CONCEPTS & CONNECTIONS

A PUBLICATION FOR LEADERSHIP EDUCATORS

NCLP

An Interview with Dr. Ronald Heifetz

By Angela Lagdameo

I recently spoke with Dr. Ronald Heifetz, author of Leadership Without Easy Answers. I am happy to share with you a few of his thoughts on teaching leadership.

Can leadership be taught?

Leadership is most usefully viewed as an activity rather than as a personality characteristic or trait. In order to practice the various activities of leadership one needs a whole set of diagnostic skills as well as a whole set of action skills. Both sets of diagnostic skills and action skills can be taught. Different people bring to the practice of leadership different personal capacities and different strengths and weaknesses and therefore, a different level of ability in being able to practice these diagnostic or action skills. In any training or vocational program, one has to be able to strengthen their strengths and strengthen the areas in which they are weak. At the same time, because we are all a mixed bag of strengths and weaknesses, any person in the practice of leadership needs to know how to create partnerships with people who will complement their own strengths and weaknesses. This too can be taught— the capacity to make good use of partners—both allies and confidants.

How to teach leadership is a big frontier—a frontier that we've be experimenting with for 25 years at the Kennedy School. Others have been experimenting with how to teach the practice of leadership for centuries.

> *"I use the classroom dynamics themselves as a case in point…. I stop the action and say, 'What can we learn from what just happened in this class?'"*

Where does most leadership education fail?

It fails right from the beginning of grade school in which children get very little education about social process and social dynamics. Every day they experience complex social dynamics and leadership on the playground. Every day they experience their teachers modeling a particular way of exerting authority, of solving problems, of resolving conflict—but rarely are those lessons analyzed. From grade school through high school, students learn a lot about social organization and about the dynamics of social life. They develop a lot of habits, but many of these habits are not good habits because they are never given the option to brief about how the teacher should have exhibited authority. How was that conflict on the playground resolved? What lessons can we take from it? What are the dominance dynamics on the playground? Which children are more dominant than others? Is social dominance the same as leadership? Or is leadership not the same as social dominance at all? That is, some people become socially dominant, but they never exercise any kind of leadership in their lives—even if they are the boss. We all know intuitively that

Connections From The Editor

By Cecilio Alvarez

Until recently, research on the process of student leadership development could only minimally account for the teaching and learning of leadership that took place in the college environment – we simply knew that it was happening without being able to fully explain how this learning was taking place. As leadership educators, we often trust that the structured experiences that we provide for students are making a difference. Even today, understanding the impact of these experiences on students' development is a challenge we face in light of such a shift in the ways in which we have thought about and approached our work in leadership. In these next issues of *Concepts & Connections*, we focus on the interventions that mattered: the structured experiences that we can now account for as making a difference in students' leadership development. In this issue, we examine the efforts of campus leadership educators through curricular and co-curricular leadership programs.

We begin this issue with some insightful reflections from Dr. Ronald Heifetz, a prominent leadership scholar and senior lecturer and cofounder of the Center for Public Leadership at Harvard's Kennedy School of Government. Although our questions to Dr. Heifetz highlight some of the premises on which we base our work, they also reflect many of the challenges that we face as leadership educators. If we believe that leadership can be taught – that all students are potential leaders – how do we bring them to develop their abilities? What should our work look like and what is our role in that process? To encourage some innovative thought on these ideas, we return to the Leadership Bookshelf in a review of "Leadership Can Be Taught: A Bold Approach for a Complex World" by Sharon Daloz Parks. Dr. Don Mulvaney, Hope Stockton, and Colonel Billy Shaw, all leadership educators at Auburn University, share some great takeaways from this text that many of us should consider as leadership educators.

To inform our understanding of the impact of curricular and co-curricular leadership experiences on student leadership development, Dr. Susan Komives, Julie Owen, John Dugan, and Paige Haber have highlighted select findings from the Multi-Institutional Study of Leadership (MSL). These findings can help us better understand the effects on student learning and leadership development across different types of involvement in student leadership programs. David Rosch, Program Director in the Illinois Leadership Center, also highlights and reflects on some of the specific results at the University of Illinois at Urbana-Champaign.

The continued research on student leadership development warrants us to consider next steps in leadership education – an issue that Dr. Steve Ritch brings to the forefront with his discussion on the work being done by the International Leadership Association's "Guidelines for Leadership Education Programs Learning Community" (GLEP/LC). We must recognize, however, that planning for the future of leadership education is a shared responsibility among all educators. We must be intentional about the structured experiences that we are providing to students and we must link these experiences to outcomes that are grounded in student learning and development. We hope that this issue of *Concepts & Connections* can help inform some of your work in leadership education and can be a resource in moving toward a leadership education approach that can account for and explain the impact of our work on the lives of students. ⌂

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An Interview with
Dr. Ronald Heifetz

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authority is not the same as leadership because we complain about the lack of leadership we get from people when conditions turn sour.

So, one could be teaching social competence, negotiation, role dynamics, authority dynamics, and the skills of showing initiative and of organizing problem solving amongst peers. From early on, you could start in first grade, beginning to educate people for citizenship and leadership.

By the time they get to graduate school, or in our Mid-Career/ Executive programs, or in my consulting work, a lot of habits have already been laid down. My job is to help them unpack some of these habits and develop some better habits. But it is a harder job for people who have already developed ingrained habits of thinking and habits of social relation, than it would be if we were teaching people at an earlier age.

What have you found to be the most effective methods in teaching leadership?

I find that people learn to transfer what they learn in the classroom to new behaviors and new practices in their lives most readily when they learn from experience. So, I have designed our pedagogy to employ a range of experiential methods, beginning with the analysis of cases of leadership success and failure from their own experience—from their own past experience. We spend a great deal of time having students consult with one another, developing a framework for analyzing diagnosis in action, using their own experience as a case study. I find that students are more ready to transfer the lessons from analyzing their own experience – as opposed to learning from other people's cases as is typically done in business school. With the younger students, I have them also draw on cases

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of leadership successes and failures in their own families, in their classrooms, in their summer jobs, or in their own social networks.

