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## A Confluence of Leadership Ideals: Veterans Go to College

*Dr. Douglas Franklin*

Imagine two young people - both age 18 - trying to decide what to do after graduating from high school. Both are good students, possess the ability to attend college, and have been selected for admission. Neither has found or selected a major or career path to explore. After some reflection, one enters college and the other military service.

The college student receives an orientation to campus, moves into a residence hall, and settles into a routine of going to class, studying, joining clubs and organizations, and creates a social network. There are few leadership opportunities for first-year students, but there is hope that one day the student will attend one of the leadership seminars or programs reserved for organizational leaders, club officers, and athletes. The service member's introduction into the military is also marked by orientation, adjustment into living quarters, going to classes, and creating a social network. However, the process is marked by several distinct differences. Orientation to military service is grounded in discipline, learning organizational core values, becoming physically fit, developing basic military skills, and understanding the dynamic role of leadership.

As military service members enter colleges and universities as veterans, they bring with them knowledge, skills, and attitudes acquired through extensive leadership development and are at the confluence of military and college leadership ideology. This article addresses what is similar and dissimilar about leadership programs expe-

rienced by college students and veterans, and what can be learned from military leadership programs for use in higher education.

The dissimilarities in leadership development provide the greatest contrast. Leadership training starts immediately upon entering the military and continues throughout the time of service. Rituals, ceremonies, and traditions are immediately infused into the training of recruits. Discipline and respect for officers, non-commissioned officers, and civilian authority starts with the oath of office. Annual performance evaluation forms the basis for a constructive feedback model that focuses on leadership. Education and training of service personnel establishes the expectation of advancement to receive more leadership and responsibility. The U.S. Army indicates leadership levels include front-line leadership, leaders from squad through battalion levels of tactical units, and from branch through division (U.S. Army, 2007). The U.S. Army's Warrior Leader Course provides every non-commissioned officer in the U.S. Army an opportunity to learn and hone the basic skills necessary to become Army leaders (U.S. Army, 2010). The Department of Defense manpower data reveals 70% of enlisted personnel hold a non-commissioned officer rank (United States Department of Defense, 2010).

The infusion model of leadership stands in stark contrast to college leadership programs which often focus on small groups of students that self-identify as leaders. For example Pennsylvania State University's

*Continued on page 3*

# Connections from the Director

*Craig Slack*

I found myself lost at sea! I was battling my own constructed bias when asked to teach a leadership class to commissioned officers. These officers were returning from points all over the world to enroll in a master's degree program in leadership and ethics. I spent significant time constructing points and counterpoints as to why the military should embrace a relational style of leadership – from interactions among soldiers in the field to senior officers at the Pentagon visioning and planning for the military of the 21st century. In creating the syllabus, I planned to bring forward many of the contemporary suspects like Conger, Komives, Heifetz, Goldman, Bass, Burns, and Rost. I knew I could present a compelling case for the style of leadership I thought should be used.

I walked in to the first class ready to rock their world as I positioned the conversations to make my case that shared approach to leadership is a far superior method than my self-imagined and loosely-constructed model of military leadership. We got through the traditional ice breakers and moved on the heart of the matter – relation versus command control. My chest puffed up and my vocal chords tightened as I prepared to engage in a sparring of values and perspective with the students. I presented my theses to them, “As I prepared to teach this class, I worked under the assumption that you viewed leadership from a command control perspective...” Before I had the opportunity to place a vocal exclamation point on my sentence, the room echoed with respectful and vocal shades of confusion. Across the room, the officers shared with the class that my assertion could not be further from their truth. They shared critically reflective perspectives about how the military embraced a shared philosophy of leadership. They provided real-life examples of how those officers at ranks up and down the chain of command engaged soldiers in a relational process of strategic thinking and implementation. I was frozen in my space in the front of the room. Quickly, I became the learner of military strategies of empowering leadership at all levels of the organization.

I realized I had a lot of leadership learning to gain from military models of leadership. I am so excited to share this edition of Concepts & Connections – Leadership in the Military Sciences. Dr. Doug Franklin explores the leadership rich environment service members traverse gaining knowledge, skills, and attitudes necessary to excel in the military. Dr. Joseph Thomas and Dr. Steve Trainor explore how the formal narration of experiential learning provides a realistic and challenging environment for leadership development among the midshipman at the United States Naval Academy. Dr. Ted Thomas examines teaching pedagogy and learning environments most effective at advancing the cognitive and application skills of students entering the leadership department at the Command and General Staff College at Ft. Leavenworth in Kansas. Our Scholarship and Research section is authored by Matthew Johnson and Dr. Susan R. Komives. They share an in-depth review of current literature, scholarship, and research on military leadership.

We hope you enjoy, reflect, and learn from this edition of Concepts & Connections.



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*Director of NCLP*

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Leaders Emerging Today is a ten-week program limited to 30 first year students (Pennsylvania State University, 2010). The Change in Student Involvement From the First (freshman) Year to the Senior Year at Ohio University reveals 2% of first year students and 10% of seniors have been exposed to leadership programs (Ohio University, 2010).

