Leadership in the Making:

Impact and Insights From Leadership Development Programs in U.S. Colleges and Universities

W.K. Kellogg Foundation Vision

Programming activities center around the common vision of a world in which each person has a sense of worth; accepts responsibility for self, family, community, and societal well-being; and has the capacity to be productive, and to help create nurturing families, responsible institutions, and healthy communities.

About the authors

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Preface

It is impossible to write a blueprint for American democracy in the next century. Many of the challenges that will be faced by the United States – including social, technical, demographic, environmental, and economic issues – will require knowledge and actions that cannot be known today. One thing is certain, however. The nation's ability to respond and prosper will depend on the quality of leadership demonstrated at all levels of society.

And yet, the American public perceives a crisis of leadership in our nation. Major public and private institutions increasingly appear incapable of dealing constructively with an ever-expanding list of social and economic problems, and individuals are becoming more cynical about government. We need a new generation of leaders who can bring about positive change in local, national, and international affairs.

Finding a more effective means for developing the leadership talents of America's young adults not only requires that new methods for teaching critical leadership skills be devised, but also that the definition of leadership itself be broadened. More than anything else, leadership needs to be thought of as a collaborative process for effective, positive social change. And rather than focusing solely on those who hold traditionally recognized positions of leadership, we must broaden our idea of who a leader is, so that many more Americans are empowered and able to lead in the future.

To help respond to this set of challenges, the W.K. Kellogg Foundation funded 31 projects between 1990 and 1998 which focused on leadership development in college-age young adults. (Appendix A for a list of these projects.) The Foundation's primary objective was to support and test various models of leadership development programs targeted toward this specific age group. There were three assumptions behind this funding: (1) that our society needs more and better leaders, (2) that effective leadership skills can be taught, and (3) that the college environment is a strategic setting for learning these skills and theories.

The projects selected for this work included public and private higher education institutions, independent nonprofit organizations, professional associations, and community-based organizations from across the United States. This report presents the results of an external retrospective evaluation of approximately 60 percent of the funded projects – primarily those based in higher education institutions. Therefore, the report is likely to be most applicable to that environment.

The most important findings of this report confirm a belief that has operated on college campuses for many years: leadership can be developed in college students if a commitment is made to do so. Concrete evidence for that assertion is provided here, along with a summary of best practices in the leadership development field.

The leadership potential of students can be intentionally built. This can be both a great source of hope and a source of challenge to higher education and society. Acting on this responsibility should concern everyone who cares about the future.

We welcome your interest in the development of the United States' next generation of leaders.

Introduction

Since 1990 the W.K. Kellogg Foundation has funded a number of leadership development initiatives targeted toward grassroots community-based leadership, citizen boards, and the chief executive officers of human service organizations, to name a few. The focus of this report, however, is on the development of young leaders through the efforts of U.S. colleges and universities.

The Initiative

Between 1990 and 1998 the Foundation funded 31 projects with the intent of creating sustained leadership development programs across a wide range of institutions – public and private, community- and campus-based. These projects served two tactical objectives. They were designed to:

1) broaden, strengthen, and develop youth leaders; and 2) change the approach taken by academic institutions in developing future leaders. Each project had a unique feature focusing on one or more of the following:

- Curriculum revision/development

- Community-based leadership opportunities (servant leadership/community service)

- Mentoring

- Student, faculty, or administrative leadership development

- Individual leadership improvement plans

- Collaborative leadership activities

The projects emphasized the multiple skills required for effective leadership, as well as its interdisciplinary nature. For example, participants learned about leadership skills, values, and responsibilities; visionary and creative thinking; and the effects of rapid international and technological changes.

Thus, the vision for the projects described within this report included the following concepts:

- Young adults graduating from colleges and universities with leadership development programs will understand and respond to the demands for leadership in their communities.

- Young adults will exhibit excellence not only in academic areas, but will be recognized leaders in local, state, and national issues.

- Young adults will be involved risk-takers who understand organizational and personal change strategies; they will be strong collaborators with an understanding of power which is distributive rather than self-centered.

- Young adults will have a global vision.

- Young adults will understand the value of leadership development programs and will promote leadership in others, in their communities, and in organizations.

Evaluation Activities

In an attempt to measure progress toward this vision, the Foundation engaged in an external retrospective evaluation of the 31 projects previously mentioned. The evaluation centered on the following goals:

- To facilitate organizational learning and assess the degree to which the programs accomplished the objectives set forth by the Kellogg Foundation in its "Goals of Leadership Grantmaking." This information should help answer the question, "Have the programs achieved the outcomes desired by the Foundation?"

- To identify potential models, methods, or themes of leadership development that may be of value to various stakeholders (e.g., other foundations, leadership theorists, foundation program directors, academic institutions, young adults, etc.). This should help answer the question, "What have we learned about leadership?"

- To engage stakeholders in a collaborative learning process and help them to thoroughly understand the concepts and processes of leadership development.

Evaluation Strategy

Traditional procedures for conducting individual program and general evaluations were changed for this endeavor. This occurred because the evaluations were conducted after several of the projects ended and because the primary goal was to gather information for eventual dissemination. To increase the power of the information to be shared, experts in evaluation, leadership, and higher education (the "Review Panel") were identified by the Foundation to work with the external evaluation director.

The nine members of this team were invited to serve as consultants to the Foundation, along with the external evaluation director. Members were selected based on their depth of knowledge and their ability to articulate this knowledge to a broad number of stakeholders.

Description of Projects and Logic Models

To introduce the Review Panel to the 31 funded projects, a thorough review of each project's documentation was conducted. The result was the creation of a "logic model" – a one-page summary – for every project. These summaries highlight each project's goals, objectives, activities, and documented outcomes. (The summaries are included in Appendix B of this report.)

The original intent was to generate a logic model for each project and then reduce these individual models to a smaller set of generic models based on common elements. However, because of the diversity of the projects, this step was not feasible. The projects varied in terms of scope and locale (e.g., large public university vs. community college vs. community-based setting), and contained many differences in strategies and expectations.

Project Classification and Information Survey

During the documentation review, certain common elements emerged and were further investigated through a more quantitative process. A relational database was developed to classify the information provided in the logic models of each project. This procedure permitted the Review Panel to quantify and categorize institutional characteristics, activities, and outcomes across all of the projects. Data was collected from the project files and the grantees themselves.

Each project also was provided with an Information Survey (Appendix C). This survey was structured using a "discrepancy analysis" – looking at the evaluation team's assessment of the projects based on written documents in relation to the responses given by grantees. Additional open-ended key questions were incorporated into the document. The results of this survey analysis are described in the following section of this report, Observations and Trends.

Site Visits

Site visits were used to gather additional qualitative information and obtain a three-dimensional view of the grantees' efforts. This led to a greater understanding of program "best practices" and the processes involved in creating sustainable, systemic, and integrated initiatives.

This report describes project successes and shares lessons learned from the large financial and human investment made during the last decade by the Kellogg Foundation. There are now preliminary answers to some of the many questions practitioners raise about the practical aspects of developing and improving programs for college-age young adults:

- "What do students actually learn from leadership development programs in college?"

- "How comprehensive should my program be?"

- "How can I provide incentives for faculty involvement?"

- "What are some examples of successful projects?"

As this report clearly demonstrates, exciting ideas and practices exist for developing and promoting leadership in the twenty-first century.

Observations and Trends

Composition of the Projects

As part of the retrospective evaluation conducted by the Kellogg Foundation's Review Panel, an information survey was distributed to the project grantees involved in the young-adult leadership development initiative. Using the results of this survey, a relational database was created. Its contents were then reviewed, and a descriptive summary was developed for the entire set of projects.

Collectively, these projects represent a $14.1 million investment in grant funds targeted toward leadership development programming for young adults. The grants ranged in value from $9,000 to $1.8 million. The average amount funded per project was $456,000 over a three-year period (Exhibit 1). A detailed description of the projects' composition follows.

Institutional Characteristics

Exhibit 2 shows that the projects were nearly equally divided between community-based and other organizations (48%) and educational institutions (52%). Among the academic institutions, most were baccalaureate colleges (27%).

Exhibits 3, 4, 5, 6 indicate how the organizational missions of the grantees related to key aspects of leadership development programs. The data shows that leadership, community service, and volunteerism were part of the institutional missions of most of the grantee organizations. Service learning also was part of the institutional mission in more than a third (39%) of all the organizations.

Many of the programs (42%) were located in an urban setting (Exhibit 7). Although the projects were located throughout the nation, the majority were based in the Midwest (29%) and the Northeast (29%) (Exhibit 8). Enrollment data (Exhibit 9) was difficult to obtain. However, the largest number of programs reporting (29%) indicated they had a small setting of 5,000 or fewer students.

Of the projects occurring in higher education settings, very few were administered only in Student Affairs (7%) or Academic Affairs (7%). Nearly one-third were administered in multiple departments (31%). The primary administration staff included faculty members (22%), a project director (22%), or a combination of the two (53%). (Exhibits 10 and 11.)

The survey results revealed that collaboration in executing these leadership programs was very common. Exhibit 12 shows that multiple collaborators – such as community agencies, other educational institutions, and business organizations – were utilized in more than two-thirds of the projects (68%). The type of collaboration most often included multiple methods (77%), consisting of task forces, advisory groups, mentors, and/or volunteer efforts (Exhibit 13). The majority of programs reported that collaboration occurred regularly (74%). (Exhibit 14.)

Participant Characteristics

The funded projects served high school students (36%), as well as college students (55%). The total number of young people who received leadership development services was estimated to be 58,183. The number of students involved in specific projects ranged from 29 to 23,893 students. The mean number of students served was 2,154, and the median number was 919 students per project (Exhibit 15).

The projects primarily targeted the general population of college-age young adults (55%). However, some of the projects focused on gender or specifically reached out to an identified cultural/ethnic group. Sixteen percent of the grantees implemented programs for Hispanic youth, 10 percent served African American youth, 10 percent reported a multicultural emphasis, and three percent were focused on Native Americans. With regard to gender, 13 percent of the projects addressed women in leadership, and 10 percent had men as their focus (Exhibit 16).

Project Profiles

The grantee information survey also supplied descriptive details about the contents of each of the 31 projects. Using the concept of logic models, a one-page summary was created to consolidate the goals, objectives, activities, and expected outcomes for each program. These summaries are provided in Appendix B. Below is a profile of the general characteristics of the projects.

Project Characteristics

Grantees provided a wide range of activities as avenues to leadership development (Exhibit 17). Most of the projects used multiple methods, with seminars and workshops as the primary leadership development practices (94%). Other methods that were frequently cited included mentors (90%), guest speakers (82%), and community service opportunities (77%).

Participant involvement in running the projects was another prevalent practice. Students served as directors and co-directors in 77 percent of the funded projects; 74 percent used student advisory panels; 72 percent used student graduates as mentors; and 71 percent incorporated participant products into their programming.

Other activities used by at least one-half of the projects included: conferences (65%), summer programs (63%), staff learning opportunities (61%), study groups (58%), use of student and professional groups (55%), and the provision of leadership awards (50%). More than one-third of the projects reported that they utilized outdoor education classes/challenges (48%) and ropes courses (36%), and the creation of resource guides (41%) and "How To" manuals (36%).

For those projects that operated in academic settings, new courses in leadership were common (58%). Less often, these projects used faculty awards and grants (35%), co-curricular transcripts (27%), residence life activities (23%), and the development of a leadership major or minor as an area of study (14%).

Additional information about individual institutional and project characteristics has been developed and is presented in a set of matrices. See Appendix D of this report.

Observed Outcomes - Survey

Finally, the grantee information survey assessed the degree to which various outcomes, attributable to the leadership projects, had occurred. Although many of the grantees did not provide empirical research evidence for their stated outcomes, they furnished results from testimonials, surveys, case studies, and personal observations. This self-report data offers insight about the extent to which projects believed they had impact. However, the data has limitations.

1. The outcomes suggested in the survey may not have been outcomes a particular project measured. For example, the survey contained the question, "Were there any project-related improvements in participants' academic performance?" If a project did not have this as a goal or chose not to measure this outcome, it may have responded "not observed." This would then deflate the actual occurrence of improvements in academic performance.

2. The projects may not have defined successful outcomes in the same manner. For example, projects were asked in the survey, "Were there any improvements in participants' civic/social/ political activity?" Those who answered "yes" could have been referring to a wide range of behaviors – from registering to vote to participating in public demonstrations.

3. Survey responses did not state the degree of impact related to an outcome. So, for example, some respondents may have observed a particular outcome in 20 percent of their participants, while others may have seen the outcome in 80 percent – and both might have answered "yes" to the question in the survey. So detailed, quantifiable definitions of the observed improvements do not exist.

In spite of these limitations, knowledge gained from the entire evaluation process created a clearer picture of the projects' intended outcomes and how/if they were achieved. The information gathered to date supports the value of leadership development projects, and defines a direction for future documentation and evaluation. In this report, the evidence is organized and presented by the benefactor of the outcome.

Individual Outcomes

In the vast majority of cases, the reported data supported positive individual outcomes. Most of the projects listed many favorable outcomes for their participants (Exhibit 18). Ninety-three percent of the projects asserted their participants gained an increased sense of civic/social/political awareness.

Other outcomes reported by at least one-half of the projects included:

- Increased commitment to service and volunteerism (86%)

- Improved communication skills (85%)

- A higher sense of personal and social responsibility (79%)

- An increased sense of civic/social/political efficacy (79%)

- Improved self-esteem (74%)

- Improved problem-solving ability (73%)

- Increased civic/social/political activity (70%)

- An increased sense of being galvanized for action (67%)

- An increased desire for change (62%)

- Improved ability to vision (57%)

- Improved ability to be issue-focused (54%)

- Improved conflict resolution skills (54%)

- Improved likelihood of sharing power (52%)

- Improved interaction with faculty (50%)

Outcomes that occurred less often included an increased understanding of ethical issues (44%), increased employability (43%), an increased ability for positive risk-taking (36%), greater job identity (32%), improved academic performance (22%), and increased political involvement (11%).

Institutional Outcomes

When compared to individual outcomes, observed improvements in institutions were slightly less in evidence, according to project materials and grantee responses (Exhibit 19). Frequent outcomes included:

- Improvements in institutional collaboration and networking (80%)

- Improvements in external support for the institution (73%)

- Improved communication between the institution and the community (72%)

- Improved communication across ethnic groups on campus (70%)

- Improvement in the curriculum (67%)

- Improved institutional image in the eyes of the community (62%)

- Increased likelihood of program institutionalization (60%)

- Improved occurrence of multidisciplinary activity (52%)

- Improved campus activities (50%)

Institutional outcomes that were reported by less than one-half of the grantees included an increased opportunity for team teaching (48%), an improved campus environment (45%), improvements in faculty members' desire to do research outside of their normal discipline (39%), improved operations in student organizations (24%), improved intercollegiate programs (28%), improved student retention (24%), and increased alumni donations (21%).

Community Outcomes

For the communities surrounding the institutions that provided leadership development opportunities, there were modest benefits reported (Exhibit 20).

- Institutional and community communication was enhanced (72%)

- Improvements in community organizations occurred (52%)

- The community showed increased political involvement (27%)

- New nonprofit organizations were created (5%)

- The community economy improved (5%)

In addition to these positive outcomes, there was an absence of related negative outcomes in the surrounding communities. No community problems were created as a result of these leadership development efforts, and there was no reported interference with formal academic placements and internships.

Additional information about observed outcomes by individual institution can be found in Appendix D.

Observed Outcomes – Additional Studies

Grantee Self-Evaluations

As part of its funding agreements, the Kellogg Foundation requested that each of the grantees complete some form of self-evaluation. As a result, some of the grantees engaged in empirical evaluation research involving their participants. However, the specific elements varied according to the goals and needs of each project.

During the overall retrospective evaluation, the Review Panel recorded and analyzed the grantees' self-appraisal studies. Although limited in scope, the majority of these self-evaluation studies resulted in positive support for leadership development programming. Overall, individual outcomes were more often measured and supported than either institutional or community outcomes. The one-page logic models (Appendix B) provide descriptions of specific evaluation activities and outcomes by individual project.

In an attempt to gather more empirical evidence about outcomes of leadership development programs, two additional studies were proposed by the Review Panel.

- A short-term impact study was conducted by researchers at Penn State Erie; it involved LeaderShape, Inc., one of the original grantees.

- The Higher Education Research Institute (HERI) at UCLA coordinated a long-term impact study of leadership development outcomes. HERI focused on assessments at 10 of the original grantee institutions.

The methodology and results of these studies are described next.

Short-term Impact Evaluation – Penn State Erie Evaluation Project

LeaderShape, Inc., offers a curriculum-based leadership development program to more than 1,000 students annually from a variety of higher education institutions. LeaderShape's Institute for Engineers was one of the 31 projects funded by the Kellogg Foundation under this initiative, and members of the Review Panel considered its work to be exemplary. As a result, LeaderShape, Inc., was selected as the subject for a short-term outcome and impact evaluation study.

Peg Thoms, Ph.D., and Dawn Blasko, Ph.D., from Penn State Erie conducted pre- and post-testing to assess LeaderShape's participant outcomes in visioning ability, leadership effectiveness, and leadership results. Scores on these scales were compared to post-training follow-up data and participants' reactions to their leadership development experiences.

The results of this longitudinal research revealed that LeaderShape was successful in increasing the ability of college leaders to create organizational visions. It also increased their general transformational leadership skills. The participants rated their overall experience with LeaderShape very positively. They perceived their leadership skills and abilities as being improved because of the training they received.

Long-term Impact Evaluation – UCLA – Higher Education Research Institute (HERI) Analysis

In order to assess participants' pre-existing differences and differential outcomes, the Kellogg Foundation gave a small grant to the Higher Education Research Institute (HERI) at the University of California, Los Angeles. HERI conducted a long-term impact assessment using data from 10 of the 31 grantee institutions in this initiative. This study was designed to evaluate whether leadership education and training had a direct effect on college students' personal and educational development.

Students at these ten institutions, first assessed when they entered college as freshmen in 1994, were followed up in the 1997-98 academic year with a survey designed by HERI. This survey assessed developmental outcomes. In addition, a supplemental questionnaire specifically designed for this study was administered to the same participants. Data for this analysis was obtained from 875 students.

HERI used descriptive and multivariate analysis to assess whether participation in leadership activities and courses had an impact on leadership development outcomes. Fourteen individual measures related to leadership were examined – e.g., understanding of self, ability to set goals, sense of personal ethics, willingness to take risks. In addition, specific composite measures were explored – including personal and societal values, leadership skills, leadership understanding and commitment, civic responsibility, multicultural awareness, and community orientation. These composite measures were derived by means of factor analysis.

Students attending schools that received Kellogg Foundation funding for leadership training were compared to students at a set of comparable institutions that did not receive Foundation funding. This analysis was designed to examine whether having a leadership program on campus can affect all students, both participants and nonparticipants.

The findings of this study were notable. When compared to nonparticipants, students who participated in the funded leadership projects were much more likely to report significant changes on the measured leadership outcomes. In addition, students in academic courses that emphasized leadership development reported a significantly increased grasp of theoretical knowledge about leadership, as well as an interest and willingness to develop leadership in others.

To further explore the differences between participants and nonparticipants in terms of leadership development, HERI performed hierarchical multiple regression analyses on the composite outcome measures. Regression analysis allowed for the control of student differences in demographic characteristics, predispositions, and other college experiences that may have had an effect on their leadership development.

The results of these analyses further supported the original findings:

- Students who participated in leadership training had an increased likelihood of demonstrating growth in civic responsibility, leadership skills, multicultural awareness and community orientation, understanding of leadership theories, and personal and societal values.

- Students who did not participate in leadership development projects at the Foundation-funded schools also showed greater gains in their leadership abilities and sense of civic responsibility when their self-assessments were compared to those of students at the nonfunded schools.

In summary, this study provides empirical evidence that college students who participate in leadership education and training programs do develop knowledge, skills, and values that are consistent with the objectives of these programs.

Hallmarks of Exemplary Projects

Establishing Criteria

Several steps were taken to identify the criteria that are most important to exemplary leadership development programs. The evaluation team reviewed and analyzed the data gathered from the four components of the retrospective evaluation. In addition, several meetings were held with the Foundation project directors responsible for overseeing the 31 projects. Finally, the Standards and Guidelines for Student Leadership Projects issued by the Council for the Advancement of Standards in Higher Education were studied and taken into consideration.

Using all of this information, a list was created that describes the hallmarks of exemplary projects. The following hallmarks offer suggestions for developing or enhancing leadership development programs within four categories:

1) Context

2) Philosophy

3) Sustainability

4) Common Practices

The Hallmarks

Context

The most successful leadership development programs are embedded within a specific context. This context includes the following elements:

- There is a strong connection between the mission of the institution and the mission of the leadership development program or center.

- The program's approach is supported across the institution. It includes an academic component, as well as theoretical underpinnings that link curricular and cocurricular activities.

- The program has an academic home above and beyond the departmental level – ideally, under the auspices of both Academic Affairs and Student Affairs.

- There is strong leadership (e.g., a tenured faculty-level director with research expertise in leadership and/or youth development, or a highly experienced member of the Student Affairs community).

Philosophy

Successful leadership development programs tend to share a common intellectual framework. This includes the following:

- The individuals involved have a commitment to the concept of leadership development for young adults.

- Program leaders have a clear theoretical framework, knowledge of the literature, and well-defined values and assumptions.

- A working definition of leadership is developed at the beginning by consensus of key stakeholders in the program. For example, several WKKF-funded projects have a definition of leadership that (1) focuses on ethical and socially responsible behavior, (2) recognizes that leadership is a relational process, and (3) emphasizes the potential of all people to lead.

- There is a comprehensive, coordinated educational strategy, which includes experiential learning opportunities (e.g., service learning, outdoor challenge courses) as well as intellectual development.

- Participants are encouraged to build specific skills while developing their awareness of leadership theory and issues. These skills include collaboration, critical thinking, systemic thinking, and cultural dexterity.

Sustainability

Successful leadership development programs have certain characteristics that help ensure they can be sustained over time. These include the following:

- Faculty and administrators from across the institution are involved and remain committed throughout the life of the program.

- Process, outcome, and impact objectives are clearly stated and measurable.

- There is a clearly stated evaluation plan, which includes ongoing dissemination of program results to all stakeholders. Evaluation results are used to revise and strengthen the program.

- The program's original design ensures institutional impact and sustainability (e.g., a strategic vision and plan that extends well beyond the initial three to five years).

- The program involves not just individual skill development, but also capacity building for the institution and the community it serves. Thus, culture change occurs in institutions that develop leaders for social change.

Common Practices

Many of the successful leadership development programs share common activities and methods of providing leadership development. The following list describes these common practices.

- Self-Assessment and Reflection
This includes opportunities to build self-awareness through the use of assessment tests, simulations, discussions, and reflection. Journal writing is often included as a way for students to reflect on their leadership development experiences.

- Skill Building
The chance to learn and practice personal and social skills is frequently provided through a series of seminars and workshops. These skill-building sessions address topics such as conflict resolution, creative thinking, tolerance, personal efficacy, identity with community, decision making, communication, networking, and a greater understanding of social realities.

- Problem Solving
Problem-solving techniques are often taught through experiential learning. With the use of simulations and discussions of personal dilemmas and social issues, students learn to be more creative as they take their own and others' welfare into account.

- Intercultural Issues
  Leadership programs are meant to heighten intercultural awareness, understanding, and acceptance. Issues such as gender, race, class, and ethnicity are explored on both an individual and collective level.

- Service Learning and Servant Leadership
Many programs have a significant focus on self-initiated and self-sustained learning. Both service learning and servant leadership create experiences through which individuals can discover what leadership means and learn to help others through self-directed, community- or agency-initiated efforts. To accomplish this, students volunteer in community service organizations or engage in projects that benefit a needy community.

- Outdoor Activities
  Leadership education can be complemented with outdoor activities. Specifically, this includes retreats, physical challenges, team-building exercises, and time for personal and group reflection. These experiences build trust, help manage group issues, and facilitate creative thinking and sharing.

- Student Leadership of Programs
  Many programs involve the students directly in their own administrative activities. Participants learn leadership skills as they develop, promote, implement, and evaluate their programs. This enhances the application of workshops and course-related learning to real-life settings.

- Mentoring
  This component involves pairing an experienced leader with another student. This relationship gives both parties the chance to grow in their leadership capabilities and contribute to the success of someone other than themselves. Arrangements can include activities from weekly meetings to shadowing experiences or supervised internships.

- Community Involvement
  Since leadership is a multifaceted role where inputs from many sources are welcomed, successful leadership development programs often create outreach systems with communities. Involvement is usually reciprocal: students engage in community endeavors while civic service groups, resource agencies, and community leaders test leadership theories and participate in symposia, seminars, and workshops.

- Public Policy
  Leadership development programs are proponents of social responsibility, and at the heart of this is personal responsibility. Public policy issues (e.g., health, community, or scholastic issues) are often used to educate individuals in being collaborative leaders as well as participatory followers. Programs frequently select a particular issue and then focus on helping to resolve a related challenge.

- Targeted Training and Development
  Many leadership programs provide tailored workshops and experiential learning opportunities to individuals involved in student organizations. This specialized approach to addressing the different concerns and needs of campus "positional" leaders allows students to learn leadership skills in the context of their own groups.

- Faculty Incentives
  To initiate and sustain leadership programs and encourage faculty participation, incentives are often developed. (This works especially well for curriculum development.) Although many faculty are intrinsically interested in leadership development, they may need to be offered course-release time from their teaching load or a stipend for course/curriculum revision.

- Student Recognition
  Successful leadership development programs create certificates, awards, and activities that provide students with incentives for participation. Celebrating success is a central component of these programs.

- Cocurricular Transcripts and Portfolio Development
  Several programs document students' experiences on their transcripts of record and/or have the students create a portfolio. They can then use this documentation for vocational development, entering graduate school, or enhancing their employment potential.

- Capstone Experiences
  Capstone events are often used to crystallize students' leadership experiences. These events can take many forms – course work, project governance, mentoring students who are new to the program, or other experiential activities.

Research has shown that each successful program develops within its own context and its own environment. Exemplary programs can be found in institutions of various types, sizes, and locations. Not every hallmark can be found, or will be applicable, in every situation. Therefore, it is critical to reflect on the goals and purpose of the program and its place in the institution, then make plans with long-term meaningful impact in mind.

For more information about lessons learned and program components, see Appendix E. It contains the answers to nine questions that are frequently asked about leadership development programs.

Examples of Exemplary Projects

Most of the projects that were evaluated for this report were successful and demonstrated specific attributes that should be used by any leadership development program. However, the evaluation team selected the following eight projects as "exemplary" (or model) projects for two reasons:

1) they exhibit many of the hallmarks described in this report, and 2) they present different approaches to leadership development in a variety of institutions. The projects are presented in alphabetical order by organizational name. Thumbnail sketches are provided first, followed by more complete program descriptions.

Overview – The Eight Exemplary Projects

Ball State University
Suburban State University
Excellence in Leadership Program

Goal: To help the program's participants adopt a heightened awareness of society's leadership needs and exhibit a motivated, dynamic, and educated sense of how to meet these needs. The Excellence in Leadership Program incorporates academic, cocurricular, and other activities in order to enhance the leadership capacity of undergraduate college students. Through a structured, four-year experience, the program focuses on:

> 1) Developing creative and critical thinking
>
> 2) Teaching students to analyze problems and implement solutions
>
> 3) Exploring and building on the students' preferred leadership styles

College of Saint Benedict and Saint John's University
Collaborative Partnership, Private University
The Leadership Initiative

Goal:

> 1) Foster the development of individuals who will choose to practice shared ethical leadership over the course of their lifetime

> 2) Develop leadership by actively shaping both institutional cultures in order to impact the leadership development of over 85 percent of the student body

> 3) Use gender as a category of analysis in the practice and development of leadership

Kentucky Wesleyan College
Rural Private University
Leadership KWC Program

Goal: To develop within KWC's students the willingness and capacity to lead in their careers, in their communities, or in whatever situations their personal agendas take them. The college has sought to strengthen its academic component, cocurricular programs, and activities to assist students in developing 1) fundamental tools of thought and expression, and 2) the self-confidence and skills required to take the lead.

LeaderShape, Inc.
Multisite Public and Private Institutions
The LeaderShape Institute for Engineers

Goal: To improve society by inspiring, developing, and supporting young people committed to "leading with integrity." The LeaderShape Institute curriculum proposes to incorporate and provide a uniquely powerful leadership and character development experience, for young adults at different universities, by focusing on:

> 1) A commitment to a leadership vision

> 2) Creating partnerships

> 3) Sustaining a high level of integrity

> 4) Identifying and producing effective leadership results

Monmouth University
Suburban Private University
Education for Leadership and Social Responsibility

Goal: To help faculty and students prepare for future leadership roles by designing resources for a comprehensive, integrated leadership and social responsibility education model. The model incorporates broad themes of individual and social responsibility, systems thinking, and interactive pedagogy.

Phi Theta Kappa
Multisite Community College
Leadership Development Program

Goal: To build a nationwide program that equips the next generation of our country's leadership at the grassroots level. This course of study, implemented within community colleges, aims to:

    1) develop leaders with broad perspectives about national and international issues, and

    2) improve participants' leadership skills and abilities to find creative solutions to social problems. This is done by teaching humanities-based issues – such as self-knowledge, ethics, trust, conflict resolution, and time management – and through the creation of a personalized, long-term leadership plan.

Rutgers University
Multisite Public and Private Institutions (Gender Focused)
National Education for Women's Leadership (NEW Leadership)

Goal: To build a new generation of women's leadership in politics and policymaking. NEW Leadership is designed to address the historic and contemporary underrepresentation of women in politics and increase women's presence where important political decisions are made. The program aims to:

    1) educate and empower young women to take on public leadership roles, and

    2) develop a corps of trained personnel at colleges and universities who have a commitment to public leadership education for young women.

University of Detroit Mercy
Urban Private University
Leadership Development Institute

Goal: To graduate men and women with the motivation and skills to provide leadership in service to others in a multicultural urban environment. Specifically, the Leadership Development Institute (LDI) seeks to tap into the potential leadership abilities in all participating individuals, and to generate a program which focuses outward toward the surrounding urban community. The LDI has four major functions:

    1) Cultivate and implement student leadership growth

    2) Coordinate activities

    3) Utilize opportunities for academic and faculty development

    4) Become an important community resource and partner for assistance in continuing educational/leadership growth

Ball State University

Excellence in Leadership Program

Institution

Setting: Ball State University
Student Center L-1
Muncie, Indiana 47306

Contact: Kay Bales (765) 285-2621

**Institution
Type:**   Suburban State University

Goal

Ball State University's Excellence in Leadership Program (ELP) incorporates academic, cocurricular, and other activities, which aim to enhance the leadership capacity of undergraduate college students. The program's focus includes: 1) developing creative and critical thinking, 2) teaching students to analyze problems and implement solutions, and 3) exploring and building on the students' own preferred leadership styles through a structured, four-year experience. Ultimately, participating individuals adopt a heightened awareness of society's leadership needs and exhibit a motivated, dynamic, educated sense of how to meet these needs.

Target Population

The Excellence in Leadership Program is directed toward students during all four years of their undergraduate education. The program seeks to engage students at the freshman level and continue the leadership learning process with students through their senior year.

Theoretical Base

The ELP is based on three primary leadership theories: 1) situational theory, 2) ethical theory (Humphrey Institute), and 3) servant leadership (R.K. Greenleaf). Collectively, these theories state that: leadership is teachable; leadership skills are different for each situation; leadership should be of benefit to others; and, with leadership, a sense of community and the common good should remain paramount.

Stakeholders

Ball State University
W.K. Kellogg Foundation

Description

Why was this program developed? How does it support the mission of the institution?