Then, I also use various kinds of exercises: simulations, communications exercises, musical exercises, meditative exercises—all types of exercises which they can debrief, analyze and think about to capture lessons about respect.

Third, I use the classroom dynamics themselves as a case in point. So, when the authority dynamics, conflict dynamics, or social dynamics of the classroom emerge, I stop the action and say, "What can we learn from what just happened in this class? Why is it that when Sally makes a comment no one pays attention, and when Jack makes almost the same comment, everybody else pays attention? What can we learn about credibility? About trust? About the informal authority dynamics that shape how attention is allocated in organizations?" So, we stop the action all the time to analyze role dynamics, confidence dynamics, conflict dynamics, communication patterns, how people intervene, including how I intervene as the authority figure in the classroom (the mistakes I make and the good moves I make).

The classroom itself then becomes a living laboratory and students learn a lot from the opportunity to analyze information that is put right before them because it is happening right in front of them. For example, you can discuss the dynamics of scapegoating in history and you can teach about it in group dynamics. It is a whole other thing to see people witness these scapegoating dynamics live for themselves. They have to then examine their own role in colluding in what can be brutal behavior at the group level or they can collude for themselves in bartering for the scapegoat approval. You see, those are very

"We all need to find ways to anchor ourselves in the core values of service, care, and love that ought to orient the practice of leadership."

different lessons to learn. People tend to resist learning those lessons. But if you are using the dynamics of the class as a case, then those dynamics emerge frequently on their own, and if you are quick on your feet, you can point out those cases in point and have people learn from their own experience in real time.

What is a major take-away that you could impart on other leadership educators?

We all need to find ways to anchor ourselves in the core values of service, care, and love that ought to orient the practice of leadership. To do so, we need to maintain a quality of heart that I described in my last book, drawing on the Catholic tradition of sacred heart. We need to maintain a certain level of innocence. We need to maintain a capacity of curiosity and doubt rather than be enamored with our vision and with our particular point of view. And, we need to maintain compassion for those whom we are asking to change. What we might want may seem like a perfect initiative, but for others, it may mean a loss of loyalty or a loss of confidence in which they take pride. ◤

Dr. Ronald Heifetz is an author, senior lecturer, and cofounder of the Center for Public Leadership at Harvard's Kennedy School of Government. Heifetz is a graduate of Columbia University, Harvard Medical School, and the Kennedy School, and studied the cello under Russian virtuoso Gregor Piatigorsky. Currently, he is teaching "Exercising Leadership: Mobilizing Group Resources" and "Leadership on the Line," at the Kennedy School.

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Does Credit Matter?

Examining the Effects of Curricular Leadership Programs

Julie E. Owen & Susan R. Komives

Though leadership has long been studied by scholars in numerous disciplines, it is only recently that leadership studies has been recognized as an emerging field of study in academia (Brungardt, Greenleaf, Brungardt, & Arensdorf, 2006; Komives, Lucas, & McMahon, 2007). Because many campus leadership development programs were initiated by student development educators, the majority of student leadership programs on college campuses remain firmly rooted in the co-curriculum (Roberts, 1981; Roberts & Ulom, 1990). This picture is shifting as co-curricular leadership experiences are increasingly complemented by curricular disciplinary, inter-, and multi-disciplinary offerings. Leadership majors, leadership minors and certificates, graduate degrees, and Ph.Ds in leadership studies abound (Riggio, Ciulla, & Sorenson, 2003). From the development of the first major in leadership studies at the University of Richmond in 1994, there has been a burgeoning of academic leadership programs so that more than 600 such courses and programs exist today (Sorenson, 2002). This article examines existing research on credit-bearing leadership experiences as well as descriptive and inferential findings about student involvement in curricular leadership experiences gleaned from the Multi-Institutional Study of Leadership (MSL, 2006).

Existing Research on Curricular Leadership Experiences

What can be said about the effect of credit-bearing leadership experi-ences on student learning? In their study of identity and student leader-ship development, Kezar and Moriarty (2000) found "participation in a leadership class was one of the strongest predictors of self-rating on leadership ability" (p.59) regardless of the gender or race of the partici-pant. Pascarella and Terenzini (2005) sum-marize the research as follows:

Leadership classes has a statistically significant, positive net impact on gains in leadership for both males and females, and for students of color, as well as Whites, although some evidence suggests that men may derive greater benefits from such classes than women. (p. 247)

These reported gains must be tem-pered by considering the diverse nature of credit-bearing lead-ership experiences. Leadership classes often differ as to theo-retical focus and peda-gogical approach. In their extensive qualitative analysis of undergraduate leadership degree programs Riggio et al. (2003) found great variation in the size, scope, academic home, and theo-retical approach of curricular leader-ship programs. While most curricular leadership programs emphasize the importance of theory to practice and present courses in a sequential pat-tern (that is, foundation courses, skill courses, context and issue courses, followed by a capstone or practicum experience), there seem to be few other consistent factors in these aca-demic programs.

Critics of curricular leadership studies even argue that there is no comprehensive central perspective or core frame to the field of leader-ship studies. In fact, there is increas-ing consistency as to what theories comprise the evolution of leadership studies (Bass, 1990; Northouse, 2004; Yukl, 2006). Collectively, the research findings on leadership pro-vide a far more sophisticated and complex view of this phenomenon than most of the simplistic views presented in the popular press about leadership, and provide a sound empirical basis for academic study (Northouse). Bass (1990) cites over 7,500 research studies on leadership and describes the mounting theory, method, and evidence about leader-ship as "an antidote for the argu-ments of those continuing to bemoan the supposed unknowable, elusive, mysterious nature of leadership" (p.915). Recent activity in the International Leadership Association to develop standards for curricular leadership programs attest to the development of the discipline of leadership studies.

