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## Don't Blame the Lettuce: Leadership Development for Graduate and Professional Students

Teresa Raetz

Student leadership development occurs in many settings in higher education, and student affairs professionals usually play a significant role in this endeavor on most campuses. Many leadership development staff members, like many practitioners in student affairs in general, tend to focus their efforts on the undergraduate population. This is understandable for many reasons:

- The student affairs literature and academic preparation of professionals is almost wholly predicated on work with undergraduates, which is where the field originated
- Leadership development resources like staff and programming funds are usually limited, leading staff to make difficult choices about priorities
- The relative size of the undergraduate population is larger than the graduate or professional student population in most settings
- There are commonly-held, but rarely investigated, myths that either graduate and professional students have no needs we can help address or,

*"There are commonly-held, but rarely investigated, myths that either graduate and professional students have no needs we can help address or, conversely, that their needs are identical to those of undergraduates"*

conversely, that their needs are identical to those of undergraduates

• The nature and culture of graduate and professional education are unique when compared with undergraduate education, in that they tend to be more self-contained, and there is an increased focus on professional or disciplinary socialization and specialization (Weidman, Twale, & Stein, 2001). This reality, in turn, requires a different level or type of planning for any program development

• The graduate/professional student population is not monolithic, so a 35-year old, part-time MBA student is likely quite different from a full-time, 24-year old microbiology international doctoral student,

who is likely quite different from a law or medical student of any age or status (Weidman et al., 2001)

While this is not an exhaustive list of distinctions, it is easy to see why graduate and professional students are often a group whose needs are, if not silent, often overlooked. Nonetheless, many academic and student affairs profession-

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# Connections From The NCLP Intern

Evan Witt

As leadership educators, we are constantly assessing how well our work reaches the populations we serve. In this process, we may discover which populations are noticeably absent from our efforts. One such population is often graduate and professional students. The work in this edition of *Concepts & Connection* will hopefully spark a discussion on how we can better serve our graduate and professional student populations through providing quality and consistent leadership education opportunities. It is vital to equip these students with leadership skills as they enter many varied professions as change agents.

Being a graduate student myself, I have spent time reflecting on my own leadership development both as an undergraduate at James Madison University and now as a graduate student at the University of Maryland – College Park. When considering the Leadership Identity Development (LID) model (Komives, Owen, Longersbeam, Mainella, & Osteen, 2005), I believe I left my undergraduate experience in the generativity stage (stage 5). I was fortunate enough to have great mentors, exposure to leadership classes, and meaningful student involvement experiences that allowed me to reach this fifth stage of leadership identity development. It is likely that many of my peers did not have as many rich experiences as undergraduates, which may have had an effect on their personal leadership identity development. In graduate school, I have been able to enter the integration / synthesis stage (stage 6) of the LID model by participating in activities such as studying student leadership development and taking part in advising and facilitation roles with student organizations (Komives et al., 2005). My story may be a common one within the field of student affairs and amongst leadership educators, but is not common across the undergraduate and graduate experience. Many of my peers from James Madison did not take advantage of many of the same opportunities that I did. Many of these students will go, or have already gone on, to graduate studies and may have even fewer opportunities to develop as leaders. By failing to reach out to this growing population, graduate and professional students may not continue to develop as leaders or learn the value of viewing leadership as a lifelong, relational process.

To begin to address the issue of graduate and professional leadership development, Teresa Raetz explores some of the reasons that undergraduates have been

the focus of most of our leadership education efforts in her piece, *Don't Blame the Lettuce: Leadership Development for Graduate and Professional Students*. She goes further to discuss how we can improve our practices as they apply to graduate students. In his *Learning by Design* piece, Ken Otter offers insights to developing a professional leadership program. He shares seven key lessons that he has learned from being the program director of the M.A. in Leadership at Saint Mary's College. As we look to put theory into practice, we spotlight the Leadership Evolution for Graduate Students (LEGS) program at Massachusetts Institute of Technology. This relatively young leadership program for graduate students offers assessment driven workshops that address the specific needs of their graduate student populations.

In an increasingly global environment, our graduate students will need to be familiar with global leadership concepts as well. Suzanne Martin provides us with a review of *Global Leadership: Research, Practice, and Development*. This book helps to define global leadership and offer ways to develop these global leaders. This edition ends with *Scholarship and Research Updates* addressing graduate and professional student leadership. In this update Susan Komives and Joshua Hiscock discuss some of the issues facing graduate students, give a snapshot of the current research in the field of graduate and professional student leadership, and identify several notable programs for graduate and professional student leadership education.

We hope that this issue of *Concepts & Connections* will bring attention to the clear and present need for graduate and professional student development. It is an area of leadership education that has not gotten enough attention in the past, but will have a stronger presence in the future. We hope you enjoy the issue.

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## Don't Blame the Lettuce: Leadership Development for Graduate and Professional Students

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als across disciplines and functional areas agree that leadership development for this population is an important topic and merits attention. Some disciplines, notably business (Bies, 1996), already address this issue overtly, but very little literature on this topic by, and for, the more general student affairs practitioner exists. The purpose of this article is, then, to begin to highlight some principles of good practice on this topic for those who would like to examine or expand their leadership development offerings for graduate and professional students.

### *Don't Blame the Lettuce*

Thich Nat Hahn (1992) says, "When you plant lettuce, if it does not grow well, you don't blame the lettuce. You look for reasons it is not doing well. It may need fertilizer, or more water, or less sun. You never blame the lettuce" (p. 72). One reason that graduate and professional leadership development is frequently overlooked is that student affairs professionals often do the traditional tasks we have been trained or socialized to do for undergraduates. We undoubtedly do them within the complexities outlined above, but when they don't work for graduate and professional students, we often jump to erroneous conclusions about this population, thinking of them as uninvolved or believing, consciously or unconsciously, that they are "fully developed," even though this belief is contrary to a foundational principal of the field: that development is lifelong. In other words, we "blame the lettuce" when our traditional gardening methods do not seem to work. The first step to improving our practice, therefore, is to become aware of our assumptions and conclusions – stop "blaming the lettuce" – and begin to engage in this conversation with our graduate and professional students.