As a national leader in teacher education, Ball State recognized a growing need for prepared leaders who are able to make a significant and positive impact, today and in the future. Ball State required that all freshmen complete a survey ("Making Achievement Possible"), and that all sophomores complete a "Mid Level" questionnaire. Before beginning this project, Ball State also held focus groups where faculty advisers gave feedback based on their experiences with students.

An evaluation of these studies illuminated the need to provide intentional programming and experiences for students – to develop their confidence and skills and to encourage their involvement in leadership roles. Thus, through careful evaluation of student feedback and faculty input, Ball State developed the Excellence in Leadership Program, with a focus on developing leadership potential.

Ball State's commitment to excellence in teacher education is a powerful part of the University's mission. Because the ELP is a four-year program, significant leadership issues can be addressed and conveyed to students, who may become teachers in the workplace, community, or classroom. Personal development is strongly stressed at Ball State, and the ELP aims to foster important leadership values within all students, regardless of their scholastic major. The ELP is designed to help every student aspire to be his/her personal best and to possess knowledge of leadership issues.

What are Ball State University's program goals? How do the objectives and content of the program reflect these goals?

The philosophy guiding the program is that leaders are developed over time and through meaningful structured and experiential endeavors. Three major components are central to Ball State's ELP: 1) an academic component; 2) a cocurricular component; and 3) a leadership portfolio. Five specific objectives contribute to the program's goals:

- Develop a direct link between leadership in the curriculum and out-of-class experiences.

- Create opportunities for individuals to gain confidence in their own abilities and to learn the skills and ethics needed to promote group progress and achievement.

- Increase interaction between faculty and students through out-of-class opportunities.

- Provide leadership experiences on campus and in the community, which will prepare students for citizenship and community involvement after college.

- Prepare students for the responsibilities of leadership in service to the university and society.

With these program objectives, graduates of the Excellence in Leadership Program are expected to: 1) have a greater understanding of the need for service; 2) develop higher self-esteem and confidence in their own leadership abilities; 3) acquire a higher level of critical and creative thinking, problem solving, communication, and collaborative skills; 4) become aware and accepting of diversity; and 5) ultimately develop personally into honest, caring, and socially responsible leaders.

In relation to Ball State's program goals, how are its content and activities organized?

The Excellence in Leadership Program has three main components: academic study, cocurricular experiences, and a student-focused portfolio. Taken as a whole, activities within these areas create an in-depth and focused four-year educational/leadership development experience.

Academic Component

The academic component of the program has four aspects:

- Excellence in Teaching Awards are presented to three faculty members each year. These awards include release time and a stipend, allowing for the development of courses in leadership that utilize new and innovative pedagogical techniques.

- Leadership development opportunities (i.e., workshops and seminars) assist faculty in incorporating leadership issues into academic disciplines.

- The ELP Visiting Scholars Program is used to discuss leadership issues as they relate to 1) a multicultural and global perspective, and 2) the inter-relatedness of the international community.

- A list of beneficial leadership courses is compiled and disseminated to the students of the University.

Cocurricular Component

The cocurricular component is the central theme in the ELP. It focuses on continued student growth, and involvement in leadership experiences, beyond the freshman year. This component allows students to be versed in ethics, gender issues, team-building, conflict resolution, empowerment, goal-setting, responsibility for self and society, and a sense of personal motivation to make positive change. Four educational phases define this component.

- Phase 1 – The "Emerging Leader" program is where students define their own leadership styles and explore personal needs and goals. Opportunities to plan social and service programs are introduced, and each student receives a mentor in this phase. Overall, students participate in 22 learning activities (e.g., Myers Briggs Type Indicator, retreats, workshops, meetings, social activities, and a service project).

- Phase 2 – This phase focuses on issues and skills related to leading others. Students are required to become a member of at least one Ball State University organization and participate in 22 additional activities (closely related to Phase 1 activities, with new issues covered).

- Phase 3 – This phase emphasizes leadership and service to the greater community. Students participate in eight learning activities and work in small teams to coordinate and complete six service projects.

- Phase 4 – This final phase is designed to facilitate students' transition to community participation. Seminars are used to teach students how to market leadership skills to future employers and apply these skills to their careers. Also, senior students become mentors to new students beginning in phase 1 of the program.

Leadership Portfolio Component

The Excellence in Leadership Program includes a leadership portfolio designed by the students themselves. This portfolio is a culmination of each student's experiences. It includes assessment inventories and transcripts that identify the following: program participation, campus and community involvement, a listing of courses completed, and personal works and honors. The ultimate goal of the portfolio is to create awareness about personal development and to highlight accomplishments.

What results and outcomes were assessed for the Excellence in Leadership Program? What were the findings?

Measured outcomes for the program were supplied by participants, mentors, and others involved from the community. Informational evaluations in written and interview form were collected, along with focus group feedback. The information addressed attitudinal, cognitive, and performance-based assessments. Main findings suggest that students perceived:

- An increased confidence in their abilities, improved leadership skills, and a willingness to serve in a leadership role.

- An increased interest to perform future community service projects, interest in continuing their exploration of leadership concepts, and a strong likelihood of practicing what was learned through the leadership experience.

In addition, increased membership for each phase was documented as doubling over two years.

What plans for disseminating and sustaining the program have been considered?

Numerous developments to disseminate the Excellence in Leadership Program internally and externally have been brought together. For example, internal publications are offered to freshmen during Orientation, and an information bulletin is included in student housing materials. Equally important, the University community has greatly supported the ELP. Numerous departments have committed staff time and resources to assist in the program's implementation and promotion to current and matriculating students.

Program materials for external distribution have been widely circulated. They have been distributed to:

- The National Association for Student Personnel Administrators (NASPA) Exemplary Programs publication and the NASPA Forum (the national newsletter)

- The National Clearinghouse for Leadership Programs at the University of Maryland at College Park

- The Center for Creative Leadership in Greensboro, North Carolina

- Participants at national conferences and workshops

- Colleagues who inquire from other institutions

In addition, ELP was featured in Ball State University's research publication, Benefacta, which is distributed nationally.

Ball State has a special distinction in that the University supports its own curricular and cocurricular leadership development activities. The Leadership Resource Center at Ball State includes resources that are available to faculty to explore opportunities for leadership. Also, Ball State was responsible for creating a partnership with University College to cosponsor faculty and curriculum development programs for ELP.

What lessons have been learned from this project?

Minor limitations occurred for Ball State's Excellence in Leadership Program. Two of the lessons learned included the following:

- There were challenges working with local agencies; it was unclear what ELP's program philosophy was and what role the agencies would play in student development.

- Some students' enthusiasm for the program fluctuated based upon its "entertainment value," or how much fun they had at the seminars.

Positive aspects, which highlight the program's success, included the following:

- There has been a 100 percent increase in faculty mentors.

- All phases of the program showed an increased growth in student participation.

- The ELP Visiting Scholars Program has continued.

- There has been increased interaction with the surrounding community.

- There has been increased faculty participation and institutional commitment.

In summary, Ball State University's Excellence in Leadership program is a concise, structured four-year program involving every level of undergraduate status, with an emphasis on responsibility for self and society, student recognition, and programmatic sustainability.

The College of Saint Benedict and Saint John's University

The Leadership Initiative

Institutions

Setting: The College of Saint Benedict
and Saint John's University
Student Development Office
37 South College Avenue
St. Joseph, Minnesota 56374

Contacts: Dr. Kathleen E. Allen
(320) 363-5601
Dr. Gar Kellom (320) 363-2737

Institution Type: Collaborative Partnership,
Private University

Goal

The Leadership Initiative cosponsored by the College of Saint Benedict (CSB) and Saint John's University (SJU) has three purposes:

- Foster the development of individuals who will choose to practice shared ethical leadership during their lifetime.

- Develop leadership by actively shaping both institutional cultures to affect the leadership development of over 85 percent of the student body.

- Use gender as a category of analysis in the practice and development of leadership.

Each of these goals contributes to our purpose in different ways. The first goal defines the direction and kind of leadership we are fostering, one where students will contribute to the common good of society. The second goal requires a new pedagogy for the development of leadership, one that influences a much larger percentage of students than our traditional approaches. The third goal recognizes that there may be gender-related differences in the development of leadership and that understanding them can increase the capacity of both men and women to practice leadership.

Target Population

While the primary target population is the students enrolled in CSB and SJU, the second goal of shaping the institutional cultures requires the Leadership Initiative to target the faculty and staff of the two colleges as well. In addition, the two institutions themselves are intentionally targeted as a focus of the Leadership Initiative.

Conceptual Framework

The Leadership Initiative's conceptual framework is based on some beliefs and assumptions that are critical to its outcomes.

- We believe that students with college degrees will have an impact on the world in greater proportion than their numbers. We also believe that students will learn, in part, how to practice leadership from the examples set by our institutions and the behaviors of our faculty and staff. Therefore, if we wish to teach leadership that positively affects the world, we have to model these values in our individual and institutional behaviors and actions.

- We believe that moral development and reasoning are needed to engage in ethical leadership. These capacities are directly influenced by the pedagogy of service learning applied in both curricular and cocurricular settings. Therefore, the commitment to serve is fundamental to the practice of leadership.

- We believe that the practice of shared ethical leadership requires the holistic development of an individual. The emotional intelligence, cognitive development, spiritual, and social aspects of a person's development all affect the capacity and willingness of his/her individual leadership actions. Therefore, a leadership development program must foster the development of the whole person in relationship to the larger community.

- We believe that the myth of the individual leader is detrimental to creating active citizenship in our society. Therefore, we focus on the development of individuals who will practice leadership from wherever they are in their organizations and communities.

- We believe that a leadership-learning community is composed of three interrelated dimensions: disciplined inquiry, capacity building, and practice. Disciplined inquiry is the intentional study of leadership with the intent to share what is learned. Capacity building involves teaching individuals a skill they do not have. Practice is the application of both knowledge and skills. When these three dimensions are influencing each other, an integrated learning community evolves. Our objective is to foster this integrated learning community in leadership.
- The theoretical basis of our leadership work is interdisciplinary. While it would be difficult to fully name all the people who have influenced our thinking, the following are a sample. Our definition of leadership has been influenced by Burns, Greenleaf, Heifitz, Helgesen, Matusak, Palmer, Parks, Vaill, and Wheatley. The goal related to shaping organizational culture has been influenced by the work of Schein, Senge, and Rogers. Finally, the goal related to gender has been influenced by the works of Belenky, Josselson, Kimmel, and Meade, among others.

Stakeholders

The College of Saint Benedict
Saint John's University
W.K. Kellogg Foundation

Description

Why was this initiative developed? How does it support the missions of the two institutions?

The impetus to develop the Leadership Initiative came from three threads.

- First, the Catholic Benedictine tradition (within which these two institutions were founded) deeply influences the mission, values, and vision of CSB and SJU. This tradition emphasizes a deep commitment to social justice and the holistic development of individuals in relationship with community. There was already a rich service and volunteer program at CSB and SJU. However, this program did not emphasize leadership development; we felt that the volunteering component of our tradition could be strengthened if we made the link between leadership and service more intentional.

- Second, CSB is a women's college and SJU is a men's college in a coordinated relationship with each other. This provides a unique opportunity to study gender-related patterns in the development of leadership.

- Third, we believe that our rapidly changing world and the adaptive challenges we face will require a different form of leadership in the twenty-first century. One implication is that we will need many more individuals who are able to be responsible for themselves and the larger global community. Therefore, the capacity of our students to actively engage in leadership from wherever they are will be necessary for our future.

When woven together, these three threads provided the impetus to develop a more encompassing leadership development initiative.

The Leadership Initiative is directly tied to the coordinated mission and vision of the two institutions. The Coordinate Mission and Vision identifies transformational leadership, holistic integrated education, gender, and service as key areas of importance for CSB and SJU. Therefore, the Leadership Initiative and the mission mutually support one other. This has created fertile ground in which the initiative can grow.

What are the goals of the Leadership Initiative? How do its objectives and content reflect these goals?

The goals of the Leadership Initiative are: 1) to foster the development of individuals who will choose to practice shared ethical leadership, 2) to develop leadership skills in 85 percent of our students by shaping the institutions' cultures, and 3) to use gender as a category of analysis in the practice and development of leadership.

Because these goals challenged us to move beyond traditional approaches to leadership development, we created a unique structure and set of operating principles to complement our goals. The first challenge was to define what to call our work. The concept of a leadership program was too narrow for the institution-wide scope of our activities; therefore, we chose the term "leadership initiative." The word "initiative" represents the ongoing nature of our work and recognizes that changing campus culture requires both tangible and intangible activities and strategic influences – much of which could not be contained in the identity of a "program."

The supporting structure has evolved over time, usually changing in some way every 12 to 18 months during the last five years – like "shedding structural skin" as we grow and learn. The first decision was to not hire a single director to be in charge of the Leadership Initiative. Since we were trying to teach shared ethical leadership, we decided that we should model what we are attempting to teach. So a Leadership Collective was established. This became a rich arena for learning what collaborative leadership actually looks like in practice.

The composition of the Leadership Collective was based on a simple but powerful operating principle, which became a standard for all of the groups associated with the initiative. This operating principle was that students, faculty, and staff needed to work together on all of the activities. This principle was designed to align our efforts with the goal of changing our campus cultures. If we were to influence our campus cultures, we needed representatives from each major constituency group – students, faculty, and staff – actively involved in the work. This was one way of ensuring that multiple perspectives were represented in our decisions and actions.

Another operating principle was that the Leadership Collective was designed primarily as a vehicle for linking, supporting, and enhancing efforts throughout the campus that fostered leadership behavior in our students. The collective also was a place to have stimulating discussions on leadership. This, in turn, has shaped our own learning community.

Over time, additional supporting structures evolved. A smaller group, the Bridge Group, emerged out of the Leadership Collective. The membership of the Bridge Group had two administrators, a student, and a faculty member. This group spent time strategically thinking about how to move the Leadership Initiative out to the institutions and their respective students. The members of this group looked for ways to influence the development of the mission statement, strategic plans, and institutional resources that would support its goals. They also identified strategic relationships that needed to be fostered among various departments and individuals. This group brought their thinking to the Leadership Collective regularly for their input, advice, and help.

Another key supporting structure that evolved was the Student Working Group. We realized that we needed to bring more students into the thinking, planning, influencing, and teaching work of the Leadership Initiative. The Student Working Group was made up of 10 student paraprofessional positions. These students spearheaded direct outreach to the student body. They also helped with assessment activities in collaboration with a faculty member.

In relation to the Leadership Initiative's goals, how are its content and activities organized?

Our goal is to continually shape our campus cultures so they support the development of leadership in our students. In order to do this, a wide variety of interventions have been developed over time. Five areas have been identified and are designed to support the development of a leadership learning community: 1) disciplined inquiry, 2) peers teaching peers, 3) curricular programs, 4) cocurricular programs and cultural interventions, and 5) outreach.

Disciplined Inquiry – This area includes activities that intentionally deepen understanding of leadership and are done with the intent to share the results. A variety of groups are engaged in disciplined inquiry about leadership. Some examples include the following.

- Leadership and Ethics – composed of a group of faculty, staff, and students who engage in reflective dialogue with student groups and other individuals. The intent is to bring greater awareness and connection between a student organization's behaviors and the practice of ethical leadership.

- Ecology of Leadership – composed of three members, who wrote an article that described the theoretical foundations of leadership being taught through the Leadership Initiative. This article was published in the Journal of Leadership Studies in spring 1998. It was then used to facilitate discussions on campus about leadership theory and practice. This article also formed the basis of several presentations at regional and national conferences.

- Leadership and Spirituality – composed of four members, who are currently reflecting on and writing about the link between leadership and spiritual formation.

- Leadership Development in Student Employment – composed of three members, who wrote an article describing how to incorporate leadership development into all student employment positions on campus. This article was published in the autumn 1998 Journal of Student Employment. This paper also formed the basis for multiple presentations at regional and national conferences.

- Gender and Leadership – composed of a variety of faculty, staff, and students, two of whom are currently writing about the link between gender and leadership.

Peers Teaching Peers – This area includes all the programs and activities that the Student Working Group and other student volunteers have implemented. The purpose of these programs is to have peers working with peers to change the student culture to be more ethical and collaborative. Some examples include the following programs.

- Global Leadership Week – a week-long series of programs and activities designed to engage the campus community in leadership-related topics. Activities have included training programs, recognition of leadership activities, panels, and speakers.

- Alumni Panel – designed to help students understand how collaborative and ethical leadership is being practiced by our alumni.

- Partnerships and Learning Conversations – members of the Student Working Group develop strategic partnerships that network with many student organizations and associations in order to spread the concept of shared ethical leadership.

- Presentations – members of the Student Working Group conduct many presentations about leadership for student groups, first-year symposium classes, and high schools.

- Volunteers – in addition to the Student Working Group, there are more than 50 student volunteers who help plan and implement leadership development programs.

Curricular Programs – This area includes activities and initiatives that are planned and implemented collaboratively with or by faculty to bring leadership into the curriculum.

- Symposium Class Presentations – includes in-class dialogues about leadership.

- Departmental Mission Statements – seven academic departments have included leadership or related concepts (like moral reasoning, service learning, and gender studies) in their departmental mission statements, as well as their classes and departmental curriculum.

- Service Learning Initiative – an initiative that incorporates the pedagogy of service learning into the curriculum.

- Gender and Women's Studies Minor – this minor has been added to support the goals of the Leadership Initiative by providing curricular attention to gender-related issues.

- Faculty Mini-Grants – small grants were given to 14 faculty members to revise course syllabi so they included leadership components.

Cocurricular Programs and Cultural Interventions – These activities combine the philosophy of the Leadership Initiative with experiential learning in order to build capacity and skills and to provide opportunities for students to practice leadership.

Cocurricular programs have a general outreach to the campus. Examples of these programs include:

- The Leadership Checklist, which provides students with a conceptual map of how a variety of activities and programs can help them develop leadership skills, and shows how students can initiate their own leadership journey.

- Non-credit leadership classes and workshops

- Leadership Consultants in Residence, in which national experts are invited to campus to engage in a dialogue about leadership with a cross section of faculty, staff, and students.

- Outdoor Leadership Programs, sponsored by the CSB/SJU Peer Resource program.

Cultural interventions are targeted to specific audiences and are developed in close partnership between the department and the Leadership Initiative. In each instance, these departments wanted to strengthen the leadership development component of their program. Examples of these CSB/SJU cultural interventions include:

- Residential life programs

- Athletic programs

- Student Employment Initiative, which incorporated leadership development into all work/study jobs

- Student Activities program

Outreach – This area includes high schools and elementary schools that are partnered in the development of various leadership programs. Programs include:

- Courageous Kids Initiative – a collaboration for at-risk children in
- grades 3-6.

- High School Connections – this involves dialogue sessions and presentations created by Student Working Group members for high school individuals.

What results and outcomes were assessed for the Leadership Initiative? What were the findings?

Assessment has always been an integral part of the Leadership Initiative. Because of the multifaceted goals of the initiative, assessment efforts have been designed to both inform and evaluate our progress.

Leadership Attitudes and Behavior Survey (LABS) – This was developed locally. Findings suggest the following:

- The Leadership Initiative influenced a greater number of individuals in the last two years of the grant than during the first two years. This increase is due, in part, to shifts in the campus cultures that are occurring.

- There was an increase in the number of students, faculty, and staff who have learned about or changed their view of leadership because of the work of the Leadership Initiative. A revised survey, LABS-R, will be utilized in future assessments.

Portfolio Project – A four-year longitudinal qualitative assessment followed 80 students throughout their four-year college career, tracking their developmental progress in areas of leadership, service, gender, diversity, and spirituality. Findings suggest that the development of an individual affects his/her thinking and practice of leadership. As students matured, they became more open to the collaborative and ethical understanding and practice of leadership.

Focus Group Research – A wide variety of focus groups were completed to gain a deeper understanding of how our campus cultures help and hinder the development of leadership. Insights from this assessment include the following:

- Students are affected by the modeling of faculty and staff, and their behaviors reinforce or hinder the development of ethical and shared leadership.

- Students are affected by campus issues and the institutions' response to them. Their leadership development can be enhanced if they see an institution responding in an ethical and collaborative manner.

Total Campus Involvement – In the 1997-98 academic year, the Leadership Initiative involved 10,657 individuals through its programs, activities, and initiatives. The combined total of the student body and CSB/SJU employees is 4,500. This statistic shows the powerful influence that cultural interventions and shaping institutional culture can have on leadership development.

Indications of Shifts in Cultures – During the five years of the Leadership Initiative, the model of collaborative partnerships that extends across traditional boundaries has spread in a variety of areas. This suggests that members of CSB/SJU are shifting their behavior. This, in turn, can positively affect the leadership development of students. Some examples of these shifts include the formation of a gender collective, a diversity commission, and a service learning initiative that have collaborative structures similar to the Leadership Collective. More recently, a Bush Grant that focuses on extending learning beyond the classroom walls suggests that the cross-boundary learning community valued by the Leadership Initiative has taken root in this faculty-initiated proposal as well.

What plans for disseminating and sustaining the initiative have been considered?

The Leadership Initiative has demonstrated there are new ways to promote the development of leadership in students that radically increase the number of students affected. To disseminate this knowledge to other institutions, activities in writing, publishing, and conference presentations have occurred. As mentioned previously, two articles were published in 1998. Additional articles about gender and leadership, leadership and spirituality, and a developmental model of leadership are being created. More than 10 national and regional conference presentations have been made or are being planned. We also established a World Wide Web site that describes the Leadership Initiative in more detail.

Many of the initiative's activities have been slowly incorporated into CSB/SJU's institutional budgets, mostly by realigning existing resources and, in some instances, increasing resources. Some examples include the following:

- Institutional funding of the service learning initiative has been established (originally supported through the Kellogg Foundation's grant).

- Additional departmental funding has been developed to support the ongoing work of the student employment and leadership activities.

- The Student Working Group has received additional funding through work/study allocations.

- Training and development activities in other departments have occurred through a shift in how they internally allocate their resources in residence life, athletics, and student activities.

- Additional resources will come from a leadership endowment, which is already established at CSB and is being developed at SJU.

What lessons have been learned from this initiative?

The overwhelming advantage of this type of campus-wide approach to leadership development is the greater impact the College of Saint Benedict and Saint John's University can have on their students. The outreach of the Leadership Initiative has extended into every division and in all employee groups, as well as to the students. This has allowed a more integrated approach to leadership development, one that is supported by many individuals throughout the CSB/SJU campuses.

The major drawback of this type of initiative is that it takes time to create, especially in developing relationships across traditional boundaries. The second drawback is that this approach requires a long-term perspective, because campus cultures cannot be changed quickly. This means that the project needs a long-term vision. It also requires individuals who can help maintain a strategic and systemic focus on the interrelated aspects of an institution's culture that will support leadership development in students. Institutions that value "quick fixes" may find this kind of investment problematic and frustrating.

Kentucky Wesleyan College

Leadership KWC Program

Institution

Setting:	Kentucky Wesleyan College 3000 Frederica Street Owensboro, Kentucky 42301
Contact:	Dr. Jim Welch (502) 926-3111
Institution Type:	Rural Private University

Goal

Kentucky Wesleyan College (KWC) believes that liberal arts education is the best intellectual preparation for leadership. The college has sought to strengthen its academic component, cocurricular programs, and activities to assist students in developing the fundamental tools of thought and expression, as well as the self-confidence and skills required to lead. Ultimately, Leadership KWC is designed to develop within its students the willingness and capacity to lead in their careers, communities, or in whatever situations their personal agendas take them.

Target Population

All Kentucky Wesleyan College students may benefit from Leadership KWC. The program is primarily targeted toward enlisting students at the freshman level and continuing the program with them through their senior year. But students may also choose their own level of participation (e.g., take one leadership course, volunteer every year) throughout their four-year stay. The program is designed primarily for the student who is working toward a bachelor's degree in any curriculum.

Theoretical Base

The curricular component of the leadership program has been influenced by the work of James MacGregor Burns, Terry Deal, and the approach to education developed at the Hartwick Humanities in Management Institute. The cocurricular workshops rely on the work of Robert Greenleaf and Stephen Covey.

Stakeholders

Kentucky Wesleyan College
Christian A. Johnson Endeavor Foundation
W.K. Kellogg Foundation

Description

Why was this program developed? How does it support the mission of the institution?

In 1990, the Kentucky Wesleyan College Board of Trustees established a "Commission on the Future." This group gathered leaders from the community, existing faculty, and alumni from across the country to consider higher education needs and goals for the college. The result was a new mission, which included preparing students for leadership and a plan to achieve this. Kentucky Wesleyan's mission currently aims to "...prepare leaders for the twenty-first century through a coordinated and integrated liberal arts education."

In accordance with its mission, KWC concisely outlined an institutional definition of leadership that serves as a guide for further leadership endeavors. KWC proposes that a leader "...is one who creates a positive change. Such individuals may lead as the head of an organization, within a group, or in solitude. Leadership may be exercised through action or through the context of one's character." Ultimately, through careful consideration of student demographics, adoption of a new mission, and the creation of a thorough, college-wide leadership development program, Leadership KWC enables students to become personally and socially responsible, proactive, and prepared to lead.

What are Kentucky Wesleyan's program goals? How do the objectives and content of the program reflect these goals?

KWC provides a dynamic educational program, where students engage in a total college experience enabling them to:

- Think critically, logically, and creatively

- Examine individual and social ethical values

- Communicate effectively

- Develop aesthetic awareness

- Better understand the human experience and the natural world

- Acquire competence in a discipline

- Establish fitness habits that sustain physical well-being

Leadership KWC takes student development further and incorporates additional program components which align with the college's goals. Five main program content areas were comprehensively developed to include college students as they progressed through their four-year program.

- **Academic Modifications** – To 1) strengthen the focus on tools of thought and expression, 2) discuss the theory and practice of leadership, 3) address the need for multicultural awareness, 4) stimulate ethical awareness within the curriculum, and 5) develop opportunities for independent, experiential learning through senior projects.

- **Cocurricular Activities** – To enhance the academic component by initiating a leadership training series, which corresponds to the students' level of academic progress.

- **Community Service Center** – To emphasize the application and integration of leadership theory, knowledge, and course work.

- **Lectures on Leadership** – To provide a forum for various leaders representing different professions, perspectives, and leadership ideas.

- **Leadership Citation Program: Leadership XXI** – To be given to a select number of students who engage in the total four-year program, including leadership courses, workshops, and a senior thesis or project; participation in campus organizations and community service; and involvement in a mentorship.

KWC's aim is for students to develop intellectually, ethically, emotionally, and socially. Leadership KWC also attempts to prepare students for advanced study in graduate or professional school, as well as advancement in their careers. One of KWC's primary goals is to help individuals accept and participate in responsible citizenship in local and global community endeavors while continuing to learn throughout their lives.

In relation to Kentucky Wesleyan's program goals, how are its content and activities organized?

Kentucky Wesleyan College began with the development of a Leadership KWC Advisory Council. This council provides faculty, staff, student, and community expertise for program development and coordination. This particular council assists in seeing that all of the components of Leadership KWC work together and run smoothly. It is a tremendous asset in helping Leadership KWC to become a strong, sustained, and fulfilling undergraduate college component.

Academic Component

The academic component of Leadership KWC includes the following three elements.

- **Profiles in Leadership** – a freshman-level seminar in which students use the lives of leaders throughout history to explore the politics, ideas, and cultures of the periods in which they emerged as leaders. This team-taught course introduces students to leadership styles and involves them actively in the learning experience.

- **Leadership Electives** – several electives are used to teach a global perspective, the inter-relatedness of the international community, ethical awareness, multicultural issues, and other important leadership issues. Examples of KWC's course titles include the following: "Women in Leadership," "Psychology of Leadership," "Peoples of the World," "Managing Our Miracles," and "Catalytic Thinkers in Environmental Science."

- **Capstone Experience** – a capstone experience/ project helps seniors through independent, experiential learning. The focus is on combining knowledge gained inside and outside the classroom with their major discipline of study.

Cocurricular Component

Leadership KWC's cocurricular activities include specific training programs to supplement and enhance the academic component. Included are four series of workshops.

- **EMERGE Workshops** – Geared toward freshmen, this workshop series aims to develop the attitudes and self-confidence necessary to assume leadership positions, along with basic leadership skills and behaviors.

- **LEAD Workshops** – Sophomores engage in a workshop series to develop specific leadership skills, such as ethical decision making, interpersonal relationships, group dynamics, public speaking, and analytical problem solving.

- **SERVE Workshops** – This workshop series teaches juniors about servant leadership by focusing on service to the college and to the community. Students have the opportunity to act as mentors for first-year students, to design and implement community service projects, and to participate in discussion groups.

- **SUCCEED Workshops** – Seniors participate in this workshop series, which is designed to provide the opportunity to apply leadership experience to their anticipated careers and learn the importance of civic responsibility while working with a mentor.

Other Components

Additional program components include the following activities.

- **KWC Community Service Center** – The center provides participants with an opportunity to put student leadership skills to work and transmits the value of social responsibility. Along with placement, oversight and guidance are provided to help students learn the importance of knowledge application and leadership through social responsibility.

- **Lectures on Leadership** – Various leaders are brought to the campus three times each academic year. This series aims to heighten awareness of leadership themes, and bring to the campus and surrounding community the stimulus of other views and different experiences.

- **Leadership Citation Program: Leadership XXI** – This is a program that includes a limited number of students. Leadership XXI offers the opportunity for students to earn a Leadership Citation in addition to their academic degree. Requirements include: 1) minimum of a 2.5 GPA; 2) completion of at least two leadership theme courses; 3) participation in at least two workshops; 4) at least three years of active service in one or more campus organizations, including serving in a leadership position for at least a year; 5) participation in a community service project; and 6) a senior thesis or project.

- **Outdoor Leadership Program** – Kentucky Wesleyan has taken advantage of its location by incorporating the abundant outdoor resources of the region in its leadership program. "Leadership Through Sailing" and "Leadership Through Hiking & Camping" are distinctive features of Leadership KWC.

What results and outcomes were assessed for the Leadership KWC program? What were the findings?

Leadership KWC incorporates an evaluation of students' skill levels in thought and expression as freshmen and again as rising juniors. Individual courses also are evaluated both by students and the faculty involved.

What lessons have been learned from this project?

The following positive aspects have emerged from Leadership KWC.

- The development of mini-grants to faculty projects that support KWC's concept of leadership education. Faculty support is continuing to grow.

- The incorporation of additional courses on leadership, projects that enhanced multicultural education, and a project that stimulated ethical thinking.

- Senior mentors represent a more diverse background in occupations.

- Greater volunteerism, with KWC serving as a referral agency between students and community agencies.

There have been two basic difficulties with the program.

- Leadership grants can conflict with students' financial aid packages by reducing the size of their student loans.

- Effective evaluations, especially behavioral evaluations, have been elusive. In the future, Leadership KWC may evaluate effort rather than effect.

LeaderShape, Inc.

The LeaderShape Institute for Engineers

Institution

Setting:	LeaderShape, Inc. 1801 Fox Drive, Suite 101 Champaign, Illinois 61820-7255
Contact:	Rob Sheehan Phone: (217) 351-6200 Fax: (217) 355-0910
Institution Type:	Multisite Public and Private Institutions

Goal

LeaderShape, Inc., is committed to the vision of "improving society by inspiring, developing, and supporting young people committed to leading with integrity." The LeaderShape Institute curriculum incorporates and provides a uniquely powerful leadership and character development experience, for young adults at different universities, by:

- Committing to a leadership vision

- Creating partnerships

- Sustaining a high level of integrity

- Identifying and producing effective leadership results

Target Population

The LeaderShape Institute program was first designed in 1986 for the general college student population. This particular project took that general curriculum and targeted it toward students from some of the most highly ranked engineering programs in the U.S. The program has been successful in both engineering and nonengineering contexts.

Theoretical Base

LeaderShape's perspective is that leadership involves making a commitment to a future vision and then bringing that vision into reality. This definition of a vision is consistent with Burn's notion/theory of "transforming leadership," and with the writings of other leadership theorists such as Greenleaf, Bennis, Nanus, Senge, and Gardner.