Pedagogical approach also seems to matter. Wren (2001) states "the unique nature of leadership requires its study to be a combination of intel-lectual inquiry, behavioral innova-tion, and practical application" (p. 5). In a study of leadership devel-opment programs at 10 institutions, three common elements emerged as directly impacting student leadership development: a) opportunities for service/volunteering; b) experiential learning; and c) active learning through collaboration (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001). Inter-action with faculty and student affairs educators also emerged as essential to student lead-ership development (Cress et al.; Sax & Astin, 1998). Each of these elements is a common part of a traditional introductory leadership class. It stands to reason that leadership class-es that include active and collabora-tive learning and the chance to prac-tice leadership in real-world contexts are more likely to positively affect stu-dent learning. These findings also echo Kellogg Foundation recommen-dations as to the four hallmarks of

> *"These findings speak to the importance of proliferating curricular leadership programs across institutions and fostering student involvement in such programs."*

effective leadership development programs – that the most successful leadership development programs are embedded in a specific context; have a clear theoretical framework; are sustainable over time; and incorporate key practices such as self assessment, reflection, skill building, and problem solving among others (Roberts & Ulom 1990; Zimmerman-Oster, K., & Burkhardt, J. C.,1999).

Select Findings from the MSL

The Multi-Institutional Study of Leadership (MSL), a 52 campus study with findings from 50,378 students (for more information, please see Vol. 15, Issue 1 of *Concepts & Connections*) examined a wide variety of student leadership development experiences, including student involvement in curricular programs such as participation in a leadership major or minor, certificate program, or capstone experience.

Frequency and Types of Involvement in Curricular Leadership Programs

Among all the MSL student respondents, relatively few students report being involved in leadership minors, majors, certificates, or capstone experiences. This may be connected to the fact that a wide variety of institutions were purposefully sampled to participate in the MSL study, many of them not offering formal curricular leadership programs. Of over 50,000 responders, around 2.5% of MSL student participants report being involved in a curricular or co-curricular leadership certificate program (n=1249), 1.1% report participating in a leadership capstone experience (n=566), 0.8% report being involved in a leadership minor (n=406), and 0.8% report being involved in a leadership major (n=390). Even when expanded to include any student who has ever taken a leadership course, only 18.9% report having taken one or more leadership courses (n=9,537), and less than 3% of students report having taken three or more leadership courses (n= 1,535). When queried about the number of non-leadership courses taken that seem to contribute to their leadership development, students reported similar numbers; only 7% (n=3,489) of students report having taken 3 or more non-leadership courses that contributed to their

leadership development. The relatively low level of student exposure to curricular leadership programs speaks to the emerging acceptance of leadership as a scholarly field of inquiry. Brungardt et al. (2006) echo this stating "it will take some time to construct the building blocks of a standardized leadership major" (p.22).

Significant differences in expected versus observed patterns of involvement in both leadership minors and majors were identified using Chi-square tests. Women were less likely to be involved in these types of programs than their male counterparts (p<.00 for both minors and majors). Observed values did not differ significantly from expected values for students of color as compared to their White counterparts when considering involvement in a leadership major (p=.146). However, African American, Asian, and Latino students each report significantly more involvement in leadership minor programs than their White and Multiracial peers (p<.05). These findings provoke important questions about who leadership courses are marketed to and designed for. Do women and students from underrepresented populations see themselves reflected in the leadership curriculum? Do the instructors of such courses mirror the students who enroll in them? Is the "market value" of a leadership major or minor different for students from different backgrounds?

Relationship with Outcomes

Participation in leadership minors, majors, and certificates were examined in relationship to the eight values associated with the social change model of leadership (i.e., consciousness of self, congruence, commitment, collaboration, common purpose, commitment, controversy with civility, citizenship, change) using multivariate test statistics. Participation in all three kinds of leadership programs resulted in significantly lower scores for those involved in comparison with those

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uninvolved across all of the leadership outcomes. One can posit several reasons for such findings. With such a wide variety of theoretical foci for leadership programs, it stands to reason that programs not focused on leadership for social change may not enhance these outcomes in students. A second plausible explanation is that student self-perceptions of their ability to evidence certain leadership outcomes may be reduced when they are made aware of the complex history and theoretical underpinnings of the field of leadership. That is, the more theories they are exposed to, the more they are aware of what they do not know. All this served to reinforce the need for theoretically focused curricular leadership programs. If, as Barker (2002) states, "the goal of studying leadership is assumed to be an increased understanding of the human condition, such that our social problems may be more meaningfully addressed, and perhaps more readily solved" (p. 22), then these findings speak to the importance of proliferating curricular leadership programs across institutions and fostering student involvement in such programs.

Next steps

Continued examination of the design, delivery, and impact of credit-bearing leadership experiences on student learning is paramount. While the MSL data provides a valuable snapshot of student experiences on 52 campuses, more research is needed as to what is really known about the impact of such programs on student learning and development. How do different theoretical frames and pedagogical approaches affect student efficacy for leadership? What institutional factors shape curricular approaches? Analysis is currently underway on the Multi-Institutional Study of Leadership – Institutional Survey (MSL-IS) that addresses some of these questions.

Does Credit Matter?

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Finally, how does one answer the question as to whether leadership is, in fact, teachable? In the preface to Daloz Parks's new book, *Leadership Can Be Taught,* leadership scholar Warren Bennis states "any person who has studied leadership has found it is not a predetermined affair. Many of the most significant shapers of history were themselves shaped gradually… Leadership can (and often must) be learned by those who would hope to practice it" (2006, p. ix). ◆

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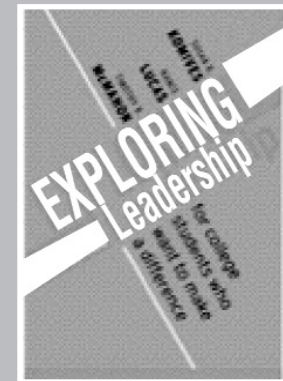
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Examining the Influences of Formal Leadership Programs on Student Educational Gains

By John Dugan and Paige Haber

"Women reported significantly higher involvement in short and long-term leadership programs than men. Similarly, African American, Asian, Latino, and Multiracial students each report significantly more involvement in all three types of leadership programs than their White peers."