## *Know the Population*

Educating ourselves about the population is a good next step. The point of this piece is not to provide a reading list, but it is important for practitioners working with this group to be familiar at least some of the foundational literature. Works like Guentzel and Nesheim (2006) and the Council for the Advancement of Standards in Higher Education's (CAS) standard for Graduate and Professional Student Programs and Services (CAS, 2009), as well as several works targeted to specific populations such as doctoral students are good foundational documents. Some works on related populations, such as adult learners, can also be relevant.

### *Know Your Population and its Context*

Talk to your particular population of students and student leadership and give them other methods of providing feedback through a variety of assessments about how they have developed – and are developing – as leaders. What do they see as needs? What challenges do they want to be equipped to handle during their academic experience and after graduation? How is that development being facilitated, if at all? Are current resources planned with their unique needs in mind? What barriers to participation exist? For example, does an evening leadership series present childcare issues for potential participants? Are on-line resources available? Is increasing participation as simple as making it a "lunch and learn" series so that students can participate while already on campus? The importance of assessment in student affairs practice has been much discussed for decades now and so this is not news:

Formal and informal data collection about your specific population, interpreted in the organizational context and mission of your institution, is critical. Particular attention should be paid to inclusiveness. If

there is any group who is not well represented – international students or part-timers, for example – outreach to those groups is likewise critical.

### *Understand Cultural Uniqueness*

Disciplines – business, medicine, law, the humanities, the social sciences, the natural and physical sciences, and so on – have unique cultures that impact not only student needs but also the factors that will make a leadership development program successful (Longfield, Romas, & Irwin, 2006). Other factors like student status – master's, doctoral, or professional students – and enrollment status – full-time vs. part-time – can play a major role in the success of leadership development programs. These diverse groups may all be able

to benefit from a well-executed general leadership development program, but unique aspects should also be considered, with programs tailored accordingly. Examples include providing case studies and examples from students' fields of study, discussion questions framed that help them apply the content to their specific reality, complexity and sophistication of content that are pitched at their level of cognitive and academic development and content that builds on the richness of experience that many graduate and professional students, especially part-time students, bring to any discussion.

*"The first step to improving our practice, therefore, is to become aware of our assumptions and conclusions — stop "blaming the lettuce" — and begin to engage in this conversation with our graduate and professional students"*

## ***Understand the Focus and Priorities of Your Population***

Most graduate and professional students share one thing in common: an extreme time deficit. Graduate and professional students often have to juggle several roles, which may include financial supporter, spouse, partner, parent, caregiver for elderly parents, or support system for family overseas – just to name a few. It is true that anything we offer for any student should be well organized and thoughtfully prepared, but those requirements are significantly magnified when working with graduate and professional students. Also, many – if not most – graduate and professional students are highly focused on their degree progress and academic goals. Given their time limitations, involving them in this type of developmental activity will usually involve drawing a clear, bright line between the activity and how it will help them achieve their academic and career goals.

## ***Understand the Role of Faculty in Graduate and Professional Education and In Your Context***

Most graduate and professional students work closely with a major professor, who often acts as a major influence on their academic progress and as a mentor - or even a make-or-break influence - for their future career. The students may collaborate with faculty on both the faculty member's research and their own, may teach with faculty, or be supervised by them. The influence of faculty is great; it is vital, therefore, that they are included in the planning of leadership development for their students. They should be allies, if not champions, for it. Graduate and professional students will follow where their faculty lead, in most cases, and leadership development tailored to them will not usually succeed with without faculty support.

*“The influence of faculty is great; it is vital, therefore, that they are included in the planning of leadership development for their students”*

Examine how you deliver content. Students expect tech-savvy content delivery, whether that means using Web 2.0 technology like Facebook, Twitter, and virtual worlds or videoconferencing and streaming technology to include those at a distance. Logistical planning should be flexible and tailored to their needs, which can be facilitated by thoughtful use of technology. For example, the same presentation may need to be offered in multiple sessions or may

need to be recorded and podcasted for those who cannot attend in person. Successful events are usually offered when students are already on campus and staff assumptions about when this timeframe is should be verified against evidence. Those involved with providing leadership development opportunities should understand the importance and appropriate use of these technologies and use them along with logistical arrangements that are tailored to their students.

Leadership development for graduate and professional students is an important part of the broader leadership offerings of any higher education institution serving the population. Just like undergraduates, our graduate and professional students face many leadership decisions and challenges. Failing to engage them in a leadership dialogue and developmental opportunities constitutes a significant wasted opportunity to fulfill one of the most prominent goals of higher education: educating future leaders. Student affairs practitioners as a group are adept at modifying our practice to the ever-changing needs of our students and advocating for those needs. It is time that we use those skills in service of a student population who can benefit from our help: graduate and professional students. 📌

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# Learning by Design

## *Faculty Enacting Leadership: Seven Lessons in Developing a Leadership Program for Graduate Students*

Ken Otter

### **Introduction**

In early 2001, a group of educators began plans to develop a Master of Arts in Leadership degree program at Saint Mary's College of California (SMC). Based on the belief that enhanced leadership capacity in people and in organizations can be a positive and transformative force in society, this group was designing a program explicitly for graduate students and working professionals across multiple sectors. These educators believed that the events and changes occurring in the United States and abroad at the onset of the 21st century – including 9/11, the U.S. wars in Afghanistan and Iraq, global cultural and religious pluralism, Internet interconnectivity, and climate change – have presented unique emerging challenges and opportunities requiring a different paradigm of leadership development than what many of the available programs offered (Barker, 2002). When asked to join the program as a faculty member, I was highly skeptical of housing a leadership development program in an academic unit.

This new program was designed to integrate a post-industrial paradigm of leadership (Rost, 1991) with a transformative learning approach (Mezirow & Taylor, 2009), one that engaged and integrated multiple ways of knowing and intelligences (Heron, 1992; Gardner, 2008). It was to employ innovative pedagogies (Kasl & Elias, 2000; Parks, 2006) toward a practice of leadership that was transformative, relational, complex, and adaptive (Heifetz & Linsky, 2002; Komives, Lucas, & McMahon, 2007; Marion & Uhl-Bien, 2001; Uhl-Bien, 2006).