Stakeholders

LeaderShape, Inc.
W.K. Kellogg Foundation
Various universities using the program

Description

Why was this program developed? How does it support the mission of the institution?

LeaderShape, Inc., developed this program in response to the accumulating challenges and societal concerns surrounding work and personal ethics, as well as the behaviors and character of educated individuals entering the workforce. LeaderShape involves a six-day leadership development and networking program, which teaches leadership and contains character development experiences. To date, it has produced extraordinary results in the program's participants.

The LeaderShape Institute curriculum is grounded in LeaderShape's definition of leadership – creating a vision, making the vision a reality, focusing on integrity and a commitment to the learning process, and advocating personal and societal responsibility for change. These leadership concepts can be taught to everyone. Thus, LeaderShape's mission is to "offer quality, state-of-the-art leadership training focused on men and women, and to facilitate the application of that training through follow-up and advisory support." Ultimately, our focus is to assist in training and development in order to improve the quality of individuals' respective environments and organizations.

The program was provided to engineering students because their expertise is often called upon as they are asked to serve in high-ranking leadership positions within organizations. However, while engineers can be exceptionally well-prepared technically and analytically, they often have not had the leadership development training or experiences that would help them carry out high-level, formal leadership positions. Due to networking, positive program promotion by participants and organizers, and program successes, LeaderShape has been requested to implement the program in several other university curricula.

What are LeaderShape's program goals? How do the objectives and content of the program reflect these goals?

LeaderShape's program includes both personal and professional development goals. A series of workshops and four Strategic Initiatives have been created to bring these goals into reality.

For personal and professional development within individuals, LeaderShape's six-day workshops include the following goals:

- Embracing leadership rather than management

- Emphasizing "leading with integrity"

- Understanding teams, and concepts of communication and trust, through the Team Challenge Course

- Realizing personal insight, strengths, and weaknesses

- Producing positive change via the LeaderShape Project

- Grasping leadership ethics and differing views on leadership through a guest leader panel

- Setting examples by learning from quality facilitators, leaders within the community, and group activities

LeaderShape's four Strategic Initiatives attempt to create partnerships with other colleges, national student organizations, professional engineering organizations, and corporations. The primary goal is to facilitate the implementation of the program into other organizations, gather support, and promote the growth of new ideas in leadership. A secondary focus is to demonstrate how LeaderShape can be used as a model program at the university/college level.

Collectively, through the components and goals described above, LeaderShape expects the following outcomes for The LeaderShape Institute:

- To directly extend high-impact experiences – and implement the LeaderShape philosophy and quality program – into other engineering schools and other universities and colleges
- To create a positive working partnership among students and administrators at each campus as they conduct their personalized LeaderShape program

- To create a support network between leaders in key student organizations

- To create dialogue within the highest levels of the engineering (and other) educational community about the need and importance of leadership character development

- To demonstrate a model for conducting The LeaderShape Institute on new campuses

In relation to LeaderShape's program goals, how are its content and activities organized?

LeaderShape's six-day intensive workshops teach several key leadership components. They include the following:

Day 1 – "Respect and Community Building"

Day 2 – "Assessment and Feedback"

Day 3 – "Vision and Planning"

Day 4 – "Producing Results"

Day 5 – "Leading With Integrity"

Day 6 – "Leadership: A Lifelong Discipline"

Also included within the program are four Strategic Initiatives. These initiatives are designed to develop partnerships and make connections for students, and to promote the need for leadership programs, such as LeaderShape, in higher education. An outline of each initiative follows.

Strategic Initiative 1 – Conduct a series of LeaderShape skills workshops for students at various universities and colleges. Have facilitators, students, and university representatives learn, first-hand, about the potential value of the program for other students in higher education. Strategic Initiative 1 also encourages participating schools to "institutionalize" the LeaderShape program into their own campuses.

Strategic Initiative 2 – Promote the involvement of national student organizations and professional engineering organizations. Encourage participation through engineering student societies (e.g., Society for Women Engineers, National Society of Black Engineers, Society of Hispanic Professional Engineers, Tau Beta Pi Honor Society). Student representatives can submit written reports to their national societies and explore the possibilities for future collaborative efforts.

Strategic Initiative 3 – Encourage partnerships with corporations, inviting them to become facilitators as well as sources of funding. These partnerships should emphasize our global community, where responsibility for encouraging future leadership is a collective effort.

Strategic Initiative 4 – Create a dialogue within the highest levels of the educational community about the need and importance of leadership and character development for engineers. Leverage collaboration and networking as key tools in perpetuating a model program within additional higher education institutions.

Finally, LeaderShape takes the role of coordinating agent for the program. This includes providing the curriculum, lead facilitators, facilitator training, and all materials for the program, as well as administering program logistics. It also involves managing the finances, communications, and travel arrangements for the program.

What results and outcomes were assessed for The LeaderShape Institute? What were the findings?

Outcomes were assessed using the following methods:

- Qualitative data, staff observations, and verbal feedback from facilitators

- Quantitative data generated by participants, who scored the program on a seven-point scale

- A formal research evaluation, including a pretest, a post-test, and a follow-up survey

Overall, the research results indicated that the LeaderShape program helps create college leaders who have improved visioning ability and a higher level of transformational leadership skills. In addition, the participants rated their experience very positively; they perceived their leadership skills and abilities as being improved because of it.

What plans for disseminating and sustaining the program have been considered?

Dissemination of LeaderShape programming has taken several forms:

- A how-to manual has been developed, entitled "The LeaderShape Institute Program Management Manual."

- An article about LeaderShape was included in "The Journal of Engineering Education."

- The engineering network has been expanded to facilitate the program's positive aspects.

- The National Conference of Engineering Student Councils was attended by several students who praised the program; this generated calls for informational packages regarding the program.

- Informational mailings have been completed.

- An informational session on the LeaderShape project was held for participants attending the National Meetings for Chairs of Mechanical Engineering and Electrical Engineering Departments.

LeaderShape also plans to add leadership development as an accreditation requirement to the Accreditation Board of Engineering and Technology.

Regarding sustainability, LeaderShape's four Strategic Initiatives attempt to lower the cost of the program. By utilizing university and corporate support, funding of the program is greatly reduced. Thus, by incorporating university representatives, facilitators, and corporate participants, the Strategic Initiatives allow issues of sustainability to be addressed.

What lessons have been learned from this program?

Some positive aspects included the following:

- A "very diverse" participant group is sought and has been included in the program.

- Corporations are continuously making commitments to further LeaderShape.

- Additional higher education institutions are incorporating LeaderShape into their curricula each year.

- A high regard for the program from participants and facilitators currently continues.

In addition, two difficulties have emerged from the program:

- Feasibility planning needs to be started sooner at each campus.

- Persistent follow-up is needed to turn the LeaderShape "idea" into a "reality."

Monmouth University

Education for Leadership and Social Responsibility

Institution

Setting: Monmouth College
400 Cedar Avenue
West Long Branch, NJ 07764

Contact: Saliba Sarsar
(732) 571-4474

**Institution
Type:**   Suburban Private University

Goal

The goal of Monmouth University's Education for
Leadership and Social Responsibility program is to help
faculty and students prepare for future leadership roles
by designing resources for a comprehensive, integrated
leadership and social responsibility education model.
The model incorporates broad themes of individual and
social responsibility, systems thinking, and interactive
pedagogy.

Target Population

The target populations for this program include undergraduate students, faculty, administrators,
and community members. This is in keeping with Monmouth's mission, "to educate (individuals)
who contribute actively to their community and society" and provide "service in the public
interest."

Theoretical Base

Aspects of the "Social Change Model of Leadership Development" published by UCLA's Higher
Education Research Institute (HERI) have been applied to Monmouth's Education for Leadership
and Social Responsibility model. Monmouth also developed and followed an "Integrated
Learning" approach, which defines the learning goals and objectives, the core content theme, and
the expected outcomes of the institution's leadership development program.

Stakeholders

Monmouth University
Department of Higher Education/State of New Jersey
W.K. Kellogg Foundation

Description

Why was this program developed? How does it support the mission of the institution?

The history of Monmouth University served as the foundation upon which Monmouth's leadership initiatives were built. From its formative years, an emphasis on democratic participation and empowerment have been instilled and followed. Monmouth has encouraged an ongoing tradition of actualizing the potential for leadership and responsibility in all individuals within the university's influence.

A strategic plan was created to assist in reaching Monmouth's educational goals by further encouraging strong academic programs, faculty enhancement, cocurricular support, and improved facilities. This process promoted the idea that a significant change was occurring – change aimed toward employing diversity and instilling responsible leadership for the future. Education at Monmouth, then, follows this strategic plan. In addition, Monmouth is influenced by what Amitai Etzioni calls "the spirit of the community" and by what is termed in Habits of the Heart as "social ecology," or a materialized community-based connectedness.

Monmouth University's mission defines a common good and reflects the following beliefs.

"[Monmouth is] committed to service in the public interest and, in particular, to the enhancement of the quality of life. Our commitment is to provide a learning environment that enables men and women to pursue their educational goals, reach their full potential, determine the direction of their lives, and contribute actively to their community and society."

Furthermore, a Monmouth education strives to prepare individuals to meet the challenges of leadership and responsibility in a world of complex interdependence. Monmouth's vision is the creation of a campus-wide effort to create a genuine human community and microcosm – where students, faculty, administration, and staff are challenged and given the opportunity to practice leadership and social responsibility together.

What are Monmouth University's program goals? How do the objectives and content of the program reflect these goals?

In Education for Leadership and Social Responsibility, Monmouth provides a learning experience where themes of leadership and social responsibility are integrated into the framework of the university. Student learning, faculty development, the campus environment, and the surrounding community are all strengthened by following the internally designed Integrated Learning approach. In brief, this learning initiative provides a unifying content theme (leadership and social responsibility), a method of analysis (systems thinking), and a strategy for teaching and learning (collaboration and interaction).

There are three mediating learning goals: collaborative problem solving, systems thinking, and social responsibility. These allow people to integrate and apply the knowledge, skills, and values specified in Monmouth's basic learning objectives – including technological, historical, and global issues; themes of gender, race, and ethics; methods of investigation; critical thinking; and communication. The Education for Leadership and Social Responsibility plan has been designed to manifest these three learning goals in the general education program, academic majors, cocurricular activities, and community outreach programs.

- Ultimately, Monmouth graduates will be prepared to:

- Participate, build, and lead in teams

- Collaborate in multicultural settings and appreciate diversity

- Work effectively in "horizontal" organizations

- Find systemic connections among disciplines, people, and issues

- Tolerate ambiguity, limits, and complexity

- Manage and reduce conflict

- Clarify values and make ethical judgments

- Care about human communities and the common good

In relation to Monmouth's program goals, how are its content and activities organized?

To meet its program goals, Monmouth chose an evolutionary process for creating a dynamic and distinctive learning/outreach environment. The program's content addresses five components:

1) faculty development, 2) curriculum and cocurriculum enhancement, 3) strengthening Monmouth's Center for the Study of Public Issues, 4) support for Monmouth's volunteer/community services, and 5) support for a Center for Evaluation, Research, and Dissemination. Activities under these components are described below.

Faculty Development – This component includes professional development in content and teaching methodology; workshops about "teachers as leaders"; a faculty center for teaching and learning; intercession seminars; cultivating interdisciplinary thinking; and sponsored professorships.

Curriculum and Cocurriculum Enhancement – This component of the program includes:

- Seventeen related courses and projects

- A speakers' series

- Educational department enhancements

- Student initiated ideas

- A race, class, and ethnicity curriculum project

- The "Mentoring Students of Color" program

- The "Visiting Public Servants" program

- Courses in the community

- The Center for Conflict Resolution and Mediation

- Support for the Office of Cross-Cultural Relations

- A four-year program in participatory leading and learning

- A bachelor's program in Policy and Leadership Studies

The Center for the Study of Public Issues/The Institute for the Study of Democratic Leadership – This center provides ongoing seminars, symposia, and conferences involving the university and community; facilitates research and publications; and provides resources for problem-solving in the community. Examples of seminars include: Pluralism and the Common Good; Creativity and the Organization of Work; and Women and Leadership.

Volunteer/Community Service – This component focuses on collaboration with the community (e.g., tutoring); campus-based activities (Student First Responders); activist groups (e.g., environmental concerns); and activities linked with classes (e.g., students conducting brief lessons in outside elementary schools).

Center for Evaluation, Research, and Dissemination – This component was created to establish a firm foundation for communication, and to promote structured research about educational outcomes.

What results and outcomes were assessed for the Education for Leadership and Social Responsibility program? What were the findings?

Instead of being housed in an office or a certificate program, this initiative involved developing a new culture for the community by making the program a living experience for all who participated. The initiative included lessons about organizational concepts (the path to becoming a learning institution, keeping the educational mission as the main focus, which program components are workable and which are not, etc.) and person-oriented concepts (aspects of leadership, social responsibility, systems thinking, conflict resolution, collaborative problem solving, and community issues).

The measured outcomes included four main areas: 1) faculty and administration, 2) students, 3) cocurricular activities, and 4) courses. These evaluations were designed to assess the overall and specific effects that activities or projects sponsored by the grant had on social issues, educational issues, curriculum development, and cocurricular activities. Some evaluations were longitudinal, while others were ad hoc. Most evaluations employed quantitative research methods, and some were qualitative. Some of the most significant findings were as follows:

- Monmouth's mentoring program led to satisfaction and social support for students.

- A weekend multicultural retreat led to cognitive and affective changes in the participants.

- More than 17 courses were developed or revised, leading to a transformation in faculty teaching and the curriculum.

- Interdisciplinary perspectives were integrated into the courses, and more experiential learning components were introduced.

- The tenure process was more collaborative.

What plans for disseminating and sustaining the program have been considered?

Disseminating information about Monmouth's Education for Leadership and Social Responsibility initiative has been truly collaborative. The dissemination plan involved publishing a variety of materials.

- There were updates on program development and guidelines for others interested in initiating similar programs or understanding institutional change.

- The Office of Leadership Initiatives published two sets of newsletters, LSR and Dialogue on Leadership; each of them was mailed on- and off-campus to over 800 people.

- Several monographs about leadership themes and public issues were published by the Center for the Study of Public Issues and were distributed to leadership professionals, to institutions of higher learning in New Jersey, and to the state government.

- Professors Richard Gahr, Joseph Mosca, and Saliba Sarsar wrote and published an article in the Leadership & Organization Development Journal entitled "Conflict Resolution and Mediation: A Model for Transforming a Campus Culture."

- Professors Kenneth R. Stunkel and Saliba Sarsar wrote and published an article in the Journal of Leadership Studies entitled "Political Leaders and Followers: Two Sides of the Same Coin?"

- Presentations were made on- and off-campus about various aspects of Monmouth's leadership initiatives.

Finally, a national conference was held, which provided a venue for Monmouth and other institutions to disseminate shared experiences. Monmouth's faculty, administration, and students all participated in the design and coordination of this conference. Leadership specialists and consultants, stakeholders, and others involved in leadership work were invited to attend. Twenty-one conference summaries have been included in "Education for Leadership and Social Responsibility" (edited by Dr. Saliba Sarsar).

What lessons have been learned from this project?

The central limitation occurred due to an initial divergence of opinion during the program's infancy. Dissonance turned into harmony when this ideological debate was put to rest. This continued successfully even when Monmouth changed presidents and administration. Patience, perseverance, and planning proved to be essential.

Some other positive aspects of Monmouth's program included the following.

- The initiative was championed by the university's president and administration.

- Faculty agreed with and supported the program's objectives.

- The focus remained active on experiential learning.

In summary, through practical methodology, clear objectives, collaboration and communication among the faculty, training and development, and an emphasis on experimentation, Monmouth University is changing the conceptualization and practice of leadership on campus.

Phi Theta Kappa

Leadership Development Program

Institution

Setting: Phi Theta Kappa Headquarters
at The Center for Excellence
1625 Eastover Drive
Jackson, Mississippi 39211

Contact: Rod Risley
(601) 984-3518

**Institution
Type:**   Multisite Community College

Goal

Phi Theta Kappa's (PTK's) Leadership Development
Program is designed to build a nationwide program to
equip the next generation of our country's leadership at
the grassroots level. This course of study, implemented
within community colleges, aims to: 1) develop leaders
with broad perspectives about national and international
issues, and 2) improve participants' leadership skills and
abilities to find creative solutions to social problems.
This is done by teaching humanities-based issues –
such as self-knowledge, ethics, trust, conflict resolution,
and time management – through the creation of a
personalized, long-term leadership plan.

Target Population

Phi Theta Kappa's program targets existing and emerging leaders in our nation's communities
served by community colleges. With the average age of community college students near 30,
ranging from 18 to 80, the Phi Theta Kappa program provides a grassroots approach to providing
a leadership course to emerging leaders such as traditional-aged college students preparing to
transfer to senior institutions and non-traditional-aged students enrolled for re-training in the
workforce. The program also has as its aim to serve existing leaders in civic and community
organizations and small businesses.

Theoretical Base

PTK's Leadership Development Program is anchored in 1) sources of wisdom taken from an
initial feasibility study to determine the appropriate contents of an educationally rich leadership
program, and 2) literature from the humanities. The historical Great Books series provided a great
deal of insight about critical leadership issues and tasks. Some of these teachings included
subjects such as team building, using power and influence, applying intuition, articulating a vision,
and empowering others.

Stakeholders

Phi Theta Kappa
Mississippi Humanities Council
National Endowment for the Humanities
Phil M. Hardin Foundation
W.K. Kellogg Foundation

Description

Why was this program developed? How does it support the mission of the institution?

Due to a change in the bylaws, which led to an expansion of members and chapters, Phi Theta Kappa's membership currently encompasses traditional (full time/college age) and nontraditional (part time/adult) scholastic members. This expansion brought new energy, which focused on and placed leadership development in the forefront. However, initial research conducted by PTK indicated that a comprehensive leadership program accessible to (or designed for) community college students did not exist. In 1990, Phi Theta Kappa began to design such a program for all community colleges. The ultimate hope was that more community, technical, and junior colleges would be enticed to make this leadership development opportunity available to their students and community members.

Providing leadership development opportunities to those served by our nation's community colleges is central to the mission of Phi Theta Kappa. PTK was established for the following purposes:

- To recognize and promote scholastic excellence and academic achievement among students of America's two-year colleges

- To provide opportunities for leadership development for two-year college students, alumni members, and faculty advisers

- To encourage personal growth

- To foster fellowship among members and associates

Thus, the collective energy generated by Phi Theta Kappa's newly secured and established members echoes and supports PTK's initiatives and continuing theme. PTK recognized that the transformation of an enormous pool of "leadership diamonds in the rough" into dynamic, effective state and local leaders was achievable with such internal support. PTK was confident that this challenge was attainable. Through much effort, the realization of this leadership development endeavor has materialized with great success.

What are Phi Theta Kappa's program goals? How do the objectives and content of the program reflect these goals?

The Phi Theta Kappa Leadership Development Program consists of two primary objectives:

1) To provide curriculum training for two-year colleges so they can conduct a classroom-based leadership curriculum, supplemented by personal development and community activities.

2) To disseminate the lessons learned from this project, while continually revising and expanding this leadership endeavor.

Under objective one above, the main goals are defined as leadership modules. These are emphasized in the Leadership Development Program's curriculum as follows.

Unit One: Developing A Personal Leadership Philosophy

This unit is designed to enable students to establish the foundation for a personal leadership philosophy and to identify the skills, tasks, and characteristics of effective leaders. Excerpts from the humanities – including Plato's *The Philosopher King, The Leader as Hero by Thomas Carlyle, and The Great Man Theory Breaks Down* by Herbert Spencer – provide students with the opportunity to examine different views about the nature of man and society. This examination is critical to developing a personal philosophy of leadership.

Unit Two: Articulating A Vision

Inspiring a shared vision is one of the most difficult tasks a leader faces. There is a critical link between a leader's vision and his/her ability to communicate its essence powerfully. Strong articulation and communication skills are essential for sharing a vision simply and dramatically. Martin Luther King, Jr.'s *I Have A Dream* speech and Abraham Lincoln's *Gettysburg Address* give students the opportunity to examine excellent examples of articulating a vision.

Unit Three: Leading With Goals

Goals are the bedrock of a leader's ambition, aspiration, design, intent, and purpose. Recognizing the necessity for clearly defined goals and having the ability to apply the concepts of effective goal setting to personal, interpersonal, and career development are critical for effective leadership. Herman Melville's *Moby Dick* takes an unusual look at the task of goal setting and teaches much about the art of transforming a group into a formidable team willing to strive to accomplish a specific goal. In addition, *Moses – Leader of a Nation* reveals the importance of focus and commitment for attaining goals.

Unit Four: Decision Making

This unit investigates the task of decision making. Fyodor Dostoyevsky's *The Grand Inquisitor* raises questions about man's willingness to take responsibility for his own decisions. Understandable steps that can enhance the process of decision making are provided.

Unit Five: Managing Your Time

A leader's most scarce and least renewable resource is time. It is second only to people as a valuable asset. Time is the lever that can transform the work of a leader into something great or, if it is not used wisely, something mediocre. *Advice to a Young Tradesman* provides excellent advice on managing time from the efficient and wonderfully effective Benjamin Franklin.

Unit Six: Team Building

An effective leader engages in team-building activities to increase the effectiveness and satisfaction of individuals who work in groups or teams, in order to promote the overall effectiveness of the group. Herman Wouk's *The Caine Mutiny* and Niccolo Machiavelli's *The Prince* provide unforgettable examples of team building (and team breaking) and the importance of trust. They also closely examine the problems team leaders face.

Unit Seven: Empowering And Delegating

Empowering and delegating are two separate and distinct concepts that are important skills for effective leaders. Both concepts demonstrate that leaders can actually gain more power by giving power to others. *Antigone*, written by the Greek playwright Sophocles, raises the question: How can an individual with no structural or formal power bring about change and give power and meaning to the lives of people around him/her? This Greek tragedy offers a unique look at the concept of empowerment.

Unit Eight: Initiating Change

Pressures for change often exist in an organization, and the leader must not fall into the trap of denying, resisting, or avoiding these pressures. One of the most important tasks of the leader is to encourage the ongoing rejuvenation of the organization he/she leads. This can be accomplished only if the leader understands the relationship between continuity and change. Plato's *Allegory of the Cave* speaks eloquently to the problems a leader faces when he/she tries to change the organization. Also, the compelling *Letter From Birmingham Jail* by Martin Luther King, Jr., addresses the need for change and how change can happen. In his letter, King argues logically and forcefully that change should, and will, take place.

Unit Nine: Managing Conflict

Conflicts exist in every organization. The leader's task is not to remove conflict or even to mediate it, but to choreograph it so as to reduce its harmful side effects and maximize its positive benefits. Students learn to differentiate between dysfunctional and functional conflict, identify various types of conflict, and locate sources of organizational disharmony. In addition, they identify practical approaches and techniques for conflict management. *The Iliad of Homer*, adapted by Denice R. Poole, looks squarely at the problem of two Greek leaders, Agamemnon and Achilles, to uncover the kind of conflict that can bring organizations down. It illustrates how petty squabbling between leaders can sabotage even the best leadership plans. *The Federalist: Number 10*, written by James Madison, offers profound insight regarding the corrosive effect of organizational conflict and makes specific recommendations for its remedy.

Unit Ten: Applying Ethics To Leadership

Effective leaders must, above all else, be trusted by their peers and other constituencies. This unit introduces students to the concepts of personal and institutional social responsibility and social responsiveness. It also surveys the process of ethical reasoning and its tools. Herman Melville's *Billy Budd* dramatizes the situation a leader faces when following organizational rules violates his/her sense of ethical principles.

Unit Eleven: Leading By Serving

Voluntary service is the cornerstone of well-rounded and socially responsible leadership. The leaders of tomorrow must play a major role in this regard by encouraging civic involvement as well as community service. This unit demonstrates that leadership in any field of endeavor requires a reversal of the conventional wisdom that exhorts individuals simply to lead; it argues that the important thing is to serve. Included are two excerpts, *Servant Leader – Jesus* and Charles L. Blockson's *Narrative of Harriet Tubman*, excellent examples of the effectiveness of leading by serving.

In addition to these curriculum modules, a five-year leadership plan of action is developed for each individual, including semi-annual goals.

Thus, in conjunction with the objectives, PTK's Leadership Development Program goals aim to build and strengthen leaders at all levels, as well as broaden their perspectives concerning personally and socially responsible and aware leaders.

In relation to Phi Theta Kappa's program goals, how are its content and activities organized?

The Phi Theta Kappa Leadership Development Program consists of six components:

- Course curriculum containing the 11 learning modules

- Faculty certification seminars

- A certificate of leadership program

- The Leader newsletter and other promotional and informational pieces

- Evaluation activities

- Ongoing technical support

Course Curriculum – The course curriculum, entitled Phi Theta Kappa Leadership Development Studies, is presented through two substantial documents. "Leadership Development Studies" is a text for students, and there is an accompanying instructors' manual. Four distinctive features accompany the leadership course: situational classic cases, discussion-based leadership readings, films about leadership skills, and exercises to promote experiential learning.

Faculty Certification – "Train the trainer" seminars are convened during the summer to furnish the certification and usage rights required to teach the PTK Leadership Development course. During a four-day seminar, five pedagogical approaches are presented, including 1) integrating the humanities, 2) discussion-based learning approaches, 3) the use of experiential exercises, 4) the use of film, and 5) a shared-analysis approach to the study of leadership. The importance of mentoring relationships, community partnerships, and volunteerism also is emphasized.

Certificate of Leadership Program – This certification program demonstrates to future employers or education institutions the leadership skills students have developed from taking the Phi Theta Kappa Leadership Development Studies course. Students who perform in a leadership role within one year of successfully completing the course may apply for a certificate. Qualified applicants then receive the Certificate of Leadership from PTK.

The Leader Newsletter – This newsletter and other promotional/informational pieces are provided to community colleges offering the PTK Leadership Development Program. The Leader, published quarterly, is a networking tool for 1,000 certified faculty members from the full spectrum of disciplines under which the course is offered – allowing them to share leadership experiences and receive new information.

Evaluation Activities – Evaluation activities are conducted regularly by faculty certified to teach the course, as well as college presidents, administrators, college students, and community members enrolled in the course. The insights gathered help Phi Theta Kappa maintain the Leadership Development Program as a state-of-the-art endeavor which meets the needs of an ever-changing course.

Ongoing Technical Support – Ongoing technical support is supplied to certified faculty on a daily basis by PTK's Leadership Development Department. PTK staff are available to respond to all content-related questions about course materials and placement. The department also serves as a networking and clearinghouse agency for community college faculty teaching the leadership course.

What results and outcomes were assessed for the Leadership Development Program? What were the findings?

Evaluation efforts for Phi Theta Kappa's Leadership Development Program have fallen into three categories: 1) administrator evaluations, 2) student evaluations, and 3) evaluations and refinement conferences. All three endeavors pose forced-choice as well as open-ended questions related to:

- The "transferability" and integration of the program

- Community applications

- Understanding and awareness of leadership

- Applicability of the course

- Learned and acquired leadership skills

- Suggestions for improvement

- Discussion-based aspects of the program

Phi Theta Kappa also embarked on a year-long effort to capture the experiences and lessons learned by participating colleges and their students, faculty, and administrators. This period of information gathering and assessment determined that the goals established at the onset of the program had been accomplished. Three significant findings emerged:

- The capacity and proclivity of community college students to assume leadership roles was dramatically increased after taking the leadership course. Over 90 percent reported that the course expanded their concept of leadership, enabling them to understand that: 1) leadership is not an inherited trait, but rather a set of skills that can be acquired; 2) these skills can be used in a broad range of settings; and 3) there are many kinds of leadership styles, which can be applied to various settings.

- An interdisciplinary approach to teaching leadership development, demonstrated by national facilitators during the team-taught certification seminars, served a revitalizing function for community college faculty. In effect, teaching leadership with a colleague from another discipline can be an important professional development experience and, accordingly, a mechanism for institutional invigoration and change.

- A broad range of community-based applications for the course has been reported.

What plans for disseminating and sustaining the program have been considered?

Phi Theta Kappa has a thoroughly and concisely developed marketing and dissemination plan. Sharing information about the Leadership Development Program takes several forms:

- Informational mailings to announce upcoming certification seminars and elicit participation

- Announcements in Phi Theta Kappa publications, such as the *Golden Key*

- Information in a networking newsletter, entitled *The Leader*

- National and regional conference participation

- Articles and advertisements in *Community College Journal*, *Community College Week*, *Community College Times*, and PTK's annual journal *3.5 PLUS*

Also, a case study monograph, international conference, leadership program session, and a task force all have been utilized as important tools for the transfer of information.

Phi Theta Kappa also has devised a marketing packet which includes:

- A letter of introduction

- A course overview

- Course objectives

- Leadership Development Studies unit summaries

- Certification seminar objectives

- Institutional commitments and benefits

- Components from the Instructors' Manual

- A certification seminar reservation form

- An inquiry form

- A materials order form

Issues of sustainability are reflected in Phi Theta Kappa's efforts to continually evaluate and change the program according to feedback results. PTK keeps materials updated via various assessment tools and disseminated through several of the activities in the marketing and dissemination plan described above. Because of these efforts, several community colleges have incorporated the program into their curriculum and are reaping the benefits of leadership development studies.

What lessons have been learned from this project?

Many strengths have been documented about PTK's Leadership Development Program. Some of them include:

- Mission and program compatibility

- Administrative support

- Variety of tested pedagogical approaches

- Professional development experiences for faculty and administrators

- Substantial teaching documents

- "Spin off" and community applications

In addition, the majority of students rate the course as useful and the transfer of concepts/skills as substantial.

Three primary limitations were noted:

- The concept of diversity needs to be integrated systematically throughout the curriculum

- A follow-up plan is needed for community settings

- Continued support for the service component is needed

It can be demonstrated that Phi Theta Kappa has devised and implemented a thorough leadership development plan for community college institutions. Strong successes can be attributed to the program's five pedagogical approaches. Methodologies have spilled over into other courses. Successful spin-offs are evident. An approach based on "leadership studies" rather than a "leadership course" emphasizes that individuals need a life-long commitment to leadership learning.

Rutgers University,

Center for the American Woman and Politics,

National Education for Women's Leadership (NEW Leadership)

Institution

Setting:	Center for the American Woman and Politics Eagleton Institute of Politics Rutgers University 191 Ryders Lane New Brunswick, New Jersey 08901
Contact:	(732) 932-9384 http://www.rci.rutgers.edu/~cawp
Institution Type:	Multisite Public and Private Institutions (Gender Focused)

Goal

The Center for the American Woman and Politics (CAWP) at Rutgers University created the program, National Education for Women's Leadership (NEW Leadership). This is a major national initiative to build a new generation of women's leadership in politics and policymaking. NEW Leadership is designed to address the historic and contemporary underrepresentation of women in politics and increase women's presence where important political decisions are made. The program aims to: 1) educate and empower young women to take on public leadership roles, and 2) develop a corps of trained personnel at colleges and universities who have a commitment to public leadership education for young women.

In its eight years of existence, the NEW Leadership program has grown and evolved significantly. Most recently, through a grant from the W.K. Kellogg Foundation, CAWP has made the commitment to train nine other institutions in the NEW Leadership model through the NEW Leadership Development Network.

Target Population

National Education for Women's Leadership is designed for sophomore- and junior-level female undergraduates at colleges and universities across the country. NEW Leadership is an intensive one-year program in which students participate in a summer institute at Rutgers University and develop a leadership project at their home institution. Participation is limited to a few individuals at each chosen institution.