As the number of leadership programs increases on campuses across the U.S., questions arise as to the types of interventions that are most effective in developing critical leadership outcomes. This is in part due to the enormous variance in structure and philosophical grounding of these efforts. One dimension in which programs differ significantly is the length of time students spend engaged around the topic, which can range from short-term (i.e., one-time experiences) to long-term (i.e., comprehensive leadership programs) (Haber, 2006). The Multi-Institutional Study of Leadership (MSL), a study examining the influence of higher education on college student leadership development, includes a focus on types of formal leadership training programs. The research reports findings from 50,378 students at 52 institutions across the U.S. For more detailed information regarding the MSL, please refer to Vol. 15, Issue 1 of *Concepts & Connections*, which provides an in-depth explanation of methodology and the survey instrument. This article will examine findings from the MSL related to the frequency of students' involvement in formal leadership programs, classified by type, as well as outcomes related to involvement in these programs.

Past Research on Leadership Programs

In their comprehensive review of research on the impact of college on students, Pascarella and Terenzini (2005) found that students do report positive gains in leadership skills as a result of the collegiate experience. Although gains were generally small, researchers found significant increases across a number of leadership-related outcomes including: conflict resolution and decision making skills, willingness to take risks, ability to handle ambiguity, attainment of positional leadership roles, and understanding of leadership theories. Interventions studied in past research include a wide array of experiences including credit-bearing classes, formal leadership programs, positional leadership roles, and other involvement designed to develop leadership capacity.

Kezar and Moriarity's (2000) longitudinal study utilized Astin's (1991) college impact model to identify environmental variables significantly related to students' leadership development. The study examined White and African American men and women and found that many involvement experiences were statistically significant contributors to leadership development (Kezar & Moriarty). Enrollment in a leadership course was a positive predictor for all four of the groups (White men, African American men, White women, and African American women) and was the most significant predictor for White men and women (Kezar & Moriarty). Participation in racial or cultural awareness workshops was a significant predictor of leadership ability for African American men (Kezar & Moriarty). Many of the above interventions reflect components of formal leadership programs.

A single-campus study examining the differential influences of involvement on student self-reported leadership found that participation in a formal leadership training program significantly enhanced students' leadership capacity on the outcomes of establishing a common purpose and citizenship (Dugan, 2006). The specific benefit of formal leadership programs was further explored by the W.K. Kellogg Foundation, which funded 31 leadership projects from 1990-1998 to study issues of sustainability and student impact (Zimmerman-Oster & Burkhardt, 1999). Data from 10 of the projects were used to examine the effectiveness of these programs in developing participants' leadership skills and knowledge as well as other leadership-related outcomes (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001). This study included a participant group and a non-participant control group as well as a longitudinal design in which comparisons were made between college entry and senior year (Cress et al.). Participants in formal leadership programs demonstrated significantly higher levels of positive change in leadership skills and knowledge than non-participants in 10 of 21 outcomes including: conflict resolution skills, goal-setting abilities, and understanding of leadership theories (Cress et al.). Additionally, uninvolved students at schools that had a leadership development program indicated higher

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> *"Encouraging students to continue their leadership learning is also important and can be accomplished by providing access to more complex programs. These findings also suggest that students from non-dominant populations (i.e., women and students of color) are accessing formal leadership programs in meaningful ways."*

leadership outcomes in comparison with peers at campuses without a formal leadership program (Cress et al.; Zimmerman-Oster & Burkhardt, 1999). This "halo effect" suggests that even the simple presence of a formalized leadership program on campus may contribute to outcomes for uninvolved students (Cress et al.; Zimmerman-Oster & Burkhardt).

Findings from the MSL

The above research suggests a positive relationship between participation in experiences associated with formal leadership training programs and student outcomes. Research from the MSL can build upon current knowledge by studying leadership from a theoretical perspective using a conceptual model (i.e., the social change model [Higher Education Research Institute, 1996]) often employed in practice and an approach to understanding the influence of formal leadership training programs that is more comprehensive.

The MSL classified formal leadership programs as short-term, moderate-term, and long-term. Participants were asked to indicate how frequently they participated in "types of training or education that developed your leadership skills (ex: courses, Resident Assistant training, organization retreats, job training)" (Dugan, Komives, & Associates, 2006, p. 57). Examples such as those found in Table 1 were provided to help participants accurately define the duration and classification of programs they may have experienced.

The classification system used in the MSL is adapted from a comprehensive leadership program model developed by Haber (2006). This involves measuring solely student involvement in programs

with different scopes as opposed to structural dimensions associated with a formal leadership program. The strategy of classification reduced potential response issues association with participant familiarity with leadership program terminology. This time or duration-focused model represents an underlying continuum of complexity, depth, and participant commitment, which is designed to approximate the level of quality of effort expended by the student. Quality of effort suggests that what students learn is a product of the degree of effort they expended in the process; defined as the amount of time and degree of cognitive and intra-psychic invested (Pace, 1984). Short-term experiences do not require a great deal of commitment and thus may reflect less complexity and lower levels of effort or depth of understanding than long-term experiences. It is important to note that these categories are not mutually exclusive, and many students indicated involvement in more than one of the categories. This is logical given many long-term programs are designed around interconnected short-term experiences. Although leadership programs are classified in three different ways in this study, the categories are very broad and as such only broad generalizations and conclusions can be made.