The Harry T. Wilks Benchmarking Report reveals the responsibility of leadership development in 176 institutions of higher education is diverse and uneven. Leadership is often relegated to offices, departments, centers, academies, institutes, and or programs within student affairs and may be coupled with community service, and personal growth or development (National Clearinghouse for Leadership Programs, 2010). Many programs are internally developed and reflect an institutional flavor such as the St. Lawrence Leadership Academy (St. Lawrence University), The University of Texas Leadership and Ethics Institute (University of Texas, 2010) or the Illinois Leadership Center (University of Illinois, 2010). Several leadership programs highlight the traditional institutional power positions such as President's Leadership Program (Colorado State University, 2010), the President's Leadership Class (University of Colorado, 2010) or the Chancellors Scholars and Leaders (University of Colorado at Colorado Springs, 2010). Other programs are simply titled Leadership Programs or Leadership Development. Still others have clever acronyms such as the Georgetown Office of Leadership Development, GOLD (Georgetown University, 2010). Leadership may be outsourced with programs such as Leadershape®, which has provided training for 40,000 students since its inception in 1986 (Pyrz, 2010).

While the approach to leadership development in higher education and the military services appears different, similarities in content exist. The Student Leadership Challenge by Kouzes and Posner (2007), used by many college leadership programs, addresses the Five Practices of Exemplary Leadership which include modeling the way, inspiring a shared vision, challenging the

process, enabling others to act, and encouraging the heart (Kouzes & Posner). Compare these values with the U.S. Army's statement of leadership principles for the non-commissioned officers (NCO) that include facets that an NCO leads by example, trains from experience, enforces and maintains standards, takes care of soldiers, and adapts to a changing world (Association of the United States Army, 2010).

A statement of and a commitment to core values is a key element of leadership in all branches of the military as well as many colleges and universities. The U.S. Navy and Marine Corps are bound together through common core values of honor, courage and commitment (United States Navy, 2010). In addition to honor, and courage, the U.S. Army holds as its' core values loyalty, duty, respect, selflessness, and integrity (United States Army, 2010). The School of Infantry, the Basic School, and military occupational specialty schools have intensive discussions regarding core values which aid in transition to values-based training and values-based leadership (Cavallaro, 2010). The U.S. Air Force also has integrity as a core value but qualifies its statement by indicating integrity first, then service before self, and excellence in all we do (United States Air Force, 2010).

The similarity in the core values taken from a number of colleges and universities is significant. Ohio University has at its core, commitment, citizenship, civility, community, and character (Ohio University, 2010). Olin College states integrity and respect for others among

its guiding values (Olin College, 2010). The University of Michigan Medical School honors respect and compassion, teams built on trust, innovation through individual and collective creativity, and an intrinsic desire to be the leaders and best (University of Michigan, 2010). Veterans are now attending higher education in numbers not seen since the end of World War II. Veterans have received extensive leadership and specialized training and bring knowledge and experience which is invaluable to college leadership programs. Among these traits are the ability to work both as a team member and leader, get along and work with diverse groups of people, work under pressure and meet deadlines, and give and follow directions (National Veterans Training

Institute, 2010). Many veterans have experience conducting systematic planning and organization, know how to conform to rules and structure, and are flexible and adaptable (National Veterans Training Institute). They possess initiative, established work habits, and have worked in environments with high standards of quality where commitment is essential (National Veterans Training Institute). Veterans that have been deployed often return with a global outlook and have experience working with different cultures (National Veterans Training Institute).

College student leadership programs can learn from veterans about leadership training and the infusion model of leadership development. Participation in an extended orientation program can provide students with information regarding

*“As military service members enter colleges and universities as veterans, they bring with them knowledge, skills, and attitudes acquired through extensive leadership development and are at the confluence of military and college leadership ideology.”*

the role of faculty and administration, and the function of institutional governance including that of elected student leaders. An explanation of institutional core values and leadership and how they fit into the culture of the institution provides context in applying leadership principles. Leadership concepts of service, responsibility and accountability establish expectations for student behavior. As students develop knowledge and skills, advanced courses in leadership would provide opportunities to integrate leadership skills in both curricula and co-curricular experiences.

In describing leadership development Komives, Longersbeam, Owen, Mainella and Osteen (2006) suggest the importance of engaging in one's learning environment to build capacity and effectiveness in leadership (p. 402). This is precisely the model experienced by veterans during their military service. Constant engagement in a leadership rich environment creates an expectation that everyone gains the knowledge, skills, and attitudes necessary to accept the responsibilities of ethical and effective leadership enhancing their potential to better serve the institution and community. This was expected of veterans while in military service and should be expected of college graduates. 🏠

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# Learning by Design

## *Experiential Leadership Development: The U.S. Naval Academy Approach*

Joseph Thomas and Steve Trainor

### ***The United States Naval Academy Today***

The mission of the United States Naval Academy (USNA) is:

*To develop Midshipmen morally, mentally and physically and to imbue them with the highest ideals of duty, honor and loyalty in order to graduate leaders who are dedicated to a career of naval service and have potential for future development in mind and character to assume the highest responsibilities of command, citizenship and government.*

The other federal service academies have similar missions. Many other colleges and universities also emphasize leadership. While not unique in higher education, USNA possesses its own approach to emphasizing the aspects of moral, mental, and physical development. Further, it has the federally-mandated charter of creating leaders of character and role models of the military professional who are at once a warrior, standard bearer of the naval profession, and servant of the nation. Upon graduation and commissioning each year, more than 1,000 new graduates immediately go on to serve as officers in the U.S. Navy or Marine Corps.