Diversity is stressed; 47 percent of the participants since the program's inception have been women of color. The Center for the American Woman and Politics at Rutgers invites a wide variety of colleges and universities to send students (i.e., small and large, urban and suburban, public and private, community colleges, and historically black colleges). Faculty and staff from the participating institutions also travel to the Rutgers institute. Then they serve as advisers for student projects and as facilitators for NEW Leadership at their home institutions.

Theoretical Base

The goal of the NEW Leadership program is to increase women's participation in public leadership and to show young women – no matter what their major or career path – that politics is not a spectator sport. CAWP believes that a vibrant democracy requires active

citizen participation in the political process. NEW Leadership shows students a range of political opportunities; teaches them the concrete skills to be political actors; and empowers them with a vision of ethical, efficacious political activism. NEW Leadership was founded on a basic premise: when young women see political participation as a way to make a difference, their confidence in public institutions is renewed and they reenvision public service as an honorable profession.

The NEW Leadership program works with students to explore their own notions of leadership. Students are presented with a wide range of leadership styles, so an emphasis is placed on connecting students with women in public life. By focusing on public policy, NEW Leadership works to educate and empower young women to be effective political actors, providing them with:

- A set of concrete skills for making policy changes

- Connections to public policymakers

- A sense of themselves, and of women, as political actors who can make a difference

- The opportunity to develop and hone their leadership skills through a leadership project

NEW Leadership is not tied to one specific issue area or leadership theory. Rather, the skills and knowledge students obtain span the policy arena and the range of leadership possibilities.

Stakeholders

Center for the American Woman and Politics (a unit of the Eagleton
Institute of Politics)
Public Leadership Education Network
Rutgers University
W.K. Kellogg Foundation
Other corporations and individuals who financially supported the program once the Kellogg
Foundation grant ended

Description

Why was this program developed? How does it support the mission of the institution?

The Center for the American Woman and Politics, in conjunction with the Public Leadership Education Network (PLEN), developed NEW Leadership to address the historic and contemporary underrepresentation of women in politics as elected and appointed leaders, grassroots activists, and active citizens. NEW Leadership is a response to the low numbers of women currently serving in office and to surveys indicating that only a small percentage of female college first-year students view influencing the political structure as essential, consider participation in community action very important, and accord great significance to keeping up with political affairs.

In addition, NEW Leadership is based on CAWP research, which shows that women's presence in politics is critical. Involving more women in politics – in electoral politics and in policymaking and advocacy bodies – is both a matter of justice and equity and a method for bringing different perspectives to politics.

The Center for the American Woman and Politics, the nation's oldest think tank on women and politics, is a university-based research, education, and public service center that works to: 1) promote greater understanding and knowledge about women's relationships to politics and government, and 2) enhance women's influence and leadership in public life. CAWP has extensive experience developing leadership education programs, conducting research about women and politics, and working directly with women leaders. CAWP was instrumental in founding PLEN, a Washington, D.C.-based consortium of women's colleges that share this mission. PLEN develops and runs a variety of leadership programs, primarily for women in PLEN-member colleges.

What are NEW Leadership's program goals? How do the objectives and content of the program reflect these goals?

CAWP envisions three areas of impact within the main goals of NEW Leadership:

- To educate and empower young women interested in politics, with students learning both the substance of women's political involvement and gaining the skills and inspiration necessary to facilitate their own political involvement.

- To develop, through participation in institutes and projects, a committed corps of trained personnel on college and university campuses to expand efforts in the area of women in leadership.

- To strengthen CAWP's capacity to serve as a training center and information base for public leadership education, while conducting research and issuing publications about issues related to women and leadership.

NEW Leadership seeks to overcome the apathy and pessimism that pervade opinions about politics by demystifying the political process and political actors.

NEW Leadership is based on an innovative five-part curriculum, which includes:

1) Learning about women's historical and contemporary participation in politics and policymaking

2) Exploring leadership in a diverse society

3) Connecting with women leaders making a difference in the public sphere

4) Building leadership skills

5) Practicing leadership through action

In relation to NEW Leadership's program goals, how are its content and activities organized?

The NEW Leadership program is a year-long process beginning with an intensive 10-14 day summer leadership institute. During the institute, students hear from women in a wide range of roles in politics and policymaking, learn from educators in the field of women and politics, network with speakers, participate in skills-building workshops, and discuss their own concepts of leadership. Then throughout the next academic year, students develop a project using the skills they learned during the institute to address an issue on their campus or in their community. At the end of the project year, students return for 3-4 days to a second summer institute. At that time they report and reflect on their projects; participate in additional training, workshops, and activities; and serve as mentors for the next class of NEW Leadership participants.

NEW Leadership has used a variety of pedagogical techniques, including:

- Staff-facilitated and student-led group discussions

- Panel sessions with women leaders to connect students with individuals who are making a difference in the public sphere

- Prominent guest speakers such as Gloria Steinem, Shirley Chisholm, Geraldine Ferraro, Mary Matalin, Sandra Day O'Connor, numerous state and local government officials, and grassroots and issue activists

- Lectures about the diversity of women's historical and contemporary participation in politics and policymaking

- Exploration of leadership in a diverse society

- Development of leadership skills through training in public speaking, advocacy, negotiation, and conflict resolution

- Faculty in Residence, where two or three political women (e.g. state legislators, issue advocates, and activists) live in the dorms and share meals with the students. They are available throughout the program to provide advice, insight, and continuity to the program.

- An informal mentoring program where interested students are matched with women public leaders in their home areas

- Adviser in Residence, where advisers from the participating colleges and universities are trained to make the best use of the program

- Teaching of women's historical and current status in politics through an adaptation of the television program Jeopardy!, known as Political Jeopardy!

- A visit to Washington, D.C., which allows students to see government in action, learning about the nuts and bolts of government in an interactive, engaging fashion

- Leadership grants, which allow students to develop projects on their home campuses, putting their ideas about leadership and change into action

- Year-long contact with NEW Leadership staff who work with students on their project ideas, helping them craft vague ideas into specific plans of action

- NEW Leadership consultations and staff visits to support the coordination of student projects and observe them in action

What results and outcomes were assessed for the NEW Leadership program? What were the findings?

The evaluation process for NEW Leadership has three components.

1) On the first day of the summer institute, students participate in focus groups that explore their perspectives on leadership, gender, diversity, and politics. In addition, participants complete an extensive pretest questionnaire that gathers demographic data, surveys their political and community participation, and assesses their political attitudes about politics and women's issues.

2) After completing their projects, students participate in a 45-minute interview in which they discuss their projects and to what extent their views on leadership and politics have changed over the course of the NEW Leadership program.

3) During the summer institute, students conduct daily evaluations of the program's content. At the end of the institute, students complete an extensive evaluation of the program content, aspects of the curriculum, and logistics. These evaluations have been instrumental in reevaluating and fine-tuning the curriculum and agenda.

Some significant findings from the evaluations to date include the following.

- Students reported that NEW Leadership was a fulfilling and enlightening experience. Four out of five students reported an increased interest in politics and felt increased confidence in their ability to interact with political institutions.

- Participants showed an increased awareness of women's issues, women's history, and their underrepresentation in public life. Participants also showed an increased commitment to developing diverse organizations and consensus-based styles of leadership.

- Students reported an increase in their abilities to lead as their self-confidence grew, as they developed new skills, and as they tested those skills through their leadership project.

- Women leaders participating as institute faculty expressed an increased commitment to mentoring young women and were reminded of the need for women's participation in politics.

What plans for disseminating and sustaining the program have been considered?

NEW Leadership has developed several methods for dissemination.

- NEW Leadership staff made presentations at a number of academic and student personnel conferences.

- CAWP staff gives speeches to political and women's groups frequently and always includes information on NEW Leadership.

- The program was spotlighted at a luncheon at CAWP's Forum for Women State Legislators in San Diego, a conference of over 700 women public leaders.

- CAWP established a newsletter for students in the program and regular program updates were included in CAWP's quarterly newsletter as well.

- The program received coverage in several New Jersey newspapers.

- CAWP developed a visually sophisticated brochure that includes inserts on the results of the program and the other NEW Leadership programs in New Jersey and in the South.

- PLEN's publication Preparing to Lead: The College Woman's Guide to Internships and Other Public Policy Learning Opportunities in Washington, D.C. has highlighted many of the program elements and has been widely distributed.

Recently, the Center for the American Woman and Politics has developed a World Wide Web site (http://www.rci.rutgers.edu/~cawp/) that describes NEW Leadership and the NEW Leadership Development Network. The site has a variety of resources for young women interested in politics: bibliographies, links to political sites, advice columns written by political women, and information about available internships. In addition, there is detailed advice about a range of organizing techniques and skills, and a comprehensive list of possible speakers.

CAWP has developed some creative strategies to sustain the NEW Leadership program. When the original Kellogg grant ended, CAWP secured support from New Jersey foundations, corporations, and individuals to fund a program focused on schools in New Jersey. NEW Leadership New Jersey is an ongoing project of CAWP, sustained by a stable base of individual support and corporate contributions pledged over multiple years. NEW Leadership's individual supporters – called "Fairy Godmothers" – agree to make three-year pledges to support the program. An advisory committee, made up of New Jersey women public leaders and chaired by the governor, is an invaluable aid in fundraising.

In 1997 and 1998, CAWP and the Stennis Center for Public Service, a federally-funded organization based in Mississippi, offered NEW Leadership South. This regional model was successfully replicated in 1997 in the Midwest in conjunction with the University of Missouri-St. Louis' Institute for Women in Public Life.

Over the years, a number of institutions have expressed an interest in sponsoring a NEW Leadership program. A recent grant from the W.K. Kellogg Foundation allows CAWP to train nine other institutions in the NEW Leadership model. Partners will participate in a three-day program-planning institute, observe and participate in NEW Leadership New Jersey, and then return to their institutions to plan and raise funds for their own state or regional NEW Leadership programs. These expansion programs will be supported by $10,000 start-up grants.

What lessons have been learned from this project?

Interactive Sessions – CAWP has developed sessions that are interactive and allow the students a tremendous amount of access to the speakers. NEW Leadership sessions are organized more like round-table discussions than formal speeches. Capacity-building sessions allow students to practice their skills as they learn. For example, each student is assigned to introduce a speaker; this encourages students to overcome their fear of public speaking and hone their public speaking skills in front of a large group.

Meaningful Connections – The NEW Leadership program establishes meaningful connections between students and women in politics. It is organized to create open, honest conversations with women in politics. Many of the political women who serve as speakers and faculty in residence remain in contact with the NEW Leadership participants, serving as long-term mentors and helping students start their political careers.

Renewed Commitment – Many women political leaders have renewed their commitment to mentor the next generation of women leaders, based on the enthusiasm they feel from student participants. For example, the mayor of a local New Jersey township who participated in NEW Leadership is now leading an effort to create a young women's leadership program in the township's high school. Equally important, several NEW Leadership participants are involved in this effort, gaining invaluable experience and access to local politics.

Diversity – By making diversity a priority in the selection of speakers and the recruitment of students, and by devoting discussion time to leadership in a diverse nation, CAWP has enriched the program's content. The issue of public leadership is put in a context of class, ethnicity, gender, race, and sexual orientation. This helps meet all students' needs and concerns, and opens students to the idea of collaboration through differences.

Self-confidence and New Political Activity – Four out of five students involved in the program have reported an increased interest in politics, are more likely to have a relationship with a political woman, and feel increased confidence in their ability to interact with political institutions. The immediate, tangible impact of student participation has included individuals running for student government, organizing clubs on campus, and increasing their volunteer work in service organizations and on political campaigns. Graduates of the program have gone on to work in a number of political positions, including work as campaign consultants, legislative staff members, community organizers, political party advocates and fund-raisers, and staff members of nonprofit organizations. Many graduates are pursuing law or public policy degrees.

Student Projects – Through the student-led leadership projects completed in the participants' home communities, the impact of NEW Leadership has broadened, reaching even more people than the summer institute can. Through their projects, students have the opportunity to address issues or problems in their own communities. Examples of projects include conferences about women and politics, newsletters about women's issues, a speaker series about political issues, mentoring programs, and leadership organizations.

Increased Interest – There has been a renewed commitment to women and public leadership within participating institutions. Faculty and staff who participate in the program have noted their increased interest in scholarly work about women and politics and in mentoring young women on campus. Faculty have developed course work about women and politics, as well as leadership and community-based experiential learning. Staff have developed campus programming related to women and leadership.

Becoming a Public Citizen Course – The NEW Leadership's staff experience with the program inspired the development of an academic course that links community service, democratic theory, women's history, and capacity building.

CAWP Internships – NEW Leadership has renewed CAWP's commitment to young women.

More than 75 students from across the country interned at CAWP's National Forum for Women State Legislators. A generous endowment gift allowed CAWP to create a stipend fund for young women interning in the field of women in politics.

Two potentially negative aspects of the program have ultimately led to positive outcomes.

1) After the Kellogg Foundation grant ended, CAWP decided to narrow the NEW Leadership program from a national focus to concentrate on its home state of New Jersey. As a result, CAWP learned about the advantages of a program with a limited geographical scope. Costs were reduced, but of greater importance, students met women leaders from their own communities, learned more about their local political culture, and gained a better understanding of their state's political process. CAWP was also able to find a corporate sponsorship base and build a strong fundraising network.

2) While the scope of NEW Leadership was narrowed, institutions across the county continued to ask for NEW Leadership programs for their college women. Rather than bringing students to the center, CAWP decided it should bring the program to them. Through the generous support of the W.K. Kellogg Foundation, CAWP will be able to train other institutions in the NEW Leadership model through a program called the NEW Leadership Development Network.

University of Detroit Mercy

Leadership Development Institute

Institution

Setting: University of Detroit Mercy
4001 West McNichols Road
Detroit, Michigan 48219-0900

Contact: Colleen Kaminski
(313) 993-1776

**Institution
Type:**   Urban Private University

Goal

The University of Detroit Mercy (UDM) Leadership Development Institute aspires to graduate men and women with the motivation and skills to provide leadership in service to others in a multicultural urban environment. Specifically, the Leadership Development Institute (LDI) seeks to tap into the potential leadership abilities in all participating individuals, and to generate a program which focuses outward toward the surrounding urban community. The LDI has four major functions:

1) Cultivate and implement student leadership growth

2) Coordinate activities

3) Utilize opportunities for academic and faculty development

4) Become an important community resource/partner for assistance in continuing educational/leadership growth

Target Population

Participation in the Leadership Development Program is open to all undergraduate and graduate students attending the university. At any time in their scholastic career, students of any academic major can participate in the program.

Theoretical Base

With the strong focus of UDM's Leadership Development Institute on servant leadership, the work of Greenleaf is significantly represented. The servant leader concept asserts the premise that the leader's primary purpose is to serve the interests and goals of others. This offers a holistic approach, combining personal development with shared decision making. In this sense, leadership is not a force, but an example or model. An additional influence is the Social Change Model, which focuses on enhancing student and faculty commitment to social responsibility.

Stakeholders

University of Detroit Mercy
W.K. Kellogg Foundation

Description

Why was this program developed? How does it support the mission of the institution?

University of Detroit Mercy is strongly committed to valuing and implementing its comprehensive core curriculum, which challenges students to understand their social, leadership, and service responsibilities. Thus, the LDI was created to further student learning by providing a high-quality leadership and personal development program. This program follows the goals set forth in the UDM's mission, which focuses on:

- Compassionate service of persons in need and the promotion of justice

- Supporting research in service to the larger community and marshaling its considerable human resources in various ways to alleviate problems common to people of a large urban area

- Viewing the city as an important context in which to examine and address issues of social justice

What are the University of Detroit Mercy's program goals? How do the objectives and content of the program reflect these goals?

Along with the Leadership Development Institute's ascribed goals of student and faculty development, and serving as a community resource, eight core objectives are the fundamental basis for the program. These additional elements aim to:

- Increase awareness of urban problems in the UDM's students

- Provide students with leadership skills to prepare them to address these problems

- Foster partnerships with community leaders to identify areas of concern and to develop strategies to address these concerns

- Bring together students from different ethnic and cultural backgrounds

- Foster a habit of community service and volunteerism

- Make leadership in-service a distinctive characteristic of the UDM's graduates

- Serve as a resource in the Detroit metropolitan area for training and personal and professional development in the areas of leadership and service

- Enlist the support of community volunteers and retired executives to act as mentors for students

Progress toward the LDI's goals are materialized through four components on which the program is built:

- Leadership/Student Development"

- Service Learning

- Curriculum/Faculty Development

- University/Community Outreach

The UDM's Leadership Development Institute aspires to transfer many leadership skills through these endeavors. Some of the major skills and abilities students develop from the program include:

- Envisioning new possibilities and goal setting

- Analyzing existing conditions and developing solutions

- Making mature and balanced judgments

- Working with others in groups or teams

- Dealing with conflict situations

- Improving communications and knowledge of self

In relation to the University of Detroit Mercy's program goals, how are its content and activities organized?

Activities included within the four core components of the LDI are dynamic and diverse. A cohesive continuum in the Leadership Development Institute's program is maintained, although it is broad, covering areas from student development and service learning, to faculty and curriculum development, to operating as a community outreach center. All four components operate collaboratively, so the leadership experience provides an example of a holistic, systems-thinking approach.

Leadership/Student Development Component

Beginning with the Leadership/Student Development component, the LDI strives to provide students with an understanding of different leadership styles, skills, and challenges and to encourage students to engage in self-assessment. Highlights of this part of the program include:

- Lectures

- Leadership conferences for student organizations

- The Leadership in Service program, which incorporates workshops, community service, and reflection sessions

- Participation in Global Leadership Week and events to encourage global thinking

- A Volunteer Center

- The Leaders Empowered to Serve program, in which students coordinate a community service project

- A Campus Leaders Banquet for recognizing students' accomplishments

- A newsletter to share LDI information with the university community

Service Learning Component

The Service Learning component of the LDI integrates course theory with community-based experiences. This enables students to develop an understanding of community needs, gain valuable insight through practical experiences, and grow as educated citizens. The service learning structure includes:

- A course listing of service learning classes

- Presentations at the beginning of the semester to promote the benefits of the program

- A preparatory videotape for volunteer service

- Placement through the LDI with the designated agency

- Various agreement and evaluative forms

- Reflection sessions for processing the students' learning experiences

- Other agency relationship elements (e.g., evaluation forms, listings, and publications)

Curriculum/Faculty Development Component

The Leadership Development Institute recognizes that elements of leadership in service must be embedded into the academic curriculum to facilitate the program goals. The activities for the Curriculum/Faculty Development component of the program include:

- A multidimensional leadership course for students

- Faculty service learning workshops to integrate the core objectives into courses involving service learning

- A faculty advisory committee

- Activities coordination with the UDM's Faculty Development Committee

- The Faculty Excellence Center for training and support

- A leadership resource library

University/Community Outreach Component

The final component of the program includes University/Community Outreach endeavors. Here, connections and relationships with the surrounding community are forged and strengthened. This includes:

- The Community Resource Fair to showcase agencies in which students serve

- The Volunteer Corps Fair for postgraduate vol unteer opportunities

- An agency/faculty luncheon to bolster communication

- The Martin Luther King, Jr., Service Day

- Outreach efforts from the program's advisory committee with community agencies

- LDI staff service release time for LDI individuals

- Networks and councils to help agency leaders remain connected with the LDI

- The Washington Center for Internships and Academic Seminars

- Professional development for staff

- A city-wide seminar with Detroit's Promise (focusing on a commitment to youth)

- Relationships with other universities for intern opportunities sharing information

- Program evaluations and newsletters to share with the community

Students also have the opportunity to receive a Leadership Certificate of Service. To acquire this, they must attend 10 workshops, complete 25 hours of service, and participate in two reflection sessions. To receive the Leadership Medallion of Service, students must attend 20 workshops, complete 50 hours of service, and participate in four reflection sessions.

What results and outcomes were assessed for the Leadership Development Institute? What were the findings?

The LDI primarily utilizes a preprogram self-assessment of leadership skills and an exit interview at the conclusion of each student's experience in the program. These evaluation tools illuminate differences in attitude and performance that can be attributed to the LDI training process. In addition, external evaluations and focus groups are conducted. Findings suggest that the LDI program has helped students to:

- Enhance their sense of community responsibility

- Deepen their commitment to a more just society

- Increase their awareness of urban problems

- Examine and evaluate societal values

- Develop an attitude of service to others

- Develop sensitivity to other cultures

- View situations from different perspectives

- Enhance their overall leadership skills and personal and social awareness

- Positively recommend the LDI experience to other students

What plans for disseminating and sustaining the program have been considered?

Information and findings about the Leadership Development Institute have been disseminated through a number of venues.

- A chapter entitled "Personal Outcomes of Service-Learning from a Student Perspective" was submitted for the *Journal of Experiential Education*.

- An article entitled "A Service-Learning Project in General Chemistry" was printed in *Conversations on Jesuit Higher Education*.

- LDI brochures and publications (*Leadership Happenings*) are distributed internally and externally.

- Presentations at conferences and workshops (the NASPA as well as local institutions) are conducted.

- The LDI's director spoke to and shared information about the project at Bowling Green State University, The Washington Center for Internships and Academic Affairs, and professional associations within metro Detroit.

In addition, the professional development endeavors described earlier continue to take place. The LDI subscribes to the service learning listserv®, and pages for the World Wide Web are currently in development.

In relation to sustainability, the UDM feels confident that it can secure private donations and external funding. This will allow the LDI to be a self-sustaining part of the UDM culture in years to come. The LDI will be one of the key benefactors of a new capital fundraising campaign and will become part of the operating expenses of the UDM's budget.

What lessons have been learned from this project?

- The Reggie McKenzie Foundation has recognized the LDI for outstanding volunteer efforts.

- Student evaluations show that the LDI training and philosophy has been integrated into their lives.

- Students report a greater understanding of themselves and their community.

- Commitment to the LDI program has been shown at all levels in the UDM.

- There has been program growth related to participation from the community, students, and faculty.

The Leadership Development Institute at UDM exhibits a holistic approach to teaching leadership. The surrounding community, as well as the UDM's administration, faculty and staff, and students, share in the effort for sustaining, evaluating, developing, and promoting this program.

Sustaining a Movement

A key concern for the Kellogg Foundation has been to understand the conditions that contribute to leadership programs on college campuses which can be sustained over time. In the past, many leadership programs were initiated, only to be eliminated once external funding had been exhausted. However, as the Association of American Colleges noted in a 1986 report, "Introduction to Campus Programs on Leadership,"[1] more than 600 campuses indicated they engaged in some sort of leadership activity. It was anticipated at that time that a social movement was occurring.

Today, there are estimated to be 800 leadership programs serving students across the country. Some of the institutions and events that are helping to sustain this movement are discussed in this section of the report.

WKKF Leadership Networking Conference

In June 1997, pioneers involved in the young-adult leadership development movement held a meeting at Eastern Michigan University in Ypsilanti, Michigan. Their purpose was to integrate, refine, and experiment with the best thinking and practices available in the young-adult leadership field. The 114 participants included individuals from the 31 leadership projects funded by the Foundation. They included higher education faculty members, college students, and program administrators representing both campus-based student services organizations and community-based organizations.

While they were at the conference, the participants generated a collective list of best practices in leadership development. Appendix F contains a copy of this list of ideas.

At the time of the conference, those in attendance occupied positions in which they could influence their institutions and communities to commit resources toward preparing the next generation of leaders. Most of them are still in the position to do so, and today they are some of the leadership educators who can help sustain this movement for the foreseeable future.

Jepson School of Leadership Studies

The Jepson School of Leadership Studies at the University of Richmond in Richmond, Virginia, offers a two-year curriculum in leadership skills. In addition to being one of the first formal schools of leadership in the country, Jepson School serves as a center for leadership studies. Its doors are open to the local community, and it gives scholars and practitioners a place to conduct research and a forum for presenting new ideas. More information about the Jepson School is available on its World Wide Web site: http://www.richmond.edu/~jepson/ .

James MacGregor Burns Academy of Leadership

The J.M. Burns Academy of Leadership at the University of Maryland was established to foster future generations of political leaders through education, training, service, and research. Founded to encourage political participation among underrepresented groups, it was the first academic program in the country to support emerging leaders seeking elective office. The Academy also serves as a research and information focal point for issues dealing with citizen participation, access to the political process, and other issues related to the Academy's mission. More information is available on the Academy's Internet site: http://www.academy.umd.edu/home/index.htm .

CivicSource

CivicSource was established by the James MacGregor Burns Academy of Leadership to link individuals, communities, businesses, organizations, scholars, and programs with the resources they need to meet the requirements of civic activism and "transforming leadership." Among other services, CivicSource offers advice and consultation about the use of new technologies for enhancing leadership development, a news collection, a directory of online and off-line leadership resources, and a meeting place for those interested in public leadership. More information about this organization is available on its Internet site: http://www.civicsource.org/

The Center for Creative Leadership

The Center for Creative Leadership is an international, nonprofit educational institution whose mission is to advance the understanding, practice, and development of leadership for the benefit of society worldwide. Two of the Center's publications support leadership educators on college and university campuses. Leadership Education: A Source Book of Courses and Programs contains original syllabi and detailed descriptions of academic and experiential leadership programs, primarily in higher education. Additional perspectives are provided with descriptions of youth, community, and professional leadership development programs. Since 1986, seven editions of this book have featured more than 700 examples. Leadership Resources: A Guide to Training and Development Tools contains annotations and source information for a wide variety of materials that supplement leadership courses and programs – books and articles, instruments, exercises, videos, internet resources, organizations, and conferences. The Center also conducts research, produces other publications, and provides a broad variety of educational programs and products to leaders and organizations in public, corporate, and nonprofit sectors.

National Clearinghouse for Leadership Programs

The National Clearinghouse for Leadership Programs (NCLP) provides a central clearinghouse of leadership materials, resources, and assistance to leadership educators. NCLP members receive publications, assistance and consultation, access to leadership resource files, and networking opportunities with other professionals engaged in leadership education. In addition, the NCLP cosponsors the National Leadership Symposium with the National Association of College Administrators Educational Foundation. This symposium gives scholars, educators, administrators, and practitioners the opportunity to gather together to study, analyze, and understand leadership concepts and theories.

The NCLP is housed at, and is supported by, the Office of Campus Programs at the University of Maryland, College Park. More information is available on the Clearinghouse's World Wide Web site at: http://www.inform.umd.edu/CampusInfo/ Departments/OCP/NCLP/ .

Looking Ahead

When the Kellogg Foundation initiated the work that is described in this report, its assumptions and concerns were fairly clear. It was believed that:

1) Society needs more and better leaders.

2) Young people can be prepared to fill important contributing roles in the nation's institutions and communities.

3) The college experience offers many opportunities to develop and nurture this kind of leadership.

During the ten years that have passed since this endeavor began, the hard work of Foundation grantees and subsequent evaluation efforts have provided evidence to support each of these assumptions.

The Foundation has sought to demonstrate the potential for young-adult leadership development by supporting and testing models in a wide range of settings, both inside and outside of higher education institutions. This report should encourage those who seek to promote leadership development for young people in college.

First of all, there is hard evidence that such programs can be effective. Findings from independent researchers have demonstrated that leadership behaviors can be taught and learned. It has also been shown that participation in a leadership program has persistent impact on students beyond graduation.

Second, it has been confirmed that leadership programs can be tailored to a wide range of institutional settings and student needs. Exemplary models exist in all types of institutions and serve students who differ in gender, ethnicity, age, major, and level of academic preparation. In fact, college student leadership programs were shown to enhance the undergraduate experience in many ways that were not expected. There are clear benefits to the student's sense of integration in the collegiate experience, higher rates of retention, and a stronger sense of involvement in the surrounding community.

Third, many different activities can be combined to create a successful leadership development program. This summary report identifies schools where a variety of interesting activities are under way.

During the past ten years, the Foundation has learned that the development of many good program models in many different places has an important effect in shaping the direction of a field such as college student leadership. Everywhere that success is achieved, there are lessons to be learned about how such programs might be conceptualized, designed, and administered. Collectively, knowledge also is gained from less successful ventures. Many important insights derive from situations where hard-working individuals push through initial barriers and find value in the process of backing up and starting over.

But a proliferation of exemplary demonstration programs will not, in itself, create a sustained commitment to leadership development for college students. Rather than funding more programs of the sort described in this report, the Kellogg Foundation plans to foster a sustained, independent, national effort to develop young leaders for the next century. To accomplish this, the Foundation will:

1) Further develop, clarify, and disseminate these findings.

2) Encourage the search for more evidence of impact at the student, institutional, and community levels.

3) Foster a recognition of the importance and potential of student leadership development efforts in U.S. colleges and universities.

4) Communicate with students, their parents, faculty members, college administrators, trustees, and policymakers about the value and potential of this work.

During the next three years, the Foundation will invite higher education organizations, professional associations, and many others to join in a movement within higher education to identify, develop, and nurture emerging leaders.

Since this initiative began, much has changed in the world students move into after they leave college. The need for leaders who can build bridges across cultures and operate comfortably in the midst of technological change will only increase. It is essential that efforts continue in the development of young people who will be committed to having a role in the improvement of their communities and society at large – and time has shown that the need is great. In the end, graduates who recognize that their experiences in college were meant to prepare them for leadership in a changing society bring honor to themselves and to their institutions.

The Foundation remains committed to a vision for society that is full of opportunity for young people, that builds their sense of responsibility and commitment to participation, that promotes hopefulness and dreams, and ensures that those dreams can be realized. The findings of this report and the remarkable record of the institutions, community groups, and young people who made these projects possible have strengthened the Foundation's commitment to leadership development for those who have the greatest potential to shape the nation's future.

Appendix A
Participating Leadership Development Projects

Institution	Project Name	Location
Asbury College	Lead On!	Wilmore, KY
Ball State University	Excellence in Leadership Program	Muncie, IN
Berkley School District	Student Leadership Academy	Berkley, MI
Children's Defense Fund	Black Student Leadership Network	Washington,D.C.
Coalition for Children	Youth Link Public Policy and Leadership Project	Albuquerque, NM
College Entrance Examination Board		New York, NY
College of Saint Benedict and Saint John's University	The Leadership Initiative	St. Joseph, MN
Community Development Institute	The Leadership Training Academy	Palo Alto, CA
Encampment for Citizenship	Leadership Training for High School Youth	Berkley, CA
FIRST, Incorporated	Gang Peace	Dorchester, MA
Howard University	Patricia Roberts Harris Public Affairs Program	Washington, D.C.
Kentucky Wesleyan College	Leadership KWC Program	Owensboro, KY

Institution	Project Name	Location
LeaderShape, Inc.	LeaderShape Institute for Engineers	Champaign, IL
Mexican American Unity Council, Inc.	Promesa del Futuro Youth Leadership Project	San Antonio, TX
Michigan 4-H Foundation	Generation of Promise Project	East Lansing, MI
Monmouth University	Education for Leadership and Social Responsibility	West Long Branch, NJ
NALEO Educational Fund	National Youth Leadership Project	Los Angeles, CA
New Jersey Institute of Technology	College Leadership New Jersey	Newark, NJ
New Mexico Community Foundation	Youth Ecology Corps	Santa Fe, NM
Northwestern University	Undergraduate Leadership Project	Evanston, IL
Oregon Council for Hispanic Advancement	Oregon Leadership Institute	Portland, OR
Phi Theta Kappa	Leadership Development Project	Jackson, MS
Rutgers University	National Education for Women's Leadership (NEW Leadership)	New Brunswick, NJ
St. Edward's University	Community Mentor Project	Austin, TX
St. Norbert College	Center for Leadership Development	De Pere, WI
State University of New York at Buffalo	Leadership From a Multicultural Perspective	Buffalo, NY
Tennessee State University	Bridge Project	Nashville, TN
Thomas More College	Leadership Development Institute	Crestview Hills, KY
University of California at Santa Cruz	Emerging Majority: Leadership Training Project	Santa Cruz, CA
University of Detroit Mercy	Leadership Development Institute	Detroit, MI
University of Utah	Rural Utah Projects	Salt Lake City, UT

Appendix B

Project Summaries/ Logic Models

This appendix contains a one-page project summary- or logic model- for each of the projects* funded by the W.K. Kellogg Foundation under its young-adult leadership development initiative. This information was compiled from the Foundation's files, and from reports written by grantees as well as Foundation staff members.