Leadership Training Prior to College

The MSL survey asked students to identify the degree to which they experienced training or education that developed their leadership skills prior to college. Interestingly, almost 80% of participants indicated they had such an experience. Leadership development is often assumed to be a process that occurs most intentionally during the college years. This finding supports the leadership identity development model (Komives, Longerbeam, Owen, Mainella, & Osteen, 2006), which suggests that leadership development

TABLE 1. Leadership program classifications by duration of experience.

Short-Term Experiences
- individual or one-time workshops
- retreats
- conferences
- lectures
- training

Moderate-Term Experiences
- single course
- multiple or ongoing retreats, conferences, institutes, workshops and/or training

Long-Term Experiences
- multi-semester leadership program
- leadership certificate program
- leadership minor or major
- emerging leaders program
- living-learning program

occurs across the lifetime with early childhood experiences contributing in significant ways to individuals' understandings of leadership as they enter college.

Frequency of Involvement in Leadership Programs

An examination of the number of students that report involvement in short, moderate, or long-term leadership programs reveals interesting results. Approximately 60% of college students (n = 29,986) indicate some degree of involvement in short-term leadership programs. That number drops sharply for moderate (40%; n = 20,198) and long-term (n = 9,867) programs. Significant differences in expected versus observed patterns of involvement in leadership programs were found as identified using Chi-square tests. Women reported significantly higher involvement in short and long-term leadership programs than men. Similarly, African American, Asian, Latino, and Multiracial students each report significantly more involvement in all three types of leadership programs than their White peers.

Students report relatively high levels of involvement in short–term leadership programs counter to what many may believe. Approximately 60% of students reporting some degree of involvement is impressive. However, it is important that practitioners continue to reach out to the 40% of students that remain uninvolved in formal leadership programs. Encouraging students to continue their leadership learning is also important and can be accomplished by providing access to more complex programs. These findings also suggest that students from non-dominant populations (i.e., women and students of color) are accessing formal leadership programs in meaningful ways. This contradicts the myth that it is difficult to attract these students to leadership programs. Practitioners are encouraged to examine the extent to which these findings mirror involvement patterns on their campuses. If it does not, it could be that women and students of color consider experiences (e.g., community training programs)

that are not traditionally categorized as formal leadership programs as such. It is important to understand what these experiences are and how to best connect students to them in meaningful ways.

Influence of Leadership Programs on Outcomes

Participation in the three categories of leadership programs (i.e., short, moderate, long) were examined in relationship to the eight values associated with the social change model of leadership (consciousness of self, congruence, commitment, collaboration, common purpose, commitment, controversy with civility, citizenship, and change) using multivariate test statistics. All three types resulted in significantly higher scores for those involved in comparison with those uninvolved. However, each category had a different degree of impact on different outcomes. Short and moderate term leadership programs both positively influenced all of the leadership outcomes. However, short-term programs had a stronger degree of impact. Long-term experiences had a small, positive influence on the outcomes of collaboration, common purpose, citizenship, and change.

The above findings support previous research citing the positive educational benefits of participation in formal leadership programs (Cress et al., 2001; Dugan, 2006; Pascarella & Terrenzini, 2005). The finding that short-term experiences demonstrate the strongest positive relationship to outcomes is interesting and has the potential to shape leadership program development. The finding implies that even one experience is beneficial and practitioners should continue to attempt to expand leadership offerings to as many students as possible on campus. Short-term programs also reach

"The findings implies that even one experience is beneficial and practitioners should continue to attempt to expand leadership offerings to as many students as possible on campus."

a broader audience, which may contribute to a campus culture that supports informal conversation on the topic similar to the halo effect findings reported by Zimmerman-Oster & Burkhardt (1999). Perhaps short-term experiences serve as a powerful developmental "jumpstart" to students' own personal reflection. A caution is important here, though. Short-term programs still require complex content and although the duration may be small, educators should be sure that the substance of the experience is still rich.

Although not as influential as short-term experiences, the data indicated that moderate and long-term experiences were also positive contributors to college students' leadership development. Further analysis of MSL data is particularly necessary to better understand findings related to long-term programs. It could be that long-term programs have a stronger influence for particular populations of students and this is masked when examining data in the aggregate. It could also be that the significant variance in types of long-term leadership programs may reduce the aggregated impact. This is evident in the data from some individual campuses where long-term programs are having a substantive, positive effect. If the values of long-term programs are not consistent with those of the social change model, then there could also be a negative influence on the aggregated results. Researchers need to tease these issues apart to better understand the nuances of this finding. In the mean-time, long-term experiences should not be discounted. In delivering longer-term programs it is important to ensure the complexity of content matches the complexity of participants.

Examining the Influences of Formal Leadership Programs on Student Educational Gains

Continued from page 9

This article is a starting point from which to explore the influence of formal leadership programs on student outcomes using MSL data. Findings are consistent with previous research in suggesting a connection between involvement in these programs and developmental gains. The research also builds upon past work by examining patterns of involvement by race and gender as well as differentiating between types of formal leadership programs based on duration of the experience. ◆

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Guidelines for Leadership Education Programs: From Crossroads to Sustainability

By Dr. Steve W. Ritch

The International Leadership Association (ILA) recently established the "Guidelines for Leadership Education Programs Learning Community" (GLEP/LC). This action is the result of several years of voluntary collaboration among ILA members through panels, forums, and workshops. The primary purpose of the learning community is to develop guidelines for curricular leadership education programs. A day long, face-to-face meeting of the GLEP/LC is scheduled at the ILA conference site on October 31, 2007, the day before the start of the ILA's 9th annual ILA Global Conference, "Leadership: Impact, Culture, and Sustainability" at the Sheraton Wall Centre in Vancouver, BC, November 1-4, 2007. Information regarding the call for papers for the GLEP/LC meeting is included at the close of this article.