At the outset of the second decade of the 21st century,

several themes characterize the institutional focus of the Naval Academy. First among them is the obvious fact that the U.S. is a nation at war. The very nature of the current conflict suggests that we will be at war for the foreseeable future and certainly long enough that every current Midshipman will likely deploy into harm's way within a few years of graduation. USNA graduates have the added responsibility of leading America's sons and daughters, who have themselves volunteered for service during wartime, in the Navy and Marine Corps. These facts place added emphasis on providing world class leadership instruction and complementary experiential reinforcement.

The second core institutional theme is to develop leaders through the most challenging experiences possible and make those opportunities available to all Midshipmen. No USNA student should miss a chance to be taken to the very limits of their physical and intellectual capacity. Intensity of experience matters because the stakes associated with military leadership are so great. The final core theme is that Midshipmen are the "Face of the Navy" and should conduct themselves at all times as if they represent the culture, values and personal sacrifices of all current and former sailors and Marines. Of particular significance and meaning to

Midshipmen are those service members who currently serve forward deployed to places such as Iraq, Afghanistan, Africa, and on ships at sea. The educational requirements that provide meaning and bring these themes to reality involve a careful blend of classroom instruction, experimentation, experience, and reflection.

### ***The Leadership, Ethics, and Law Department***

The Leadership, Ethics, and Law (LEL) Department plays a critical role in the accomplishment of the USNA mission. The academic and professional development of future Navy and Marine Corps Officers, an element of the mental portion of the USNA mission, is clear and direct. By offering core courses in leadership theory and application, professional ethics, military law and elective courses in the behavioral sciences, philosophy, and other related topics, LEL serves as the instructional focal point for developing leaders of character. The core leadership educational attributes of USNA graduates and, therefore, the objectives of LEL curriculum are:

- Knowledge: Possess fundamental knowledge of human behavior and the dynamic science and art of leadership in the military environment
- Roles: Comprehend midshipman and junior officer leadership roles, responsibilities and values
- Character: Comprehend character, ethics and the fundamental elements of moral reasoning and apply to the personal and professional challenges of military officership
- Thinking: Apply analytical and critical thinking related to military leadership challenges

*“There is proven value in immersion in a wide variety of environments – particularly a demanding wilderness environment that at once morphs intellectual and physical challenges with tested leader development technique.”*

- Skills: Apply essential individual, interpersonal and organizational leader skills and abilities
- Motivation: Express self-understanding and motivation for continued leader development and military officership.

These attributes form the foundation of the LEL curriculum and are reinforced by the goals and objectives in each of the core courses offered by the department. Each of the four years at the Naval Academy include a core course and corresponding required experiential leadership development opportunities. Figure 1 depicts the sequence of courses and experiences over the four year program.

On many levels, the core leadership education program is also the lead in the moral component of the USNA mission. From the

core ethics course taken during the sophomore year through the Character Development Seminars conducted for seniors through the moral philosophy electives offered throughout, LEL emphasizes moral decision making from arrival in Annapolis through graduation. It is an explicit or implied component to every course offered by the department.

### **Complementary Experiential Education**

A strong focus on complementary and reinforcing experiential opportunities characterizes the Academy's traditional institutional philosophy. Like many colleges and universities, USNA's current approach to experiential learning has been greatly influenced by the work of David Kolb. The advantages of emphasizing a holistic process of experiential learning over traditional

didactic techniques have been the source of numerous research efforts undertaken in higher education generally and within the Naval Academy, in particular. These studies have been initiated to compare the relative importance of role models, classroom instruction, reflection, observation, and formal and informal experience in supervisory roles. Researchers have sought to determine the best balance of all the approaches associated

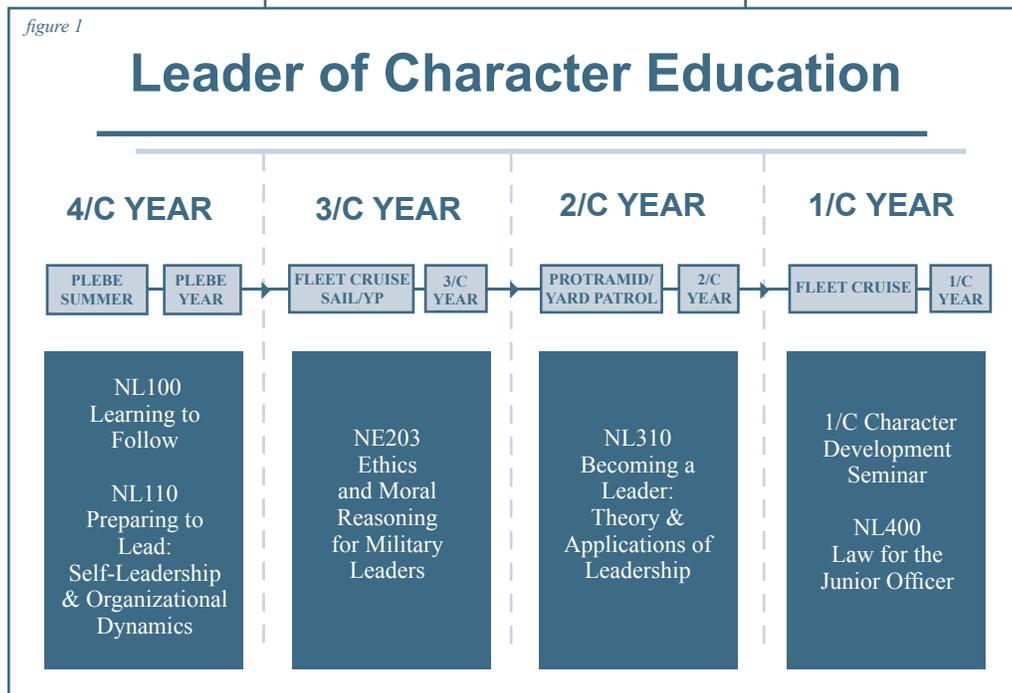
The seventh and final factor, formal classroom instruction, has been found to have the least influence on leader development in Midshipmen. In fact, some studies have revealed that the classroom has almost no influence on leader behavior (Kennedy, 1998).

