more holistic foundations of thought.

Faculty Development

With the insurgence of a need for global perspective and the dynamic student populations, educators will need to become more adept with technology, student development theory, and active learning practices. I would advocate that faculty be charged with addressing not only what to teach but how to teach it. This charge is critical with regards to our student's development and engagement.

It is also recommended that faculty develop an understanding for and mentorship and the delicate balance of challenge and support as outlined by Sanford (1962). This understanding can then be developed into ability which will provide a solid foundation for student learning.

Finally, educators must collaborate. Collaboration is essential as there is no singular pot from which to distribute leadership education. Leadership education has grown with the growth of society and, as such the charge must be divided equally amongst the academic arena. Department of Public Policy, Communication, Agriculture, Business, Sociology, Psychology, Education, and Political Science must combine forces to effectively manage the breath of leadership education.

Grounding in Moral and Ethical Purpose

Somewhere along the way the altruistic nature of leadership was lost on the idiosyncratic perspective of management. As noted by Bennis and Nanus (2003), managers do things right, but leaders do the right things. This statement is critical to consider for leadership education. Leaders need a moral foundation to make decisions from. Thus, it is critical for leadership educators to ensure that leadership education is immersed in a pool of moral purpose. I would advocate that all courses examine practice from the perspective of why do leaders act in the capacity that they do. The examination can provide for moral and philosophical debate leading to better practice and application of leadership theory, ultimately resulting greater organizational and follower development.

The Foundational Approach to Leadership Development Model

Based on these four recommendations for development, I have created a model to demonstrate the practical application of leadership education to enhance the development of leadership competencies with students enrolled in formal leadership degree programs. The model is a vertically progressive example of how leadership development can be administered. The bottom level of this model is the *leadership educators*. Without a foundational, a building will fall. This is the idea behind placing the leadership educators at the base of the model, as they provide structure and support for leadership development. Without leadership educators, leadership development does not take place.

The next level expresses the need for constant and intensive *faculty development and collaboration* to assist as a foundational element for success in leadership

development. Faculty members are asked to assess, evaluate, and revise practice based on the newest and most innovative means of teaching and communicating, and with regards to student development theory. As noted by the literature (Fritz & Brown, 1998) and the respondents from all three contexts, it is absolutely critical for faculty to create cross curricular bonds which will enhance collaborative opportunities. Through development and collaboration, faculty will develop the most effective means for leadership development.

The next level demonstrates the *designed curriculum* that was identified by the respondents as critical to the development of leadership competencies within students. These courses then pass through the *global foundations filter*. This filter is a reminder that due to the importance of global leadership perspectives and priorities, educators must globalize or incorporate perspectives of global situations and international perspective with regards to their curriculum.

Activities I refers to the activities which engage students in a comfortable low-risk environment. These curricular-activities provide students with challenges, but balance support to assist in the foundational development of students and their ability to lead. Following these a line of reflection is drawn to account for real learning. Jacoby (1996) noted that learning and development do not necessarily occur as a result of experience itself but as a result of a reflective component specifically designed to foster learning and development. Thus, it is absolutely critical for leadership learning and development to encompass a component of reflection.

Next the progression moves through another filter titled, the *moral and ethical foundations filter*. This filter was chosen as a necessary part for leadership development

because moral and ethical decision making is critical to the leadership process. Without

this foundational filter educational materials can be delivered within a context left open

for interpretation by the students and ungrounded in the moral fiber of ethical decision

making.

The next set of activities, Activities II, calls for application of the information,

knowledge, and skills garnered earlier in the progression of the model. These activities

are characterized by a developing level of challenge exhibited by more professional,

higher risk activities. These activities, although higher risk, are still highly support

supported and coordinated by faculty members. This stage of activities is also followed

by a line of reflection. Reflection is necessary, because regardless of the activity and risk

level, it is essential to reflect to ensure for a well nurtured learning experience.

