CONCEPTS & CONNECTIONS:

— Self-Efficacy and Student Leadership Development —

A Newsletter for Leadership Educators

Personal and Collective Efficacy:
Essential Components of College Students' Leadership Development

by Gypsy Denzine

Efficacy theory represents a shift in how we think about and study leadership development among college students. In contrast to leadership models that emphasize personality traits, fixed abilities, positions of authority, management style (Rost, 1991), efficacy theory focuses on both observable behaviors and underlying cognitive processes. Self-efficacy is defined as an individual's beliefs about his or her capabilities to produce designated levels of performance that exercise influence over events that affect their lives (Bandura, 1997, 1993, 1986). In other words, self-efficacy is an individual's belief system about their competencies and abilities in specific situations.

In any given situation college students hold beliefs about "can I do it?" Noting the situation-specific nature of self-efficacy is important. Self-efficacy is not a global factor; rather it is based on many specific efficacy beliefs. For example, a student government president will have perceptions regarding his or her ability to facilitate an effective meeting, communicate with the university president, effect campus change, write reports, oversee funds, speak in public, and balance academic work.

Self-efficacy is an important construct because of its relation to other cognitive and behavioral processes. One's sense of efficacy is reciprocally related to his or her attributions, motivation, goal-setting, anxiety levels, behavior, job performance,

> *"...if we are to understand students' behavior, choices, motivation, and behavioral change we must consider their self-efficacy beliefs relative to any given situation."*

psychological well-being, quality of student learning, academic self-regulation, and achievement (Bandura, 1993). Given these important relations, it is not surprising that self-efficacy has been studied in a wide variety of domains including classroom learning, career development, athletics, family processes, health education, medicine, and addictive behavior in individuals (Bandura, 1995).

Although efficacy theory has not been fully integrated into leadership theory and practice, it has been applied to the study of management and organizational functioning (Bandura & Jourden, 1991; Krueger & Dickson, 1993; Singer, 1991; Wood & Bailey, 1985; Wood & Bandura, 1989). In this work, efficacy beliefs are considered to be important determinants of one's leadership capabilities. To date, the application of efficacy theory to management and organizational functioning has not included settings of higher education. Furthermore, these research studies involved full-time paid employees. In contrast, leadership development in college students

Connections From The Director

The focus of this edition of *Concepts & Connections* is on the social cognitive theory of self-efficacy and its potential contribution to the leadership development arena. The construct of self-efficacy has a relatively brief history that began with Dr. Albert Bandura's (1977) publication of "Self-Efficacy: Toward a Unifying Theory of Behavior Change." During the past decade, self-efficacy, the sense that one can make a difference, has received increasing attention in educational research. Arthur Levine (1998) states, "Today's students need to believe that they can make a difference. Not every one of them will become president of the United States, but each of them will touch scores of lives far more directly and tangibly—family, friends, neighbors, and co-workers." Levine asserts, " they need to be convinced that making a difference is their birthright. They should not give it away. No one can take it away" (p.159-160).

I gave Levine's statement a lot of attention as I thought about this edition of *Concepts & Connections*. In my own world, I never gave much thought to leading or leadership. I grew up in a small rural town in a hard working white-collar neighborhood with my mother as a stay-at-home parent. I can see now, using today as a measuring stick, how I benefited by having an advocate, my mother, around much of the time to encourage me. No one in my immediate family held positions of power or leadership.

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Yet my sister and I were taught that we could become anything that we dreamed; we just had to study, work hard, be responsible and it could happen. With that kind of encouragement from my family, I usually accepted difficulties as just another challenge, and frequently found myself exhibiting leadership.

Now, as I find myself in formal leadership positions and engaged in the study of leadership, I look back upon those years and recognize the many forces of love and encouragement that assisted me in the process of developing self-efficacy. As I observe and engage the students in my Introduction to Leadership class and listen to their cynicism, I wonder: who has been there for them? From where and from whom have they gotten their encouragement? How have they developed such a deep sense of apathy concerning their capacity to make a difference for the common good?

Dr. Gypsy Denzine, Assistant Professor of Educational Psychology at Northern Arizona University, our feature author, has framed the theory of self-efficacy and built a conceptual bridge between the theory of self-efficacy and current leadership development thinking. Dr. Sue Pearlmutter, Assistant Professor at Case Western Reserve University and our contributing author on training and techniques, adds clarity and focus to the topic from an organizational dynamic perspective. Charles Outcalt and Shannon Faris of UCLA, our program spotlight authors, apply the social cognitive theory of self-efficacy to the Bruin Leaders Project, a non-hierarchical leadership program at UCLA.