These guidelines are intended to assist leadership education programs as they grapple with "crossroads" questions such as resources for new and developing programs, references for responses to regional and professional accreditation processes, and issues of legitimacy both internal and external to academia. Further, the guidelines are intended to promote "sustainability" by not only suggesting answers to the "crossroads" questions, but also by helping to create frameworks to articulate the

> *"These guidelines are intended to assist leadership education programs as they grapple with 'crossroads' questions such as resources for new and developing programs, references for responses to regional and professional accreditation processes, and issues of legitimacy both internal and external to academia."*

essential nature and distinctiveness of individual programs as well as to maintain an internal locus of control and creativity.

Guidelines versus Standards

The aims of this project are ambitious. Likewise, there is considerable tension among these aims. This tension is relatively clear: Can we balance the need for local autonomy with the need for consensus about best practice and scholarship? Of course, that begs the question of whether we can achieve consensus of any kind in a field (let alone a discipline) that continually debates its definition (leadership) and regularly offers hundreds of competing definitions that seem to vary even more by context. But that is the point; the early consideration of standards gained little traction as many were skeptical that our field has matured to the point of specifying commonly agreed upon standards, if it ever will.

Then there is the question of process. Many, if not most, contemporary leadership theories are process-oriented. Reciprocity and collaboration are valued. It is reasonable, if not required, that we apply our own theories and practices to accomplish our goals. So, given these challenges and opportunities to practice what we preach, what have we done and how did we get to this important moment in the evolution of our field?

Background and Process

The Guidelines for Leadership Education Programs Learning Community (GLEP/LC) has its roots in discussions and presentations dating back to the ILA conference in Seattle (2002). In Washington (2004), a formal panel entitled "Emerging Accreditation Issues: Toward Professional Standards for Leadership Programs?" sparked significant interest in pursuing these issues (Ritch, Robinson, Riggio, Roberts and Cherrey, 2004).

As a follow up to these and other discussions regarding the establishment of guidelines and/or standards for leadership studies programs, six ILA members gathered in a roundtable sponsored by Regent University in early 2005.

The roundtable participants agreed on specific directions to move forward, understanding the explicit and implicit tensions, and that this was the beginning of a complex process that would require the voices and expertise of many diverse stakeholders. They stated the following benefits and aims which have remained true to the present:

- Create frameworks to articulate both the essential nature and distinctiveness of individual leadership programs.

- Address issues of legitimacy both internal and external to academia.

- Serve as a resource for new and developing programs.

- Serve as a reference for programs responding to accrediting processes.

- Maintain an internal locus of control and creativity for individual programs.

A research agenda was proposed to explore both the content and context of leadership programs. Although this research was originally designed to be more prescriptive

Guidelines for Leadership Education Programs: From Crossroads to Sustainability

Continued from page 11.

through an inclusive process of setting standards, this was later modified due to ILA member input in Amsterdam (2005).

The ILA Board of Directors approved this original proposal in April, 2005. A voluntary advisory group comprised of representatives from nine colleges and universities was assembled and Regent University faculty began research over that summer.

This preliminary research was presented in a panel, "Academic Standards for Leadership Studies Programs: Enlarging the Conversation" (Patterson, King, Hartsfield, Klenke, and Harter, 2005) in Amsterdam. In addition, two related programs, one a roundtable and the other a forum, were presented in Amsterdam. The roundtable, "Tools, Guidelines, and Outcomes for Leadership Studies Programs" (Robinson, 2005) resulted in not only a sharing of experiences but also a first spark of ideas concerning the topics that might be most helpful to address in a document. The forum, "Standards and Guidelines for Leadership Programs: What Shall We Do?" was a deliberative, democratic forum that was designed to inform and expand the conversation among the ILA membership and conference attendees regarding guidelines and standards for leadership programs (Ritch and Roberts, 2005). This forum also modeled a highly effective process for achieving consensus and direction for social change. A full report including a description of the choicework process, alternatives, and participant responses is available in the ILA 2005 Conference Proceedings.

The conclusions of this forum were crucial in the evolution of this project:

"There was unanimous agreement that this project and process must be kept grounded in the mission of the International Leadership Association. …The consensus was that these conversations and the research associated with them should continue. The research should be broadened to include not only the content and context of our field but also 'best practices' relating to conceptual framework, mission, assessment, instruction, and other programmatic elements. This research should produce guidelines, endorsed by the ILA that can be used, following a format of essential 'guiding questions,' to create and improve leadership programs. This process should be an important professional imperative that is transparent, iterative, and ongoing." (Ritch and Roberts, 2005).

In Chicago (2006) the learning lab "Guidelines for Leadership Programs: Enlarging the Conversation" (Ritch, 2006) identified organizing topics/ chapters, guiding questions, and recommendations for next steps that were consistent with the consensus reached in Amsterdam. Conclusions were posted for review and comment by the general assembly. Revisions were made based on the advice gathered from this process; five organizing topics/chapters (now called sections) as well as guiding questions were developed that were intended to become the basis for writing a guidelines document for consideration for endorsement by the ILA. These five sections are:

1. Conceptual Framework
2. Context
3. Content
4. Teaching and Learning
5. Outcomes and Assessment

Participants recommended that a conference be held to review invited papers that address the section topics. At this conference, these papers would be integrated into a first draft of a guidelines document. This draft would be research based. Further, participants recommended that this work be revised and further edited through the establishment of a learning community. Finally, participants volunteered to serve as "section leaders" to facilitate the process of defining and clarifying the scope of the invited papers and the conference process of integrating them into a first draft.

There was also consensus in support of the following principles and goals:

• To keep the Guidelines Initiative grounded in the mission of the International Leadership Association and to encourage face-to-face conversations, continue to invite papers, presentations and discussions regarding guidelines and related issues for leadership education programs at the annual conference.

• To build community, commitment, and provide first drafts, use a study circles process and host a conference to receive, review and synthesize papers that address the organizing topics/guiding questions and related content areas identified in this learning lab.

• To ensure that the process is transparent, iterative, and ongoing, establish a community of practice (learning community) to write and revise the organizing topics/guiding questions.