The *Capstone Experience*, as it alludes to, is a culminating experience where a

student is forced to apply all the given knowledge and skills achieved within the

leadership development progression. I would advocate that this experience should

encompass creation of a civically minded research service learning project within their

community or internationally. This experience should be a "real grassroots" experience,

providing students with an understanding of how to empower change through creation, assessment, implementation, and evaluation of a program. Faculty member challenge becomes more central to the experience and students are forced to seek out solutions and information on their own. This experience can be frustrating for students as they expect information and resources to be provided for them. However, if administered properly, the experience will provide them with the experience and confidence to succeed as *engaged civic leaders* within society, the final level of the progression.

Figure 19 has been termed the Foundational Approach to Leadership Development. The word choice for this model was intentional in its origins. "Foundational approach" implies active engagement of students through dynamic means and "Development" was used as it implies the inescapable connection between student development and leadership education.
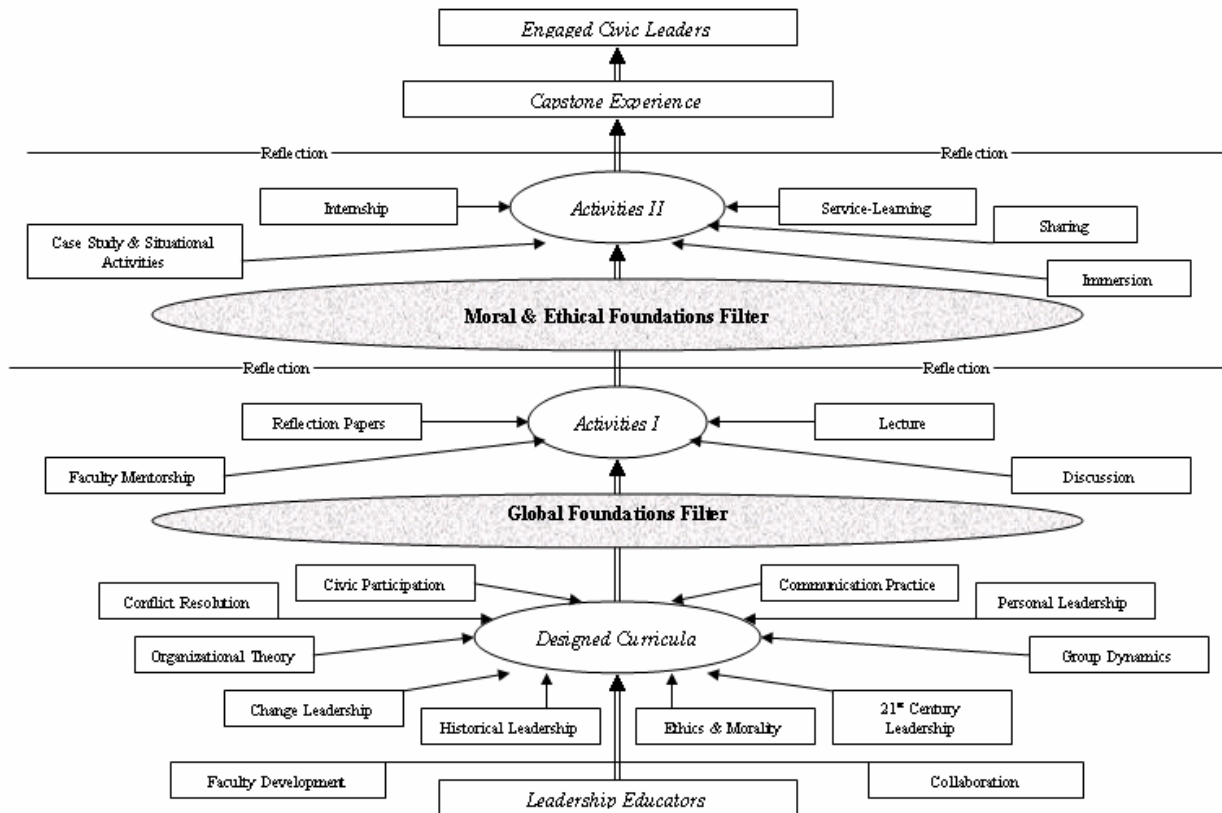
Figure 19. The Foundational Approach to Leadership Development Model

Recommendations for Further Research

1. This study should be replicated to examine international leadership programs and their perspectives of competencies necessary for development of leaders.