I believe this edition of *Concepts & Connections* will open the door to a new paradigm of thinking among professionals contributing to the dynamic field of leadership education. I hope our authors' remarks open your minds to a new consciousness of being and ignite your creativity for designing new methods of leadership training and education that instill in students the belief that they can make a difference within their communities. ◆

Craig Slack

Craig Slack
Director

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Personal and Collective Efficacy: Essential Components of College Students' Leadership Development

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often results from part-time work, volunteerism, involvement in clubs and organizations, and classroom experiences.

Although not in the area of leadership development, there is an extensive body of literature applying efficacy theory to the experiences of college students. The majority of research in this area focuses on students' academic self-efficacy. Academic self-efficacy is a critical element in Zimmerman and Schunk's (1997) model of self-regulated learning. More specifically, students' perceptions about their specific academic abilities greatly influences the extent to which they are able to regulate their own learning processes. Just as researchers have found the importance of studying academic self-efficacy, there is great potential in identifying the nature and effects of students' perceptions of their leadership efficacy.

Leadership Efficacy

Relying heavily on Bandura's work, leadership efficacy is concep-tualized in this article as "a student's beliefs about his or her abilities to exercise their leadership knowledge and skills in a given situation." The application of efficacy theory to college student leadership development is important for several reasons: (1) efficacy beliefs affect student involvement, (2) perceptions of self-efficacy influence what and how much student leaders will learn, (3) self-efficacy determines performance and achievement levels, (4) one's sense of efficacy influences his or her psychological well being, and (5) self-efficacy contributes to perceptions of collective efficacy.

Student Involvement

Nearly twenty-five years ago Alexander Astin and his colleagues (1975) identified the concept of involvement as one the most important "conditions of excellence" in undergraduate education. He defines involvement as "the amount of time and physical energy that the student invests in the learning process" (1996, p. 124). Although researchers consis-tently find the benefits of student involvement for leadership develop-ment (Astin, 1996; Pascarella & Terenzini, 1991), less is known about the processes by which students become involved in campus activi-ties. Efficacy theory helps explain who is likely to become involved, what activities students will choose to become involved in, and the dura-tion and intensity of their involve-ment. These issues are grounded in the premise that self-efficacy medi-ates all behavior and behavioral change. Therefore, if we are to under-stand students' behavior, choices, motivation, and behavioral change we must consider their self-efficacy beliefs relative to any given situation.

> *"Another way self-efficacy mediates student involve-ment is through its influence on effort and persistence. Student leaders with high self-efficacy will most likely exert extra effort and believe they can be successful in the future."*

One way student involvement is influ-enced by efficacy perceptions is by limiting or expand-ing the choices stu-dents will consider. In making decisions, people tend to choose tasks and activities at which they believe they can succeed. In contrast, people tend to avoid tasks at which they think they will fail (Bandura, 1986, 1993, 1997). For example, a student who believes "I can not make a difference or influ-ence the multicultur-al climate on my campus" is unlikely to join the Diversity Task Force. This example demon-strates the impor-tance of assessing students' underlying cognitive processes in order to under-stand their behavior. Unfortunately, we may misinterpret students' behavior by assuming that uninvolved students are apathetic, lack sufficient time, or do not see the potential benefits of involvement. For some students, low self-efficacy may inhibit the degree to which they become involved in classroom and out-of-class activities.

Another way self-efficacy medi-ates student involvement is through its influence on effort and persis-tence. Student leaders with high self-efficacy will most likely exert extra effort and believe they can be suc-cessful in the future. The relation between self-efficacy and persistence is mediated by the individual's causal attributions of the problem sit-uation (Bandura, 1986, 1997). Individ-uals with high self-efficacy interpret difficult situations as a challenge; whereas, those with low self-efficacy interpret difficult situations as a threat. For instance, suppose a school newspaper experienced a sudden

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decrease in local advertisers. A highly efficacious student editor may view this as a challenge and seek alternative advertisers or find creative ways to lure back previous advertisers. In contrast, a student editor with very low efficacy may perceive this situation to be a personal attack on himself/herself or the newspaper. The editor's belief related to "I can secure advertisers" will influence his or her level effort and persistence.

Student Learning

Another major premise is that self-efficacy operates in all learning situations. One way student learning is influenced by efficacy beliefs is by determining which models students will attend to and under what circumstances. Students do not randomly select models to observe and learn from, rather they choose models that they believe are within their own potential skill level (Bandura, 1986). Efficacy beliefs also influence student learning by mediating persistence. Students who do not give up in the face of challenge will learn more as a result of being engaged in the learning process for a longer period of time.

Performance and Achievement

An extensive amount of research reveals positive self-efficacy leads to increased performance and achievement in both academic and employment settings (Schunk 1984; Wood & Bandura, 1989). This is not surprising given the fact that efficacious individuals tend to set realistic and high goals, put forth great effort, and persist in the face of challenge.