My skepticism was based in my sense that a leadership development program, such as the one this group was designing, ran counter to the prevailing culture of most academic institutions (Otter, 2006). In my experience, institutions of higher educa-

tion emphasized specialization and fragmentation of knowledge, focused on a narrow band of outcomes, and employed a limited repertoire of learning activities. These institutions also tended to privilege theory over practice. An integrative and transformative education in a relational and post-industrial paradigm of leadership required a different sort of home, a non-academic one – or so I thought.

Years later, I now believe that academic institutions can be ideal settings for leadership development. Below I share my experience in the M.A. in Leadership program at SMC and demonstrate how this program has coupled the resources and assets of a particular academic institution with a practical knowledge of leadership to benefit graduate and professional students. From this synthesis emerges an education that has been shown to make a difference in the work and lives of our graduates and the communities to which they belong. In describing what I have learned, I pay particular attention to the important role of faculty in this process and the implications for faculty development.

### ***The Process of Create an Academic Leadership Program***

In early 2002, two factors were instrumental in allowing me to override my skepticism about the academy as a site of innovation in leadership. I was excited by an opportunity to work on an innovative

leadership development program and the possibility that the valuable resources and assets of academic institutions could be harnessed to form a generative platform for

leadership development. I decided to join the program as faculty. Since then I have been deeply immersed in the M.A. in Leadership program at SMC. During this time I have participated in the leadership learning journeys of nearly 400 graduate students. In 2005, I became the program director and learned from two major program evaluation projects, one completed in 2006, and another one presently in progress. This work has included research in the field of leadership development, inside and outside of academia, and in depth and ongoing qualitative and quantitative research in both short term and longer-term student outcomes.

This work has also involved navigating the everyday administrative challenges of integrating a leadership program into a long-established liberal arts college.

As program director, I became aware of the numerous assets and resources of academic institutions and have been able to better understand how these institutions are positioned to support the enterprise of leadership development. A primary contribution is that colleges and universities attract a wide range of people while providing a vast reservoir of intellectual, financial, and scholar-

*“By focusing our work on the shared purpose of student success, we as a faculty were better able to navigate theoretical and pedagogical conflicts, as well as differences in values which inevitably arise among a diverse and multidisciplinary faculty team”*

ly resources. This allows students the kind of in depth learning that leadership education requires in the 21st century. Furthermore, an advanced degree is instrumental for career advancement and the higher salaries most graduates seek; it can therefore justify the investment of both time and money. Additionally, since academic institutions are highly esteemed in our society, family members, friends, and employers of students are more likely to provide the necessary support and resources students need for this learning.

There are many lessons that I learned from this odyssey. I will focus on seven key lessons:

1. Focus on student success
2. Leadership development requires continuous learning
3. Identify and develop the program's unique signature
4. Regularly assess the relevance and coherence of this signature
5. Revise according to assessment findings
6. Learn from other programs in and out of academe
7. On-going faculty development is essential

### ***Focus on Student Success***

While this lesson may seem obvious to the reader, it was not obvious to many of us. During the early phases of the program, there were long periods of time in which there was not a shared understanding among faculty, nor were there conversations about, what constituted student success. Tied to both short-term and long-term learning outcomes, the work to define student success has proven to be a key to improving the quality of any program, and to helping students achieve the kind of change the program promises (Gutierrez & Tasse, 2007). By focusing our work on the shared purpose of student success, we as a faculty were better able to navigate theoretical and pedagogical conflicts, as well as differences in values which inevitably arise among a diverse and multidisciplinary faculty team. This focus on the meaningful work we shared helped us to re-direct our attention away from our individual priorities and agendas and toward our collaboration in service of student success.

### ***Leadership Development Requires Continuous Learning***

As an academic discipline, one of the biggest challenges the field of leadership studies faces as it matures is the diversity of perspectives and the variability of programs. The field represents many differing perspectives on leadership and how it is best developed. There are just as many perspectives on how to measure effectiveness (Aymans, Adams, Fisher, & Hartman, 2003; Barker, 2002; Kezar, Carducci, Contreras-McGavin, 2006). This variability can be attributed to what Heifetz (2006) referred to as the undisciplined nature of the discipline of leadership itself. As a phenomenon, leadership meanders into a variety of areas of social life, making it difficult to isolate it from other social forms or to define with any precision or clarity (Harter, 2006; Heifetz & Sinder, 2005). That leadership has been studied through multiple disciplines contributes to the lack of consensus on definitions, key concepts, and research methodologies in the study of leadership (Murphy & Riggio, 2003; Rost, 1991).

The variability in the field of leadership and among leadership development programs has been challenging to faculty and administrators accustomed to disciplines in which there are more agreements on core concepts and curricular standards. During the first program review in 2005, some committee members were incredulous that there was not a standard leadership curriculum to which we could compare our program. There was also concern about how to ascertain the quality of our leadership education program if there were no established standards in this field of study.

Like many programs, the M.A. in Leadership was taught from an interdisciplinary perspective. Faculty who had experience in other leadership programs brought in divergent

understandings and perspectives of leadership and its development. Many of us did not have a scholarly background in leadership but rather in other areas like human development, multiculturalism, and management. Moreover, some faculty formed their understanding of leadership based on their personal and professional experience and brought this to the program. Sometimes this was done without situating it in the discourse of the leadership literature and without relating these experiences to what was being taught in our leadership theory courses. This practice influenced greatly our experiences with students.

Because of the variable nature of the field of leadership, the program team decided to conduct short conver-

sations on contemporary leadership theory during our faculty meetings. We also shared readings and books on leadership, and encouraged faculty members to engage in formal studies of leadership.

### ***Identify and Develop the Program's Unique Signature***

Over time, I found the diversity and variability among leadership programs to be one of the field's strengths. As I learned about other leadership programs, I began to see that each program had its own unique program signature. A program's signature emerged from a variety of factors and influences such as the needs of the region; the history, values, and mission of the institution; the department; the student culture; and the faculty. The signature for our program was shaped by the age and profile of the program's prospective and current graduate students and became reflective of the context of the program (Ritch & Mengel, 2009).