2. This study should be replicated to examine Historically Black College and University and Tribal College perspectives of competencies necessary for the development of leaders.

3. This study should be replicated to examine community college perspectives of competencies necessary for the development of leaders.

4. To further this study, research should be conducted to analyze comparisons of competencies identified as necessary for leadership success based on generational factors.

5. To further this study, research should be conducted to analyze comparisons of values identified as necessary for leadership success based on generational factors

6. To further this study, research should be conducted to analyze comparisons of competencies identified as necessary for leadership success based on learning preferences.

7. To further this study, research should be conducted to analyze comparisons of values identified as necessary for leadership success based on learning preferences.

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APPENDIX A

RESEARCH PROTOCAL

━━━━ Competencies for Leadership Professionals: ━━━━
A National Study of Premier Leadership Degree Programs

Qualitative Assessment Protocol

Gatekeepers: These are the program coordinators for the Maxwell School Public Administration Program at Syracuse University, the Hart Leadership Program at Duke University, or the Agricultural Education - Leadership Development program at Texas A&M University, who can provide information and perspectives about the faculty, curriculum, and graduates of their formal leadership degree programs.

Questions
1. What is your name and current position title?
2. How long have you held that position?
3. Can you tell me a little bit about your program curriculum?
4. What are the specific competencies that are included in your leadership curriculum?
5. Are there any internship or assistantship opportunities available for your program, and if so, how do these contribute to the education of the students enrolled in your program?
6. Can you tell me about the faculty and staff associated with your program?
7. What would you consider the defining characteristics of your leadership program?
8. How do these characteristics contribute to your ability to maintain the designation of a premier leadership program nationally?
9. Does your program have any limitations and if so could you comment on them?
10. What enhancements and initiatives are you implementing or discussing for the future of your program?
11. Could you provide me with the information of any graduates from your program that are currently holding leadership positions that could possibly contribute to our understanding of your program and the impact of their education on their current position?

Global Piece
1. Why is it important for leaders to possess global skills, knowledge and perspective?
2. Does your leadership program require a student to demonstrate global skills, knowledge and perspective as a required prerequisite for acceptance?
3. If not, how does your leadership program give students the global skills, knowledge and perspectives they will need?
4. How does your curriculum support the development of global skills, knowledge and perspective in your students?
5. At what point in the career of your students, will it be important for them to be able to demonstrate that they possess a foundation of global skills, knowledge and perspective? Entry Level, 2 yrs, 5 yrs, etc?

Graduates: Those designated by the Gatekeepers as graduates of Maxwell School Public Administration Program at Syracuse University, the Hart Leadership Program at Duke University, or the Agricultural Education - Leadership Development program at Texas A&M University, who are currently employed in leadership position and can add perspective to the understanding of the formal leadership degree programs.

Questions
1. What is your name and current position title?
2. How long have you held that position?
3. Can you tell me about the program that you graduated from?
4. What do you feel were the strengths of that program?
5. What do you feel were the weaknesses of that program?
6. What would you consider the defining characteristic of your leadership program?
7. Can you tell me about the faculty and staff associated with your program?
8. What the specific competencies included in your leadership program are you currently using in your leadership position?
9. What part of your formal leadership degree program do you feel best assisted you in the acclimation to your current position?
10. What do you feel was missing from your formal leadership degree program that could have better contributed to the preparation for your leadership position?
11. What recommendations would you make for the future of formal leadership degree programs?