Psychological Well-Being

In addition to increasing performance, efficacy theory is also an important construct for understanding psychological and physiological factors. Previous research indicates that self-efficacy is related to stress, depression, anxiety, susceptibility to avoidance behaviors, ability to control difficult situations, pain tolerance, and helplessness (Litt, 1988). Thus, in our attempts to build students' self-efficacy, we are also con-

tributing to their ability to cope with life's transitions and stressors.

Collective Efficacy

It is difficult to imagine leaders operating in isolation. Leaders typically work in social contexts and see the need to motivate and involve others in order to create change. While each member of the group has his or her own personal efficacy beliefs, they also have perceptions related to the abilities of the group. A very important construct underlying the study of leadership is collective efficacy. Perceived collective efficacy is defined as a group's shared beliefs in its collaborative capabilities to organize and execute the courses of action required to produce given levels of attainment (Bandura, 1997, p. 477). For example, a student research group has a shared belief in their ability to effectively design and conduct their chosen research project. In this example, the group's collective efficacy is not the pooled average of the member's individual efficacy beliefs. College efficacy refers to individuals' perceptions of "can we do it?" Similar to personal efficacy, collective efficacy is important because it mediates a group's actions, motivations, goals, effort, persistence, and achievement levels.

Efficacy and Leadership Development

It is suggested here that efficacy theory can enhance, and need not replace, existing leadership models. Relying upon Alinksy's (1971) model of "collective enablement for social change", Bandura (1997) argues the role of community organizations is to create social change, build member's sense of efficacy, and create commu-

nal bond among members. He further argues that community action should not be limited to building leadership skills among members or improving specific situations. Instead community organizations should strive for building collective efficacy, which builds citizenship and can lead to societal improvement. This view is consistent with Helen Astin's (1996) Leadership for Social Change Model (LSC), which focuses on citizenship and one's desire for social change.

The LSC model emphasizes consciousness of self, which requires the individual to become aware of his or her values, emotions, attitudes, and beliefs. Assisting students in becoming aware of their own levels of self-efficacy is consistent with Astin's model. There is also congruency between efficacy theory and LSC in the emphasis placed on personal commitment. While Astin highlights passion and internal drives, efficacy theory emphasizes underlying cognitive beliefs as an important determinant of a person's commitment to a goal.

Future Practice:

Student Involvement

According to Bandura (1997), many people shy away from collective action not because they can gain the benefits without the costs of participation but because they seriously doubt the group's efficacy to secure any benefits at all (p. 489). The implication for practice is that we should publicize leadership opportunities for students by highlighting the club or organization's past achievements and advertise "we can do it." This approach may be more effective than calling attention to the major issue or challenge in need of change. Highlighting issues and problems may be

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a risky practice because students' self-efficacy will influence their perceptions of the impediments related to the issue and may decrease their participation. The problem may be viewed as too challenging and they may adopt the belief "nothing I can do will matter." Other recruitment strategies such as social persuasion and the use of incentives may also be insufficient for encouraging involvement. A better strategy is to rely upon models and emphasize to students "you can do it", "we can do it", and highlight examples illustrating "we have done it in the past."

Strengthening Personal Efficacy

One of the strengths of efficacy theory is that it provides specific strategies for increasing personal and collective efficacy. One way to increase an individual's or group's sense of efficacy is to ensure early success. It is important that students and organizations start with small and proximal goals, which will guarantee their initial success. Other effective strategies involve modeling and social persuasion. In practice, it is crucial for advisors and student leaders to explicitly state their confidence in their own abilities and to continually remind others "you can do it."

Leadership Training

If our goal as student affairs professionals and leadership educators is to increase students' sense of efficacy, this goal should be shared with students. Students should be active participants in measuring and regulating their own efficacy beliefs. We can and should explicitly teach students about personal and collective efficacy. Training sessions are needed for advisors and students in executive positions to explore the importance and implications of efficacy theory for individual and group functioning.

Advisor Efficacy

Many college students develop their leadership competencies through involvement in clubs and organizations, most of which have advisors. An advisor's belief regarding "I can influence the leadership development of any student" is an essential component of leadership education. significantly less attention compared to personal efficacy (Bandura, 1997).

Conclusions

Given the relations found between self-efficacy, job performance, and psychological wellbeing, applying efficacy theory to college student leadership development is meaningful and important. Student affairs professionals and leadership educators are encouraged to consider the importance of personal and collective efficacies for individual students and their campuses.

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Leadership for Change:
The Role of Self-Efficacy

by Sue Pearlmutter

Much has been said in academic, organizational, and business literature about the role of leadership in forging growth and change. We have heard that leaders who attempt and succeed at organizational change are those who understand and appreciate the power of transformation. They have a clear view of their organization's current state and recognize the strength of its culture. They can see where they need to go, and have a vision for getting to that place. They recognize that there will be resistance and they develop strategies and techniques for dealing with it (Lewin, 1958). They are role models, providing direction for the behavior they want to produce.