Informed by the International Leadership Association's *Guiding Questions: Guidelines for Leadership*

*"As a phenomenon, leadership meanders into a variety of areas of social life, making it difficult to isolate it from other social forms or to define with any precision or clarity"*

*Education Programs* (Ritch & Mengel, 2009), the elements of a program signature include: a theory of leadership; a theory of development (how people learn and change); specific learning outcomes; and various kinds of learning and activities that reflect the theories and that help to achieve the outcomes.

I make the assumption that each program's unique signature fulfills a particular niche in the world. Thus, each program inhabiting a particular niche makes up a larger ecosystem of leadership programs, inside and outside of academia. This provides the requisite variety to more capably respond and adapt to the emerging needs of an even more diverse and dynamic world in which it participates and can help bring about the meaningful change to improve the conditions of the world (Hawkins, 2007).

Over time, I recognized that our program, like all leadership development programs, had a unique program signature. Our work as a faculty team was to articulate and develop this unique signature in collaboration with our students. This work has allowed us to design a more coherent program for our students and supported the ongoing work of collaborating as a diverse faculty team. Furthermore, the program signature helps both students and faculty to see how the various discrete parts of the program – particularly concepts, activities, and outcomes – fit together as a whole. Articulating our program signature has helped to communicate to prospective students what we offer and how we are positioned in the larger landscape of leadership. This is one helpful factor in determining whether our program is a good fit for potential students both personally and professionally.

### ***Periodically Assess the Relevance and Coherence of this Signature***

A program's unique signature emerges from – and in turn serves – a particular context. Since contexts change, so must elements of the signature. Over the years as different contextual influences emerged, such as the evolving discourse in leadership and development, new global events and trends, and younger students with different capacities, the program's signature shifted. Like a mobile responding to a sudden breeze, changes in one part of the signature ripples through the rest. An example is the recent trend of using mobile technology and social media. Adopting social media in one part of the program has implications in other parts of the program and presents new challenges for faculty who have yet to adopt social media in their lives.

Just as it is important for a program signature to respond to new contextual influences, it is also important to attend to the coherence of this signature. Research has shown that program coherence is key to program quality and that program evaluation and development is critical in developing this coherence (Aymen et al., 2003; Russon & Reinelt, 2004).

This work on the relevance and coherence requires a high degree of whole-system thinking and collaborative inquiry and learning among the various stakeholders, including staff and administrators – in particular among the faculty. It can be challenging to find the time and resources to do this important program work, especially for part-time faculty.

### ***Revise According to Assessment Findings***

Program assessment is most useful if it results in program improvement. I have found that not taking action on the assessment work of faculty can have the effect of undermining faculty morale. The lack of follow through can exacerbate existing faculty challenges such as workload, compensation, and value priorities. For example, this may result in placing greater emphasis on teaching at the expense of program development and design.

### ***Learn from Other Programs In and Out of Academe***

There is a proliferation of programs and increasing research in leadership development (Aymen, et al., 2003), which serves as an important source of learning for various programs (Goertzen, 2009). Despite the diversity of leadership programs inside and out of academia, finding commonalities with the various elements of other programs' unique signatures becomes an invaluable resource for program development and quality. For example, even though the M.A. in Leadership program is oriented toward graduate students and professionals from multiple sectors, relies on the use of a relational and collaborative perspective of leadership, and emphasizes self-development, we may have more in common with non-academic leadership development programs or undergraduate co-curricular programs than with other leadership programs, such as those more oriented around business management (Komives et al., 2007).

### ***On-Going Faculty Development is Essential***

The success of the program and the learning that has occurred over the past nine years has been possible because faculty and the other stakeholders have worked together to focus on student success and enhance student capacity in leadership. The evolving and interdisciplinary field of leadership development requires ongoing learning and change across a wide range of content areas. It includes developing and practicing capacities and skills necessary for collaboration, whole-systems thinking, and shared inquiry all in the service

**Check out the new collaborative Web site**

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for more information on using the Social Change Model of Leadership Development. Share resources with colleagues and find the latest resources for users of the model.

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of program design, development, and evaluation. Therefore, leadership development in an academic setting requires an expanded scope of work for faculty. The diversity among the faculty team, informed by our diverse academic backgrounds, our varying levels and types of professional experience outside of academe, our cultural backgrounds, and personal life narratives demands that such shared learning take place.

### Upon Further Reflection

As I reflect back on these seven key lessons, I see that our work in the development of the M.A. in Leadership at SMC to enhance the leadership capacity in our graduates involved all key stakeholders of the program—students, staff, administration, and especially faculty, in the exercise of leadership. According to Heifetz, Glasnow, & Linsky (2009), the work of leadership is in mobilizing people to make progress in the work that matters most. Thus, it is becoming increasingly apparent to me that to design, develop, and deliver a leadership program, learning leadership is integral to the enterprise. While this is important in achieving program outcomes in graduates, it also contributes to the leadership capacity of faculty and staff which can become a catalyst for positive changes in the institutions in which the program belongs (Roberts, 2007).

### Conclusion

While initially skeptical, I am now an enthusiastic believer that academic institutions can be an ideal home for leadership development programs. The past nine years has helped me to see first-hand how one particular academic institution can offer the time, resources, and quality required in 21st century leadership education. My time with the M.A. in Leadership program at SMC has shown me that by bringing together practical knowledge in leadership development with the assets and

resources of an academic institution, we can achieve our primary reason to be as an enterprise – to enhance the leadership capacity of our graduates in service of making the world better for all. 🏠

*“Articulating our program signature has helped to communicate to prospective students what we offer and how we are positioned in the larger landscape of leadership”*

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# Program Spotlight

## LEGS: Leadership Evolution for Graduate Students

Alicia Erwin, Jason McKnight, and Paul Spangle

It is easy to reason that a graduate student's stage of development should be saturated with scholarship, but this is also a stage where graduate minds are ripe for intentional and reflective conversation, with an inherent level of appreciation for the benefits begotten from the learning process. Most higher education professionals would agree that exposure to leadership is important in a student's development process, yet leadership programming is rarely designed specifically to engage graduate students. Graduate student needs differ from those of undergraduates, as this population tends to have life concerns that may include parenting and career obligations. Students who engage in graduate education provide us with a population eager to engage in an advanced leadership curriculum where the skills, techniques, and attitudes they begin to develop during their undergraduate years are cemented into a working maxim that can then be applied to their post-graduate careers.