Global Piece
1. Reflecting on what you learned in your leadership program, why is it important for leaders to possess global skills, knowledge and perspective?
2. Did your leadership program require a student to demonstrate global skills, knowledge and perspective as a required prerequisite for acceptance?
3. If not, how did your leadership program give students the global skills, knowledge and perspectives they will need?
4. How did your curriculum support the development of global skills, knowledge and perspective in your students?
5. At what point in your current career, do you think it will be important to demonstrate a foundation of global skills, knowledge and perspective? Entry Level, 2 yrs, 5 yrs, etc?

APPENDIX B

PEER DEBRIEFING MEMORANDUM

TO: DR. KIM DOOLEY

FROM: TONY ANDENORO

RE: PEER DEBRIEFING ON LEADERSHIP COMPETENCY RESEARCH

My Dissertation, Competencies of Leadership Professionals: A National Study of Premier Leadership Degree Programs, reflects the perceptions of program coordinators and graduates of three nationally ranked premier Leadership Degree Programs regarding their curriculum and experiential education. The purpose of this study is to examine the formal leadership degree programs and their ability to prepare professionals for leadership positions. The data collected outlines the necessary competencies for leadership positions and examines the current activities and formal curriculum included in formal leadership degree programs, including the Hart Leadership Program at Duke University, The Maxwell School of Public Administration at Syracuse University, and the Agricultural Education Leadership Development Program at Texas A&M University. This study also provides recommendations for the enhancement of current curriculum and methods in formal leadership degree programs to better facilitate the learning and empowerment of student populations interested in pursuing leadership positions.

The following is brief summation of my findings relating to my research objectives. I would like to get your feedback on these findings to ensure that I am progressing in a positive direction prior to completing Chapters IV and V of my dissertation. Thank you for your time and I look forward to meeting with you at your convenience or reading your responses via e-mail.

PEER DEBRIEFING - JUNE 6, 2005

COMPETENCIES OF LEADERSHIP PROFESSIONALS: A NATIONAL STUDY OF PREMIER

LEADERSHIP DEGREE PROGRAMS

Describe Leadership Programs based on contextual ideologies and curricula (NGK=3, NG=10)

- Case Study 1 - Texas A&M University Department of AGED – Leadership Development

    - Fundamental premise of the program lies in the understanding that leadership is learned and can be taught

    - Theory laden program in which students engage in experiential learning through application lab activities

    - Courses include team and organizational development, personal development and growth, and systems thinking

    - Courses are taught within a progressive series supplementing the development of leadership within students

    - Ten Faculty members teaching approximately 14 courses relating to personal and professional leadership development

    - Faculty have a passion for teaching and are highly involved in student's lives during their program matriculation

    - Program is a traditional 3 semester per year experience which can include and internship but it is not required

- Case Study 2 – Syracuse University Maxwell School for Public Administration

  - Theoretical framework and curricula revolves around leadership within Public Administration and the facilitation of effective democracy

  - Leadership emerges through immersion activities including case studies and simulations

  - Consistency of instruction is maintained over time and is regarded as not "faddish" (GKS)

  - It is one of the oldest public administration programs in Higher Education adding credibility and perspective to the program

  - Over 30 faculty members provide insight into public administration and public policy from highly credible personal and professional experiences including those from 4 Star Generals, Ambassadors, and Government Officials

  - Faculty are highly published

  - Students interact with faculty over an accelerated 12 month program lasting from July to June

- Case Study 3 – Duke University Hart Leadership Program

  - Philosophy and courses revolve around development of a "student's moral compass"

  - Leadership is viewed as a moral activity and facilitated over various mediums to ensure for holistic learning

- Students are very self-directed and are challenged to develop themselves as they matriculate through the program courses

- Academic mentorship, immersion experiences, critical reflection, and sharing what students have learned are governing priority of this program