These leaders recognize the need to obtain and use power in positive ways. They are politically astute, developing allies and using teams in their organizations to encourage creative thinking and produce change. They build consensus and are adept at sharing the credit for getting things done. They are risk-takers who will challenge conventional wisdom. They define and are committed to a clear outcome and they are persistent in their efforts to achieve that outcome. They build environments in which rewards are given for both successes and valiant attempts. Systems thinking, the ability to see both "the forest and the trees" within their organizations is a hallmark of these leaders. To develop and maintain these skills, transformational leaders are dedicated to lifelong learning and personal mastery (Senge, 1990).

They are deliberate designers, integrating the capacities cited above to deal with critical organizational issues. They have a strong sense of purpose and a personal vision, which they then share with others. Finally, they are organizational teachers who encourage and stimulate learning for everyone in the organization (Senge, 1990).

Recognizing these characteristics and skills is but one part of identifying leaders. Perhaps a more significant part is determining how to develop them in potential leaders. Albert Bandura (1977) introduced the construct of self-efficacy to indicate how people develop both a belief in their ability to perform challenging tasks, and the confidence to assume those tasks. For our purposes, measures of one's perceived self-efficacy, "judgments of how well one can execute courses of action required to deal with prospective situations" (Bandura, 1982, p. 122), can provide clues to an individual's willingness or readiness to promote change and innovation. Those who believe their

Bandura (1977, 1982) describes four sources of self-efficacy:

Source	Description	Significance
Performance accomplishments or enactive mastery	• Personal, successful, repeated experiences build skills, exposure and coping abilities, and increase self-efficacy. • Tends to generalize to other situations, particularly those in which performance has been inhibited by self-doubt.	• They are the most powerful sources of self-efficacy, especially when accomplishments are gradually built.
Vicarious experiences	• Behavior modeling or watching others perform difficult and challenging activities without negative consequences. • Build expectations that the observers can succeed with sustained efforts.	• Not as dependable a source of information, but are especially valuable when one is unfamiliar with the situation and uses the model to gauge his/her abilities.
Verbal persuasion	• Convincing another that s/he can cope with difficulty or successfully engage in a specific behavior. • Best used with people who already believe they can produce successful efforts through their performance.	• Weak source, but can lead people to attempt performance, try hard, and succeed, promoting skills development and increased self-efficacy.
Emotional arousal or assessment of physiological state	• Judgment of anxiety or stress, a recognition of fear or another strong feeling, and a willingness to participate in modeling experiences that reduce anxiety and heighten one's sense of efficacy.	• A weak source, but the emotions may be strong enough to propel the individual toward a challenging activity.

personal self-efficacy is high will be most likely to attempt the complex tasks involved in organizational change.

Bandura (1977) also indicated that cognitive processes such as memories of prior experiences, motivation, and rewards and consequences, are involved in learning new behaviors. These cognitive processes result in "efficacy expectations" (Bandura) indicating a level of confidence that one can perform. And, when one does perform successfully, the performance raises the level of one's efficacy expectations for the next task to be performed.

In examining the behavior of people in organizations, Bandura and Wood (1989) observed that change leaders would use their self-efficacy to creatively surmount barriers and constraints. Their self-confidence motivated them, even in the presence of overwhelming difficulty, and they were determined to achieve their goals. These leaders also believed very strongly that they could control their environment. They could make it change in ways that were important. The stronger their beliefs, the more likely they were to achieve success. When people experienced success, their efficacy was validated and their belief in their ability to control the environment was increased. This resilience among leaders and change-makers promotes attainments in organizations and individual accomplishments as well.

Many of these leaders saw their abilities as skills that could be continually enhanced by acquiring knowledge and perfecting competencies. They sought challenging tasks that provided opportunities to enhance their learning and improve their competence. Making errors was a natural part of the learning and skills acquisition process. They pursued complex and difficult tasks despite the challenges that were part of their learning.

The message here for students learning about leadership is that opportunities for acquiring skills and competencies abound.

Source of Self-efficacy	Action/Strategy
Performance Accomplishments or Enactive Mastery	• Assure that students understand change theories and models • Discuss leadership skills and qualities; encourage students to explore their own leadership style • Provide assignments giving opportunities for students to lead in class, at work, in service • Introduce cognitive and behavioral change strategies (Rapp & Poertner, 1992) and provide opportunities for practice • Expose students to resistance and guide the development of strategies to deal with resistance • Guide students in understanding the need to discuss assumptions and use reflective thinking (Schon, 1983) in their learning • Require students to develop and implement planned change efforts as assignments • Use class as laboratory for rehearsing efforts • Ask students to reflect on their work experiences and the application of leadership and change theories
Vicarious Experiences	• Model leadership in change efforts and discuss process as well as progress • Invite those who are skilled change leaders to facilitate classroom sessions and model appropriate change leadership and management behaviors for participants • Construct classroom workshop sessions so they model change leadership, i.e. seek continuous feedback, institute changes in curriculum according to feedback, and discuss the process
Verbal Persuasion	• Give consistent, clear, and specific feedback to students, and encourage system of peer feedback • Give constant praise for efforts and for achieving successes • Use persuasive comments that are clear and specific to the work attempted and goals achieved • Seek information from students regarding performance feedback they have received at work or in performing service
Emotional Arousal or Assessment of Physiological State	• Allow time for processing participative activities • Focus not only on task but recognition of what students are feeling and ways to manage those feelings • Spend classroom time addressing and discuss emotional and/or physiological reactions to learning assignments • Discuss strategies that have been helpful to students in dealing with these responses • Assist students to develop their own creative strategies for dealing with these feelings