*A summary for the College Entrance Examination Board was not available at the time this report was published.

Asbury College - Lead On!

Project Summary

Goal

- To improve the leadership and skills of college students by providing a comprehensive, community-based leadership training program.

Objectives	Activities	Measured Outcomes
• To have in place a strategically designed, comprehensive, inter-disciplinary program, which is intrusive and intentional in providing the students and area citizens with the training needed to become effective leaders.	• Three levels of leadership are involved. Level I – Introduction, Level II – Advanced, and Level III – Application of leadership principles.	• A Level Three evaluation has been conducted. Surveys have been widely used, in addition to a measure of student involvement. An evaluation has occurred of students' perceptions of leadership, values, and personality factors as they relate to leadership development; any changes in these perceptions are compared. A secondary study will also be conducted, which compares experimental and control groups.
• To provide cognitive experiences in leadership theories.	• Workshops/Seminars – Over 60 offerings per year of more than 25 different workshops, specially tailored seminars, and sessions in the utilization of assessment instruments.	
• To provide individuals with opportunities to develop the skills and characteristics of an effective leader.	• Special Events – Targeted to specific audiences. Activities include retreats, luncheons, conferences, and summer institutes.	
• To encourage involvement and participation in activities involving the practical application of leadership principles.	• Resource Library – On-campus clearinghouse of leadership information in the form of videos, journals, articles, books, and portable adventure-based training	• Over 300 students have participated in various workshops and seminars. In addition, more than 500 people from all over the community and state have utilized the Challenge Course in order to develop their leadership skills.
• To recognize and reward	adventure-based training	• The curriculum highlights the

positive leadership development.

equipment.

• Cocurricular Transcript – Tracks involvement in activities that develop leadership potential.

• Recognition – Reward and encourage progressive acquisition of leadership responsibilities and training.

• Community Involvement – Involves student volunteerism, and training opportunities for the community.

specific areas students need to work through and lays out the foundation of what they need to accomplish, including theory, skill, and application.

• Students have had the opportunity to interact with faculty or staff members that they may not naturally have been exposed to; have participated on implementation committees; and have "spread the ownership around" (i.e., instead of a purely student development department-sponsored program, it has the natural support of other sectors on campus). Government organizations on campus are encouraging member participation; faculty are more intentional about either utilizing the program or encouraging students to participate. Within the community, volunteerism by Asbury students has increased.

• The integration of outdoor leadership development into different parts of the academic curriculum has been a by-product of the expansion.

Ball State University – Excellence in Leadership Program (ELP) Project Summary

Goal

- To enhance the leadership capacities and community involvement of college students through a leadership development program.

Objectives

• To develop a direct link between leadership in the curriculum and out-of-class leadership experiences.

• To create opportunities for individuals to gain confidence in their own abilities and to learn the skills and ethics needed to help groups progress and achieve.

• To increase the interaction between faculty and students through out-of-class opportunities.

• To provide leadership experiences on campus and in the community that will prepare students for citizenship and community involvement after college.

• To prepare students for the responsibilities of leadership in service to the university and society.

Activities

• Academic Component – The academic component includes the following activities: (1) Select three faculty members each year to receive the Excellence in Teaching Award, providing release time from teaching and a stipend to allow new course development in leadership; (2) Provide resources through the Office for Teaching and Learning Advancement and the Office of Leadership and Service Programs that help faculty incorporate leadership issues into the disciplines; (3) Bring visiting scholars to the campus to discuss leadership issues in relation to a multicultural and global perspective and to discuss the inter-relatedness of the international community; and (4) Compile and disseminate a list of leadership-related courses to students.

• Cocurricular Component – There are four phases of leadership development, corresponding to each year of academic progress. Phase I – the emerging leader program for freshman defines their own style and explores their needs/goals. This involves 22 learning activities, including interactive workshops/ seminars, service projects, and small mentor groups with faculty. Phase II – the

Measured Outcomes

• The program is in the second year; evaluation information is available from the first year's report. A Level Two evaluation was conducted by BSU with a particular focus on the development of a leadership model that has potential for replication. Evaluation questions included: (1) How did interaction between BSU participants and the surrounding community increase? (2) To what extent did student participants articulate a commitment to leadership and service in their lives? (3) In what ways did faculty participation and involvement in the program increase?

• Interaction between ELP participants and the community increased through 16 service projects performed by the participants. All agencies agreed to participate next year.

• The number of Phase I students increased in 1997-98 to 156 from 125 the previous year. Phase II enrollment increased from 60 in '96-'97 to 65 in '97-98. Phase III enrollment was implemented for the first time in 1995-96, 22 students were enrolled. By 1997-98, enrollment was up to 36 participants. Phase IV began in 1996-97 with 15 students. In '97-'98 there were

sophomore component involves 22 learning activities (similar to Phase I) about issues and skill-building related to leading others. Each student also is required to be a member of one BSU student organization. Phase III - the junior component emphasizes leadership and service to the greater community, as students in small groups complete eight learning activities and work in small teams to coordinate and complete six service projects. Phase IV – seniors participate in eight learning activities to facilitate the transition to community participation, including seminars that teach students how to market leadership skills to future employers and apply these skills to their careers. Phase IV students also serve as mentors to Phase I and II students.

• Leadership Portfolio – This culmination of student experiences includes assessment inventories, transcripts, and personal works and honors.

20 participants. More than 55 percent of the participants from all phases indicated a desire to continue into the next phase.

• Participants cited an increased confidence in their abilities, leadership skills, and willingness to serve in a leadership role.

• Visiting scholar programs were implemented successfully within nine academic departments from the College for Sciences and Humanities; College for Communications, Information, and Media; College of Business; and the Teachers College.

• There has been a 100 percent increase in faculty mentors (33) as compared to previous years (16 faculty). Sixty faculty members attended "numerous" workshops about leadership curricula presented by faculty from other campuses.

Berkley Schools – Student Leadership Academy (SLA)

Project Summary

Goal

- To increase the leadership skills and problem-solving capacities of high school students from three neighboring school districts and initiate a service-learning component that will foster linkages among the communities.

Objectives

• To involve students in positive efforts to solve problems facing their schools and their communities.

• To help young leaders develop the leadership skills they need to participate effectively in shaping and successfully completing these efforts.

Activities

• Instructor's Handbook and Mentor's Guide for the SLA – Prepare a handbook for Student Leadership Academy instructors, based on the model of participatory civic leadership developed by Robert Woyach of The Ohio State University's Mershon Center. The handbook contains: (1) instructional objectives for a one-semester program about participatory leadership, (2) an outline of concepts for each of the chapters in Woyach's book, Preparing for Leadership, and (3) sample instructional strategies and materials for the experiential teaching of leadership skills. A Mentor's Guide, based on suggestions from mentor-student experiences, will be developed for use in subsequent program years.

• Intensive Curriculum Development and Professional Development Seminars – Provide a five-day curriculum development seminar to prepare core SLA staff and to organize the first semester curriculum. The agenda includes strategies for teaching various leadership skills, training in mentor-student relationships, and a review of procedures for collaborative research on

Measured Outcomes

• A Level Three evaluation will be conducted by the organization, with assistance from consultants. Key questions include the following: (1) Do teachers, administrators, and students find the leadership program relevant to the problems they face in a diverse and challenging community? (2) Do students report a higher level of understanding and familiarity with others of diverse backgrounds in the community? (3) Do service projects provide an opportunity for greater interaction among students from different backgrounds and promote an expanded view of the communities in which the high schools reside?

student problems. Monthly follow-up seminars (total of ten) are conducted to advance skills in leadership training and learn assessment techniques for evaluating effectiveness.

• Orientation Retreat for Students – Provide a three-day orientation retreat for 45 students. (1) Orient students to the leadership model and the importance of participatory, authentic leadership for a democratic society. (2) Examine relationships between personal style and leadership through interpretation of their Myers-Briggs inventory profiles. (3) Introduce three core leadership skills: envisioning, consensus-seeking, and perspective-taking. (4) Begin to identify and articulate a vision to work toward for each participating school.

• Student Leadership Academy Activities – During the school year, 45 students from participating schools: (1) learn leadership concepts and skills through experiential exercises; (2) conduct a cross-district school/community improvement project; and (3) apply knowledge gained from the SLA to their work with student organizations. Three follow-up retreats are provided to sustain the enthusiasm of the teams, and to allow students to review and refocus program elements.

• Training Sessions for Student Advisors – Two all-day training sessions are conducted for staff members who represent student clubs and organizations from each

of the participating schools.
Ultimately, participatory
leadership is to be
incorporated as the norm for
these groups.

Children's Defense Fund – Black Student Leadership Network (BSLN)

Project Summary

Goal

- To identify, train, and nurture a future generation of African-American leaders.
- To develop a cadre of young leaders with a strong work ethic and a sense of community responsibility who can be skilled advocates for children, regardless of their future professions.

Objectives	Activities	Measured Outcomes
• To develop students' intellectual competence.	• Two hundred fifty (250) student leaders annually are selected to participate in a servant-leadership and youth development program.	• The program began recently; no evaluation reports submitted yet.
• To promote students' efficacy discovery: "I can do it; I will do it."	• Servant Leadership Training – This is a two-week training program about servant-leadership and youth development programming that (1) prepares participants to work with poor children, (2) helps them address problems facing young people in the African-American community, and (3) teaches them to serve as positive role models.	• A Level II evaluation will be conducted to assess the following questions: (1) What was the impact of the increased number of student leaders throughout the BSLN? (2) What distinctive issues were raised through leadership development that occurred among peers? (3) Is peer leadership development an effective way to create a new generation of student servant leaders? (4) What was the impact of intergenerational leaders on the youth leaders? (5) What was the key identifiable event for maintaining continuous parental involvement in community programs?
• To promote the assumption of responsibility for oneself and for others.		
• To increase the sense of membership and citizen participation in one's community.		
• To enhance the socialization of young people.		
• To enhance the politicization of young people and their parents.	• Summer Freedom Schools Internship – This eight-week internship gives participants the opportunity to apply skills learned in the servant-leadership training. This training includes (1) conflict resolution, (2) cultural enrichment, (3) preparation for working with parents to include them in youth development activities, and (4) an Outward Bound experience to build collaborative relationships.	
• To provide oversight and technical assistance to the development of Summer Freedom Schools throughout the United States.		• External evaluation will address implementation and impact on: Children – (1) Are high expectations being met? (2) Are changes in academic achievement measurable through such factors as the use of human and material resources, reading more often, and a greater disposition to behave in ways that facilitate academic success? (3) Are the
	• Annual Network Meetings – Groups of students meet annually to network; share	

lessons learned; and reflect on the program's impact on communities, children, and themselves.

• Workshops and Panel Discussions – Participants are able to join in a wide variety of other BSLN education programs, which will help provide leadership to community programs.

• Practical Application Opportunities – Topics include violence prevention, summer nutrition, and academic and cultural enrichment programs, etc. Students are encouraged to become involved in and initiate new community-based youth development activities and to assume leadership roles in their communities.

learning and study habits promoted during the summer program reflected in the children's approaches to their regular schoolwork during the following year? Parents and Families – (1) Are there changes in how parents interact with their children and in how they socialize their children? (2) Are parents' insights about what the children need being sought, obtained, and incorporated into planning and programs? Student Leaders – (1) Is staff morale conducive to learning and growth for the children and for the college students themselves? (2) Do college students who work at Freedom Schools complete the experience with stronger plans to continue living as servant-leaders?

Coalition For Children – Youth Link Public Policy and Leadership Project

Project Summary

Goal

- To provide comprehensive leadership development to prepare youth who are ages 11-19 to be active participants in public policy formation.

Objectives

• To provide youth with a voice regarding needs, desired services, and relationships with adult society.

• To furnish youth with leadership training and research skills that will increase their abilities to be involved in the development of solutions to the many complex problems youth face.

• To break down stereotypes that may hinder understanding and collaboration between youth and adults.

• To create partnerships between youth and adults that will involve youth in decision-making about economic, educational, health, social, and cultural needs at a local and state level.

Activities

• The project is carried out in four phases over three years involving 15 locations in New Mexico, including communities that are predominantly Native American, Hispanic, rural, suburban, and/or high-risk.

• Phase I: Organizing and Training Community Action Teams – As part of an intergenerational community-based Youth Network & Advisory Council, two youth and one adult mentor are selected for one of 15 Community Action Teams (CATs). CATs are trained to carry out all aspects of the project. Training topics for youth and adults include: organizing a CAT, communication, listening, negotiation, conflict resolution, coalition building, understanding/valuing diversity, action/research skills, and creating action agendas. Linkages with local adult civic groups occur in order to connect CATs with local leaders and to create possible mechanisms for continuing support.

• Phase II: Documenting Conditions of Youth – CATs organize community dialogue to engage in deep exploration of the underlying emotional

Measured Outcomes

• The program is in the last year of operation; evaluation results are based on progress reports from the first two years. A Level One evaluation is being conducted by the University of New Mexico. Evaluation questions include: (1) How do youth express their points of view and manage conflict in a community dialogue? (2) What is the amount of youth input in decision-making related to issues associated with young people in the community? (3) How did Community Action Teams become institutionalized within their communities? (4) Did the public policy statement emanating from the Youth Public Policy Summit contain concrete, usable recommendations for local & state implementation?

• As planned, the emphasis in the first year was on recruiting and training personnel, selecting intergenerational CATs, developing an intergenerational Project Advisory Council, and providing training for each of these components.

• Second-year activities completed as planned were: (1) expanding opportunities for CAT involvement with public

and social issues that block youth from taking an active social and political role in their communities. Training for this phase includes listening-dialogue-action techniques and study circle learning methodology. Afterwards, each CAT produces an action report outlining problems and recommendations.

• Phase III: Public Policy Summit – Scheduled for the spring of the second year, a statewide Youth Public Policy Summit will be conducted. Lasting three to four days, the summit will include 140 youth and 60 adult leaders from across New Mexico who represent a variety of demographic groups, youth issues, youth-serving organizations, and government agencies. Products resulting from research/actions of the CATs will be showcased in a multimedia presentation (e.g., skits, videos, raps, murals). The summit will result in a formal vision, strategic directions, actions, and implementation plans and timelines. News coverage will be provided by youth journalists from News 101.

• Phase IV: Public Awareness, Education & Action Campaign – Throughout the project, public awareness, education, and outreach are being developed and implemented by the CATs through the youth-based media network TV 101, and by the Youth Advisory Board and staff of CCYF. Training in campaign skills is being provided by external media and marketing consultants. A written version of the CATs' reports will be called An Agenda For New

policy at the state and local levels, (2) providing continuing technical assistance training to the CATs, and (3) developing a strong evaluation component. The number of CATs was reduced from 15 to 10 in order to leverage resources to each and create higher-quality programs. Over 400 youth have participated so far.

• CATs made presentations to the New Mexico Department of Health and participated in NM Kids Count Day, which resulted in a scheduled meeting date with the Governor. A video campaign, Fences, was aired and received "great reviews," including awards from the New York Festivals' Grand Award for best children's programming and the CBS Network Award for Excellence in Community Service.

• Two obstacles that delayed achieving more program objectives during the second year were: (1) the office was relocated because the original burned to the ground, and (2) the project director resigned (another director was hired one month later).

Mexico's Youth, and will be
released in coordination with
the state's Kids Count annual
fact book.

College of St. Benedict and St. John's University (CSB/SJU) – Gender Reflections Program

Project Summary

Goal

- To foster the development of individuals who will choose to practice shared ethical leadership over the course of their lifetime.
- To develop leadership by actively shaping both institutional cultures to impact the leadership development of more than 85 percent of the student body.
- To use gender as a category of analysis in the practice and development of leadership.

Objectives	Activities	Measured Outcomes
• To foster the development of an integrated learning community that facilitates the development of leadership in students, faculty, and staff. • To actively shape the campus cultures so that the institutions model collaborative ethical leadership. • To create a structure that supports the goals of the leadership initiative.	• Disciplined Inquiry – This includes activities that intentionally deepen understanding of leadership and are done with the intent to share the results. Six groups are engaged in this inquiry; topics include leadership and ethics, a developmental model of leadership, spirituality and leadership, and gender and leadership. • Curricular Programs – This includes activities and initiatives that are planned and implemented collaboratively with or by faculty to bring leadership into the curriculum. Examples include: symposia, revised departmental mission statements, and faculty minigrants. • Cocurricular Programs - These activities combine the philosophy of the Leadership Initiative with experiential learning. Examples include: (1) the Leadership Checklist	• Leadership Attitudes and Behavior Survey (LABS) – This was developed locally. Findings indicate the following. (1) The Leadership Initiative has influenced a greater number of individuals in the last two years of the grant than the first two years. This increase is due, in part, to shifts in the campus cultures. (2) There was an increase in students, faculty, and staff who have learned about or changed their view of leadership because of the initiative. A revised LABS-R will be used in future assessments. • Portfolio Project – A four-year longitudinal qualitative assessment followed 80 students throughout their college careers, tracking their developmental progress in areas of leadership, service, gender, diversity, and spirituality. Findings suggest that the development of individuals affects their thinking and practice of leadership.

(2) noncredit leadership classes and workshops, and (3) Leadership Consultants in Residence.

• Outreach – The Courageous Kids Initiative is a collaboration for at-risk children in grades 3-6. High School Connections involves dialogue and presentations for high-school-age individuals.

• Cultural Interventions – These activities are targeted to influence the way departments work with students so they will intentionally develop leadership as a part of their programs and services. Interventions have occurred in: (1) residential life programs, (2) athletic programs, (3) the Student Employment Initiative, and (4) the student activities program.

• Institutional Mission – Leadership is being included in the institutional mission and strategic plan.

• Leadership Collective (LC) – The Leadership Collective links members of the community who are interested in developing leadership in students. The LC is a vehicle for linking, supporting, and enhancing efforts throughout the campus that complement the development of leadership in students. The LC also has created a space for a community forum on leadership. A smaller group, called the Bridge Group, spends time strategically thinking about how to move the work of the Leadership Initiative into the institution and the student body. The Student Working Group spearheads direct outreach to

• Focus Group Research – Various focus groups were conducted to gain a deeper understanding of how the campus culture helps and hinders leadership development. (1) Students are influenced by the modeling of faculty and staff; their behaviors reinforce or hinder the development of ethical, shared leadership. (2) Students are affected by campus issues and the institution's response to them. Leadership development can be enhanced if they see an institution responding in an ethical, collaborative manner.

• Total Campus Involvement – During 1997-98, the initiative involved 10,657 individuals in its programs, activities, and initiatives. CSB/SJU students and employees total 4,500; this demonstrates the effect the Leadership Initiative has on shaping the culture of the institution.

• Shifts in Cultures – During the Leadership Initiative, the model of collaborative partnerships that extend across traditional boundaries has spread in a variety of areas. This suggests that people are shifting their behavior, which then positively affects students' leadership development. Examples of these shifts include the formation of a gender collective, a diversity commission, and a service learning initiative.

• Dissemination of Work – Various writing and publishing activities have occurred, as well as presentations at regional and national conferences. Two articles were published in 1998, and more

the student body and helps with assessment activities in collaboration with a faculty member.

are planned. A World Wide Web site has been established; it has more detailed information about the Leadership Initiative.

Community Development Institute (CDI) – The Leadership Training Academy

Project Summary

Goal

- To foster multiethnic participation in the democratic affairs of the city.
- To prepare a new generation of leaders who can provide bold, visionary leadership in these changing times.

Objectives	Activities	Measured Outcomes
• To assist low-income communities to combat the causes and effects of poverty. • To promote political empowerment, economic development, and social revitalization. • To design an administrative database to track donors, maintain fiscal records, generate mailing labels, and produce program reports. • To field-test the program database system, focusing on data storage, retrieval, and reporting. • To develop and implement a culturally relevant training program for the Pacific Island Community. • To sponsor the second annual regional Summer City Government Camp (SCGC) with participation from 15 Bay Area cities.	• Basic Leadership Theory – Teaches youth using competency-based training materials. Includes three training modules: Personal Development, American Society, and Community Development. • Basic Leadership Skills – Develops the following practical leadership skills: Communication Skills, Planning and Organizing Skills, Performing Arts Skills, Academic and Career Planning Skills, Fundraising Skills, Political Skills, and Organizational Skills. • Cultural and Political Awareness – Utilizes a variety of training materials to inform youth about political and cultural affairs. Contains three training modules: History and Culture, Contemporary Political Issues, and Social Justice. • Health and Human Relationships – Utilizes the following ethnocentric training	• Key questions for evaluation included: (1) What components of the program were successful or unsuccessful? (2) Did different participants require different treatment? (3) What general lessons were learned from this program? (4) What changes were necessary to improve the program? (5) What were the measurable leadership skills of the participants after each training component? (6) How did the participants' involvement in community or school leadership change? (7) Which components of the training program were primarily responsible for the changes in participants? (8) What were the significant achievements and shortfalls of the training program? (9) Is the training design appropriate for realizing the desired participant and community goals? • Approximately 750 students benefit from the program each year. • The need to train a new

modules to inform youth about various health issues: Personal Health, Human Relationships, and Community Ecology.

generation of civic leaders, in order to build viable urban communities, was confirmed.

• Young people are eager to take on the responsibilities of civic leadership when they understand the need and are provided holistic, experiential training geared toward their unique interest and needs.

• Leadership training needs to be culturally relevant and is most effective when there is a balance between theory and practice.

• Leadership training can help young people become more aware of their own abilities, build their self-confidence, and broaden their social perspective.

Encampments for Citizenship – Leadership Training for High School Youth

Project Summary

Goal

- To provide follow-up support and activities for Encampers that build on what they have learned about living in a multicultural community and being active participants in solutions to community problems.
- To provide opportunities for Encampers to use their leadership skills and share their Encampment experience with peers in their own communities.
- To provide a regional recruitment and fundraising process for

Objectives	Activities	Measured Outcomes
Objectives of Encampment regional programs: • To recruit a multiracial group of five to six youths each year from the region (total of 12) for the Encampment summer program.	• Summer Leadership Institute – This is an opportunity for interns and junior staff members to mentor and to expand their leadership skills by facilitating group discussions and leading group activities. Participants learn skills in goal-setting, conflict	• The program is closed; evaluation results are based on the final report. A Level three evaluation was conducted by project staff with assistance from an evaluation consultant. • The Summer Leadership Institute was a successful

• To develop a strategy for raising scholarship funds for youth from the region.

• To articulate a follow-up plan for each youth that involves work in other local organizations.

• To assist youth in developing strategies for addressing community problems.

• To identify mentor and internship opportunities for Encampers in their communities.

• To involve Encampment alumni in recruitment, fundraising, mentorship, and community projects working with young people. Objectives of collaboration with youth organizations:

• To recruit two to three youth (per organization) per year for the Encampment summer program.

• To develop a local or regional strategy for raising scholarship funds for each youth.

• To articulate a follow-up plan for each youth.

• To identify an organizational staff member or Encampment alumnus within the organization to oversee individual follow-up plans.

resolution, peer education, organizing, critical thinking, community building, community organizing, public speaking, advocacy, fundraising, office administration, data entry, program planning and implementation, group facilitation, performance production, and multicultural communication.

• Summer Leadership Institute Follow-Up – Action planning sessions are conducted to give participants an opportunity to use the leadership and critical thinking skills learned during the program. Adults who can support participants in accomplishing their goals are identified in plans.

• Economic Empowerment Initiative – This initiative provides real employment opportunities and offers youth a chance to build marketable skills.

• South Dakota Program – This component allows three South Dakota youth to participate in the Summer Leadership Institute. Fundraising strategies are used as students raised money for tuition.

• Chicago Regional Office – This office furnishes support to alumni by organizing gatherings, publishing a news-letter, and networking with other youth organizations.

effort, which resulted from collaboration between EFC and the TODOS Sherover-Simms Alliance Building Institute.

• A Chicago office was created as a result of the Regional Follow-up Initiative. This facility is completely self-sufficient and, as planned, is providing support to alumni.

• Leaders of community staff members noted that Summer Institute participants showed an increased desire to assume leadership roles in community service projects.

• More than half of the 1994 Summer Leadership Institute participants came from local leadership development programs, giving them an opportunity to practice skills and influence their peers to become involved in the community.

• Community organizations continued their high level of involvement with EFC by collaborating in conducting programming, sending youth participants to training, serving on regional advisory boards, and assisting with recruitment and fundraising.

FIRST, Inc. – Gang Peace

Project Summary

Goal

- To provide alternative leadership and development activities for individuals affiliated with gang activity.

Objectives	Activities	Measured Outcomes
• To help young people gain self-esteem, develop personal skills, and express themselves in a positive manner. • To provide a vehicle through which at-risk youth can achieve respect and authority through positive activities; to "convert trouble-makers into problem-solvers."	• Outreach Component – Identify 5,000 and then recruit 500 gang members and at-risk youth through public service campaigns, marches, sober dances, vigils, and mini-seminars. • Recruitment Component – Deliver a video presentation to interested youth, and provide activities to "weld" them into the organization. • Program Component – The program component includes five activities. (1) Develop and provide free mini-seminars that reflect youths' immediate concerns and needs. Topics include emergency first aid, sexual mores, legal rights, how to get out of the ghetto, and how to invest your money wisely. (2) Provide peer counselor training to 150 at-risk youth, including gang members, who in turn will help others who are at risk. Training involves 12 one-week sessions conducted by FIRST, Inc. staff. Forty-five of the peer counselors receive one week of advance training to conduct crisis intervention referral and follow-up services. (3) Develop a Peer Council network, composed of 500 Gang Peace members who meet monthly and implement various Gang Peace activities: athletic competitions, dances	• Evaluation information is available from a yearly progress report. An evaluation was conducted by the organization. No evaluation questions were available to report. • Peer counselor training has been completed for 24 youth. • "Over 100" workshops for youth have been offered to date. There is "a case load of 340 youth who are clients, 430 who are members and all together approximately 950 peer leaders who have taken and participated" in the workshops. • "Over 85" summer jobs were created with assistance from Jobs for Youth, Youth Build Boston (carpentry skills training), ABCD, Private Industry Council, HIV Peer Leaders, Judicial Job Corps, Boston Film and Video Foundation, Boston Youth Campaign, and the Audubon Society. • A window-washers team of youth under age 14 was created by youth for use by neighborhood businesses. • Berklee Performance Center donated $60,000-$70,000 of music equipment to attract youth to music and arts.

fundraising projects, and community service activities. (4) Involve all Gang Peace members in outreach and recruitment activities, under the supervision of Gang Peace staff. (5) Provide one week of mediation training for youth having conflicts with families, schools, and/or neighborhood groups. Mediation assistance with current problems also is provided.

• Career Counseling Component – This component includes three major activities. (1) Provide educational/vocational assessments for up to 500 youth annually. (2) Document referrals for educational services, vocational training, and other career opportunities. (3) Collaborate with local agencies and businesses to create entrepreneurial and economic opportunities.

Howard University – Patricia Roberts Harris Public Affairs Program

Project Summary

Goal

- To expand the program and develop new leaders with a commitment to ethical public service through opportunities to interact with outstanding public service leaders.

Objectives	Activities	Measured Outcomes
• To provide leadership training to all Howard University students, emphasizing a commitment to values and ethics. • To extend internships in	• Orientation – Participants (24 per year) complete a three-day orientation retreat focusing on three issues relevant to value-centered public service: the ethical responsibility of leaders, reflective leadership	• Evaluation results are based on a first-year progress report. A Level Three formative and summary evaluation is being conducted by an outside evaluator. Interviews conducted both during and after the

local, state, national and international organizations serving public interest.

• To provide opportunities for students to interact with and learn from outstanding public service leaders.

and the social consequences of public policy implementation. Orientations are held in the fall and spring each year. Eight campus leaders from student organizations are trained to help implement subsequent orientations.

• Internship – Prior to placement, students receive pre-internship training in which they learn the "4 V" approach developed by professor William Grace. The four "Vs" – values, vision, voice, and virtue – are developed as students are challenged to consider contemporary ethical problems, and to make a commitment toward ethics and values. Internship placements (of unspecified duration) are made at local, state, national, and international public service organizations. Interns are monitored regularly by program staff, an assigned role model, and the internship site supervisor. Students are encouraged to apply their pre-internship training to their placement experiences.

• Visiting Fellows and Annual Public Affairs Lecture – Distinguished and exemplary public figures are invited as visiting fellows to interact informally with students and faculty and to conduct seminars, symposia, and classroom discussions. Students participating in the orientation serve as host leaders. Participants also attend a public affairs lecture conducted by a prominent public figure.

• Follow-up Retreat – A post-program retreat is conducted to integrate the various elements into an instructional

internship experience are the primary evaluation tool. Evaluation questions include: (1) To what extent were the planned activities designed to implement "an extended internship" successful? (2) Where within state, local, or government organizations were the internships located? (3) To what extent were the experiences related to the learning objectives of the project? (4) Were the planning activities related to an "ethically oriented pre-internship training" successful? (5) Was it successful in establishing the desired ethical base?

• Both orientation retreats were completed successfully. A total of 48 students attended, many of whom were leaders of Howard University student organizations.

• Nineteen students were Harris interns for 1995-96, which was a three-fold increase compared to before-grant funding. Interns were placed for the first time at several prestigious organizations: (1) the United Nations Association/United Nations University, (2) the World Bank, (3) the International Monetary Fund, (4) the Congressional Research Service of the Library of Congress, (5) the Office of the Association for Diplomatic Studies and Training, (6) the International Network for the Prevention of Blindness in Africa, and (7) the National Minority AIDS Council. Placement reactions were positive from the interns and the sponsoring agencies. In several instances, interns received job offers after completing their placements.

• Professor Christopher Edley

and evaluative session. Retreat activities conducted by trained mentors include individual and group exercises designed to probe the quality of the internship experience and the impact of prior training on the individual's approach to it.

Jr., professor of Harvard Law School and former Special Counselor to the President of the United States, served as the Visiting Fellow and speaker for the Annual Lecture. The Honorable Eric Holder also served as Visiting Fellow. Both received "very positive" reactions from students. In addition, off-campus events featuring other public figures were provided to limited numbers of students.

Kentucky Wesleyan College – Leadership KWC Program

Project Summary

Goal

- To develop college students' leadership capacity and encourage community service by implementing a comprehensive leadership development curriculum.

Objectives	Activities	Measured Outcomes
• To modify the curriculum by: (1) strengthening its focus on fundamental tools of thought and expression, (2) adding a series of course options that discuss the theory and practice of leadership, and (3) developing opportunities for independent, experiential learning through senior projects. • To establish a cocurricular program that teaches basic leadership skills. • To offer opportunities for community service and encourage participation in them. • To involve a limited number of students in the concentrated Leadership Development Program, the	• Organization – An advisory council composed of faculty, staff, students, community leaders, and program administrators assists with and monitors plan development, implementation, and evaluation. • Academic Component – Four academic programs are offered to all students: (1) a team-taught freshman seminar on leaders, Profiles in Leadership; (2) the development of at least two new leadership theme courses emphasizing multicultural and ethical awareness in each of the last three years; (3) stronger existing courses, including supporting resources such as specialized databases, computer software, and audio-visual	• A Level Two evaluation was conducted by KWC. Evaluation results are available from reports from the first three years of the program. • How did curriculum revision enhance students' understanding of leadership theories and effective practices? Students' reactions and exam perform-ances indicated increased knowledge and more application of leadership theories and practices. They were intrigued by the diversity of cultures (e.g., Native American) in which exemplary leaders are found. • What impact did the program have within the communities in which KWC students worked? "Over half" of KWC's students

successful completion of which entitles the students to an award upon graduation.

aids; and (4) a senior "capstone" project offered in areas outside of the students' majors, both inside and outside of the classroom.