- Sixteen courses are taught by 19 faculty members

- Faculty include "professors in practice" which provide students with dynamic experiential field experiences

- Three major programs within the curricula add to the overall holistic immersion of the students, the Enterprising Leadership Incubator, Leadership and the Arts, Service Opportunities in Leadership, and the Hart Fellows Program

Describe the respondents perceptions of the leadership competencies associated with their professional leadership positions

+ Case Study 1 - Texas A&M University Department of AGED – Leadership Development

- Firm understanding of one's self, values, and strengths

- Understanding for the theoretical framework behind leading and leadership education

- Communication skills including effective writing and speaking

- Ability to be a successful team member and manage team dynamics

- Understanding of how to effectively manage change and empower change positively

- Case Study 2 – Syracuse University Maxwell School for Public Administration

  - Ability to communicate effectively

  - Understanding of and ability to manage organizational dynamics and people

  - Ability to have contextual perspective and address situations individually free from biases

  - Understanding for the theoretical framework behind organizational behavior

  - Development of an understanding of one's personality and how he or she can establish relationships with those around him or her

  - Develop a philosophy of power, empowerment, and social dynamics

  - Ability to vision and strategize

- Case Study 3 – Duke University Hart Leadership Program

  - Develop and understanding for what it means to be an "engaged citizen" (GKD)

  - Establish and ethical foundation for decision making, specifically how moral reasoning can help in facing corruption, deception, war, and social injustice

- Develop an understanding of leadership theory and the intricacies of authority, conflict, and power

- Develop analytical skills to address and manage social change

- Gain perspective about ethical and practical issues of social and organizational change, including conflicts about power and authority, violence, gender, race, fairness, wealth and work

- Develop an understanding of past situations and events which contribute to a situational understanding of the present

Discover and explain how they developed these competencies

- Case Study 1 - Texas A&M University Department of AGED – Leadership Development

    - Students develop competencies through examination of the theoretical framework of leadership and the application to social lab settings within controlled environments

    - Students are presented with opportunities to work in groups and develop innovative concepts

    - Students are hold leadership positions and make decisions which impact others

    - Students have the ability to teach and engage in opportunities which allow for the development of perspectives and ability to situationally approach conflict

- Case Study 2 – Syracuse University Maxwell School for Public Administration

  - Students develop competencies through engagement of highly motivated and qualified faculty who provide "real world" situational examples to engage students (GKS)

  - Students are completely immersed in an intensive 12 month program which accelerates their development

  - Students are exceptionally diverse adding to their understanding of cultural and social issues

  - Students address case studies as a means of applying theory to social settings involving decision making and conflict

  - Simulation activities place students in high stress situations contributing to the development of quick thinking skills and conflict management

  - Examination of global issues and conflict allow for students to gain holistic perspective and stay competitive in a global market

- Case Study 3 – Duke University Hart Leadership Program

  - Student engage in curricula heavily focused in ethics and positive decision making

  - Students are challenged to "find their moral compass" through curricula (GKD)

  - "Leadership exists as a moral activity" (GKD)

- Students develop perspective and understanding of the situational approach to leadership through examination of case studies

- Global skills and knowledge are critical to the develop of holistic students (GKD)

- Students are placed in immersion activities which test there comfort levels and force them to be dynamic within regards to the social setting

- Large emphasis is placed on students understanding of humanitarian perspectives

- Academic mentors establish personal and professional goals for students to assist in their matriculation through the program

- Heavy focus placed on demonstrating and sharing what the students have learned to enhance communication skills

- Global issues accentuated as students are forced to study abroad during their program

Develop what are the necessary leadership competencies for leadership professionals

- Case Study 1 - Texas A&M University Department of AGED – Leadership Development