Massachusetts Institute of Technology is unique in that graduate students compose nearly sixty-percent of the overall student population. Despite the numbers, MIT has few opportunities specifically identified for graduate students to engage in leadership development in comparison to the plethora of opportunities available to undergraduates. In 2009, a team composed of members from the Graduate Student Council, Residential Life Programs, and the Student Activities Office came together to lay a foundation for

graduate leadership education. What emerged was LEGS – Leadership Evolution for Graduate Students.

*"Creation of the program was conducted through the lens of a developmental web – a model allowing for movement in multiple directions and accounting for the interconnections of various experiences"*

Taking leadership and student development theory, assessment results, and student feedback into consideration, the best path for the creation of the leadership program was to begin with basic skill or knowledge acquisition and then progress to guided self-reflection. The Graduate Student Council conducted a survey of self-identified leaders in which respondents identified specific areas of leadership at MIT that were of interest. Conversations with faculty members and staff around graduate student leadership and perceived needs enriched the information collected by the students.

Creation of the program was conducted through the lens of a developmental web – a

model allowing for movement in multiple directions and accounting for the interconnections of various experiences (Fischer, Yan, & Stewart, 2003). The idea of movement in a non-linear directionality is similar to that of Perry's deflections from cognitive growth or the revisiting of Chickering's vectors of psychosocial development (Evans, Forney, Guido-DiBrito, Patton, & Renn, 2009). The web laid a framework for looking at the graduate student population and how to meet their needs around leadership.

The graduate students at MIT more often than not exhibit a converger learning style as defined by Kolb's learning styles (Evans et al., 2009). Their affinity for the prag-

matic and problem-solving was a strong factor in beginning our program with a desire for basic skill or knowledge acquisition. Student feedback focused on prior negative experiences in event planning or poor meeting management. Phase one of the LEGS curriculum was designed to enhance current skill-sets through a series of spring semester workshops, taught by staff and student co-facilitators, focusing on the areas of leadership development identified in our student surveys:

- **Event Planning:** Participants were provided a framework to navigate processes at MIT, with holistic applications including brainstorming, institute structure, marketing, motivating membership, and a focus on pre- and post-event intentionality & reflection

- **Organizational Communication:** Participants analyzed organizational structure, explored various methods of communication among teams and organizations, and external marketing
- **Funds, Acquisition, & Budget Planning:** Participants were guided in the navigation of the funding landscape, from solicitation methods to reducing costs from an event budget
- **Group Facilitation:** Participants explored team meetings through the lens of efficiency and team building utilizing facilitation techniques
- **Group Motivation:** Participants focused on how leaders engage, motivate, and retain members of a student organization or team. Also addressed was the facilitation of buy-in and follow-through as a team leader

focus was primarily placed on participant satisfaction, ranging from knowledge of presenters to whether or not the participant felt they had gained new information.

A follow-up survey was sent to participants approximately one month after completion of the workshop. The survey requested that participants self-determine if they had used the knowledge and skills gained during the workshop in either a co-curricular or academic setting; academic setting was defined as experiences like a lab or group work for a class. A majority of respondents stated they had used the knowledge and skills in an academic setting and almost all respondents stated that they had used the knowledge/skills in a co-curricular setting. Based on the feedback collected, the aforementioned LEGS partners felt the workshops had been a success.

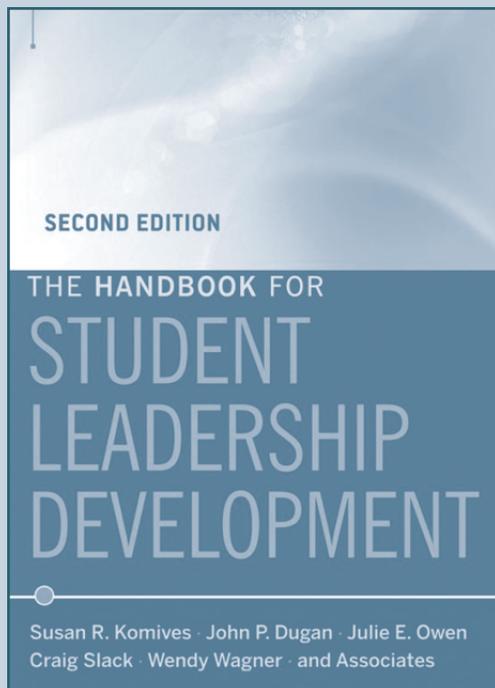
In fall of 2010, the LEGS partners convened to determine the continuing direction for the program. In an effort to both round out the LEGS experience and further develop graduate students' sense of leadership identity, an additional workshop was created to provide a personal leadership focus. The workshop offered the opportunity for students to reflect on personal experiences as well as to interact as a group and receive feedback regarding behavior; an opportunity that can prompt further development of their identity (Day, Harrison, & Halpin, 2009).

Using the DiSC Classic Personal Profile System, students first discovered their profile based on the areas of dominance, influence, steadiness, and conscientiousness. Students were then grouped with their DiSC profile in mind and engaged in a variety of interactive group activities that provided a microcosm to real world group experiences. Students were encouraged to reflect on their personal roles within the group processes. As the group matured throughout the day, the focus shifted to overall group efficiency. The group exercises provided a low-time, high-complexity practice opportunity where students exchanged insights and asked questions.

All five workshops provided an interactive element for those attending to put their skill development into practice. A specific case study was used consistently throughout the workshop series as a tangible opportunity for the students to discuss their ideas, which created linkage and continuity across the workshops.