Students can develop and increase their self-efficacy in the classroom and through employment – whether on campus, participating in service, or working out in the world. They can gain experiences and develop self-efficacy that is strong and resilient, efficacy that will increase their comfort with exploring organizational change and innovation. At the same time, this increasing efficacy will move them toward acceptance, understanding, and accomplishment of leadership tasks. Classroom instructors, workshop facilitators, and other educational leaders can consider the strategies below to stimulate and enhance the lifelong learning process among their students.

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Call for Papers

The Center for Creative Leadership is sponsoring the Walter F. Ulmer Applied Research Award, named in honor of the Center's retired president and CEO, to stimulate outstanding field research and its creative application to the practice of leadership. First prize will include $1,500 and a trip to the Center to present research in a colloquium. An award of $750 will be given to a paper judged as deserving honorable mention status. Check the Center's website at www.ccl.org/news/call.htm for more information about research requirements, judging criteria, and paper guidelines. Entries should be submitted to Cynthia McCauley, Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, NC 27438-6300. All entries must be received by March 31, 2000.

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Program Spotlight
The Enhancement of Self-Efficacy through Non-Hierarchical Leadership Development

by Charles Outcalt and Shannon Faris

A recent program evaluation of UCLA's non-hierarchical leadership program demonstrates, through both quantitative and qualitative means, that participation in the Bruin Leaders Project (BLP) promotes self-efficacy as a component of leadership development. In keeping with recent research findings, this evaluation found that service seems to have a particularly significant role in the promotion of self-efficacy.

The Bruin Leaders Project: UCLA's Non-Hierarchical Leadership Development Program

UCLA's Bruin Leaders Project (BLP) was developed in early 1997 to provide an opportunity for students to use the Social Change Model of Leadership (SCM) (Higher Education Research Institute [HERI], 1996) in their personal leadership development. The SCM, as readers of *Concepts & Connections* know, suggests that leadership is comprised of seven values (commitment, congruence, consciousness of self, collaboration, common purpose, controversy with civility, and citizenship) organized into three domains (individual, group, and community). As a whole, the SCM stresses the importance of process within leadership as it emphasizes the utility of breaking free of hierarchical structures.

The Bruin Leaders Project features experiential, interactive seminars presented by faculty, student affairs staff, and students. These seminars cover a broad range of leadership related topics, from the most practical (e.g., volunteer recruitment or public speaking) to the most profound (e.g., diversity appreciation or ethics in leadership). Despite their wide topical range, these sessions are alike in several ways: each is presented on a volunteer basis by faculty, staff, and/or students who would like to share his or her knowledge and experience with participants, and each allows students to explore a different aspect of non-hierarchical leadership.

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The Importance of Service in Leadership Development

Recent research has shown a positive relationship between service and student development. For example, Astin and Sax (1998) found that even after controlling for a host of individual factors, such as previous service experience, engaging in community service was still likely to enhance students' "academic development, civic responsibility, and life skills" (p. 255). Subsequent research (e.g., Astin, Sax & Avalos, 1999) has continued to reinforce this conclusion.

In keeping with this research on the value of service, the BLP recently expanded the requirements for its leadership certificate to include community work. In the first year of the program, students who attended seven seminars were awarded leadership certificate. However, since the SCM suggests that leadership is oriented toward societal improvement, those staff and students who administered the program realized that, to be true to the SCM, the program needed to incorporate a greater emphasis on service. Accordingly, they specified that participants would be required to perform community service and attend at least seven interactive seminars. To facilitate opportunities for this service, the BLP organized several service programs (e.g., construction and gardening at an inner-city community center) throughout the year. In addition, students were offered the option of performing service at sites of their choice which had particular resonance for them. Students are not given certificate credit for their service until they have responded to a series of reflection questions on the relationship between their experience and the SCM, particularly as it relates to their personal leadership development.