However, given the objective of a Naval Academy education is to provide knowledge as well as influence behavior, classroom instruction is treated as

foundational. Even the most ardent proponents of the school-of-hard-knocks and skeptics of the usefulness of leadership and behavioral science theory concede that psychology, sociology, and history can be useful tools in guiding human understanding. The complexities

of the human condition and the strains placed on those charged with harnessing it for the accomplishment of given missions are not something that can be made up as one goes along. The classroom environment encourages reflection and allows the student to live vicariously

figure 1



with leader development. While the exact conclusions have varied, certain themes do appear. Perhaps the most interesting and informative findings were produced by the simplest questions such as, "How do Midshipmen learn leadership" (Kennedy 1998)? The answers to that basic question have usually been:

1. By direct exposure to formal and informal supervisory experiences
2. By observing the behaviors of role models
3. By reflecting on personal experiences and observations
4. By actively experimenting with a variety of styles
5. By interacting with the institution's socializing agents (normative behaviors)
6. By observing negative elements of the organizational culture
7. By formal classroom instruction

*"The classroom environment encourages reflection and allows the student to live vicariously through the experiences of other leaders and perhaps the instructors themselves."*

through the experiences of other leaders and perhaps the instructors themselves.

The ultimate challenge to those responsible for leadership development at the U.S. Naval Academy is to strike the proper balance between experience, reflection, conceptualization, and experimentation. Internally, the Academy provides numerous opportunities for experiential education and it tailors those opportunities to the environments Midshipmen will likely find themselves in as officers in the fleet. The USNA sailing program, located within the facilities of the Academy, employs over 30 sailboats of varying sizes. The Offshore Sail Training Squadron (OSTS) provides a summer training option for Midshipmen that exposes them to seamanship and navigation, life on the sea, and small-unit leadership. OSTS provides every incoming freshman with basic sailing skills training and enables advanced students the opportunity lead teams of 8 to 12 novice sailors in demanding at-sea circumstances. Each summer, OSTS conducts dozens of two and three-week sailing sorties. A portion of those sorties were all-Midshipmen crews while every vessel incorporated some form of Midshipman leadership. Student reaction to development offered through OSTS is overwhelmingly positive and viewed as among the most practical and rewarding offered at the Academy.

The Academy's Yard Patrol (YP) squadron also affords Midshipmen an opportunity to experience the challenges of underway leadership. YP craft are crewed by Midshipmen and the principal leadership positions of Commanding Officer, Executive Officer, Navigator, and Safety Officer are filled by more the experienced, who have demonstrated excel-

lence in maritime and navigation skills. The purpose of the YP experience is to perfect navigation, seamanship and command skills while advancing innovation, formative techniques and procedures. It is a tightly tailored leadership and professional experience with direct bearing on life after graduation.

These experiential opportunities, and many others, round out life on and around the Academy. In various ways they serve primarily to augment the practical experience gained through other summer internship opportunities with the operational Navy and Marine Corps. The traditional opportunities for experiential learning that focus on the skills important to sailors and Marines are and will continue to be the major element of the unique academy experience. However, there is proven value in immersion in a wide variety of environments – particularly a demanding wilderness environment that at once morphs intellectual and physical challenges with tested leader development technique.

Owing primarily to its location on the Chesapeake Bay in Maryland and its distinctly naval charter, USNA has maximized the use of the Bay and open ocean

for complimentary experiential development. Opportunities to get Midshipmen into wild and relatively hostile land environments have been rare. Considering the current global war and the role sailors and Marines play in that war, this is an omission that is being addressed in new ways. Getting access to true wilderness and the expertise required to function in that environment, however,

is extremely difficult. The schools established to develop Marines and Navy SEALs in that environment are charged with developing active duty service members and are not optimal for educating undergraduates – even if the opportunities were made available to Midshipmen. Organizations which offer an alternative are relatively few. Among those few organizations, only the National Outdoor Leadership School (NOLS) was found to offer the resources and

expertise to compliment USNA educational objectives. Since 2004, the Naval Academy and NOLS have engaged in a collaborative summer experiential learning program for nearly 650 Midshipmen.