At the conclusion of each workshop, evaluations based on established learning outcomes were distributed to each of the participants. The evaluation initially attempted to assess both knowledge acquisition and overall satisfaction with the workshop. The evaluation was altered after the first three workshops in an effort to increase the overall effectiveness of the knowledge acquisition scale. In the end,

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A pre- and post-survey were conducted in an effort to assess the participant experience. Participants were asked to list qualities of leadership in three different contexts. The survey content was then reviewed for common themes and language. The findings from the pre-survey were compared to the findings of the post-survey to determine if any apparent change had occurred. Facilitators also used behavior exhibited during the workshop to inform the evaluation process. The facilitators thought the graduate students' insights were informed and thoughtful. Overall, the analysis of feedback from both participants and facilitators lead the LEGS partners to believe the newly added workshop was a success.

As LEGS continued moving forward into its second full academic year, the planning team hoped to increase graduate student participation and investment, as well as expand on the current curriculum. The skill-based workshops were again offered as a series over MIT's January term. Unfortunately, in the spring of 2011, the LEGS initiative lost momentum due to a series of interwoven challenges; new leadership within the Division of Student Life and Office of the Dean for Graduate Education saw a shift in prioritization of support and development for graduate students. While the Student Activities Office was charged with developing leadership programs, it became unclear as to whether specific programmatic efforts should continue to be focused toward graduate students. With this shift, the LEGS planning team also saw its graduate student members graduating without new students identified to continue the leadership charge.

In an effort to maintain the existence of the LEGS brand and mission, the LEGS planning team re-grouped and focused their efforts on continuing the self-reflection workshop experience. The workshop conducted in fall 2010 was tailored to meet the needs of individual student groups and organizations as requested. To date, this workshop structure has been successfully utilized multiple times across campus – from the Graduate Student Council's executive body retreat to the Leadership Empowerment Week for Graduate Women at MIT.

Summer 2011 has seen the conversation around LEGS brought back to life. The role LEGS plays on campus and its curriculum are again being assessed and revamped, the hope being to reenergize the program and develop additional content due to the multiple successes of the workshop and a continued expressed need from graduate students for personal leadership development. Coordinators will need to continue to bolster sustained investment among student participants. It will be important that they illuminate the aforementioned developmental web so that students understand the interconnectivity between this co-curricular opportunity, their academic studies, and the career that awaits. Intentional outreach and a lucid vision will also be imperative to this program's continued success in developing graduate student leaders. 🏠

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# Leadership Bookshelf

## *Global Leadership: Research, Practice and Development (review)*

Mark E. Mendenhall, Joyce S. Osland, Allan Bird, Gary R. Oddou, & Martha Maznevski  
New York: Routledge, 2008, \$57.95 (Paperback)

Reviewed by: Suzanne Martin, Samford University

Ever since meeting Joyce Osland in 2009 at NCLP's National Leadership Symposium focused on the development of leadership in a global context, *Global Leadership: Research, Practice and Development* has been on my "must read" list. It exceeded my expectations. In just 200 short pages, this team of scholars provides a map for discovering the nuances of global leadership phenomenon and explores the empirical and theoretical dimensions of leadership under the influence of globalization. The reader develops a familiarity with the origins of global leadership scholarship as well as a sense of urgency regarding the need for global leaders and effective development programs to meet the growing demand. For an edited volume with a variety of authors, the text is exceptionally coherent and logically structured. Each of the nine chapters builds upon the previous. I found the 12 figures and 18 tables particularly useful to bring clarity to new ideas, to simplify the complex, and to reinforce of my own learning.

Chapter one offers a well-written review of the history of leadership scholarship, including the emerging issues within our discipline, namely definitional ambiguity, balkanization, the influence of the "zeitgeist" and the omnipresent difficulty of measuring effectiveness. Addressing the problem of ambiguity head on, Mendenhall, Osland, Bird, Oddou, and Maznevski (2008) offer an anchor – a definition of global leaders as

*"Studies indicate that global teams face more extreme and higher barriers to success due to factors of distance and diverse composition"*

"individuals who effect significant positive change in organizations by building communities through the development of trust and the arrangement of organizational structures and processes in a context involving multiple cross-boundary stakeholders, multiple sources of external cross-boundary authority and multiple cultures under conditions of temporal, geographical and cultural complexity" (p. 17).

Another significant anchor from chapter one is their insistence on answering the question, "What is the difference between global leadership and 'regular' or traditional leadership?" (Mendenhall et al., 2008, p. 16). The answer presents a reoccurring theme—in spite of many overlapping constructs, global leadership differs from domestic or traditional leadership in *degree* and *kind*. By *degree* they mean more intensity, more complexity, and a more rapidly changing context. The authors argue that the unique demands of a global organization require global leaders to have exceptional intercultural competence, greater cognitive complexity, and a global mindset. By *kind* they are referring to the *kind* of outcomes global leadership produces and the *kind* of second-order "gamma" change that occurs within global leaders more consistently than within domestic leaders.

Chapters two and three offer two useful literature reviews with chapter two paying homage to the strong, supportive multidisciplinary roots of global leadership – including the fields of intercultural communica-

tion competence, expatriation, global management, and comparative leadership. This chapter both reinforces the link between intercultural communication and leadership and introduces the comparative leadership literature, particularly the landmark Project GLOBE study. Findings from global management leadership literature support the original thesis that there is a significant difference between global and domestic leadership. Despite some similarities, domestic and global managers perform their roles differently. A global manager requires greater cognitive complexity to manage the demands of the global market and a multi-layered organization. The expatriate literature covers expatriate experience, selection, adjustment, transformation, effectiveness, and results. This information was fascinating and is likely new to student affairs practitioners. The authors demonstrate why expatriate assignments are "the best way to develop global leaders" (Mendenhall et al., 2008, p.20).

Chapter three reviews the foundational studies and models of global leadership. The impetus for research in this area is the exponential growth of businesses employing global workforces and taking products into the global marketplace. In Table 3.1, a chronological display of nine major empirical studies is reminiscent of early domestic leadership studies, focusing on the global leader and the leader's competencies, skills, and traits. The authors contend that this is an emerging field and future research and theories will become more complex.

Chapter four covers the tools and methods for measuring the competencies of global leaders. The authors assert that there is much work to be done, reporting that only two of the assessments in the chapter have existed for more than ten years. They organize competency assessments into three categories – cultural difference assessments, intercultural adaptability assessments, and global leadership assessments. The authors provide detailed descriptions of each assessment and its related statistical validity and reliability data so that the reader can evaluate the tools and gauge their possible implementation to potentially select one over the other.