Self-Efficacy and College Students

Self-efficacy involves an individual's perception that he or she is capable of accomplishing a given task successfully (Bandura, 1977). As a cognitive process, self-efficacy is an important determinant of human motivation, affect, and action (Bandura, 1989). Individuals with a strong sense of self-efficacy set higher goals, are more committed to tasks, and persevere through failure (Bandura, 1989). According to Bandura (1989), the interaction between self-efficacy and behavior occurs through a reciprocal relationship. Thus, an individual's perceptions of how well he or she is able to accom-

plish a task affects his or her ability to succeed, which in turn strengthens (or weakens) the original belief. Interestingly, individuals with an established positive sense of self-efficacy are likely to maintain such beliefs even in failure. Evidence suggests that an individual's ability to recover self-assurance in the face of difficulty assists in establishing a heightened self-efficacy (Bandura, 1989). Simply put, it is not whether an individual succeeds, it is how he or she interprets an outcome that shapes self-efficacy beliefs.

Because of the influence perceived self-efficacy has on motivation, it is of particular relevance to the cognitive process of learning, and the college environment (Stage 1996). Self-efficacy is acquired through four sources of social interactions that can be readily discerned in the educational setting. According to Bandura (1994), self-efficacy is developed through individual experience with mastery (previous educational experiences), vicarious observation of another's competence (social comparison within classes and co-curricular environments), persuasion and encouragement from others, and individuals' perceptions of their cognitive state (locus of control).

Within the higher education setting, a student's perceived self-efficacy can shape the course of study and activities in which he or she engages. In the long term these perceptions effect student outcomes such as career choice, pursuit of additional education, and social networks (Stage,

> *"Within the higher education setting, a student's perceived self-efficacy can shape the course of study and activities in which he or she engages. In the long term these perceptions effect student outcomes such as career choice, pursuit of additional education, and social networks."*

1996). To date, the development of self-efficacy has been most closely related to in-class experiences. However, recent initiatives such as the Student Learning Imperative (1994), have begun to recognize co-curricular experiences as valuable sources for student learning. Thus, educational experiences outside the classroom in which students can "engage successfully in activities to experience mastery, watch others like themselves succeed and thus experience success vicariously, and be persuaded by their peers to participate in challenging activities" have the potential to facilitate positive self-efficacy (Stage, 1996).

Assessing the Development of Self-Efficacy in Students

Both quantitative and qualitative assessments were employed at the conclusion of the 1998-99 program year to assess the effectiveness of the BLP in promoting student development. While the quantitative assessment showed a general increase in self-efficacy as a result of program participation, the qualitative assessment yielded insights into the specific role of service in this development.

As part of the program evaluation for the 1998-99 year, the Socially Responsible Leadership Scale (Tyree, 1998) was administered to participants at the program's beginning and end. While this 108 item instrument is designed to test how well students come to understand the Social Change Model, several of the items relate to the measurement of self-effi-

cacy. Students reported increases in self-confidence and ability to make a difference both personally and in the community. While these differences were not statistically significant, they do suggest change over time. Students did report significant increases in ability to persist, as measured by statistically significant differences in the ability to take on a project and persevere, and the ability to persist in carrying-out goals. While we are cau-

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The Leadership Institute for Higher Education, presented by The Greenleaf Center for Servant-Leadership in cooperation with the W.K. Kellogg Foundation, will take place in Indianapolis, Indiana on April 26-28, 2000. The Institute provides two days of learning centered on the practice and implications of servant-leadership in higher education today; this year's program will include a special presentation by Margaret Wheatley, author of Leadership and The New Science. For additional information on the Leadership Institute for Higher Education, contact Julie Beggs, Director of Outreach Services at (317) 259-1241 or by email at jbeggs@greenleaf.org

Look Who Has Joined the NCLP Since September…

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John Buck
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Norah Collins
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Richard Bland College

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Debbie Heida
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Russ Henry
Mercer University

Thomas Kaulukkukui, Jr.
Queen Lili'uokalani Trust

Brian Kennedy
Fort Lewis College

Joseph LeBoef
United States Military Academy

Lori LuJan
Evergreen Valley College

Mariam MacGregor
Denver, CO

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Sigma Nu Fraternity

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Mt. San Antonio College

Amybeth Maurer
Elgin Community College

Mary McSorley
University of Hawaii, Manoa

Deborah Mohlenhoff
Ithaca College

Theresa Monroe
University of San Diego

Milga Morales
Brooklyn College

Dennis Murphy
Gettysburg College

Mary Peterson
Wichita State University

Allison Pieloch
Tulane University

Billye Potts
Tulane University

Aimee Rivera
Northwestern University

Tom Roberts
Sinclair Community College

Marisela Rosas
Colgate University

Melanie Rotz
University of the Redlands

Sarah Shumate
Central Washington University

Peter Simonds
Saint Mary's College of California

Jeanne Steffes
University of Maryland

Elizabeth Stewart
Monroe Community College

Gregory Stone
Castleton State College

Myrtis Tabb
Delta State University

Wilbert Talley
Virginia Union University

Mary Kay Toumajian
California State University, Long
Beach

Rina Tovar
Rollins College

Gina Vanacore
SUNY Stony Brook

Vernon Wall
Iowa State University

Jamie West
Hendrix College

Case Willoughby
Columbia University

The Enhancement of Self-Efficacy through Non-Hierarchical Leadership Development

tious about suggesting a direct relationship between increased self-efficacy and these two survey items, the results offer tentative evidence that if we were to examine the self-efficacy of program participants further they may exhibit stronger self-efficacy beliefs as a result of participating in the leadership development program.