  - Understanding of strengths, values, and self

  - Foundation for leadership theory and its application to practice

  - Written and verbal communication skills

  - Understanding for the importance of and ability to work in teams

- Dynamic understanding of the change process and how to empower change

- Case Study 2 – Syracuse University Maxwell School for Public Administration

  - Ability to communicate effectively through writing and speaking

  - Ability to manage organizational change and dynamics

  - Understanding for situational context with regards to choice of an appropriate leadership style

  - Personal development of leadership style and personality

  - Understanding of power

  - Ability to vision and define goals for future success

- Case Study 3 – Duke University Hart Leadership Program

  - Develop fluency for public discourse and ability to solve problems within groups

  - Develop a dynamic point of view about complex political issues

  - Ethical and practical issues of social and organizational change, including conflicts about power and authority, violence, gender, race, fairness, wealth and work

  - Leadership development theory, and the processes by which enterprising people affect change in a variety of organizational situations

- Knowledge needed to effectively deal with social entrepreneurism as a major contemporary force for addressing problems in society

- Understanding of history of leadership issues and ability to apply that understanding to contemporary issues

- Understanding and respect for diversity

Evaluate and recommend revisions for formal leadership degree programs

- Case Study 1 - Texas A&M University Department of AGED – Leadership Development

    - "Global leadership must become a priority" (GKT)

    - International agriculture class would be beneficial for incoming students to establish global perspectives

    - Programs must maintain size to ensure for quality instruction

    - Cross-curricular collaboration would assist in developing more holistic perspectives

    - Qualitative feedback is critically important to the understanding of students

    - Reflections and focus group examination will assist in collecting data to develop new more holistic curricula

    - Theory must continue to be prioritized

    - Development of contemporary theory course emphasizing emergent leadership strategy and practice (GT1)

- Ensure curricula offers a vast skill set including a graduate theory course and application courses (GT2)

- Partner with the MBA program or the business school to strengthen a global perspective for young professional, and increase their rate to on-board in any role and organization (GT3)

+ Case Study 2 – Syracuse University Maxwell School for Public Administration

- Accelerated time frame makes it difficult to holistically develop students, however students appreciate being able to return to the work force quickly and relative advantage in cost

- Increased focus on conflict resolution skills (GS2)

- Development of a more diverse curriculum that incorporates topics like political psychology, group dynamics, human resource management, and collective bargaining. The public sector has become the domain of many unions. Working with these types of organizations in a formal way would be a good area for leadership programs to explore (GS3)

- Development of a course examining group dynamics would be beneficial. Group dynamics brings it down to smaller circles. Understanding group dynamics, confrontation skills, and communication skills would be useful (GS1)

+ Case Study 3 – Duke University Hart Leadership Program

- Program growth would allow for engagement and development of more students

- Financial development including government contract and grant would assist in supplementing development and enhancement of programs

- Maintain ethical foundation and global perspective as it is critical to the development of dynamic and engaged citizens (GKD)

Develop perspectives of global leadership and accompanying competencies based on the respondents' perceptions

- Case Study 1 - Texas A&M University Department of AGED – Leadership Development

    - Limitation of current program

    - Addressing global perspectives would assist in the effective facilitation of global dealing and understanding of global markets

    - Renewed focus on global leadership is essential for the development of students (GKT)

    - Large push for the globalization of curriculum

    - Contextual application of global perspectives add to the students' understanding of domestic issues

    - Service in global organizations including AIAEE is a priority (GT1)

    - Leadership is different in different cultures. It is important for leadership students to acknowledge the differences and understand diversity among and between cultures (GT2)

- "If students are not able to focus on the tenets of leadership and management in a culturally, politically, socially and demographically diverse environment, organizations lose their competitive edge" (GT3)

- "Students must be able to have a perspective on the integration of the functional areas of business, be it for profit or non-profit industries, while maximizing the use of analytical skills and knowledge for leadership in this contemporary global business environment" (GT3)