These recommendations, principles and goals formed the basis of a proposal to the ILA Board of Directors to establish a learning community that utilizes traditional papers, wiki technology, and face-to-face meetings to develop guidelines that are derived through a deliberative, democratic process, with emphasis on facilitating international participation. The ILA Executive Committee formally approved the creation of the Guidelines for Leadership Education Programs Learning Community in February, 2007.

The ILA's Guidelines for Leadership Education Programs Learning Community went live in March, 2007 with the establishment of its wiki (*http://ilaguidelineslc. pbwiki.com/FrontPage*). The GLEP/LC opened with 38 individual members representing 19 colleges and universities and three affiliated public service foundations or organizations.

Your Participation is Invited

This leading edge approach to the development of guidelines is designed to tap the collective knowledge and wisdom of those who are actively pursuing scholarship and

education in the field of leadership studies. By virtue of the fact that you are reading this article, you are invited to become involved.

There are three ways you can do this. First, the GLEP/LC wiki is a public wiki. This means that you can access it (*http://ilaguidelineslc. pbwiki.com/FrontPage*), read the material and make non-binding comments.

Second, you can join the ILA if you are not already a member and request to become a "contributor" to the wiki and learning community. This provides access not only for reading and commenting but also for suggesting edits to drafts that are posted. Specific editing protocols are under development at the time of this publication but original work will not be modified with-out specific approval from the authors and appropriate attribution. For more information regarding this option contact either Debra DeRuyver, ILA Membership Services

Director (dderuyver@ila-net.org) or Steve Ritch, GLEP/LC Leader (ritch@stpt.usf.edu).

Finally, you can submit a proposal to present a paper for to the GLEP/LC. Accepted papers will be posted to the wiki by October 1 with further discussion and integration to occur during the face-to-face meeting on October 31. To do this, review the call for papers for each of the various sections that are posted on the wiki, and in accordance with the general requirements (listed at bottom of the pages for each section), you can submit a proposal to GLEP@ila-net.org to begin your contribution to ILA's Guidelines for Leadership Education Programs Learning Community. ◆

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The Leadership Bookshelf

Leadership Can Be Taught: A Bold Approach for a Complex World

by Sharon Daloz Parks

Reviewed by Dr. Don Mulvaney, Hope Stockton, and Colonel Billy Shaw

There is an urgent need for adaptive leadership, creativity, and innovation throughout an increasingly complex, global society. In fact, a study of 400 companies evaluating skills of new workforce entrants indicated that employers rated skills such as adaptive leadership, creativity, and innovation as most important to success at work yet rated these skills below par for most of the entering U.S. workforce (Casner-Lotto & Barrington, 2006; National Center on Education and the Economy, 2007). How might leadership skills which help us adapt to constant change, moments of chaos and crisis be learned? If conventional methods of teaching are not getting results, where are the answers?

After studying *"Leadership Can Be Taught: A Bold Approach for a Complex World"* by Sharon Daloz Parks, and using it to guide us in pilot leadership courses and selected training contexts, incredible dynamic learning spaces and experiences unfolded through the application of pedagogies described in the book. Because of her five year study of the teaching practices of Harvard leadership guru Ron Heifetz, Parks enables the reader to gain a sense of what it is like to be taught by Heifetz.

Her treatise begins by identifying five key hungers contributing to a growing crisis in leadership today. Parks does a masterful job of describing a dynamic teaching method (case-in-point) that creates a "living learning laboratory" for applied skills, especially leadership and creativity, in the classroom. She dissects and reveals leadership in a way not previously accomplished by other authors focusing on business landscapes. The conceptual framework of the book can be broken down into two areas: the environment for learning, and four theoretically critical distinctions.

The Case in Point Approach

First, the environment or *case in point* (CIP) is a teaching approach that radically differs from traditional didactic methods. CIP transforms the class itself into a laboratory where human behavior is examined and dissected by the participants. There are two planes of reason and activity occurring simultaneously: the topic of discussion and the interpretation of the human interaction. Participants engage in the issue being discussed (acting as if they were on a dance floor) and then back out to observe, reflect, and understand how individuals and groups interact with one another and exercise or practice leadership (observing the dance from the balcony).

This generative environment of disequilibrium promotes learning on a personal level where the adaptive process creates real consequences for all involved. Learning therefore, almost miraculously, transcends a mere exchange of technical knowledge to a situation where knowledge becomes rooted in an experience. New paradigms can literally be experienced in the book through the stories and dialogue between various factions in the class. In other learning environments such as a classical case study, there are few real personal consequences associated with examining the past of others in a benign environment where the worst case consequence is a disinterested difference of opinion; where no one in the room has any stake or ownership

> *"How might leadership skills which help us adapt to constant change, moments of chaos and crisis be learned? If conventional methods of teaching are not getting results, where are the answers?"*

in the real issues (purely technical). We suggest that it is very easy to be great in judgment, clarity and retrospective analysis when a traditional case study is presented, yet the CIP method described by Parks adds opportunities to draw students to the edge of adaptive learning, igniting a new view of their own experiences.

Four Critical Distinctions

Theoretically there are four critical distinctions that Parks categorizes as themes of leadership: authority versus leadership, technical problems versus adaptive challenges, power versus progress, and personality versus presence.

The first distinction challenges traditional concepts of **authority and leadership**. Many view the two as almost synonymous. However, if you view leadership as an action, not a position or a noun, then the possibility for all to exercise leadership becomes a reality. Authority is based primarily on traditional roles in a hierarchical structure and is quite necessary when dealing with technical issues. Students look to the professor for answers to difficult situations – a role expectation. However, when difficult issues require innovation and creativity, and application of emotional intelligence, individuals in authority are often poorly suited to meet the challenges effectively, and can actually hamper the creativity of the group.