Chapter five presents three process models of global leadership development: the Chattanooga model, the Global Expertise model, and McCall and Hollenbeck's model for developing executives. The authors argue that although the basic process for leadership development is the same for global and domestic leaders, most traditional training is not sufficiently transformational. Global leaders require crucible experiences – "situations characterized by the confluence of powerful intellectual, social, economic, or political forces that severely test one's patience, and one's beliefs, and that produce a transformation in the individual, leaving him/her deeply different in terms of who they were before the crucible experience" (Mendenhall, 2008, p.85). Mendenhall et al. (2008) contend that because the global context is more complex, unpredictable, and ambiguous, it requires more flexibility, adaptability, and continuous learning than leading in a domestic setting.

Asserting that "most work in organizations is done by teams" (Mendenhall, 2008, p. 94), the focus of chapter six shifts from the global leader to leading global teams. A triangle diagram (Figure 6.1) presents the basic conditions for global team success and high performance characteristics. This is a great tool for scholars teaching or training global and domestic teams. Studies indicate that global teams face more extreme and higher barriers to success due to factors of distance and diverse composition. One of the most practical sections describes ways of managing cultural diversity in teams through a mapping exercise and bridging differences using effective communication. Other key topics are dispersed distribution and the impact of virtual communication on global teams as well as distributed leadership as a more appropriate response to the complexity and dynamism of global teams.

Chapter seven discusses the outcomes of global leadership develop-

ment – learning and knowledge transfer. Our economy is a knowledge economy and "knowledge must be recognized, captured, managed in order to create a sustainable,

*"Despite some similarities, domestic and global managers perform their roles differently"*

competitive advantage" (Mendenhall et al., 2008, p. 129). In this economy, organizations are knowledge creators and global leaders are repositories of knowledge that create opportunities for learning and establish rituals and paths for transferring and leveraging new knowledge. After discussing the difference between tacit and explicit knowledge,

the authors propose a typology for knowledge creation and recommend ways to enhance knowledge transfer. One of the biggest problems facing global organizations is the failure to leverage the new knowledge a repatriated employee brings home. The repatriate is routinely ignored, misplaced, and feels devalued which leads to transferring and therefore taking the knowledge, the competitive advantage to another firm. The need for regular repatriation processes is glaring.

One of the differentiating variables of leadership in general is initiating change and is the focus of chapter eight. This chapter explores universal aspects of leading change as well as the factors that are particular to global change. Innovation – another dimension or driver of change – and how global leaders promote innovation is discussed and illustrated using Honda and SAS, a Swedish software firm. Policies, practices, and the culture must support conflict, change, and innovation in order to be profitable in a global marketplace. The authors contend that, "Global leaders are particularly skilled at catalyzing and managing global change and designing innovative organizations" (Mendenhall, 2008, p.159).

The final chapter presents a plan for how to effectively train and develop global leaders in the most effective ways. The authors review and critique common approaches in

light of current research and describe the training programs at Colgate and UBS. A 1997 study elevates the need for this book – 85% of Fortune 500 companies reported not having enough "capable global leaders" (Mendenhall et al., 2008, p.161), and only 30% of those were deemed effective. The number one priority for human resource directors surveyed was "having effective global leaders" (p.160). The main objective of global leadership training is to stretch an individual's mind past narrow domestic borders and help that person to create a mental map of the entire world (p.162). As Mendenhall et al. (2008) have argued in previous chapters, the data supports their premise that global leadership may overlap with traditional leadership but is clearly distinct.

*Global Leadership: Research, Practice and Development* is a cutting edge text that describes the research and issues related to global leadership, a field of study in its infancy that is only going to grow in significance for all who teach and study leadership. This book is thorough, well-organized, and engaging. Whether you are looking to add a global component to your leadership program or you are interested in improving your current practices, this text is an essential work. 🏠

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# Scholarship and Research Updates

## Focusing on Graduate and Professional Student Leadership

Dr. Susan R. Komives and Joshua I. Hiscock

Graduate and professional students comprise a significant segment of the student population. During the 2007-2008 academic year, 626,397 master's degrees, 84,960 doctoral degrees, and 68,687 professional degrees were conferred by institutions around the nation (The Chronicle of Higher Education Almanac, 2010). Major institutional resources are devoted to the recruitment of qualified graduate students and the administration of their academic programs. Despite this perceived emphasis, as many as 50 percent of students who begin doctoral programs do not persist to graduation (Bowen & Rudenstine, 1992; Lovitts, 2001; Tinto, 2003). Further, women and students of color are more likely to withdraw from doctoral programs than their White, male peers (Turners, Myers, & Creswell, 1999; Turner & Thompson, 1993). Aware of these shocking statistics, student affairs professionals and many graduate schools are beginning to recognize the need for more institution-wide attention to the graduate student experience.

Several factors contribute to the current lack of institutional focus on graduate student programming

and development. First, although graduate education has flourished for over 100 years of American higher education, student affairs practitioners have traditionally worked mostly with undergraduate students. This imbalance stems from competing models within American higher education – the research-focused, impersonal Germanic model of graduate studies and the English model of undergraduate studies that includes personal and character development. Second, graduate student demographics differ greatly from the traditional-aged college student profile: the majority of students in graduate programs are part-time, and many hold full-time jobs off-campus (LaPidus, 1998). Since graduate students are generally older, they have different developmental needs and are more likely to have family responsibilities or live a greater distance from campus. These are simply two examples. At most institutions, the vast majority of student organization activity and campus programming is targeted at the undergraduate student population. For all of these reasons, existing models of student programming and student organization support, which may include weekend events or daytime meetings, may not transfer successfully to a graduate student population. Therefore, graduate and professional students may be less interested in general campus programs.

The graduate and professional student experience is usually very

*“Existing models of student programming and student organization support, which may include weekend events or daytime meetings, may not transfer successfully to a graduate student population”*

school or department-centered focusing on a professional identity within one's discipline. Graduate and professional students often interact mostly with others from their same program and are typically geographically separated from undergraduates or other graduate programs. Therefore, on most campuses, graduate and professional student development is largely assumed to be the responsibility of each individual academic department and, even more specifically, the responsibility of the student's faculty mentor or advisor.