• Cocurricular Programs and Activities – Enhance the academic component by initiating three leadership training series corresponding to students' years of academic progress. (1) EMERGE workshops for freshmen and new students, to help them develop the attitudes, self-confidence, and basic skills necessary to assume leadership positions; (2) the LEAD workshop series for sophomores and juniors, aimed at developing specific skills such as interpersonal relationships, public speaking, recruiting volunteers, and the ethical uses of authority; and (3) the SUCCEED series for seniors, giving them the opportunity to discuss leadership with professional and community representatives of the Advisory Council. Approximately 20 EMERGE graduates are furnished grants/stipends to work as facilitators for subsequent EMERGE classes or complete 15 hours of community service.

• Lectures on Leadership – Each year, leaders from a variety of professions are selected by the Advisory Council to conduct a lecture on a leadership theme.

• Community Service Center – This is the focal point of community service activities. At least 100 students are to participate in community service projects before the fourth year of the plan.

have volunteered, providing more than 6,000 hours of service with several community-based organizations. Over 1,000 members of the local community attended lectures by prominent leaders, including Maya Angelou, Leon Lederman, and Juan Williams. The "community is beginning to perceive KWC as a leadership center."

• What behavioral changes occurred as a result of participation in the program? After failed attempts to assess behavioral changes, it was decided to focus more on evaluation of program efforts than on program efficacy. Eventually, a survey based on program curricula will be utilized to assess behavioral changes.

• What impact did the program have on the entire campus in furthering the development of leadership as a discipline? Although significant turnover in administration has impeded progress in this area, there is significant faculty support. Over two-thirds of all faculty and more than half of all students have participated in the program. Outreach efforts to attract high school students also have been successful.

• What leadership lessons were learned that will benefit similar institutions and students in rural America? Leadership education is compatible with a liberal arts curriculum. An all-day student leadership conference has been a very successful public relations tool. A leadership session on rural/agricultural leadership was a "cathartic" outlet for students to discuss their rural

• Leadership Citation Program

roots. Travel opportunities are a key learning experience for rural college students, who often do not venture outside of their community.

LeaderShape, Inc. – LeaderShape Institute for Engineers

Project Summary

Goal

- To significantly enhance the leadership abilities of students graduating from premier engineering schools in the U.S.
- To stimulate a change in the way engineers are prepared for work in society.

Objectives	Activities	Measured Outcomes
Strategic Initiative I – • Develop leadership skills for a limited number of students from five top engineering programs in the U.S.: Univ. of Michigan, Purdue Univ., Georgia Inst. Of Technology, Univ. of Illinois, and Massachusetts Inst. of Technology. Expand the program to include more top schools. • Encourage each participating school to replicate and "institutionalize" the LeaderShape program on their own campuses. Strategic Initiative II – • Promote among various national student and professional engineering societies the idea that leadership development should be included in the overall educational experience of engineering students. Strategic Initiative III – • Involve corporations in the project as funders and	• LeaderShape, Inc. conducts six-day, intensive leadership development workshops for 12 students each from five top schools. Workshop themes are: (1) Respect and Community Building, (2) Assessment and Feedback, (3) Vision and Planning, (4) Producing Results, (5) Leading With Integrity, and (6) Leadership: A lifelong discipline. • LeaderShape Institute provides lead facilitators, program materials, and training for schools to implement on-campus leadership programs. • Have participating schools send representatives from their engineering student government and national engineering student organizations, including the Society for Women Engineers, National Society of Black Engineers, Society of Hispanic Professional Engineers, and Tau Beta Pi Honor Society.	• Evaluation results were based on the final report from the first project. Key questions included: (1) Do participants report a high level of understanding for the leadership principles introduced by LeaderShape? (2) Do the student reports filed with their institutions, professional societies, and the accrediting body support additional leadership development for undergraduates? (3) Are there specific policy changes at the accrediting level that promote additional opportunities for students to receive leadership preparation? • A workshop conducted in July 1994 in Champaign, Illinois, was attended by 57 engineering students. Post-program and six-month follow-up evaluations indicated very positive reactions among participants, faculty, and facilitators. • All five participating schools conducted on-campus

facilitators.
Strategic Initiative IV –

• Leverage program successes with the prestige of participating schools, corporations, and the W.K. Kellogg Foundation to expand LeaderShape to include other engineering schools and corporations.

• Disseminate results of the LeaderShape experience via professional periodicals, newsletters, conferences, etc.

• Corporate Recruitment – Recruit and secure commitments from at least two corporate partners, each to contribute $7,500 to the program and provide a top executive to serve on the program's Guest Leader Panel.

• School Recruitment – Send informational mailings to deans of other top U.S. engineering schools. Conduct follow-up meetings with, and secure commitments from, other interested schools.

programs for at least 50-60 of their students during the summer of 1995. Approximately 220 students participated. Schools have continued these programs, with an additional 700 students participating through 1998.

• A "very diverse" participant group was reported, with 47 percent ethnic minorities and 50 percent females.

• A manuscript was prepared about the LeaderShape program for the Journal of Engineering Education.

• Information about LeaderShape was presented at the 1994 Conference of the American Society of Engineering Education, the 1995 Conference of Engineering Students Councils, and the 1995 National Meeting of Chairs of Mechanical and Electrical Engineering Departments.

• Four corporations made commitments: Proctor & Gamble, United Technologies, Motorola, and Ameritech.

• Seven additional engineering schools (Texas, Cornell, Penn State, Michigan Tech., Washington University, Wisconsin, and Cincinnati) held on-campus sessions for 317 students in 1998.

Mexican American Unity Council, Inc. – Promesa del Futuro Youth Leadership Program

Project Summary

Goal

- To develop leadership skills and self-confidence through support of a community awareness volunteerism educational program for a 50/50 mix of at-risk and high-achieving 13- to 16-year-olds in the Edgewood Independent School District of San Antonio, Texas.*

*Note: the population age range expanded in the third year of the five-year funding period to include 13- and 14- year-olds due to a serious need in the area for services at younger ages.

Objectives

• To develop positive self-esteem in participants.

• To create a sense of empowerment and self-control in participants.

• To enhance students' leadership skills.

• To increase students' awareness of important issues regarding cultural tradition, politics, government, civics, and education.

• To encourage students' participation within their community (e.g., school, organizations, political activities).

• To have youth develop and accomplish projects that involve their peers and/or younger adolescents.

• To promote cohesiveness, cooperation, and communication through team-building efforts.

Activities

Offer the following activities to approximately 300 students over a five-year period (30 students per cycle for a total of 10 cycles).

• Leadership Development Component – (1) Offer 10 sessions during a 20-week period on various topics presented by community leaders, including communication and public speaking, peer pressure and drugs, time management, city politics, college life, and community awareness. (2) Conduct field trips and alternative activities (at low/no cost) during the school year, such as museums, plays, aquariums, a college campus, a state correctional facility, and a telemarketing company.

• Mentoring Component – Provide a mentoring program, assigning college students (one per five participant families) from the St. Mary's University chapter of Movimiento Estudiantil Chicao de Aztlan (MEChA).

• Parental Involvement

Measured Outcomes

• The project is in the fourth year of a five-year grant; evaluation results are based on yearly progress reports. A Level Two formative and summary evaluation was conducted, addressing the following questions: (1) Is the project having a positive effect on the drop-out problem? (2) Have students manifested an attitude of civic responsibility? (3) Did students develop projects that respond to community issues/problems? (4) What effect is the project having on at-risk youth, high-achieving youth, parents, school officials, college student mentors, and community business leaders?

• The first year's evaluation findings on 33 participants (from the first two 10-week cycles) indicated they enjoyed the program and they "learned some leadership skills and a conception of leadership...and a greater feeling of self-efficacy and sense of empowerment."

• In the second year's evaluation report, participants showed positive effects in their

Component – Establish and maintain supportive links over a five-year period to parents and students through home visits, telephone calls, and written correspondence.

• Summer Enrichment Component – Furnish prolonged client contact time during the summer through the following activities: reality-oriented physical experiences (ROPES) course; at least three field trips (museums, cultural centers, etc.); and participation in the community summer parade celebration. (Note: these component activities expanded in the third year of the five-year funding period.)

• Social Skills Building Component – Develop a culturally appropriate social skills curriculum based on the model in the book, Skill Streaming the Adolescent, by Goldstein et al. (Note: this activity was added in the third year of the five-year funding period.)

• Student Project Component – Students plan and create a mural, to be located in community, that responds to a community issue(s) or problem(s).

attitudes toward school, their sense of control and civic responsibility, and peer relations. Parents were pleased about the program as an alternative to gangs and other pervasive negative influences in the community. However, several obstacles to achieving success were noted, including early problems in: (1) program administration; (2) evaluation implementation, including observations and the collection of longitudinal drop-out data; (3) achieving a 50/50 mix of high-risk and high-achieving students; (4) tracking students for long-term, school drop-out analysis; (5) recruiting and maintaining contact with parents; and (6) establishing the mentoring component.

• Two site visits conducted during the third year of the grant demonstrated a number of staff changes, including key administrators, and detailed steps developed by MAUC to overcome obstacles.

Michigan 4-H – Generation of Promise Program

Project Summary

Goal

- To prepare a selected racially, ethnically, religiously, and economically diverse group of high school student leaders from the Metropolitan Detroit area for leadership in the community.

Objectives

• To establish networks among students who may otherwise have no contact with one another or with current community leaders.

• To increase positive interactions between city and suburban youth by dispelling misconceptions and encouraging mutual respect and a shared commitment to the recovery and advancement of the community.

• To expose young leaders to issues, concerns, and challenges that confront the community.

Activities

• Form a Program Advisory Panel including students as well as alumni from the Wayne County Cooperative Extension Service (CES) and the Leadership Detroit Alumni Association (LDAA).

• Recruit and select at least 40 students from cities in Oakland and Wayne counties, including Detroit, Allen Park, Birmingham, Grosse Pointe, Livonia, Southfield, Troy, and West Bloomfield. Recruitment is conducted through the school districts, and students are selected by the Program Advisory Panel.

• From September to May, students attend monthly experiential learning and problem-solving activities associated with major issues facing the community. This includes community involvement, racial/ethnic and religious diversity, economic development, government, and teen issues. Activities are conducted using various methods, such as group sessions, field trips, lectures, and simulated exercises. Parents are invited to the final session to attend a graduation ceremony.

• Knowledge gained from the group is used to formulate a

Measured Outcomes

• The project is completed. Evaluation results are based on the final report and a closing summary statement. No key evaluation questions were developed, although the design included a pre- and post-assessment of participants' knowledge of the community and issues, leadership and decision-making skills, and changes in their attitudes and behaviors.

• An advisory committee was formed and included four students.

• Thirty-six (36) students were selected and completed the program in the first year. Nineteen (19) students were from four Detroit schools, and 17 students represented six suburban schools. Forty-three youth were selected for the second year of the program.

• All program activities were implemented as designed. Students' reactions were very positive. Many reported an increased awareness of and respect for diversity in race, ethnicity, religion, and socioeconomic status.

• A civic vision statement was not completed. No barriers to completion were provided, although it was reported that it

civic vision statement, completed at the conclusion of the program.

• Students present to their respective schools a mini-program, or replication, based upon what they've learned. They also share the findings of their civic vision with city leaders, the media, and community leaders.

• Program graduates are invited to attend an alumni session during the second year, which is designed to sustain students' interest in community involvement and present new community trends and events.

was difficult to keep the program youth "focused." Information about the program and its results have been presented in various media and educational sources, including The Detroit News, Michigan 4-H Today, and Michigan Chronicle.

• Replication in the form of mini-programs, assemblies, class forums, or newsletters was implemented in half of the schools. Lack of replication was due to lack of interest and/or attendance on the part of school staff liaisons, who were responsible for implementation.

Monmouth University – Education for Leadership and Social Responsibility

Project Summary

Goal

- To help faculty and students prepare for future leadership roles by designing resources for a comprehensive, integrated leadership and social responsibility educational model.

Objectives

• To initiate or strengthen curriculum and program development areas designed to support faculty and others in integrating the themes of leadership and social responsibility, systems thinking, and interactive pedagogy.

• To continue the work of the Center for the Study of Public Issues, the Office of Volunteer and Community Service, and the Office of Research Evaluation.

Activities

• Faculty Development – Activities designed to create role models of leadership within the classroom; facilitators for collaboration; and mentors outside of the classroom.

• Curriculum and Cocurriculum Development – An enhanced summer orientation program, with clustering of students. Activities include: (1) workshops and seminars, (2) course revisions, (3) interdisci-plinary initiatives, (3) an

Measured Outcomes

• Annual and mid-year reports and the final report from the external evaluator were available for review. Evaluations were completed on many key areas; however, they tend to focus on four main areas: (1) faculty and administration, (2) students, (3) cocurricular activities, and (4) courses.

• Students' Educational Profiles: Follow-up Study – Students participating in the Mentoring Program perceived

• To educate students to: (1) use systems thinking and tolerate the resulting ambiguity, limitations, complexity, and diversity; (2) have collaborative problem-solving skills and interact productively with people from different cultural backgrounds; (3) identify with a community beyond the self and understand the concept of collective well-being; and (4) have a sense of personal efficacy and a commitment to the power of groups to affect decisions.

• To educate students to understand, use, and shape the future of these social realities: (1) complex, interdependent ecological, biological, socio-political, and economic systems; (2) cultural diversities based on racial, ethnic, class, and gender differences and the inequalities among groups; (3) accelerating, complex technologies; and (4) networked, decentralized organizations.

• To provide opportunities for students to experience the interaction of theory and practice.

• To create student awareness of (1) mechanisms for responding to a community's needs and (2) the potential contributions individuals can make to their communities. To prepare graduate students to assume leadership roles and take socially responsible action.

• To initiate new friendships with students from diverse backgrounds, and with inspirational leaders and

academic week, (4) a speakers series, (5) educational department enhancements, (6) community courses, and (7) a bachelor's degree program in Leadership Studies.

• Center for the Study of Public Issues – This provides opportunities for campus and community members to explore a range of issues relevant to the exercise of democratic, interactive leadership and collaboration.

• Volunteer/Community Service – Gives participants opportunities to participate responsibly in the life of neighboring communities.

the program as a mechanism for social support, as was the intent of the program. Results also indicate that, on average, students were satisfied with the relationships with their mentors. These two important accomplishments indicate that the program is operating in line with its objectives.

• Student Survey – Twenty-five broad aspects of educational goals pertaining to student academic and personal development were included in a student survey study.

• Weekend Multicultural Retreat – Results showed that this retreat was a successful event that left a cognitive and affective impact on its participants. Participants increased their racial and cultural diversity knowledge, and became more sensitive to other racial groups.

• Evaluation of Individual Courses Developed or Revised under the Auspices of the Leadership Initiatives – Seventeen courses were developed or revised by individual faculty members with the support of the grant. At present, the majority of theses courses have been incorporated into the college curriculum and are taught regularly. Faculty involvement in this endeavor has not been evenly spread among the three schools. Most faculty involved were from the School of Arts and Sciences; faculty members in the Business School and the School of Information Sciences and Technology were much less involved. As expected, the highest enrollment was recorded for courses offered by the School of Arts and Sciences, followed by those

community role models.

• To create a written curriculum consisting of student and supervisor's guides.

offered by the Business School (277 and 67 students respectively).

NALEO – National Youth Leadership Program (NYLP)

Project Summary

Goal

- To furnish a multifaceted program that provides leadership skills and community involvement opportunities for young Hispanic men and women.
- To fill the void of positive leadership role models for Hispanic youth.
- To provide experiential opportunities for leadership development and community involvement for Latino youth.

Objectives

• To help students recognize their self-worth and individual merit.

• To expose students to leadership skills that will enable them to more effectively pursue their own goals.

• To promote students' understanding of the common concerns and common heritage shared by Hispanics of all backgrounds and ethnicities, as well as the diversity and richness of the major Hispanic subgroups.

• To enhance students' awareness of the mechanisms for responding to a community's needs and the potential contributions individuals can make to their communities.

Activities

• Phase One – A voluntary community service assignment with an organization of choice; requires four hours per week for at least three months.

• Phase Two – Participation at the NALEO National Youth Leadership Conference.

• Phase Three – Attendance at the NALEO Annual Conference.

• Phase Four – An eight-week internship in a local government office. This is the only paid portion of the program.

Measured Outcomes

• Written and oral evaluations in both objective and subjective form were utilized. Important questions included: (1) Which phase of the program affected students the most? (2) Are they, as a result of their experience in the program, more interested in local government, grassroots activism, or community-based volunteerism? (3) With what types of schools or private organizations are they presently involved? (4) Are these organizations local, national, pan-Latino, multiethnic? (5) How has the program influenced the students' attitudes toward their education? (6) Have the students left the program with a greater awareness of the importance of Latino representation at all levels of government, in schools, businesses, social groups, etc? (7) Did the students make any type of decisions directly based on their programmatic

experiences, such as to attend an institution of higher education, to aspire to run for an elected office of some type, or to commit themselves to the service of their local community? (8) Have students learned the value of interpersonal and networking skills, not only as they relate to the interaction with their NYLP peers, but also with a broader Latino professional and specialized community? (9) Do the students feel sufficiently empowered to contribute to the process of promoting change in their respective communities?

• A total of 275 people completed the program, and 170 community-based organizations participated.

New Jersey Institute of Technology – College Leadership New Jersey (CLNJ)

Project Summary

Goal

- To increase student concern for and understanding of public issues that affect the quality of life in New Jersey.
- To foster the skills needed for public and private efforts to make New Jersey a better state in which to live and work.
- To enhance understanding of the importance of civic involvement, regardless of one's chosen career.
- To raise the awareness of college faculty and administrators about the value of incorporating civic responsibility, leadership skills, and community service into the curriculum.

Objectives	**Activities**	**Measured Outcomes**
• To identify each year a diverse group of approximately 100 college juniors enrolled in New Jersey four-year colleges and universities who have demonstrated leadership qualities and a concern for	• Residential Experience – This 10-day experience includes: (1) an evening icebreaker focused on New Jersey, (2) a two-day retreat involving programs about multiculturalism and an	• A Level Two evaluation will be conducted by an outside evaluator and address the following questions: (1) To what degree did participants increase their knowledge and skills relative to leadership? (2)

their community.

• To widen participants' horizons by increasing their familiarity with global and national issues, particularly as they relate to New Jersey, the local community, and the college campus.

• To provide opportunities for students from different racial and ethnic groups, and from different geographic and curriculum areas, to know one another and work together to address current campus and community issues and public policy problems.

• To provide an opportunity for participants to develop a close working relationship with mentors, especially CLNJ alumni and college faculty and administrators, through community leadership projects.

• To develop a corps of emerging leaders who are committed to making New Jersey a better place in which to live and work, and who will spread civic education on their campuses.

• To encourage widespread recognition that college students can contribute to society and to the resolution of public issues.

outdoor challenge, and (3) seven days of skill-building sessions and seminars in public policy on the following topics. These sessions address: leadership; community service; education; health care and human services; government, politics, and the media; the criminal justice system; and the environment. Seminars are complemented by activities such as field trips, case studies, study groups, and action planning. CLNJ alumni serve as mentors during the process.

• Community Service – Students complete at least 30 hours in a community service project during the semester following their residential experience.

• Follow-up Workshop – A workshop is offered during the participants' community service experience. This further develops the skills they learned during the residential experience, allows them to share insights about their service experiences, and institutionalizes student-directed service on their home campuses.

• Graduation Ceremony – Students attend a graduation ceremony at the conclusion of their service projects, and are recognized as CLNJ alumni and members of the College Leadership New Jersey Graduate Organization (CLNJGO) . Graduation is held on the same day as the new program cycle, and new graduates share their experiences with the incoming students.

To what degree did participants', knowledge of and interest in government, social, and educational issues increase? (3) To what degree did participants increase their awareness of and sensitivity to issues of multiculturalism? (4) What has been the impact of CLNJ on participants' colleges and communities?

• The evaluation of seminar sessions involves student reactions from a study group session and a written evaluation that inquires about all aspects of the seminars.

• The community service component involves evaluations from student journals and from written evaluations of CLNJ alumni and participating agencies.

• Long-term assessment of the program's impact will involve a one- and five-year follow-up of its graduates to assess career and community service patterns.

New Mexico Community Foundation – Youth Ecology Corps

Project Summary

Goal

- To help prepare youth to take a leadership role in creating an ecologically and socially responsible culture in their community.

Objectives	Activities	Measured Outcomes
• To empower youth through leadership training and team building.	• To empower youth through leadership training and team building.	• A Level Two evaluation was conducted. Important questions include: (1) What was YEC's impact on the Santa Fe community? (2) How do community leaders view the potential future impact of YEC on the community? (3) How effective was the program for improving the self-concept and leadership skills of individual youth? (4) In what ways did the Corps change the role of young people in community decision-making? (5) In what ways did student participation in the Corps contribute to their achievement in public school programs? (6) How did the Corps affect local government? (7) How did the Corps affect the local community?
• To teach them how to cooperatively identify and investigate local issues.	• To teach them how to cooperatively identify and investigate local issues.	
• To develop youth-run community service projects.	• To develop youth-run community service projects.	
• To beautify Santa Fe.	• To beautify Santa Fe.	
• To develop a nationwide Youth Ecology Corps Network.	• To develop a nationwide Youth Ecology Corps Network.	
• To improve self-esteem by giving participants opportunities to create employment opportunities for themselves, while supporting efforts aimed at creating a sustainable culture and planet.	• To improve self-esteem by giving participants opportunities to create employment opportunities for themselves, while supporting efforts aimed at creating a sustainable culture and planet.	• Over 1,500 students were involved in the program. Participants took an increasing leadership role in the program's operation. A number of community service projects resulted from the leadership training. The city of Santa Fe established a Youth Advisory Council to make recommendations to the City Council. The general public became involved through donating money and materials.

Northwestern University (NWU) – Undergraduate Leadership Program

Project Summary

Goal

- To help students become leaders in their professions and communities by designing and implementing a leadership program.

Objectives

• To strengthen students' problem-solving roles as citizens.

• To provide students with an opportunity to experientially develop their own leadership skills.

• To help students appreciate both institutional and community-based ways of solving problems.

• To identify campus and community problems that students can have some responsibility in solving.

• To help build a sense of community among participants in order to strengthen the under-graduate community at NWU.

• To help students be part of an ongoing network of friends concerned with using community, corporate, and governmental organizations to improve society.

Activities

During a four-year period, 1,320 students are expected to participate in at least some activities; 200 are expected to receive the full program. Program components are as follows.

• Phase One: Course Work – First- or second-year students take two prescribed courses about leadership. Paradigms and Strategies of Leadership is a theory-based course on leadership and decision-making involving small-group work and role playing to analyze case studies. During Historical Studies in Leadership, six different types of leadership styles are studied using prominent leaders from different historical periods and cultural backgrounds. Students also complete an adventure education leadership retreat in a rural setting.

• Phase Two: Seminars, Externships, and Retreats – Students complete the following activities. (1) A "community connections" retreat involves a three-day/two-night field study in Uptown and Westside Chicago neighborhoods; it includes outdoor learning experiences and reflection. (2) A retreat is held at Lake

Measured Outcomes

• A Level Two formative and summary evaluation was conducted by outside consultants. The summary component includes a four- and eight-year longitudinal follow-up of program graduates to assess their civic and professional lives and what, if anything, can be attributed to the program's activities. Current evaluation results were based on reports submitted during the first four years of grant funding. No longitudinal data were available.

• The program had full enrollment (96 students) for the years 1992-93 and 1993-94, attracting students from over 25 different majors.

• Student reactions to the courses were mostly positive, and provided constructive feedback that was used to change the content and method of courses. For example, the lecture format was changed to accommodate more interactive exercises (e.g., students wrote questions based on readings and discussed them in small groups).

• Student reactions to the externships, retreats, and seminars were very positive. Many had incorporated what

Geneva, WI, involving group activities and reflection exercises about leadership, team building, and problem solving. (3) An eight-hour externship is offered with one person who embodies community leadership and one who embodies institutional leadership. Afterwards, they meet with other students and share experiences. (4) There is a two-quarter noncredit leadership education seminar series in which leaders from campus institutional, civic, and community organizations share stories about leadership.

• Phase Three: Giving Back to the Program and the Community – Interested students can: (1) become teaching assistants for Phase One courses, (2) help with implementation or evaluation of the program, (3) complete internships with community-based groups, or (4) serve as teachers of leadership and community service to high school students at NWU's National High School Institute.

they learned from class and the seminars into their externship experience.

• Phase One program graduates served a variety of volunteer roles – as teaching assistants, summer high school leadership program teachers, community service volunteers, and workshop presenters to NWU alumni groups. Their reactions to these experiences reinforced the need to make the leadership development program more experiential. (Note: hours completed were not specified.)

• Northwestern University has added the program to its budget, ensuring program continuation beyond the initial funding commitment.

• The following ideas are some of the lessons learned from this program to date. (1) "Can't teach leadership by lecturing about it...you must engage in leadership activities and then intelligently reflect on what you have done." (2) Word-of-mouth from students has created excellent public relations, making enrollment easier. (3) One group of students was cynical about the motives for leadership among people they chose as externship leaders, especially if leaders were politicians. It was important to have flexibility and honesty among students to address such concerns.

Oregon Council for Hispanic Advancement – Oregon Leadership Institute (OLI)

Project Summary

Goal

- To improve the personal and public policy skills of Hispanic youth leaders through a statewide leadership institute.

Objectives	Activities	Measured Outcomes
• To extend the OLI program to 100 youths for the 1992-1993 cycle, and serve a more varied group in terms of need, experience, skills, and background. • To improve participants' self-esteem and skills in goal setting and accomplishment, speaking and writing, and pursuing educational/career opportunities. • To teach participants how to use leadership in a public context by understanding group processes, the legislative process, and community-based leadership roles.	• Recruit Students – Recruit 100 students from a wide geographical area and from various countries of origin. The following criteria are used in the selection process: demonstration of community commitment, volunteerism, extracurricular school activities, church activities, and other qualifications presented by applicants. • Recruit and Train Mentors – Identify and train mentors who are willing to work with youth participants, as well as volunteers/community leaders who can speak with and train participants. Emphasis is on the selection of OLI graduates who are in leadership positions in the community. • Present OLI Curriculum – The 12- week curriculum is modified for youth to include: (1) college preparation, (2) career opportunities, (3) Outward Bound challenge course, (4) a mock jury trial, (5) group and team development and presentations, (6) community development and volunteerism, (7) state and national government development, (8) practical skills-building in public speaking and writing with a	• The program is completed. Evaluation results are based on annual progress reports and a final report. Evaluation questions included: (1) Was the program successfully expanded to include more young people? (2) Do participants perceive differences in their own skills? (3) Do they have a sense of improvement? (4) Do youth participants understand better how to use leadership in a public context? • Fifty participants were selected from a wide geographical area and represented many cultural/ethnic groups, including people from countries other than Mexico. • Participant evaluations revealed that the program was "very successful" in improving skill levels, raising self-esteem, and promoting a sense of cultural pride. • OLI graduates came back as volunteers; they stressed to the participants the importance of giving back to the community. Participants' reactions were very positive. • Catalysts: (1) The Outward Bound segment was extremely

focus on science and technology, and (9) establishing leadership goals. Youth receive travel reimbursements as part of the project.

• Award Scholarships – Scholarships are awarded to four students who excel in the program.

beneficial and (2) ongoing evaluation with feedback improved the program and implementation

• Obstacles: Budget restrictions limited the number of participants to half of proposed estimate.

Phi Theta Kappa (PTK) – Leadership Development Program (LDP)

Project Summary

Goal

- To strengthen local leaders by providing a community college classroom-based curriculum, supplemented by personal development and community activities.

Objectives

• To provide the curriculum and training for two-year colleges to conduct a classroom-based leadership curriculum, supplemented by personal development and community activities.

• To disseminate lessons learned from PTK's project and expand the program.

Activities

• Leadership Curriculum – Develop and test 15 leadership modules to be offered nationwide at all 1,200 two-year colleges. A pilot phase involves 6,000 students and community members comprising 100 select colleges. Modules topics are: (1) self-knowledge, (2) conceiving and articulating a vision, (3) using logic and creativity in decision-making, (4) servant leadership, (5) leadership ethics, (6) building trust, (7) empowering others, (8) resolving conflict, (9) the leader as changemaker, (10) leading with goals, (11) time management, (12) situational leadership, (13) honors study, (14) writing a leadership journal, and (15) a five-year leadership plan. A student's study guide, teacher's manual, and leadership library are

Measured Outcomes

• The evaluation report is based on the final report of an initial grant. A Level Three evaluation was conducted and principally focused on determining the level of accomplishment and the initial impact of the proposed activities. Evaluation questions included: (1) Did the curriculum improve the availability of community leadership training? (2) Did two-year college students perceive a benefit from the availability of on-campus leadership training? (3) Did participants perceive the curriculum and materials as effective, useful, and relevant? (4) Did faculty and trainers feel adequately prepared to teach the course?

• A two-volume set of curriculum materials was developed, refined, and

included among the program resources and materials. Course materials are refined based on feedback provided by participants and trainers at yearly evaluation conferences.

• Train-The-Trainer Sessions – A three-day intensive session is held at PTK to develop 100 qualified teachers of the LDP. Eight sessions are offered. Topics include experiential learning, the role of community service and volunteerism in leadership development, mentoring relationships, and the dual responsibilities of classroom-based learning and community applications.

• Community Organizations – Faculty and students need to be trained to adapt the classroom curriculum for less formal training in local community organizations.

• Promotional Activities – Press releases, presentations at regional and national conferences, newsletters, and other promotional materials are utilized for marketing and information sharing.

• Follow-up – Follow-up support and services are offered to the 100 community colleges that enrolled in the pilot program. This follow-up support is conducted by regional training consultants.

• Dissemination Plan – Dissemination plans include the following activities. (1) Form an advisory group composed of community college faculty who will work with program staff to review and confirm the most salient findings in the project's evaluation reports. (2)

disseminated.

• A total of 228 colleges from 49 states, Canada, and the British Virgin Islands participated. All of the 100 colleges that received the pilot program have offered the course for credit; many offer the course in a variety of disciplines. The program also has been offered to community groups and small businesses.

• Fifteen training seminars were conducted, resulting in the certification of 575 community college faculty, six PTK board members, and 14 community college presidents. Reactions to the program were very positive. Several faculty members have returned their stipends.

• Promotional activities included informational mailings, which reached 3,500 members in 1995; announcements in all PTK publications; nine newsletter publications; and presentations at over 40 professional conferences.

• Evaluation questions for dissemination activities included: (1) Were new partnerships formed involving community colleges and their communities that will support leadership development among young people? (2) Did more community colleges ask to have faculty certified as teachers of the leadership course? (3) Was the network of participating institutions and faculty maintained?

Convene a task force of community college presidents and local chambers of commerce to explore how the findings and experiences of the project can make a difference at the local level. (3) Publish a case study monograph about the project which is suitable for community college presidents, trustees, and deans of instruction. (4) Engage in a series of presentations to the American Association of Community Leadership conferences over an eight-month period. (5) Conduct a special session at the PTK International Conference to showcase the leadership accomplishments of students who complete the course.

Rutgers University – Center for the American Woman & Politics – NEW Leadership

Project Summary

Goal

- To educate and empower female college students to develop leadership skills and take public leadership roles.

Objectives	Activities	Measured Outcomes
• To initiate a model program of summer institutes and individual projects to promote college women's interest in public leadership. • To develop, through the institutes and campus-based leadership projects, a group of personnel on college and university campuses to expand efforts around women's leadership.	• Summer Institute – This is a 10-day residential program that examines the need for women's participation in public leadership and public service, and devises strategies for addressing those needs. There is a four-part curriculum: (1) sessions about women's historical and contemporary roles in politics, (2) exploration of leadership in a diverse society, (3) connecting students with	• Important evaluation questions included: (1) Have the students' attitudes and actions changed with regard to public leadership and public service? (2) Have the institute and the students' on-campus projects helped students to feel motivated and prepared for leadership responsibilities? (3) Have the institutional participants made effective commitments to build on-campus leadership programs?