Through formal training programs aboard Naval Academy sailboats and training craft, as well as, non-traditional opportunities like NOLS, Midshipmen have the opportunity to integrate leadership concepts learned in the classroom environment with realistic and practical application in a dynamic and challenging environment. The formal integration of experiential learning into midshipmen leadership development at the Naval Academy is, perhaps, one of the more significant and successful advances in this storied institution's recent history. 🏠

*“The formal integration of experiential learning into midshipmen leadership development at the Naval Academy is, perhaps, one of the more significant and successful advances in this storied institution’s recent history.”*

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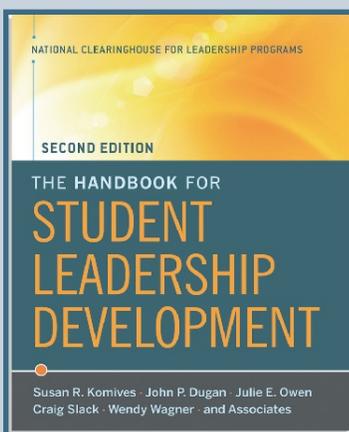
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# Program Spotlight

## Teaching Leadership to Combat Leaders

*Dr. Ted Thomas*

Teaching leadership to middle-aged men and women who recently returned from combat provides some unique challenges to our faculty. Every year, about 1,500 Majors (mid-level managers and leaders in the Army) attend the Command and General Staff College (CGSC) at Fort Leavenworth, Kansas. The leadership department is one of five departments which present these leaders the topics and areas for study needed for their development over the next five to ten years of their career. Every one of our students has led soldiers and, upon graduation, will return to the Army to lead again. Each has a personal leadership philosophy based on years of experience in leading. To reach this diverse group of officers whose combined experience is greater than the teacher's, CGSC instructors facilitate learning and use the students' experiences to bring more depth and breadth into the classroom. The facilitator is the "guide on the side" instead of the "sage on the stage" (U.S. Army, 2010). To aid in facilitation, CGSC uses a teaching methodology that is focused on the learner's experiences and is designed to involve all of the students by taking advantage of their varied learning styles.

The college instruction is based on Dr. David Kolb's Experiential Learning Theory (ELT) and integrates concepts from Dewey, Lewin, and Piaget to produce the Experiential Learning Model (ELM) (Risner & Ward, 2007). The ELM provides a framework for lesson plan design and presentation (Kem, 2006). Kolb's model delineates four phases of learn-

ing: concrete experience (experiencing), observation and reflections (reflecting), formation of abstract concepts and generalization (thinking), and testing implications of concepts in new situations (doing) (Kolb & Kolb, 2005; Kolb, 2007). The ELM takes Kolb's experiential learning cycle and superimposes five steps which travel through the preferred learning styles described by Kolb: concrete experience (experiencing), publish and process (reflecting), generalize new information (thinking), develop (links to doing), and apply (an extension of doing) (Francisco et al., 2008).

The concrete experience (CE) step parallels Kolb's concrete experience phase and addresses learning objectives through personal involvement with human situations. Students learn by making connections between their own

previous experiences and what they see, hear, or read in the CE. As adult learners, they all bring a wealth of experiences to the classroom and the learning environment. Capitalizing on student experiences that relate to what is happening in the classroom establishes a link that improves the learning. A case study, story, article, photo, or film clip helps the students make this connection.

The publish and process step addresses Kolb's reflecting phase. The instructor asks the students what happened (publish) and how they "reacted" to the CE (process). Both parts are important. Clearly describing what happened from each individual's perspective has value in highlighting the differences between what each person sees or hears and what

*"Capitalizing on student experiences that relate to what is happening in the classroom establishes a link that improves the learning."*

each person experienced. Describing individual reactions and sharing them with the rest of the group helps both the individual and the group begin to process the experiences. Learning takes place as members of the class share their thoughts with the group. The process of students teaching students begins here as they share their experiences and thoughts. The instructor enhances the learning experience by asking questions to ensure students focus on the learning objectives.

The generalize new information step delivers new content to the students and covers the thinking phase of Kolb's model. The content concentrates on topics essential to achieving the learning objectives (U.S. Army Command and General Staff College, 2010). This step has the potential to be more teacher-centric and often includes references back to previous steps in the model. The leadership department uses case studies in each lesson to give the students real-world scenarios and to link the learning objectives to the framework of a story. The students frame and analyze the case study using critical thinking and analysis. The case studies are chosen to reinforce the main teaching points of the lesson and to challenge student paradigms.

The develop step takes students from abstract theory to personal application of the theory, emphasizing the value or utility of the lesson objectives to the students. They are challenged to decide how to apply the learning and deal with "what ifs" (Risner & Ward, 2007). The develop step provides an opportunity for the students to express how they expect to use what they just learned. In the context of a case study, the students are asked what they would do if they were the decision-maker in the case study and to justify

their decisions. This step belongs to the students. It is for them to describe the utility or value of the learning; the personal application of this instruction means the instructor does not develop for his or her students.

The final step of the experiential learning model is apply. This step is the instructor's opportunity to "check on learning." It is not an exam or an assessment of the program of instruction, but the instructor's determination of whether the students "got it" before they walk out the door on break or at the end of class. The apply step consists of a few questions the instructor asks and is an indicator of student learning. For instance, the instructor may ask how the students will apply the new material to their future leadership positions. A more formal assessment may take place farther on in the course, but the true measure of learning will come later during application on the job.

According to Kolb's ELT model, for integrated learning of theory and practice to occur, it is necessary to address all four phases of the learning cycle. Following the ELM ensures that faculty and students experience learning from all four phases (Kem, 2006). While each of these phases is an independent method of receiving and processing information, in combination, their emphasis and development enable learning at higher cognitive levels (Kolb & Kolb, 2005).