However, both graduate and undergraduate student engagement is now understood to be a measure of institutional quality (Kuh, 2001).

Many campus offices are examining how they serve graduate and professional students in addition to their traditional undergraduate clientele. This new emphasis on the graduate and professional school experience is best illustrated by the Council for the Advancement of Standards in Higher Education new standard for graduate and professional student services released in 2009 (Council for the Advancement of Standards, 2009).

In 2010, the Council of Graduate Schools released *The Path Forward: The Future of Graduate Education* in the United States. Heralded as a landmark report, this collaborative project from the CGS and Educational Testing Service (ETS)'s Commission on the Future of Graduate Education explores the

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central role of graduate education in sustaining U.S. competitiveness and innovation in the global economy (Wendler, Bridgeman, Cline, Millett, Rock, Bell, & McAllister, 2010). The report advocates for the global leadership role of graduate education in the disciplines, but falls short of advocating for the curricular change that would explicitly enhance leadership capacity in graduate preparation.

### ***Growing Focus on Graduate Student Services***

Graduate and professional centers, programs, and services have received attention in the last 15 years (Gardner & Barnes, 2007; Guentzel & Nesheim, 2006; Logan & Isaac, 1995). Practical examples include the Graduate and Professional Student Assembly at the University of Pennsylvania which boasts a graduate center and a vast array of interest groups and programs. The website of the Graduate Student Life office at the University of Maryland indicates the existence of almost 80 graduate student organizations. As national advocacy groups, the National Association of Graduate-Professional Students advances the experience of graduate students and the Council of Graduate Schools includes resources for graduate students.

Understaffed student services offices in the graduate school or deans' offices in specialty professional programs, such as medical and law schools, will likely not offer specific leadership development programs. The next evolution of services will likely be traditional campus-wide offices offering special programs, including leadership development programs, to graduate and professional students.

### ***Research About Graduate Student Leadership***

There are numerous degree programs in leadership at the graduate level. The most focused leadership research is in professional schools that have an explicit mission to develop their graduates to assume positional leadership roles. Programs of this nature include business management, agriculture, and educational leadership. The

largest body of scholarship is in educational leadership related to the preparation of teachers, principals, and superintendents for school and community leadership roles. Publications such as *Educational Administration Quarterly* provide examples of this scholarship.

Many graduate and professional students attend graduate programs with hopes of emerging as leaders in their academic or professional fields. Graduate level leadership education in a specific discipline should (a) explore the individuals capacity and efficacy for leadership; (b) explore the leadership paradigms of current value in the discipline and push the boundaries of what approaches could be more effective; (c) explore professional issues that leaders need to be informed about, and (d) expose students to opportunities to work in teams, collaboratives, and coalitions

so they can experience how to accomplish change within their field of study and practice (Council for the Advancement of Standards in Higher Education, 2009).

A large number of leadership programs involve graduate students in meaningful, immersive experiences. The Asia Pacific Leadership Program at the East-West Center in Honolulu, Hawaii engages graduate students in a nine-month immersion experience related to interpreting emerging issues facing the Asia Pacific; developing leadership capacity; and professional development. Every August, 40 participants come together for this experience. The first five months (August through December) involves intensive coursework and living and working within a diverse community. First semester program content focuses on three areas: interpreting

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*“The next evolution of services will likely be traditional campus-wide offices offering special programs, including leadership development programs, to graduate and professional students”*

emerging issues facing the Asia Pacific; developing leadership capacity; and professional development. Students participate in high-impact practices like workshops, discussion seminars, outdoor challenges, lectures, simulations, field experience, independent work, and on-line activities.

For the final four months, participants engage in a range of flexible, customized activities for an additional four months. Activities include coursework at the University of Hawaii; developing applied leadership projects; carrying out extended field studies; new professional positions; or returning to employment. There is always a continuation of the program through online and/or face-to-face meetings. Every May brings about a graduation and reunion connected to a conference in Honolulu.

The *Leaders of Tomorrow: Graduate* program (LOT:G) at the University of Toronto organizes leadership development opportunities within the Faculty of Applied Science and Engineering including the launch of the *Engineering Leadership Review*, a new academic peer-reviewed journal on leadership development topics. Other programs include the Leadership LIVE program providing leadership development program serving students of

the health professions such as nursing, occupational therapy, pharmacy, and physical therapy at Thomas Jefferson University.

### Conclusion

There is still much work ahead to bring leadership development to the breadth of the graduate and professional student experience. The current status of leadership development for graduate students is incidental, unintentional, and largely an assumed outcome of advanced graduate study. Campus leadership educators should include graduate students in their array of programs, network with graduate leadership education that is intentional, remember that graduate students are people who happen to be graduate students and people need intentional leadership development opportunities. ■

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## Resources

- The Path Forward: The Future of Graduate Education in the United States – [www.fgereport.org](http://www.fgereport.org)
- Graduate and Professional Student Assembly at the University of Pennsylvania - [www.gapsa.upenn.edu](http://www.gapsa.upenn.edu)
- Graduate Student Life office at the University of Maryland – [www.thestamp.umd.edu/GSL](http://www.thestamp.umd.edu/GSL)
- National Association of Graduate-Professional Students – [www.nagps.org](http://www.nagps.org)
- Council of Graduate Schools – [www.cgsnet.org](http://www.cgsnet.org)
- Asia Pacific Leadership Program (APLP) – [www.eastwestcenter.org/aplp](http://www.eastwestcenter.org/aplp)
- *Leaders of Tomorrow: Graduate Program* (LOT:G) – <http://lot.utoronto.ca/grad>
- *Leaders of Tomorrow: Graduate Program Wiki* – <http://lot.utoronto.ca/wiki/Graduate>
- *Engineering Leadership Review* (Vol. 1, Issue 1) – <http://lot.utoronto.ca/elr>
- Leadership LIVE – [http://www.jefferson.edu/jchp/studentlife/lead\\_dev.cfm](http://www.jefferson.edu/jchp/studentlife/lead_dev.cfm)

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