• To strengthen CAWP's capacity to serve as a training center and an information base for public leadership education programs for women around the country.

• To promote leadership education for women at colleges and universities around the country via publications, research, and presentations.

women public leaders, and (4) skill-buildingsessions.

• Projects – Students develop projects to put their ideas about leadership and change into action at their home institutions. Participants go through a grant application process in order to garner start-up funds from NEW Leadership for their projects.

• Newsletter – NEW Leadership issued a newsletter three times each year to facilitate ongoing communication with program participants. The newsletter included updates about the program, advice from past participants, information about women and politics, and reports about CAWP and PLEN activities.

• Mentorships – Students who participated were matched by interest with women public leaders in their areas. Mentorships ranged from a day of "shadowing" to more extended internships.

(4) Is CAWP prepared for a continuing role in helping students and colleges build public leadership programs?

• Students – Four out of five students involved in the program reported an increased interest in politics, were more likely to have a connection to a woman working in politics and policy, and felt increased confidence in their ability to interact with political institutions. Participants increased their awareness of women's issues and of women's under-representation in public life.

• Advisors – Women's leadership programs, as well as courses on women and politics, were created and strengthened at some of the participating schools as a result of this project.

• CAWP – The program's visibility and success have enhanced CAWP's stature as a source of expertise on educating young women for and about public leadership.

• PLEN – This group provided the basis for articles and presentations about young women's leadership. For instance, in 1992 and again in 1995, PLEN issued and widely disseminated Preparing to Lead: The College Woman's Guide to Internships and Other Public Policy Learning Opportunities in Washington, D.C.

St. Edwards University (SEU) – Community Mentor Program (CMP)

Project Summary

Goal

- To provide leadership roles for economically disadvantaged migrant college students.
- To improve the academic performance, class attendance, and classroom involvement of elementary school children of migrant workers.

Objectives

• To select and train for leadership roles approximately 100 economically disadvantaged Hispanic youth who are attending SEU and come from families of migrant laborers.

• To offer paid community service opportunities, which will enable 85 percent of the student mentors to complete their degrees within the three-year project.

• To encourage mentors to volunteer time to the community by furnishing contact with professional role models who have a history of community service and volunteerism.

• To provide 500 elementary children with SEU mentors, who will provide individualized instruction with assistance from the children's teachers. Particular attention will be given to preparing 3rd and 5th graders for national achievement tests.

Activities

• To provide 500 elementary children with SEU mentors, who will provide individualized instruction with assistance from the children's teachers. Particular attention will be given to preparing 3rd and 5th graders for national achievement tests.

• Three Coordinating Groups – Three groups – Project Coordinators, Student Advisory Council, and Teacher Advisory Council – will serve to guide the program process in conjunction with the program director. A Community Advisory Committee, composed of business, school, and community leaders, assists with implementation planning.

• Mentor Training and Placements – Mentors receive training in four workshops conducted by trained consultants and the CMP director: (1) tutoring dynamics, (2) children's language development, (3) transitions for the mentor, and (4) day-to-day mechanics and mentor responsibilities. Mentor placements involve an orientation process of acclimatation (first day), student observation and

Measured Outcomes

• The project is completed. Evaluation results are based on a final report and a closing summary statement. An evaluation was conducted by the organization to primarily determine whether the model is viable for other CMP programs in the country. Key evaluation questions included: (1) How many migrant student mentors graduate during the life of the project? (2) How many enter into service-oriented professions? (3) How many elementary students at risk for dropping out of school stayed in school? (4) Did the academic performance of mentors and elementary students improve? Also included were evaluation questions concerning context (e.g., any changes in schools that reduced dropout rates?) and implementation (any obstacles encountered in gaining support from schools?).

• One hundred two (102) students were successfully trained as mentors. Mentors worked with "well over 500" children. Most were second and third graders, rather than fifth graders, because of a revised focus toward early intervention in school problems – which manifest as early as second grade.

supervision (five days), teacher assistance (two weeks), and mentoring five youth (rest of academic year) from one of seven elementary schools.

• Mentor Responsibilities – Mentors provide 12-15 hours per week of academic, social, and recreational experiences to their assigned students. Teachers consult weekly with mentors about the students' progress. SEU hosts several activities designed to foster teamwork and cooperation among students, including a field day, college for a day, and an academic bowl.

• Mentor Meetings – Leadership roles as mentors are fostered by "satellite meetings" of 12-15 mentors and an elementary principal. These meetings include time for mentors to raise issues, and for a presentation of some aspect of mentor leadership, such as behavioral management, child development, or implementing effective after-school programs. Students participate in meetings with nationally recognized Hispanic leaders (e.g., Henry Cisneros) and make presentations at education meetings and conferences. Student Advisory Council members plan and coordinate several community events.

• Mentors' reports from biweekly journals and surveys indicated most felt the best part of CMP was the trust and relationships they developed with the children, and that they learned a lot about themselves and their ability to nurture. Ninety-five percent reported that the experience was "great" (65%) or "good" (35%).

• Teachers' appraisals of the mentors' indicate "overwhelmingly positive" scores for punctuality, work attitude, job performance, quality of work, willingness to learn, showing initiative, and relations with others. Teachers reported improved self-esteem, academic achievement, and behavior attributable to CMP.

• The mentors improved their grades and increased their average course loads. Many young Hispanic men, who never thought about teaching, changed their majors to education. Elementary students showed gains of .6 to 1.1 years in achievement level on the Iowa Test of Basic Skills, which they completed after the program year. This is in contrast to testing in years prior to the program in which they showed .1 to .6 year losses in achievement from year to year.

• Mentors contributed 2,500 hours of unpaid service hours to elementary schools and 550 hours to a variety of service projects unrelated to CMP (an equivalent to $16,750 of work hours).

• SEU has initiated a commitment to sustain the program by including it in its upcoming capital campaign and by a $350,000 endowment from NationsBank.

• Obstacles that hindered further success included: (1) the transportation needs of the migrant student population, and (2) a need early in program for additional support personnel to adequately administer day-to-day operations.

St. Norbert College (SNC) – Center for Leadership Development

Project Summary

Goal

- To provide students with a program to develop leadership and encourage philanthropy and volunteerism on campus and in the community.

Objectives	Activities	Measured Outcomes
• To create a Leadership Development Center that provides training for youth (college and pre-college age), business people, and community service volunteers. • To provide faculty development experiences in the area of leadership across the curriculum. • To develop leadership courses appropriate for an academic minor in leadership studies. • To conduct an external evaluation of leadership program components developed under the auspices of the grant.	• Course Offerings – These include: (1) interdisciplinary courses about human nature and development, leadership and management, ethics and values, communication, and social change; (2) activity courses on group process skill-building through outdoor leadership, individual motivation, and group dynamics; (3) a cooperative education course in which classroom work is combined with a community-based internship; and (4) a philanthropy and volunteerism course, which includes a survey of the history of philanthropy and volunteerism and an analysis of the skills required for effective volunteerism. • Faculty Conference On Leadership – Utilizes at least two informal discussions yearly; includes faculty	• A number of evaluation strategies were developed to measure the effectiveness of the workshops for the development of leadership skills, including participant responses. Included in the evaluations were: (1) the Leadership Practices Inventory (LPI), (2) suggestions from the Kellogg Foundation, (3) a workshop and facilitator evaluation program and manual, (4) a Leadership Characteristics Inventory, (5) and an external evaluation of the Leadership Studies Minor and the Citizens Leadership Development Center. • An informed and carefully designed Leadership Studies Minor has been approved by the faculty, integrated into the institutional framework, and received the broad support of the faculty.

development stipends to develop new curricula, revise existing courses, and develop new leadership skills. The conferences are planned by a committee of representatives from the faculty and the Center for Leadership Development (CLD).

• Experiential Learning – Piloted by the CLD, the experiences include (1) a series of seminars related to leadership, motivation, goal setting, goal management, and communication; and (2) the outdoor Outward Bound course.

• Awards – Students can receive general, presidential, or trustee leadership certification for various levels of achievement. The presidential certification requires attendance at eight or more workshops. The trustee certification requires additional workshops and leadership experience, including group facilitation responsibilities.

• Summer Community Service Projects – A group of students volunteers at various agencies in an ethnically diverse urban community; they interact daily with groups not readily available in their home or college communities.

• Graduates As Trainers – Graduates train other college students and high school students in noncredit activities.

• The Citizens Leadership Development Center is prepared to train a broad range of participants – students, faculty, community organizations, and others – in several areas of leadership development.

• A cocurricular staff and group of faculty can, do, and will continue to collaborate to bring together community service, leadership development, and academic understanding and analysis.

• A leadership resource library has encouraged the voluntary development of units in leadership outside the program.

• Students from across the curriculum became interested in the Leadership Studies Minor.

State University of New York at Buffalo (SUNY-UB) – Leadership From a Multicultural Perspective

Project Summary

Goal

- To provide a multicultural student group with the opportunity to use their natural talents to become catalysts for change, pursuing positive solutions to societal ills within their communities.

Objectives	Activities	Measured Outcomes
• To develop and pilot a leadership training program for a multicultural student group of 20-25 students at the junior-senior level. Training will focus on leadership for social change in their communities. • To provide a forum for a discussion of the needs of the evolving multicultural society, while addressing a variety of contemporary community issues. This is to be presented within the framework of leadership development.	• Academic Component – This is a 10-week course for credit, using a multimedia approach to analyze the leadership styles of internationally recognized leaders. The oral communication of effective leaders is analyzed for communication styles, persuasion techniques, use of body language, and documentation. Curriculum topics include: (1) defining leadership; (2) leadership theory; (3) leadership from a multicultural perspective; (4) ethics, cross-cultural communication, and developing strategies for confronting community issues and needs. • "Shadowing" Component – This component requires students enrolled in the course to: (1) spend at least four hours shadowing a community leader in a local agency, and (2) conduct an interview to gain insight into leadership and communication styles, dealing with diversity, and resolving conflict.	• Evaluation information was available from the closing summary and final report. Important questions included: (1) As a result of the training, were students able to identify their individual leadership styles? (2) Did students exhibit an ability to identify and understand barriers to cross-cultural communications? (3) Were students able to demonstrate effective leadership strategies? • Twenty-nine potential young leaders of different ethnic backgrounds have completed the pilot program. Several had held, were holding, or hoped to hold leadership positions in campus organizations. • Student comments indicated an appreciation for (1) approaching the concept of leadership from a multicultural as opposed to a Eurocentric perspective, and (2) hearing about community leadership from actively engaged community leaders. They stated that referring to a "mission" was crucial when attempting to prioritize what should be addressed in light of the many complex problems faced by communities today. They wanted to repeat the course, even when they

successfully completed the requirements.

• A lesson learned was that students from different racial and ethnic backgrounds are eager to interact in a "safe" environment and learn from each other.

• The project is continuing as part of the SUNY's commitment to ongoing leadership development for students.

Tennessee State University (TSU) – Bridge Project

Project Summary

Goal

- To increase the number of black students entering public service careers through a program of leadership development and internships, "Bridge Project."

Objectives

• To increase career opportunities for minorities in public service.

• To establish a program of incentives and assistance for minority students to enroll in and continue graduate studies.

• To increase the number of students at TSU applying to graduate schools.

• To increase the number of minorities enrolled in the Masters of Public Administration (MPA) program at TSU.

• To increase the number of TSU undergraduate students who take the GRE.

Activities

• Academic Component – For-credit courses in the MPA degree program are offered to Bridge participants prior to formal admission into the program.

• Mentorships & Counseling – Community leaders recognized for their public service work and cohorts from within the university act as mentors for participants. Information and counseling are available regarding career development and employment opportunities, GRE information and preparation courses, financial aid, and graduate and professional school opportunities.

• Workshops – GRE workshops and extracurricular

Measured Outcomes

• A Level Three evaluation was conducted. Important questions included: (1) Did the project increase the number of black students entering public service careers? (2) Which aspects of the project had the most impact on students? (3) Were students adequately prepared for public service careers? (4) What lessons were learned by students from mentoring experiences? (5) By the mentors? (6) What were unexpected outcomes from the project? (7) What lessons were learned from the intergovernmental coordination? (8) What lessons were learned from the coordination of financial aid programs that can be used to benefit participants?

• To improve participants' self-confidence and self-esteem.

• To improve participants' leadership skills.

workshops are offered, including how to conduct oneself during an interview, how to sell one's ideas to a group, and how to present ideas in writing.

• Public Service Fellowship/Internship – Information about servant learning opportunities are maintained and made available to participants. Also, graduate study opportunities and job bank information are available.

• Social Functions – These have included travel to: (1) the 17th Annual Legislative Black Caucus Retreat, (2) a public health conference, (3) the 18th Annual Legislative Black Caucus Retreat, (4) the University of Kentucky, (5) the Kellogg Foundation's College-Youth Leadership Conference, and (6) the Atlanta College Fair.

• Of Bridge Project participants who have completed their undergraduate work, 63 percent have been admitted to graduate study and an additional 13 percent are enrolled in professional schools. Others, largely for economic reasons, have chosen to work and intend to consider graduate study in the near future. Of those enrolled in graduate study, about half have chosen programs likely to lead to a public service career.

• Two unanticipated outcomes included: (1) recognition of the strength of extra-curricular activities in achieving program goals, and (2) discovery of the importance of increasing self-image and self-confidence as a means of moving students from undergraduate to graduate study.

Thomas More College (TMC) – Leadership Development Institute (LDI)

Project Summary

Goal

- To encourage leadership development among high school and college students through support of a mentoring program.

Objectives	Activities	Measured Outcomes
• To create an environment in which students can become aware of and develop their particular set of leadership skills. • To provide an understanding of the concepts of leadership.	• Summer Leadership Institute – This is open to high school juniors and seniors who have demonstrated leadership potential and general concern for their community. Participants spend four days on campus at TMC (Sunday-	• The program is closed; evaluation results are based on the final report and a closing summary statement. A Level Four evaluation was conducted by TMC. Program effectiveness was determined by evaluating (1) student evaluations of the

• To provide structured activities that will enable students to practice and develop their unique talents, and consequently learn that leadership strategies require adaptability in facing various situations.

Wednesday) involved in intensive discussions, challenging activities, training courses, and social events. Participants are provided with structured activities to develop their leadership skills. Students receive an adapted version of the Covey Leadership Training Program. Previous students of the program serve as mentors during small group activities. Based on their participation and demonstration of leadership skills, Summer Institute participants are awarded partial scholarships to TMC.

• Leadership Development Project (LDP) – For students enrolled at TMC, this is offered as an optional area of specialty. The full program consists of five primary subject areas integrated into the core curriculum. Leadership students also attend a biweekly Seminar in Leadership. Program areas covered include: (1) What a Leader Must Be, Know and Do; (2) Leaders as Problem Solvers; (3) Leaders as Visionaries; (4) Leaders as Communicators; and (5) Leaders as Integrators/Project Managers. The Mentor Component of the LDP contains two activities. (A) Students are mentored by area leaders in business and industry during supervised activities in the workplace, and at community service activities and seminars on the TMC campus. (B) Upper-class college students mentor underclass students who have been accepted into the program. Upperclassmen who are learning mentoring skills attend courses, workshops, and seminars on and off

program; (2) staff, peer, and self-assessments; (3) the number of LDP graduates who are successful in leadership positions in their communities; (4) the increased number of students entering the program; (5) students' success within the curriculum; (6) the geographic regions from which the program attracts students.

• During the initial Summer Leadership Institute initiative from 1989 to 1993, 466 high school students completed the program.

• The final report indicated that 100 percent of the participants agreed or strongly agreed that the mentors were very helpful, and that the small group sessions with the teaching assistants were informative. Also, 98 percent agreed or strongly agreed that "overall, the Leadership Institute was an excellent learning experience."

• Scholarship assistance enabled 87 students to build their leadership skills while attending TMC.

• Future Summer Leadership Institute (SLI) Plans – (1) Establish an Advisory Board of prominent leaders in the community to provide direction and input. (2) Appoint a project director dedicated to the SLI. (3) Increase tuition to $200 per participant. (4) Create a newsletter for SLI alumni.

TMC's campus.

• Expansion Programs –
Students in Free Enterprise, is
a local chapter of a national
program leading to a better
understanding of how the free
enterprise system works.
Outward Bound is an outdoor-
based experiential education
program aimed at helping
young people (under-
achievers) develop an
increased sense of purpose.
Junior Achievement Academic
Programs is a series of forums
where TMC students act as
guest lecturers in area
schools, presenting the
concepts of business in a
market-based economy. Small
Business Improvement
Programs is an effort to
enhance effectiveness in
areas such as TQM, quality
management, employee
involvement, and global
business. The Small Business
Institute is an effort to develop
approximately 20 small
business opportunities; it is
being considered for federal
SBA support.

University of California at Santa Cruz – Emerging Majority: Leadership Training Program (EMLTP)

Project Summary

Goal

- To provide leadership development opportunities for Hispanic students through a program of academic, extracurricular, and field study experiences.

Objectives

• To develop undergraduate students each year as leaders of the emerging majority.

• To enhance the integration of leadership development and disciplinary studies.

• To increase the number of courses and academic programs that sponsor academic field studies.

• To reduce financial barriers to students in aca-demic field studies and volunteer public service.

• To develop a model of leadership development for dissemination to persons on other campuses of the University of California.

Activities

• Academic Component – This component includes concurrent seminar and discussion sessions which facilitate (1) social learning in the form of experiential activities, and (2) group understanding of the field through case presentations. The curriculum addresses theoretical and practical issues related to community organizational and leadership needs, objectives, and problems. The first quarter seminar addresses field entry, insider/outsider debates, engagement, and the field role(s) of students. Lectures, guest speakers, and discussion sections, using a field site as the source of data, are used by the instructor and discussion facilitator to discuss key concepts and issues that arise in the field. The second quarter seminar focuses on exploring a community concept and discusses theories of leadership. Lectures, discussion sessions, and guest speakers make up the structure of the course. The third quarter seminar focuses on applying the skills learned by participants. Class includes: (1) a discussion section where field and other issues are explored; (2) the

Measured Outcomes

• The program is completed; evaluation results are based on the final program report. An evaluation was conducted by the UCSC to address the following questions: (1) Did students gain leadership skills? (2) Do students feel more confident about their potential as leaders in California, its institutions, and communities? (3) Have host organizations used the internships to improve their systems for accepting and building on diverse leadership? (4) Has UCSC successfully integrated an ongoing program for attracting and training minority students in community leadership?

• Sixteen (16) students were accepted into the 1993 program, and 26 into the 1994 program.

• One hundred percent of the responding participants expressed that the program had helped them gain leadership skills.

• Coordinating and collaborative relationships were successfully developed with other university field programs.

• Participants expressed an appreciation for skill development and an expansion

opportunity for students to develop and present a lecture in their area of expertise; (3) question and answer periods; and (4) journal documentation and reflective papers about program experiences.

• Field Experience Component – Placement with community organizations requires a commitment of at least 10 hours per week. In this experience, students can apply what they have learned in the field.

• Individual Counseling – Peer support individuals are available to meet with students to discuss any issues that arise as a result of field work, academic concerns, and/or personal and academic conflicts.

of leadership roles in various arenas. Approximately 75 percent of the participants noted an increased understanding of leadership issues, an increased level of comfort with leadership positions, and recognized their potential for employment as community leaders.

• EMLTP remains a prototype for several new programs now in existence at UCSC.

• Obstacles: (1) Students need additional skills to maximize their effectiveness in field study situations. (2) Students need longer experiences in field situations. (3) Students need compensation or financial assistance to enable them to pursue field study.

University of Detroit Mercy – Leadership Development Institute (LDI)

Project Summary

Goal

- To graduate men and women with the motivation and skills to provide leadership in service to others in a multicultural urban environment.

Objectives	Activities	Measured Outcomes
• To increase in UDM students an awareness of urban problems. • To provide students with leadership skills and prepare them to address urban problems. • To enter into partnerships with community leaders to identify areas of concern and	• Leadership/Student Development – (1) The Leadership in Service program builds students' leadership potential, increases their awareness of urban conditions, and provides them with skills to address problems and influence change in their communities. It includes a leadership (skill building) workshop series, a community	• During the first three years of the LDI, attendance at leadership workshops increased from an average of nine students per workshop to 21 students per workshop. • Leadership in Service program participation increased by 54 percent from the first year to the second year. The number of students who

develop strategies to address these concerns.

• To bring together students from different cultural and ethnic backgrounds.

• To foster a habit of community service and volunteerism.

• To make leadership in service a distinctive characteristic of UDM graduates.

• To serve as a resource in the Detroit metropolitan area for training and personal and professional development in the areas of leadership and service.

• To enlist the support of community volunteers and retired executives to act as mentors for UDM students.

service component, and reflection sessions. Upon completion, students receive a leadership résumé, certificate, and/or medallion based on their level of involvement in the program. (2) The student-run Volunteer Center sponsors service projects for students, assists student clubs with organizing services, and facilitates the Adopt-a-Family program. (3) LDI sponsors the annual Fall Leadership Conference for Student Organizations and the Campus Leaders Awards Banquet.

• Service Learning – The LDI assists students, faculty, and community service agencies with the logistics, presentations, placement, evaluation, and reflection of service learning. Through service learning, students are engaged with community service agencies, learn about the communities they serve, and work with others from different cultural and ethnic backgrounds. More than 20 courses per term offer service learning as a requirement or option. These courses are both undergraduate and graduate, and from various departments across UDM, such as business administration, chemistry, criminal justice, human services, nursing, philosophy, psychology, political science, communication studies, and health service administration.

• Curriculum and Faculty Development – (1) A new leadership course gives students an understanding of various leadership theories; it allows them an opportunity to gain experience in their leadership performance

completed the program also increased by 36 percent. Students who complete the program go through an exit interview. The students overwhelmingly reported that the program prepared them to be more effective leaders in their careers, communities, and organizations. The students also indicated that they have a greater understanding of the community, its issues and problems, and how they can be part of the solution.

• Service learning has increased significantly throughout UMD. (1) The number of courses increased from six to 33 within three years. The number of students participating and the numbers of agencies served also increased significantly – from 70 students serving at 20 agencies to 553 students at 86 agencies. (2) Evaluation forms are completed by students, faculty, and agency representatives. The students' evaluations revealed that their feelings and perceptions about community service and the populations they served changed, and many experienced significant personal growth. Virtually all students would recommend the service learning experience to other students.

• Students are developing a commitment to the community and service, and developing leadership skills through their experiences. They are providing leadership in service through a number of programs.

• Many focus groups have been conducted with students who are in the Leadership in Service program, students who are not involved in the

through simulated experience, servant leadership, community service, student organizations, and other practical opportunities. The course is taught through the psychology department and is open to all students regardless of academic major. (2) Faculty development workshops are regularly sponsored by the LDI to assist faculty with incorporating leadership and/or service learning into courses. (3) Global Leadership Week incorporates concepts of global leadership in academic courses through teaching modules, guest speakers, and class discussions during a week-long celebration. (4) A comprehensive leadership resource library is available for faculty, students, and staff.

• University/ Community Outreach – (1) The Leadership in Service program described above has a community agency track. The program requirements vary slightly for community participants. However, they attend the same leadership workshops and reflection sessions as UDM students. This creates an intergenerational component. Through this program LDI is serving as a resource for the metro Detroit area for training and personal and professional development in the areas of leadership and service. (2) Community agencies are invited annually to recruit students on campus through the Community Service Resource Fair. (3) Community outreach with more than 60 agencies has established the LDI as a resource in the city for student volunteers. Relationships with these

program, community agency representatives, the UDM grant initiators, and the reflection facilitators. Focus group feedback has been positive, and constructive recommendations have been made and implemented

agencies are well-established,
and the LDI has agreements
with them to provide students
with a willingness to serve and
learn about their organizations
and needs.

University of Utah – Rural Utah Projects

Project Summary

Goal

- To develop student leadership by supporting student-directed community service projects in five rural communities.

Objectives	Activities	Measured Outcomes
• To extend the benefits of the University of Utah to rural areas through community service. • To provide students, staff, and faculty with opportunities to develop their leadership skills. • To develop an exchange of ideas, cultural information, and friendship by creating partnerships with five communities. • To increase the resources and capacities of the communities to help themselves.	• Community Selection – Five local communities are selected to participate in the program, based on identified needs, services stressing prevention, and a commitment to maintain the program once students leave. • Student Training – Students receive 40 hours of training to prepare them for experiences in rural areas. This training addresses different aspects of community service, provides insights into volunteerism, and presents techniques for dealing with issues they will likely face in their rural community placements. • Team Formation – Students are placed as teams, led by student project directors, into service partnerships at one of the following rural communities in remote mountain or desert areas: Myton, Utah-Navajo in San Juan County, Oakley, Uintah-Ourey Tribal area, or Cache Valley (in partnership with Utah State University).	• The program is completed; evaluation results are based on the final report. A formative evaluation was conducted by the organization. Evaluation questions included: (1) What makes rural projects succeed or fail? (2) What situations offer students good learning opportunities? (3) What motivates students to become and stay involved? (4) What types of efforts do the communities perceive as helpful and necessary? • The program involved "nearly 400" university students, faculty, and staff in 25 service projects encompassing nine communities. • Community leadership opportunities were available for 24 students. • Unexpected Outcomes: (1) This effort provided work internships for three students on two reservations, and (2) other universities plan to join projects in following years.

• Community Assistance – The students' placements involve developing a working knowledge of community needs in the areas of health, housing, and education. In conjunction with community residents and leaders, students work to identify community needs and provide assistance to meet those needs.

• Obstacles: The continuity of some community programs was disrupted by heavy reliance on student project directors, who sometimes "left, or had little energy to put into the project...." Staff members offset some of the adverse impact, but this served to minimize leadership development among students.

Appendix C – Grantee Information Survey

The information survey form shown in this appendix was given to each grantee to complete during the early stages of the retrospective evaluation process. Much of the data confirming the value of young-adult leadership development programs came from the results of this survey, as well as grantees' regular reports to the Kellogg Foundation.

WKKF Leadership/Emerging Leaders/Youth Programs Information Survey

TEST, Incorporated, is a professional evaluation research firm. We have been contracted by the W.K. Kellogg Foundation to conduct an informational assessment of youth leadership development programs funded by WKKF. All youth leadership development programs were asked to complete this survey. The information will be used to assess five areas within and across all projects: institutional characteristics, and evaluation characteristics. Your response to this survey will be very helpful in providing a complete and up-to-date overview of your project. Please complete the survey and use the postage-paid envelope to return your response. We think you will find the survey interesting and we thank you for your participation. We'd appreciate your responding by January 10th so we can complete the tabulations for review by the Review Panel in February.

Institutional Characteristics

1. WKKF Project number:

2. Who is your most recent WKKF Program Director?:

3. What type is the principal grantee institution?

> 1=Research University
> 2=Doctoral University
> 3=Master's College/University
> 4=Baccalaureate College
> 5=Associate of Arts College
> 6=Other academic institution
> 7=Community-based organization
> 8=Other organization (please specify:)

4. Is leadership part of the institution's mission? 0=No 1=Yes

5. Is service learning part of institution's mission? 0=No 1=Yes

6. Is community service part of institution's mission? 0=No 1=Yes

7. Is volunteerism part of institution's mission? 0=No 1=Yes

8. What is the size of the institution or community targeted?

        1=5,000 or less
        2=5,001-10,000
        3=10,001-20,000
        4=Over 20,000

9. If community-based, who are the clientele?

10. Where is the institution or community-based organization located geographically?

(circle all that apply)

        1=Rural setting
        2=Suburban setting
        3=Urban setting

11. In which area of the country is the institution located? (circle all that apply)

        1=Midwest
        2=Northeast
        3=Northwest
        4=Southeast
        5=Southwest
        6=Varied

12. In which state is the institution located?

Administrative Characteristics

13. In what year was the grant funded?

14. What was the original funding duration (in months)?

15. For how long has the project been funded by WKKF to date? (in months)?

16. How many supplemental grants for the same or a similar project were provided by WKKF?

17. What was the original funding amount (in thousands of dollars):

18. Approximately what % of funds for this project were provided by WKKF? (specify %)

19. Who served as fiduciary of the funds?

        1=Grantee
        2=Other

20. From which department was the project administered? (circle all that apply)

> 1=Academic Affairs
> 2=Student Affairs
> 3=Center or Institute for Service/Volunteerism
> 4=Research/Program Institute
> 5=Business
> 6=Psychology
> 7=Other (please specify:)
> 8=Not applicable; community-based

21. Who are the primary staff delivering the program? (circle all that apply)

> 1=Director/Asst. Director of Leadership
> 2=Student Affairs staff
> 3=Dean/Assoc. Dean
> 4=Business faculty
> 5=Other faculty/institutional staff
> 6=Business professionals
> 7=Community agency professionals/activists
> 8=Other non-institutional staff (please specify:)

25. Any collaboration with other stakeholders (circle all that apply)?

> 0=None
> 1=Business
> 2=Education
> 3=Government (local, state, federal)
> 4=Community agencies
> 5=Other single collaboration (please specify:)

26. What's the typical frequency of involvement with collaborators?

> 0=None
> 1=Sporadic/As needed
> 2=Regular (monthly, weekly, or daily)

27. What is the type of collaboration effort? (circle all that apply)

> 0=None
> 1=Money
> 2=Training
> 3=Volunteers
> 4=Mentors
> 5=Membership on Task Force/Advisory Group/Board
> 7=Other effort (please specify:)

Target Population Characteristics

29. What is the age of participants? (circle all that apply)

> 1=High school
> 2=College
> 3=Young adult (non-college)

30. What is the total number of participants to date? (specify #)

31. If faculty/staff participated, how many to date? (specify #)

32. Did all participants receive the same program components? 0=No 1=Yes

33. How many faculty/staff received training? (specify #, if applicable)

34. Does program specifically target African Americans? 0=No 1=Yes

35. Does program specifically target Hispanic Americans? 0=No 1=Yes

36. Does program specifically target Native Americans? 0=No 1=Yes

37. Does program specifically target Asian Americans? 0=No 1=Yes

38. Does program specifically target women? 0=No 1=Yes

39. Does program specifically target men? 0=No 1=Yes

40. Was the institution active in recruiting participants? 0=No 1=Yes

41. Was outreach utilized in recruitment efforts? 0=No 1=Yes

42. Were incentives utilized in recruitment efforts? 0=No 1=Yes

43. Was the leadership program used as a significant part of institution's enrollment marketing effort? 0=No 1=Yes

44. Any vision to current project prior to WKKF funding? 0=No 1=Yes

45. Any leadership theories utilized in current project prior to WKKF funding? 0=No 1=Yes

46. Any leadership models utilized prior to the current project? 0=No 1=Yes

47. Any efforts/structure to current project prior to WKKF funding? 0=No 1=Yes

48. Anything learned about current project prior to WKKF funding? 0=No 1=Yes

49. Any financial support to current project prior to WKKF funding? 0=No 1=Yes

50. Any relations with WKKF established prior to the current project? 0=No 1=Yes

51. Could project be related to WKKF area of Philanthropy and Volunteerism?

0=No 1=Possibly 2=Yes

52. Could project be related to WKKF area of Neighborhoods, Families, & Children?

0=No 1=Possibly 2=Yes

53. Could project be related to WKKF area of Health?

0=No 1=Possibly 2=Yes

54. Could project be related to WKKF area of Food Systems & Rural Development?

0=No 1=Possibly 2=Yes

55. Could project be related to WKKF area of Youth & Education; Higher Education?

0=No 1=Possibly 2=Yes

56. Could project be related to WKKF area of Information Systems/Technology?

0=No 1=Possibly 2=Yes

57. Could project be related to WKKF area of Capitalizing on Diversity?

0=No 1=Possibly 2=Yes

Project Design Characteristics

58. In what domain is leadership emphasized? (circle all that apply)

       1=Business/Management
       2=Health/Medical care
       3=Community service/development
       5=Other domain (please specify:)