Each of us use all of these phases of learning to some extent but prefer to use one method of learning over another (Kolb & Kolb, 2005). Educators tend to teach according to their own learn-

ing style and pay less attention to the other styles. The danger lies in leaving out the majority of the class in their favored learning style and not maximizing

the opportunity to engage each student's preferred style (Kolb & Kolb). The ELM helps instructors incorporate each learning style in the lesson to maximize the learning and not just use the methods and techniques with which the instructors or students are most comfortable. The ELM expands the students' adaptability and creativity by exposing them to learning outside of their comfort zone.

By using the ELM, the leadership department at the Command and General Staff College hooks the class with the concrete experience,

starts the learning through publishing and processing how the students react to the subject, addresses new information with a case study, develops this new information by having students describe the value of the teaching points, and then checks the students' learning in applying the new information. Throughout the class, the instructor facilitates learning by promoting student to student dialogue and drawing out the experience resident within the classroom. 🏠

*“Educators tend to teach according to their own learning style and pay less attention to the other styles. The danger lies in leaving out the majority of the class in their favored learning style and not maximizing the opportunity to engage each student’s preferred style.”*

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# The Leadership Bookshelf

## *The Handbook for Student Leadership Development (2nd Edition)*

*Susan R. Komives, John P. Dugan, Julie E. Owen, Craig Slack,  
Wendy Wagner & Associates*

*San Francisco, CA: Jossey-Bass, 2011, \$55.00 (Paperback)*

*Reviewed by: Dr. Amy Wilson, University of Buffalo*

As a mildly-seasoned student affairs professional and recent doctoral student, I have often seen 2nd and 3rd editions of popular student affairs work make their way to the corners of desks or more frequently to the shelves of libraries, only to collect dust and leave readers wondering, so what's new? However, the second edition of *The Handbook for Student Leadership Development* might suggest that times are changing – both figuratively and literally.

The expanded version of the Handbook is not simply a revival of the first edition (*The Handbook for Student Leadership Programs*) with a shiny new cover and a new chapter. Rather, Susan Komives and several of her contributing authors from the first edition have updated or completely redesigned their chapters, and several new authors have contributed new insights into this already substantial resource. The subtle but intentional change in the title reflects the shift in focus, from program development to student development, emphasizing the scholarship and practices that are applied to the intentional development of leadership capacity in students.

The expanded Handbook is conceptually organized into four parts focusing on foundations of leadership education, program design, program context, and program delivery as will be evidenced in this brief overview of the chapters. In chapter 1, Susan Komives aptly provides a historical overview of student leadership education and the more recent trends that have led to the professionalization of the field in higher education. The chapter goes further to identify current issues and needs in the field of leadership edu-

cation such as the need to identify and administer high impact programs and the need for leadership educators to understand and address the unique dimensions of leadership informed by students' social identity.

Part 1 of the Handbook (*Foundations of Leadership Education*) is comprised of four parts and begins with a completely revised version of chapter 2 (*Leadership Theories*). John Dugan and Susan Komives provide an overview of the evolution of leadership theory and emphasize a social justice approach and consideration when examining leadership theories. Chapter 3 (*Research on College Student Leadership Development*), a new addition, follows in natural progression highlighting the need for a critical lens when interpreting and using leadership research. Dugan also provides a synthesis of select findings that advance our understanding of college student leadership development and best practices in the field. In chapter 4 (*Considerations of Student Development in Leadership*), Wendy Wagner contributes a new perspective in leadership education that emphasizes an understanding of student development and how it may impact the ways in which students respond to and internalize their learning experiences. The chapter provides guidelines for the appropriate use of student development theory in creating learning environments and highlights several key developmental theories for consideration. Part 1 concludes with a reframing of chapter 5 (*Considerations of Student Learning in Leadership*), which challenges leadership educators to reframe their perspective. Julie Owen asserts that we should truly view ourselves as educators versus

programmers and presents an effective overview of the ways in which learning theories can be applied to student leadership development.

Program design is the focus of Part 2 and each of the four chapters covers an essential element in the design of programs based on the scholarship and research presented in Part 1. Chapter 6 (Establishing and Advancing a Leadership Program) provides practical guidance for not only establishing a leadership education program on campus but also for advancing and sustaining a program through cross campus collaborations. Jan Arminio's chapter is particularly insightful as many campuses face tough financial decisions, forcing leadership educators to be more resourceful and collaborative. Chapter 7 (Inclusive Design) expands on intentional design through an adaptation of universal design principles. Art Munin and John Dugan provide a very practical, yet new, approach to evaluating and examining the relative inclusivity of leadership programs and services. The authors challenge educators to reflect on themselves, the content of their programs, and the explicit and implicit messages about leadership communicated throughout the student learning experience. Chapter 8 (Assessment and Evaluation) is an updated examination of leadership assessment presented by Julie Owen. The chapter is a great resource for those who are relatively new to assessment, but also provides new insights and trends in leadership assessment for those more seasoned. Chapter 9 (Funding Leadership Programs) concludes Part 2 of the Handbook and addresses the very real need for leadership educators to also become fundraisers. Angie Vineyard and Craig Slack

provide suggestions for soliciting funds from external sources as well as for further consideration of internal resources. The chapter also provides insightful commentary from Dr. Bruce Jackson, Director of the C. Charles Jackson Foundation, which funds college student leadership programs.