Interviews and focus groups conducted in Spring 1999 with BLP participants provided more detailed information regarding the relationship between non-hierarchical leadership development, service, and self-efficacy. These findings replicated those of Astin, Sax, and Avalos in that they demonstrated that service was a powerful means of promoting self-efficacy and added to those of Bandura in that they provided a more nuanced understanding of particular experiences that tend to enhance self-efficacy. For example, in response to a question on the effect of involvement in service projects, a student responded, "[participation] helped me to apply and experience the idea that anyone can be a leader in their own way." This student continued, "It helped me to understand what I believed, where I came from and what I can achieve with what I have." Another student expressed enhanced self-efficacy, by stating, "I know now that I can handle different [leadership] situations with different types of people." In addition, yet another student discussed the development not only of self-efficacy but self-acceptance, "It shows you that it's okay to be who you are and [you can] still affect the lives of those around you." Finally, a program participant tied the development of self-efficacy to the SCM directly by discussing the role of consciousness of self in her personal growth. In response to a question on which elements of the SCM were most useful for participants, she

stated: "Consciousness of self. For me it was. . . finding something that I knew I could do and actually bringing that out and making it a finished product and making it come to life. . .something that I just. . .said inside, 'Oh, yeah, I could probably do that.'"

Integrating Research, Practice, and Evaluation

In conclusion, our assessment of the BLP replicated findings from the recent educational literature in its demonstration of the positive role of non-hierarchical leadership development in general, and service in particular, on the development of self-efficacy. While the BLP has been tailored to the needs of UCLA, the tenets of our program could be easily adapted to other campuses. 🏠

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The Leadership Bookshelf

Common Fire: Leading Lives of Commitment in a Complex World

Laurent Parks Daloz, Cheryl H. Keen, James P. Keen, & Sharon Daloz Parks

Reviewed by Mabel G. Freeman

When we were children, we read stories about heroes and saints, explorers and scientists, larger than life individuals who shaped our history, provided us with legends, and possibly inspired a few of us to reach for the stars and more of us to simply ponder from a distance. Now as we race along the information highway to the beginning of the new millennium, some lament the disappearance of heroes from our lives, but others seek new role models for those behaviors and actions consistent with a strong democratic society still described in our children's textbooks today. More importantly, as educators, we are looking for ways to prepare students to become successful and effectively engaged citizens in communities desperately needing their involvement and leadership.

Believing that ultimately the most important community is the "whole earth community" or the "new global commons," Laurent A. Parks Daloz, Cheryl H. Keen, James P. Keen, and Sharon Daloz Parks, authors of *Common Fire: Leading Lives of Commitment in a Complex World* (Beacon, 1996), have identified patterns of behavior and experiences shared by individuals distinguished as "leading lives of commitment to the common good." The authors conducted in-depth interviews over a period of several years with 145 individuals who had evidenced a sustained (more than seven years) commitment, had reflected an ethical congruence between the way they lived their own lives and

how they practiced their commitments, and had evidenced an understanding of the diversity and interconnectedness of people, systems, and solutions.

Through seven chapters, two extended "Interludes," an epilogue, and with a nod to alliterative prose, the authors frame their discussion of *commitment* to the *common* good by focusing on the patterns among the participants' lives. Chapters focus on the realities of *Connection* and *Complexity* in a *New Global Commons; Community; Compassion; Conviction; Courage; Confession;* and *Commitment*. Identifying a core group of 100 people whose gender, ethnicity, and sexual orientation roughly matched U.S. demographic patterns, the authors acknowledged that their "modified phenomenological" approach carries with it limitations for some as to the generalizability of their conclusions. The authors, nevertheless, are firm in their belief that the clearly discernible patterns of activities and behaviors across all of the interviews provide a solid basis for such conclusions.

Parks Daloz, Keen, Keen, and Daloz Parks asked, "how do people become committed to the common good?" and "what sustains them?" The authors sought to understand

> *"As university educators, we want to provide our students with opportunities to maximize their leadership potential through experiences that foster self-efficacy and a greater awareness of the global community.* Common Fire *is a resource of language and strategies, both very valuable to these efforts. "*

the "common fire" within individuals and concluded that people committed to the common good are those who understand that they are an integral part of the fundamental interdependence of life. When faced with challenges to this life, such people simply "can*not not* act" (p. 196).