- In today's environment we are expected to be lifelong learners and the social and ethical responsibility of leaders toward all stakeholders in a diverse global workplace in fast growing. If we are not willing to prepare our students for this pace or pathway, do we really deserve the opportunity to teach them (GT3)

- Case Study 2 – Syracuse University Maxwell School for Public Administration

  - Global understanding is necessary to be competitive (GKS)

  - The world is an interconnected place and there is no such thing as living outside the global community. Being able to understand how culture and history interact with current issues helps when dealing with problems (GS2)

  - The world is smaller. Inter continental travel, trade, and terrorism have torn down any notions that countries operate independently. Development of a global perspective is essential as computer skills (GS3)

- Because leaders will interact with people from other countries inevitably and they will benefit from the experience. Also, some people emulate a leader's behavior, and behavior that is culturally sensitive and embracing is something that should be modeled (GS1)

- Case Study 3 – Duke University Hart Leadership Program

    - The Sanford Institute highly prioritizes global leadership as we do not exist in this world alone and as such we cannot think as isolationists (GKD)

    - Immersion is a defining characteristic of globalization of students

    - Critical reflection of diverse situation and people assist in our development as holistic individuals (GD1)

    - Global perspective is central to our ability to facilitate effective communications and develop programs for diverse populations (GD2)

APPENDIX C

AUDIT TRAIL

AUDIT TRAIL

Dependability Audit (in order of context)

1. DA1   Texas A&M University Undergraduate Course Catalog (provided by GKA)
2. DA2   Texas A&M University Graduate Course Catalog (provided by GKA)
3. DA3   Texas A&M University Department of Agricultural Education Website (located at http://www.aged.tamu.edu)
4. DB1   Syracuse University Maxwell School Executive Education MA Degree in Public Administration Informational Sheet (provided by GKB)
5. DB2   Syracuse University Maxwell School Public Administration Public Administration PhD program Informational Sheet (provided by GKB)
6. DB3   Syracuse University Maxwell School MPA (Masters of Public Administration) program Informational Sheet (provided by GKB)
7. DB4   Syracuse University Maxwell School Website (located at http://www.maxwell.syr.edu/)
8. DC1   Duke University Hart Program Enterprising Leadership Incubator Informational Sheet (provided by GKC)
9. DC2   Duke University Hart Program Hart Fellows Program Informational Sheet (provided by GKC)
10. DC3   Duke University Hart Program Course Listing (provided by GKC)
11. DC4   Duke University Hart Program Website (located at http://www.pubpol.duke.edu/centers/hlp/)

Confirmability Audit (in order of interview)

1. GKA   Gatekeeper Texas A&M University, Department of Agricultural Education – Interviewed May 3, 2005
2. GKB   Gatekeeper Syracuse University, Maxwell School, Department of Public Administration – Interviewed May 9, 2005
3. GKC   Gatekeeper Duke University, Hart Leadership Program – Interviewed May 16, 2005
4. GA1   Texas A&M University, Department of AGED, Graduate Respondent 1 – Interviewed May 18, 2005
5. GA2   Texas A&M University Department of AGED, Graduate Respondent 2 – Interviewed May 18, 2005
6. GA3   Texas A&M University, Department of AGED, Graduate Respondent 3 – Interviewed May 19, 2005
7. GB1   Syracuse University, Maxwell School, Graduate Respondent 1 – Interviewed June 6, 2005
8. GB2   Syracuse University, Maxwell School, Graduate Respondent 2 –