The third part of the book (Program Context) includes three revised chapters which examine how contextual dimensions of campuses should inform the design and delivery of leadership development programs. Chapter 10 (Formal Leadership Program Models) includes an updated model to guide program structure and development. Paige Haber emphasizes the need for contextual programming that considers campus type, student characteristics, campus culture, and other aspects of the larger environment in which the institution exists. Chapter 11 (Curricular Programs) furthers consideration of program development through the context of academic and credit bearing courses and programs. Felicia Mainella and Marlena Martinez Love pose several critical questions and variables to consider in determining the type of program, as well as an overview of the essential components for designing a curricular leadership program. Chapter 12 (Cocurricular Programs) provides an extensive overview of leadership development as a cocurricular option, emphasizing the opportunities for collaboration within student affairs and across academic affairs. Jennifer Smist offers insights for consideration in program design and examples of various effective cocurricular formats.

The fourth and final part of the book (Program Delivery) concludes with an overview of the pedagogical practices, strategies, and content that is employed in the implementation of program de-

sign. Chapter 13 (Powerful Pedagogies) is a new chapter that explores a range of powerful pedagogies, such as experiential learning, service-learning, peer mentoring, and sociocultural discussions, as means to transform both credit-bearing and cocurricular programs and motivate students to take responsibility for their own learning. Cara Meixner and Dave Rosch not only provide descriptions of these applications, but also include examples of institutions employing such methods and extensive information on how to use the high-impact practices. Chapter 14 (Considerations for Cultural and Social Identity Dimensions) has been expanded and updated to include additional social identities and greater breadth of research on various subpopulations. Additionally, the authors, Daniel Ostick and Vernon Wall, include a cross-cultural application which emphasizes a social justice approach in the development of programs about and for specific student populations. And finally, Chapter 15 (Contemporary Topics in Leadership) provides a brief introduction to some of the most frequently noted topics as they relate to leadership program development. Wendy Wagner and Kristan Cilente synthesize the list of contemporary topics into civic and community engagement, emotional intelligence, ethics, integrative and interdisciplinary learning, global leadership, positive psychology, and spirituality. Leadership educators can use this chapter and the provided resources to further pursue their interest in the topic as well as learn how to integrate it into their program design. The Handbook concludes with an epilogue that refers to a state of "beginner" and the level of comfort one may or may not take in being a beginner again.

### ***Implications for Practice***

The 2nd edition of the Handbook challenges us as leadership educators to think like beginners, to start from the beginning, and reminds us to reflect on our practices. The Handbook emphasizes the need to be intentional in our program design and delivery by considering both the context and the content.

Leadership educators of any level will find the 2nd edition of the Handbook

*“The authors challenge educators to reflect on themselves, the content of their programs, and the explicit and implicit messages about leadership communicated throughout the student learning experience.”*

practical and useful. It can be used as a starting point in the creation and framing of new leadership programs or it can be used to reassess the nature and effectiveness of current programs and services. The Handbook provides a fresh perspective for veteran educators and challenges us to reconsider the ways we are teaching and what we are teaching. Most importantly it reminds us that we are educators and we are in a position to impact student learning.

### **Recommendation**

In conclusion, the 2nd edition of the Handbook for Student Leadership Development should really be considered a first edition as it provides a wealth of new information and new perspectives in the realm of leadership education. It is a refreshing and inspiring read, as well as a tangible resource and tool for all. Keep this one at the forefront of your desk and your mind. 🏠

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# Scholarship and Research Updates

## *College Military Leadership*

*Matthew Johnson and Dr. Susan R. Komives*

**M**ilitary training programs have a storied history on college campuses beginning with the establishment of the Morrill Act of 1862. In fact, at many large colleges and universities, participation in military programs such as a corps of cadets was a requirement until the 1960s. Today, military training programs exist on over 207 campuses (Lauritzen, 2007) and since September 11, 2001, are returning on a regular basis (Chronicle, 2011). These programs are important pipelines for commissioned officers in the four main branches of the armed services (i.e., Army, Navy, Marine Corps, Air Force). In fact, two-thirds

of recently commissioned officers came from military programs in civilian higher education institutions (Lauritzen). Students who participate in military training programs receive military education and training in addition to traditional undergraduate curricular experiences.

“Military training programs” is a common term used to denote formal two- and four-year military programs on college and university campuses. Students who participate in these programs receive scholarships to attend college and are given training and a pathway into a military career. Reserve Officers’ Training Corps (ROTC) and the Corps of Cadets are the two primary military training programs. ROTC programs are more prolific than the Corps of Cadets, which are limited to seven senior military institutions (i.e., Texas A&M University, Norwich University, The Virginia Military Institute, The Citadel, Virginia Polytechnic Institute and State University,

and North Georgia College and State University). Despite some differences in the respective programs, both ROTC programs and the Corps of Cadets hold leadership development as a central goal and outcome (Wilson, 2009).

Military programs have comprehensive, tiered leadership development programs designed to increase students’ capacities for leadership. As students progress through their two or four years, they are awarded more formal opportunities to practice leadership based on class year, experience, and aptitude, with students receiving more positional leadership roles in their companies or billets (Shepherd &

Horner, 2010). These leadership opportunities become part of students’ day-to-day activities and serve as important experiential components for their leadership development. Academic classes focused on leadership provide opportunities to make meaning of their experiences and to learn about formal leadership theory (Shepherd & Horner).