Common Fire: Leading Lives of Commitment in a Complex World draws from the stories of people in our communities, not heroes, saints, or legends, but people who grew up in families that modeled both concern and action as they responded to their neighbors' needs and cared about political injustices and social causes. Through interviewing participants who were improving prison conditions or daycare, answering the needs of the young or the elderly, working on urban streets or in foreign lands, the authors searched for patterns in the way they were brought up or in how they handled new experiences, challenges, or conflicts so that the findings might be instructive to us as educators,
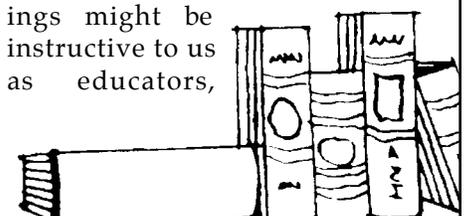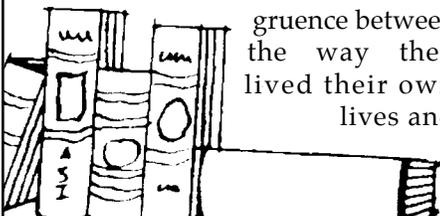
social workers, parents, public officials, or just as other citizens. Even the authors' use of pseudonyms, intended to protect the privacy of the participants, provides a universal quality that links these models to one's own community.

As university educators, we want to provide our students with opportunities to maximize their leadership potential through experiences that foster self-efficacy and a greater awareness of the global community. *Common Fire* is a resource of language and strategies, both very valuable to these efforts. Terms such as "trust" and "agency," "home" and "tribe" are exemplified with anecdotes that add richness to our understanding of their meaning and their importance. Identifying an early sense of being loved and valued, i.e., "trust," and developing a confidence in their ability to act, i.e., "agency," participants engaged in quality interactions with family, teachers, and neighbors who had created both the opportunities and the safe spaces for them to practice caring for their communities. At an early age, they had realized a sense of efficacy in the context of service to the larger public good.

The authors cited constructive encounters with others who are significantly different from ourselves as crucial to developing a capacity for trustworthy belonging and confident agency in a diverse and complex world. As young adults, the participants typically expanded their concept of "home" to a broader community. Coupling that reality with a more mature form of perspective-taking and sharing another person's point of view at the same time as their own was a common pattern. As social beings we also have a need to identify with those who are like us, i.e. our "tribe." People committed to the common good discover, however, the benefits of participating among several tribes and experiencing encounters with others unlike themselves.

For college students, encounters with others unlike themselves may first occur in residence halls or classrooms. The inclusion of service learning courses in our higher education curriculum is an excellent example of new experiences that enable students to expand their community boundaries while learning and practicing the leadership skills that will result in higher levels of confidence critical to their development. Acknowledging that the realities of leading lives of commitment in today's "global commons" require strategies for coping with difficult times and responding effectively, the authors also identified five beneficial "habits of the mind": dialoguing, interpersonal perspective-taking, critical and systemic thinking, dialectical thought, and holistic thought. These "habits" are extremely valuable ones for our students to learn in classroom and community settings.

With the exception of a rather disappointing and shallow epilogue of moral admonishments to community policymakers, *Common Fire: Leading Lives of Commitment in a Complex World is* worthy of the attention of educators, community builders, parents, and citizens seeking strategies for engaging others in leading lives of commitment. When undergraduate students used this book in a service-learning class that I co-instructed, they struggled with much of the terminology and the format in which it was presented. On the other hand, graduate students, faculty, and administrators will find this book to be a fine resource and inspiration for designing courses and projects focused on leadership development, service-learning, or understanding the complexities of living in the "global commons."

In university communities that are both rich in diversity and often frustrated by social, economic, and/or political realities, we clearly have the challenge, the capacity, and the opportunity to construct

both curricular and co-curricular programs that will assist our students to develop a new understanding of "home," a sense of "agency," and a productive engagement with the "global commons." Value is added to the lives of the student and the community when such development occurs. Our ultimate goal is not to produce more heroes; citizens committed to the common-good will do just fine. ♠

Mabel G. Freeman, Ph.D. is Director of the University Honors & Scholars Center at Ohio State University and an Adjunct Assistant Professor of Educational Policy and Leadership.

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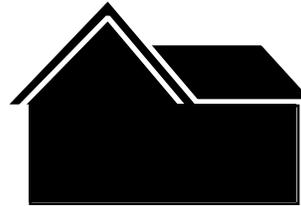| Qty	Item	Amount
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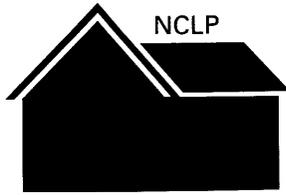
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