		Interviewed June 8, 2005
9.	GB3	Syracuse University, Maxwell School, Graduate Respondent 3 – Interviewed June 8, 2005
10.	GB4	Syracuse University, Maxwell School, Graduate Respondent 4 – Interviewed June 14, 2005
11.	GC1	Duke University, Hart Program, Graduate Respondent 1 – Interviewed June, 24, 2005
12.	GC2	Duke University, Hart Program, Graduate Respondent 2 – Interviewed June, 27, 2005
13.	GA4	Texas A&M University, Department of AGED, Graduate Respondent 4 – Interviewed June 28, 2005
14.	GA5	Texas A&M University, Department of AGED, Graduate Respondent 5 – Interviewed June 28, 2005
15.	GB5	Syracuse University, Maxwell School, Graduate Respondent 5 – Interviewed June 29, 2005
16.	GC3	Duke University, Hart Program, Graduate Respondent 3 – Interviewed July 8, 2005
17.	GC4	Duke University, Hart Program, Graduate Respondent 4 – Interviewed July 9, 2005
18.	GC5	Duke University, Hart Program, Graduate Respondent 5 – Interviewed July 9, 2005

APPENDIX D

CORRESPONDENCE

CONSENT E-MAIL LETTER OR PHONE SCRIPT

Competencies for Leadership Professionals:
A National Study of Premier Leadership Degree Programs

I am currently working on holistic approaches to Leadership Education within the Department of Agricultural Education at Texas A&M University. I am contacting you regarding a study I am undertaking, titled Competencies for Leadership Professionals: A National Study of Premier Leadership Degree Programs. I am conducting a survey of approximately 20 individuals who have graduated, will be graduating from, or are the program coordinators of the Maxwell School at Syracuse University, the Hart Leadership at Duke University, or the Agricultural Education - Leadership Development program at Texas A&M University (the designated premier leadership programs). This survey will help me to measure the formal leadership degree programs and their ability to prepare professionals for leadership positions, provide data outlining the necessary competencies for leadership positions and examine the current activities and formal curriculum included in formal leadership degree programs, and assist me in providing recommendations for the enhancement of current curriculum and methods in formal leadership degree programs to better facilitate the learning and empowerment of student populations interested in pursuing leadership positions.

You are invited to consider voluntary participation in the project. If you choose to participate, you have the right to withdraw at any time without penalty. This phone survey will take no more than 30 minutes of your time or you can respond via e-mail.

You will not be identified. Information collected during this survey will be maintained by the researcher and presented in aggregate form. If you have and questions about any aspect of your participation in this study you may call Tony Andenoro at 979.458.0390 or contact him via e-mail at tandenoro@aged.tamu.edu.

You may refuse to answer any individual questions and you have the right to withdraw your participation at any time. The information collected from you during this survey interview is unlikely to cause stress or embarrassment. It has been our experience that any reactions to the questions are unlikely to be riskier that reactions to everyday occurrences.

It is possible that you will gain satisfaction from the fact that your participation in this program will help to enhance leadership curriculum and empower leadership in future students.

Questions about your rights as a volunteer in research can be directed to the Texas A&M University Institutional Review Board at 979.845.8585.

Thank you for your time and I sincerely appreciate your participation.

Respectfully,

Tony Andenoro

APPENDIX E

INSTITUTIONAL REVIEW BOARD PROTOCOL

VITA

Name: Anthony Clyde Andenoro

Permanent Mailing Address: 18472 South Salem Row
                                            Strongsville, OH 44136

Education: Doctor of Philosophy, Agricultural Education,
                                            Texas A&M University, 2005

                                            Master of Science, Educational Administration,
                                            Texas A&M University, 2001

                                            Bachelor of Arts, Communication,
                                            University of Toledo, 1997

Professional Experience: Graduate Teaching Assistant
                                            Department of Agricultural Education
                                            Texas A&M University
                                            August 2002 – September 2005

                                            Area Coordinator
                                            Office of Residence Life
                                            John Carroll University
                                            June 2001 – May 2002

                                            Graduate Hall Director
                                            Department of Residence Life
                                            Texas A&M University
                                            August 1999 – May 2001

                                            Kindergarten Teacher
                                            Beach Education Center
                                            Medallion School Partnership
                                            January 1999 – July 1999

                                            Hall Coordinator
                                            Office of Residence Life
                                            Coastal Carolina University
                                            June 1998 – December 1999