### **Conceptions of Leadership**

Those who are unfamiliar with military leadership theory may operate under the guise that it centers on command and control approaches (Northouse, 2007), when in fact it centers on relational and transforming leadership (Brown, 2002; Burns, 1978). At the United States Naval Academy (USNA), for example, leadership coursework centers on the interaction of the leader, the followers, and the situation (USNA, n.d.), indicating a post-industrial approach to leadership (Rost, 1993). Also, the Army’s know-

*“Students in military training programs generally score higher in leadership capacity than other students.”*

be-do model is widely adopted in other settings. The Army seeks to develop a competent, expert leader and includes “what an Army leader must be (i.e. character), what a leader must know (i.e., competence), and what a leader must do (i.e., forms of influencing, operation, and improving). (Day, Harrison, & Halpin, 2009, p. 234). For a complete list of behaviors in the Army competency model, see Day et al. (2009).

### **Research**

Despite a rich tradition of fostering leadership in students, military leadership development research is limited. A common finding in the research that does examine military leadership development is the critical importance of peer interactions in leadership development (Kennedy, 1998; Shepherd & Horner, 2010; Stonaker & Stonaker, 2005), which parallels Astin’s (1993) findings on student development in higher education. Students in military training programs generally score higher in leadership capacity than other students. One study found that senior ROTC unit instructors had greater leadership capacities than other students on campus on the Leadership Practices Inventory (Baxter, 2001; Kouzes & Posner, 2007). Using data from the Multi-institutional Study of Leadership, military students indicated greater efficacy for leadership even when differences in background were accounted for. Second, the values of socially responsible leadership and leadership self-efficacy were positively correlated for students who participate in military education programs. (Wilson, 2009)

The development of leadership in military training programs is conflicted in terms of gender. Some studies have found

differences between men and women in terms of leadership development (Blackwell, 2004; Jordan, 1987; Shepherd & Horner, 2010), while other studies have found no significant differences (Chemers, Watson, & May, 2000).

### **Resources**

For an overview of the content and scope of military training programs see Wendy Wilson’s 2009 dissertation (available from [drum.umd.edu](http://drum.umd.edu)). See also Wilson’s (2006) NCLP monograph on Reserve Officer’s Training Corps and Leadership Development. For more information on specific services ROTC program elements see their websites: Air Force: [www.afots.af.mil/AFROTC/default.htm](http://www.afots.af.mil/AFROTC/default.htm); Army: <http://www-rotc.monroe.army.mil/>; Navy: [www.cnet.navy.mil](http://www.cnet.navy.mil)

### **Special Comment on Veterans**

Those students who are no longer affiliated with the military are commonly referred to as veterans and comprise roughly four percent of all undergraduates enrolled in postsecondary education (Radford, 2009). Veterans of military service are coming to college in record numbers, and this trend is expected to continue – largely due to the 9/11 GI Bill. The skills these students bring can be useful on campus and should be approached from an asset or strengths philosophy. Nearly all undergraduate veterans were not officers and may be interested in continued leadership development.

Officially called the Post-9/11 Veterans Educational Assistance Act of 2008, the 9/11 GI Bill has created an influx of veterans who are seeking post-secondary education, mostly because of the drastic increase of funds tied to the bill, which can be

used for tuition, fees, living expenses, and books. Although estimates vary, veterans comprise roughly three percent of undergraduates currently enrolled in higher education (Radford, 2009).

The new 9/11 GI Bill, the Post-9/11 Veterans Educational Assistance Act of 2008—which began in August 2009, has already created a drastic influx in the amount of military veterans who are seeking post-secondary education. This trend is expected to continue for several reasons, most notably because of the large amount of money associated with this version of the GI Bill that helps cover tuition and fees, living expenses, and books. These veteran students tend to be older than traditional undergraduates, in addition to a greater likelihood of being married and having children. In 2007-2008, 48-percent of military graduates were married, and 47-percent had children (Radford, 2009). Veteran students are also more likely to have formal leadership development training as a result of their military experience.

### **Resources**

Inside Higher Education contains a summary of a NSSE report on recent data on veterans at <http://www.insidehighered.com/news/2010/11/04/nsse> The Veterans in Higher Education listserv is maintained by the University of Louisville, and offers a forum for higher education professionals to dialogue about Veteran’s issues at <http://louisville.edu/student/form/vetsinhighereducationlistserv> Readers may also want to obtain the 2010 CAS Standard on Veterans Programs and Services at [www.CAS.edu](http://www.CAS.edu).

### **Conclusion**

Military institutions continue to make valuable contributions to the student leadership development and have much to offer. ROTC programs are a mainstay on many college and university campuses, and the recent reinstatement of the ROTC programs at Harvard University and Columbia University suggests that military programs will receive increased attention in higher education. ROTC members are students in training to assume military leadership roles and should be included in all campus-wide

*“Leadership educators can connect with these students’ experiences by understanding the nature of their military training philosophies and building links to models used with the general student body.”*

leadership programs as would members of any student organization. Leadership educators can connect with these students' experiences by understanding the nature of their military training philosophies and building links to models used with the general student body. 🏠

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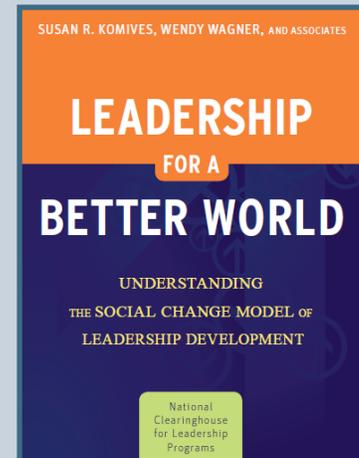
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