The second distinction between **technical problems and adaptive**

challenges is directly related to the first distinction. Technical problems, no matter how complex, have existing solutions. Authority figures are generally well-suited to deal with these issues and even thrive on bringing about solutions. However, adaptive challenges require innovation and creativity beyond what the current environment will support. Adaptive challenges require a shift in values and transformation of thought in order to redefine a common reality.

The third distinction is between **power and progress**. "Attention is the currency of leadership." When leadership is understood as an activity to promote progress, attention remains focused on the issue instead of individuals or groups trying to hold power. The sum effect is clear communication. Issues are passed and shared freely while personal defense mechanisms are defused.

The final distinction, **personality and presence**, is very similar to the third distinction. When the attention of the group is focused on making progress with adaptive challenges, then the individual personality traits as well as social roles become less important to gaining and holding attention. This empowers all within the group to exercise leadership through interventions.

While Parks offers in-depth insight into a novel, dynamic approach to teaching leadership, we caution that the methodology can be explosive, damaging or ineffective if the holding environments are not *artfully* created and navigated. Some traditionalists may struggle with adopting the methodology as it requires one to relinquish elements of structure, control, power and role. Nevertheless, for those truly ready to learn about exercising leadership in today's world, the impact is life-changing. In a post-class survey of a course where the principles in the book were applied, students indicated the course was "life-altering" and that they are reminded of our course experiences on a daily basis. As teachers of leadership, the reviewers have been transformed by the principles in the book to become advocates of "Leadership Can Be Taught" and suggest it as required reading for anyone involved in teaching advanced leadership process. 📖

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Analyzing Single-Institution Results on the Multi-Institutional Study of Leadership (MSL)

By David Rosch

As one of the 54 institutions who participated in the Multi-Institutional Study of Leadership (MSL), the University of Illinois at Urbana-Champaign is already beginning to study and analyze our own institutional results. Given the number of variables utilized in the research effort, the possibilities seem endless in terms of what can be examined and learned at the institutional level.

It is important to remember that the MSL is not a causal study. Used correctly, the data can tell an institution which variables are significantly related to one another and in what ways. However it would be incorrect to state that any factor on the institutional level causes students to develop socially responsible leadership capacities. For example, even with clear differences between students who participated in living-learning communities and those who did not, one still could not state that the difference results from the environmental influence of the community. It might rather be the type of student who chooses to participate, for example, or another factor.

Analysis of Effect Size

Our first research question is one we believe other institutions may share: how do Illinois students compare to a national sample? For example, what does it mean that Illinois students scored, on average, 3.9506 on the Collaboration subscale while the national average was 3.9762? As sample sizes are so large (n=63,085 nationally, n=1330 at Illinois), even this tiny gap is significant at $p<.05$. However, an analysis of effect size shows that the effect of this difference is actually quite small (Cohen's d=.06), showing that there are really relatively insignificant differences between the national sample and Illinois students. There may be a tendency to emphasize statistically significant differences on score comparisons, but institutions should first examine effect sizes before determining action steps related to their results.

Analyzing Single-Institution Results

Comparison Sample vs. Random Sample

Illinois is also comparing scores between our own random sample and our institutional comparison group. The random sample of Illinois undergraduates scored 3.7896 on the Citizenship subscale, on average, while the comparison sample scored 3.9555. This difference is also statistically significant, but the effect size is much larger (.29), exposing a more meaningful difference. We have also discovered that the largest effect sizes are found in the group- and community-oriented leadership capacities. We therefore feel comfortable stating that the students that participate in the programs from which we drew our comparison sample possess a higher capacity to practice teamwork and citizenship in learning socially responsible leadership skills.

We also looked at other differences between our random sample and comparison group. Students from our comparison group scored higher on the MSL measures of leadership efficacy and appreciation of diversity compared to the Illinois random sample. As both groups scored similarly on the MSL's quasi pre-test measures of both constructs,

"Our first research question is one we believe other institutions may share: how do Illinois students compare to a national sample?"

this means that students who participated in our comparison groups reported larger gains in both feeling confident in their leadership ability and in appreciating diversity than students who did not participate, which is valuable information for those working with those programs.

Impact of Leadership Training Programs

At Illinois, the analysis of data is being done predominantly by staff at the university's Leadership Center, and therefore many of our central research questions stem from that office's work. Specifically, we are interested in determining the impact of the Center's education programs. Therefore, we have concentrated on examining differences between students who reported participating in "leadership trainings" and those who reported no such participation.

In this area, we have found results similar to the national sample: students who attended leadership trainings at Illinois scored higher on the SRLS-R2 scales than students who did not attend these trainings. Regression analysis revealed that students who attended trainings scored higher even when controlling for three important variables: degree of high school involvement, leadership efficacy, and current degree of involvement

in college. Again, while this does not prove causation, it is still a powerful statement regarding the positive impact of participating in leadership trainings at Illinois.

Impact of Longer Term Programs

Not all of our results have been uniformly positive, however. Similar to national trends within the MSL, Illinois students who participated in moderate or long-term leadership trainings displayed no higher SRLS-R2 scores than students who participated only in short-term trainings, and in some cases had lower scores. While this may seem counterintuitive, we are examining possible causes. This also again highlights the need to not overemphasize results, either positive or negative. The MSL, while a landmark research study, is still an initial foray into the study of how students develop leadership capacities.

Still, these results are quite helpful to those analyzing MSL data at Illinois. Not only do they suggest that our leadership programs seem to positively affect Illinois students, but they also provide good information in our marketing and advertising efforts – both to targeted students and to other departments and units within the university. Just as importantly, they have raised questions that will spur further research and assessment into the leadership development of students here.

David Rosch is the Program Director in the Illinois Leadership Center at the University of Illinois at Urbana-Champaign.

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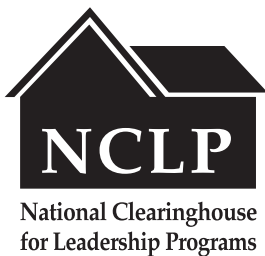
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