59. How is vision included as a leadership topic in the program?

       0=Not included
       1=Included in objectives
       2=Included in activities
       3=Included in objectives and activities

60. How is creative problem-solving included as a leadership topic in the program?

       0=Not included
       1=Included in objectives
       2=Included in activities
       3=Included in objectives and activities

61. How is being issue focused included as a leadership topic in the program?

       0=Not included
       1=Included in objectives
       2=Included in activities
       3=Included in objectives and activities

62. How is a multi-disciplinary perspective included as a leadership topic in the program?

       0=Not included
       1=Included in objectives
       2=Included in activities
       3=Included in objectives and activities

63. How are communication skills included as a leadership topic in the program?

    0=Not included
    1=Included in objectives
    2=Included in activities
    3=Included in objectives and activities

64. How is galvanized action included as a leadership topic in the program?

    0=Not included
    1=Included in objectives
    2=Included in activities
    3=Included in objectives and activities

65. How is commitment to service/volunteerism/stewardship included as a leadership topic in the program?

    0=Not included
    1=Included in objectives
    2=Included in activities
    3=Included in objectives and activities

66. How is risk taking included as a leadership topic in the program?

    0=Not included
    1=Included in objectives
    2=Included in activities
    3=Included in objectives and activities

67. How is conflict resolution included as a leadership topic in the program?

    0=Not included
    1=Included in objectives
    2=Included in activities
    3=Included in objectives and activities

68. How is knowledge/desire for change included as a leadership topic in the program?

    0=Not included
    1=Included in objectives
    2=Included in activities
    3=Included in objectives and activities

69. How is shared/distributive power and coalition building included as a leadership topic in the program?

    0=Not included
    1=Included in objectives
    2=Included in activities
    3=Included in objectives and activities

70. How are ethics included as a leadership topic in the program?

    0=Not included
    1=Included in objectives
    2=Included in activities
    3=Included in objectives and activities

71. Is multiculturalism addressed in the program?

    0=Not included
    1=Included in objectives
    2=Included in activities
    3=Included in objectives and activities

72. Are regional differences addressed in the program?

    0=Not included
    1=Included in objectives and activities

73. Are gender differences addressed in the program?

    0=Not included
    1=Included in objectives
    2=Included in activities
    3=Included in objectives and activities

74. Is a model leadership program developed? 0=No 1=Yes

75. Is a model leadership evaluation design developed? 0=No 1=Yes

76. Are leadership administrative procedures developed? 0=No 1=Yes

77. Is a "How To" manual on leadership programming developed? 0=No 1=Yes

78. Is a list of significant leadership resources for others maintained? 0=No 1=Yes

79. Are seminars or workshops utilized? 0=No 1=Yes

80. Are leadership conferences utilized? 0=No 1=Yes

81. Are summer programs utilized? 0=No 1=Yes

82. Are guest speakers who are leaders utilized? 0=No 1=Yes

83. Are mentors utilized? 0=No 1=Yes

84. Are study groups utilized? 0=No 1=Yes

85. Is outdoor experiential education in leadership utilized? 0=No 1=Yes

86. Is a confidence/ropes course utilized? 0=No 1=Yes

87. Is a residence life leadership program offered? 0=No 1=Yes

88. Is leadership development provided through student or professional organizations?

0=No 1=Yes 8=Not applicable (N/A)

89. Are new academic courses in leadership developed? 0=No 1=Yes 8=N/A

90. Are grants to faculty offered for development/revision of leadership courses?

0=No 1=Yes 8=N/A

91. Are academic leadership minors/majors developed?

0=No 1=Yes 8=N/A

92. Are co-curricular transcripts for students utilized? 0=No 1=Yes 8=N/A

93. Are administrators, faculty, or staff included as learners? 0=No 1=Yes

94. Is training certification available to staff? 0=No 1=Yes

95. Are awards/recognition for leadership provided? 0=No 1=Yes

96. Are service or volunteer placements utilized? 0=No 1=Yes

97. Are participants/students included in an advisory group? 0=No 1=Yes

98. Do participants direct/co-direct any aspects of the project? 0=No 1=Yes

99. Do participants develop leadership agendas, videos, presentations, publications, portfolios or other products?

0=No 1=Yes

100. Are program graduates planned/utilized as mentors? 0=No 1=Yes

101. What is the typical duration of the program for a participant, from first to last activity?

(specify # of months)

102. Is training of trainers required of program staff to implement the program?

0=No 1=Yes

103. What methods are used to disseminate program information/results? (circle all that apply)

    0=None
    1=Brochures
    2=Video
    3=Other (please specify:)

Evaluation Characteristics

104. Are any evaluation reports available? 0=No 1=Yes

105. Is a final evaluation report available? 0=No 1=Yes

106. Are the WKKF evaluation questions addressed? 0=No 1=Partially 2=Completely

107. At what level, according to WKKF guidelines, was the evaluation conducted?

    0=No evaluation conducted to date

    1=

    2=

    3=

    4=

108. Any longitudinal evaluation studies underway?

    0=No
    1=Yes, but not completed
    2=Yes, completed

109. Any program-related improvements in participants' leadership skills in vision?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements

110. Any program-related improvements in participants' leadership skills in ethics/morality?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements

111. Any program-related improvements in participants' leadership skills in creative problem solving?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements

112. Any program-related improvements in participants' leadership skills in being issue focused?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements

113. Any program-related improvements in participants' leadership skills in thinking multi-disciplinary?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements

114. Any program-related improvements in participants' leadership skills in communication skills?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements

115. Any program-related improvements in participants' leadership skills in galvanizing action?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements

116. Any program-related improvements in participants' leadership skills in commitment to service/volunteerism/stewardship?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements

117. Any program-related improvements in participants' leadership skills in risk taking?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements

118. Any program-related improvements in participants' leadership skills in conflict resolution or mediation skills?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements

119. Any program-related improvements in participants' leadership skills in knowledge/desire for change?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements

120. Any program-related improvements in participants' leadership skills in shared/distributive power or coalition building?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements

121. Any program-related improvements in participants' self-esteem?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements

122. Any program-related improvements in participants' sense of responsibility?

  0=Not observed
  1=Observed - no improvements
  2=Observed - improvements

123. Any program-related improvements in participants' social/civic/political efficacy?

  0=Not observed
  1=Observed - no improvements
  2=Observed - improvements

124. Any program-related improvements in participants' social/civic/political awareness?

  0=Not observed
  1=Observed - no improvements
  2=Observed - improvements

125. Any program-related improvements in participants' social/civic/political activity?

  0=Not observed
  1=Observed - no improvements
  2=Observed - improvements

126. Any program-related improvements in participants' academic performance?

  0=Not observed
  1=Observed - no improvements
  2=Observed - improvements

127. Any program-related improvements in participants' career identity?

  0=Not observed
  1=Observed - no improvements
  2=Observed - improvements

128. Any program-related improvements in participants' employability?

  0=Not observed
  1=Observed - no improvements
  2=Observed - improvements

129. Any program-related improvements in participants' out-of-class interaction with faculty?

  0=Not observed
  1=Observed - no improvements
  2=Observed - improvements
  8=N/A

130. Any program-related improvements in promoting a more active campus life?

  0=Not observed
  1=Observed - no improvements
  2=Observed - improvements
  8=N/A

131. Any program-related improvements in promoting a more exciting student environment?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements
    8=N/A

132. Any program-related improvements in enhancing fraternity/sorority networks on campus?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements
    8=N/A

133. Any program-related improvements in the success of intercollegiate programs?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements
    8=N/A

134. Any program-related improvements in long-term alumni identification and financial support?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements
    8=N/A

135. Any program-related improvements in communication across ethnic groups?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements
    8=N/A

136. Any program-related institutional improvements in leadership curriculum?

    0=Not observed
    1=Observed - no enhancements
    2=Observed - enhancements
    8=N/A

137. Any program-related improvements in institutional support/encouragement of the program?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements
    8=N/A

138. Any program-related improvements in faculty members' desire to do research outside of their normal discipline?

>0=Not observed
>1=Observed - no improvements
>2=Observed - improvements
>8=N/A

139. Any program-related improvements in an integrated approach to undergraduate teaching and learning?

>0=Not observed
>1=Observed - no improvements
>2=Observed - improvements
>8=N/A

140. Any program-related improvements in student retention rates?

>0=Not observed
>1=Observed - no improvements
>2=Observed - improvements
>8=N/A

141. Any program-related improvements in institutional collaboration/networking?

>0=Not observed
>1=Observed - no improvements
>2=Observed - improvements

142. Is there institutional adoption of program?

>0=Project not yet completed; institutionalization not planned
>1=Project completed; institutionalization not adopted
>2=Project not yet completed; institutionalization planned
>3=Project completed; institutionalization adopted
>8=N/A

143. Is the leadership model still operating at the institution after completion of WKKF funding?

>0=Project not yet completed
>1=Some elements still in operation
>2=Most elements still in operation
>3=All elements still in operation
>4=Model has been expanded

144. Is the leadership program sustained outside of the academic curriculum?

>0=Not observed
>1=Observed - no improvements
>2=Observed - improvements
>8=N/A

145. Any opportunities by the institution to identify, promote, or sustain the program?

>0=No 1=Yes
>8=N/A

146. Has the model been revised by the institution during/after support from WKKF?

    0=No
    1=Minor revisions
    2=Major revisions

147. Any program-related improvements in community organizations?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements
    8=N/A

148. Any program-related improvements in communication between the institution and the community?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements
    8=N/A

149. Any program-related improvements in the institution's image in the community?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements
    8=N/A

150. Any program-related improvements in the community economy?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements
    8=N/A

151. Any program-related improvements in spawning new non-profit organizations to the community?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements
    8=N/A

152. Any program-related improvements in participants' becoming active in local politics?

    0=Not observed
    1=Observed - no improvements
    2=Observed - improvements
    8=N/A

153. Has the program caused problems for community residents?

    0=Not observed
    1=Observed - problems
    2=Observed - no problems
    8=N/A

154. Has the program interfered with other academic placements or internships in the community?

    0=Not observed
    1=Observed - interference
    2=Observed - no interference
    8=N/A

155. Has the model been replicated by others during/after support from WKKF? (circle all that apply)

    0=No
    1=Some elements replicated
    2=Most elements replicated
    3=All elements replicated
    4=Model replicated & expanded by others

156. How many site visits were conducted by WKKF? (specify #)

157. Did the WKKF Program Director provide any insights/advice on evaluation during the program to be considered by the grantee?

0=No 1=Yes

158. Did the WKKF Program Director provide any actions concerning evaluation during the program to be taken by the grantee?

0=No 1=Yes

Thank you for your cooperation.

Appendix D: Institutional Matrices

[The matrices will become available online in late June, 1999]

The matrices in this appendix contain information about characteristics and outcomes by individual institutions. All 31 funded projects are represented. The following subjects are delineated:

- Institutional Characteristics
- Project Characteristics
- Observed Improvements in Individuals
- Observed Improvements in Institutions
- Observed Improvements in Communities

Key to Institutional Matrices

Abbreviation	Institution/Project
Asbury	Asbury College/Lead On! Program
BallSt	Ball State University/Excellence in Leadership Program
BSD	Berkley School District/Student Leadership Academy
CDF	Children's Defense Fund/Black Student Leadership Network
CFC	Coalition for Children/Youth Link Public Policy & Leadership Project
CEEB	College Entrance Examination Board
CSB/SJU	College of St. Benedict and St. John's University/The Leadership Initiative
CDI	Community Development Institute/The Leadership Training Academy
EC-LTHSY	Encampment for Citizenship/Leadership Training for High School Youth
First, Inc	FIRST, Incorporated/Gang Peace
HowardU	Howard University/Patricia Roberts Harris Public Affairs Program
KWC	Kentucky Wesleyan College/Leadership KWC Project
LdrshapeL	LeaderShape, Inc./LeaderShape Institute for Engineers
MAUC	Mexican American Unity Council, Inc./Promesa del Futuro Youth Leadership Project
MI-4H	Michigan 4-H Foundation/Generation of Promise Project

Monmouth	Monmouth University/Education for Leadership and Social Responsibility
NALEO	NALEO Educational Fund/National Youth Leadership Project
NJIT	New Jersey Institute of Technology/College Leadership New Jersey
NMCF	New Mexico Community Foundation/Youth Ecology Corps
NWU	Northwestern University/Undergraduate Leadership Project
OCHA	Oregon Council for Hispanic Advancement/Oregon Leadership Institute
PhiTheta	Phi Theta Kappa/Leadership Development Project
Rutgers	Rutgers University/National Education for Women's Leadership
SEU	St. Edward's University/Community Mentor Project
StNorbert	St. Norbert College/Center for Leadership Development
SUNY-BU	State University of New York at Buffalo/Leadership From a Multicultural Perspective
TSU	Tennessee State University/Bridge Project
Tmore	Thomas More College/Leadership Development Institute
UC-SC	University of California at Santa Cruz/Emerging Majority Leadership Training Project
UDM	University of Detroit Mercy/Leadership Development Institute
UTAH	University of Utah/Rural Utah Projects

Appendix E - Leadership Development Programs: Frequently Asked Questions

The following list of frequently asked questions (FAQs) describes some of the lessons learned from the 31 programs that participated in W.K. Kellogg Foundation's young-adult leadership development effort.

FAQ 1. What important skills might individuals learn from participating in leadership development programs?

Often, leadership programs emphasize both interpersonal and intrapersonal skill development. Interpersonal skills focus on the ability to understand other people – how people work, what motivates them, and how to work cooperatively. Intrapersonal skills are similar abilities turned inward – the capacity to form an accurate, authentic model of oneself and the ability to use that model to operate effectively in life. **1** Thus, most leadership development programs have a primary focus on the self and the self in relation to the external world.

For example, Monmouth University's Integrated Leadership and Social Responsibility program builds on these skills by including the following in its curriculum:

- The use of systems thinking and tolerance for ambiguity, limitations, complexity, and diversity

- Collaborative problem-solving skills and productive interaction with people from different cultural backgrounds

- Identification of a community beyond the self and recognition of the concept of collective well-being

- A sense of personal efficacy and a commitment to the power of groups to affect decisions

- The understanding, use, and shaping of future social realities, including complex, interdependent ecological, biological, socio-political, and economic systems

- An understanding of cultural diversities based on racial, ethnic, class, and gender differences and inequalities among groups

- An understanding of the effects of accelerating, complex technologies

- An understanding of, and appreciation for, networked, decentralized organizations

FAQ 2. With rapid changes touching every aspect of our existence, how do leadership development programs help prepare individuals to solve problems?

As with the development of personal skills, leadership development programs often focus on preparing individuals to creatively and effectively solve problems. Simulations, discussions, seminars, externships, and retreats are used to demonstrate cooperation, observation, inference, and novel ways of looking at and thinking about situations.

At Northwestern University's Undergraduate Leadership Program, a key objective is to help individuals appreciate both institutional and community-based ways of solving problems. NWU utilizes three integral phases – (1) course work, (2) retreats and seminars, and (3) "giving back" to the program. These phases integrate theory with practice in leadership and problem solving.

Phi Theta Kappa's leadership curriculum has a specific leadership module that tackles the problem-solving dilemma. This module includes the Rational Problem-Solving Process by James A.F. Stoner, Capturing your Creativity by Steve Kaplan, Futures-Creative Leadership by Burt Nanus, and several other exercises and simulations.

Leadership programs generally recognize that problem-solving skills are paramount in developing effective and productive leaders. This is why most programs include the notion of personal responsibility, along with the impact of individual action. A model that stresses this is Michigan 4-H. This program incorporates problem-solving activities in conjunction with major issues facing the community (community involvement; economic development; racial and ethnic diversity, etc).

Finally, many leadership programs incorporate "reflection sessions" as part of the leadership development process. These sessions assist individuals with effective decision making and create a social support system.

FAQ 3. To what extent do leadership development programs incorporate cultural issues?

Many leadership programs aim to illuminate and facilitate long-lasting transformations that concern culture. This begins with individual instruction and development, and ultimately extends across various principles and values to the larger society via novel modes of thought. Three major cultural dimensions are present throughout several leadership development programs:

1. Intercultural understanding, sensitivity, synergy, and acculturation

2. Intercultural recruitment and leadership

3. Institutional cultural shifts and community partnerships

To address the first dimension, the Leadership Development Institute at the University of Detroit Mercy (UDM) has several key objectives – to bring together students from different cultural and ethnic backgrounds, to enter into partnerships with diverse community leaders, to provide individuals with leadership skills to prepare them to understand urban problems, and to foster a habit of community responsibility. To accomplish these objectives, UDM includes a focus on intellectual development as well as firsthand experience, using activities such as volunteer service projects, team projects, and personal integration via mentoring. The Leadership Training Academy at the Community Development Institute participates in similar activities and provides a variety of training materials addressing cultural and political awareness.

In relation to the second cultural dimension, Tennessee State University has developed Project Bridge. The University's essential goal is to increase the number of ethnically diverse (primarily African American) students entering graduate studies and, later, public service careers. Program incentives and assistance are offered, as well as activities such as mentoring, counseling, workshops, internships, and social functions.

Finally, the third cultural dimension – promoting a campus cultural shift – is a primary goal in the Gender Reflections Programs at the College of

St. Benedict and St. John's University. A leadership center was designed to be a model for the concept of collective leadership, which is transformational and service oriented. Also, the University of Utah's leadership development program has created student-directed community service partnerships with five different communities.

Issues of culture are numerous and varied, yet most leadership development programs aim to have individuals become proficient in managing cultural issues, differences, and ambiguities through both theoretical and practical experiences.

FAQ 4. How do service learning and servant leadership relate to leadership development programs?

Service learning and servant leadership both unite an individual's knowledge of leadership theory with practical applications. In turn, these experiences greatly enhance leadership development and understanding. Often, these hands-on learning experiences illuminate lessons that texts/classrooms cannot teach; they also bring a sense of intrinsic fulfillment and accomplishment.

Service-learning programs are essentially service-based learning endeavors which stress the importance of shared knowledge and communal experiences in shaping an informed and responsible citizenry.**2** Specifically, there are different forms of service learning – student-run, faculty-initiated, collaborative faculty/administration effort, and administration-led. Yet the goals of these programs are similar. These goals include the following:

- Integrate an individual's academic curriculum with student support systems

- Involve students, faculty, and administrators in planning and leading these programs

- Create and maintain strong working partnerships with local community groups

- Build support networks with other educational institutions

For example, the Student Leadership Academy in Berkley Schools employs service learning to foster linkages among higher education institutions and communities. Instructor/mentor handbooks, curriculum/professional development seminars, retreats, leadership activities, and training sessions are all used to obtain the maximum benefit from this service-learning endeavor.

Servant leadership is more focused on the individual when compared to the community emphasis in service learning. The servant leader idea is based on the premise that the leader's primary purpose is to serve the interests and goals of others. An alternative focus in servant leadership is that leadership is displayed in a life of integrity and service. That is, leadership is not so much the capacity to direct people into action, but rather the ability to provide others with a model of character. In that sense, leadership is an example, not a force.

University of Detroit Mercy's Leadership Development Institute demonstrates this by incorporating service learning, firsthand experiences, and reflection sessions into its curriculum. Similarly, the Black Student Leadership Network, created by the Children's Defense Fund, incorporates these same principles through servant leadership training and a Summer Freedom Schools Internship.

Ultimately, the aim of servant leadership is to incorporate qualities which Greenleaf**3** defines as the ability to:

- Listen and understand

- Articulate the vision

- Withdraw and reorient oneself

- Accept and empathize with people and the situations they encounter

- Create and build a community of loving, caring individuals whose first obedience is to the welfare of others

FAQ 5. What role does mentoring play in leadership development programs?

Social learning is an important factor in how individuals come to think and behave. One process of social learning is modeling or mentoring. Modeling is "acquiring new forms of behavior merely through observing the actions of others."**4**

NEW Leadership at the Rutgers Center recognizes the importance of mentoring as one of its key activities. The process involves matching students with women who are already public leaders, based on shared interests. Activities that forge connections during these mentorships include "shadowing" and the development of ongoing personal and professional relationships. Likewise, the Community Mentor Project at St. Edward's University provides several hundred children with student mentors who furnish individualized instruction under the guidance of the children's teachers. This leadership development program includes formal training; the mentors participate in workshops oriented toward increasing their skills as tutors, in addition to teacher consultation and mentor meetings.

Finally, the program Leadership From a Multicultural Perspective at SUNY-Buffalo offers a "shadowing component." This requires individuals to spend at least four hours shadowing a community leader in a local agency. Participants also must conduct an interview to gain insight into leadership and communication styles used to deal with diversity and resolve conflict.

Overall, outcomes for the experiential activities included in mentoring programs have been positive. When asked, students felt that mentoring programs were very beneficial when concepts were taught from other than a Eurocentric perspective and they were able to learn from active community leaders. Assessments from teachers indicated that mentoring programs contributed to students having higher self-esteem, greater academic achievement, and more positive behaviors.

FAQ 6. What role does community involvement have in leadership development programs, and why should it be an integral part of them?

Assuming a definition of leadership that includes civic responsibility, participation, and productivity, leadership development programs often attempt to foster systems thinking and an understanding of global interdependence. This can be done by involving community members and resources. If allowed the opportunity, community members themselves can contribute key elements to leadership programs (e.g., internships, mentoring, work-related and personal skills building, and servant leadership/service learning opportunities). The sense of belonging that results from community involvement adds to the leadership experience. When higher education institutions bond with their surrounding communities, this learning dynamic becomes part of their normal interaction; it will be perpetuated and enhanced as time passes.

The National Youth Leadership Program (NALEO) stresses community involvement opportunities by requiring that participants work four hours per week for at least three months as volunteers in a community service assignment. In addition, NALEO requires an eight-week paid internship in a local government office. The Coalition for Children's Youth Link Public Policy & Leadership Project focuses on capacity building through training and community action teams. These teams highlight skills in communication, listening, negotiation, conflict resolution, coalition building, valuing diversity, and action/research, as well as creating action agendas.

Thus, leadership development programs utilize community involvement as a resource to facilitate individual responsibility for current and future social change. Often, the reciprocal arrangements between educational institutions and other business-oriented institutions create a great deal of ongoing support, because benefits are gained by both.

FAQ 7. Do leadership development programs utilize any outdoor activities in their leadership activities?

Many leadership development programs contain outdoor educational and development activities. The ultimate goals of such activities generally include both intrapersonal and interpersonal skill building. For instance, the Leadership Development Institute at Thomas More College supports leadership development and expansion programs. These programs incorporate Outward Bound, which is an outdoor-based experiential education program aimed at helping young people develop an increased sense of purpose. The New Jersey Institute of Technology, through College Leadership New Jersey, offers a two-day retreat with sessions about multiculturalism, outdoor challenge, and skill building. The focus is on leadership, community service, education, health care, government, politics, the criminal justice system, and the environment.

As with other leadership development activities (service learning, servant leadership, volunteerism) and modes of training (theoretical and experiential), outdoor education creates opportunities to bring together people of mixed ages, genders, and ethnic backgrounds in team-dependent activities. These activities illuminate the utilization of trust, interdependence, personal strengths, and collective/team thinking.

FAQ 8. Are any leadership development programs involved in public policy formation?

Various leadership development programs are involved in public policy making. By interfacing public policy and leadership programs, individuals are empowered to address and take personal responsibility for economic, educational, health, social, and cultural needs at the local and state levels. For example, partnerships give youth groups a voice, which may break down stereotypes that hinder collaboration between different age, ethnic, and gender groups.

The Youth Link Public Policy and Leadership Project, created by the Coalition for Children in Albuquerque, New Mexico, is a proponent of collective policy and decision making. This leadership development program involves four phases over three years:

- Organizing and training community action teams

- Documenting conditions of youth in New Mexico

- Conducting a public policy summit

- Providing public awareness, education, and action campaigns

The public policy summit lasts three to four days and includes youth and adult leaders from across the state who represent a variety of demographic groups, youth issues, youth service organizations, and government agencies. Products from this summit are showcased in a multimedia presentation, resulting in a formal vision, strategic directions, actions, and implementation and time lines.

Likewise, the Patricia Roberts Harris Public Affairs Program at Howard University develops new leaders with a commitment to ethical public service. Participants have opportunities to interact with outstanding public service leaders, including an internship at a local, state, national, or international public service organization. Values, vision, voice, and virtue are emphasized as students consider contemporary ethical problems. Howard University also invites distinguished and exemplary public figures to become visiting fellows.

Collectively, programs such as these allow individuals to feel connected and further develop their capacity for systems thinking. By illuminating the fact that everyone is part of society's problems, the idea of personal responsibility for finding effective solutions becomes evident.

FAQ 9. What roles do faculty members play in leadership development programs, and what are their incentives?

Faculty often assume the role of facilitator in leadership development programs, rather than their traditional "sage of knowledge" role. Unlike traditional teacher-student relationships, a facilitator's paramount goal is to work closely with a group of individuals to achieve desired leadership objectives. Simple steps, like co-sponsoring events with other internal departments and external agencies, can create long-term partnerships. Faculty can also create social partnerships by providing information about a leadership program's success and by asking for guidance and assistance from many constituents.

Faculty incentives are often both extrinsic and intrinsic. For example, the Excellence in Leadership Program at Ball State University selects one faculty member each year to receive the Excellence in Teaching Award. This award grants release time and a stipend for the development of new courses in leadership. Ball State also offers resources and assistance through the Center for Teaching and Office of Student Affairs. Several other leadership development programs at different universities offer certification for trainers, as well as other institutional and community support systems.

Often, the intrinsic incentives that materialize from faculty participation in leadership development programs parallel (and sometimes outweigh) the extrinsic components. For example, faculty of the Phi Theta Kappa leadership program for community colleges have stated they benefited from greater self-awareness and increased interpersonal strength. Specific examples that were cited included: (1) modification of themselves and their own leadership styles; (2) the assumption of new leadership roles; and (3) taking an interdisciplinary approach in relation to other courses.[5] In addition, it is not uncommon for stipends to be returned. This can be seen as an indicator that faculty derive great satisfaction from participating in leadership development programs.

1 Goleman, D. (1995). Emotional Intelligence (p. 37). New York, NY: Bantam.

2 McGlade, J.; Ward, M. (1996). Shaping Community Strategies, campus programs and institutional commitment: The administration of service learning. In S. Sasar (Ed.), Education for Leadership and Social Responsibility (pp. 101-106). West Long Branch, NJ: CSPI.

3 Spears, L. (1995). Reflections on Leadership: How Robert K. Greenleaf's Theory of Servant Leadership Influenced Today's Top Management Thinkers. New York: John Wiley and Sons, Inc.

4 Baron, R.A. & Byrne, D. (1997).   Social Psychology (p. 117). Needham Heights, MA: Allyn & Bacon.

5 Feldman, C.S.; Risley, R.A. & Eisenberg, D.U. (1996). Leadership development programs: A comprehensive approach to teaching and learning leadership at community colleges. Jackson, MS: N. Labib.

Appendix F – Best Practices in Youth Leadership Development: Conference Participant Ideas

A networking conference for those interested in young-adult leadership development was held in June 1997 at Eastern Michigan University in Ypsilanti, Michigan. On the first day of the conference, participants were asked to identify best practices from their own experiences. These ideas, arranged here under seven themes, were then compiled and distributed to the group.

Youth Program Enhancement and Empowerment

- Teach facilitation and listening skills to foster shared leadership.

- Use adults and experts on "tap," not on "top."

- Include time for both individual and group reflection.

- Supply information about how change works and how to influence change.

- Involve youth in leading and implementing program efforts.

Promoting Diversity

- Move past tolerance to acceptance and understanding.

- Involve diverse youth so that learning about diversity becomes a "living experience."

- Reflect on the roles of civil rights leaders (past, present, future) to develop cultural pride and help participants make connections between their personal history, recent social movements, and historical events.

Service Learning/Community Involvement and Citizenship

- Offer leadership training and integrate programs into the greater community.

- Define leadership as civic responsibility that fosters participation and productivity.

- Emphasize that leadership is not about the leader, but about serving others.

- Encourage teachers to include service learning in their curricula.

Methodology

- Initiate programs with community-building activities.

- Discuss the time gap between vision and implementation to encourage patience and commitment.

- Develop "rites of passage" celebrations to mark milestones and nurture identity.

- Learn by doing – embark on project-based activities, plan actions, and measure results.

- Build in strong mentor programs and exposure to positive role models.

University Leadership Courses

- Use assessment instruments to increase self-knowledge.

- Conduct a leadership symposium for all students. Cancel regular classes; involve alumni as speakers and in breakout sessions.

- Change the way leadership classes are taught; emphasize student responsibility and teacher involvement in the community.

Program Design and Follow Up

- Recognize leadership development as a process. Plan follow-up programs to maintain energy and excitement.

- Begin leadership training in elementary schools – early programs encourage students to think about the future with hope.

Model Programs

- Participants shared a number of model programs that involved many of the identified best practices. These models are available for review in the conference proceedings document.

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Part 1. MISSION

leadership programs must be to prepare students for The student leadership program must develop, record, disseminate, implement and regularly review its mission and goals. The mission statement must be consistent with the mission and goals of the institution and with the standards in this document.

The mission of student leadership roles and responsibilities. To accomplish this mission, the program must

- **provide students with opportunities to develop and enhance a personal philosophy of leadership that includes understanding of self, others, and community, and acceptance of responsibilities inherent in community membership;**

- **assist students in gaining varied leadership experience;**

- **use multiple leadership techniques, theories, and models;**

- **recognize and reward exemplary leadership behavior; and**

- **be inclusive and accessible.**

Student leadership development should be an integral part of the institution's educational mission.

The student leadership program should include a commitment to student involvement in the institution's governance activities. Student leadership programs should seek an institution-wide commitment that transcends the boundaries of the units specifically charged with program delivery.

Part 2. PROGRAM

The formal education of students is purposeful, holistic, and consists of both curricular and co-curricular experiences.

The student leadership program must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to special needs of individuals.

The student leadership program must promote learning and development in students by encouraging outcomes such as intellectual growth, ability to communicate effectively, realistic self-appraisal, enhanced self-esteem, clarification of values, appropriate career choices, physical fitness, meaningful interpersonal relations, ability to work independently and collaboratively, social responsibility, satisfying and productive lifestyles, appreciation of aesthetic and cultural diversity, and achievement of personal goals.

The student leadership program must be comprehensive in nature and must include (1) opportunities to develop the competencies required for effective leadership; (2) training, education, and developmental activities; and (3) multiple delivery methods.

1. Competencies.

A comprehensive leadership program must be based on a broad philosophy of leadership upon which subsequent competencies are built. The program must contain components that assist the student in gaining self awareness, the relationship of self to others (differences and commonalties), the uniqueness of the institutional environment within which leadership is practiced, and the relationship to local and global communities. It must advance competencies in the categories of foundations of leadership, individual development, and organizational development.

Competencies should accrue from both cognitive and experiential development in the following areas:

Foundations of Leadership

- Historical perspectives and evaluation of leadership theory

- Theoretical, philosophical, and conceptual foundations of leadership of several cultures

- Cultural and gender influences on leadership

- Ethical practices in leadership

- Moral leadership

- Leadership and followership

Personal Development

- Awareness and understanding of various leadership styles and approaches

- Exploration and designing of personal leadership approaches

- Human development theories

- The intersections of human development theories, sexual orientation, national origin, and environment

- Personal management issues such as time management, stress reduction, development of relationships, problem solving, goal setting, and ethical decision-making

- Oral and written communication skills

- Critical thinking skills

- Risk taking

- Creativity

- Wellness lifestyle development

- Supervision

- Motivation

Organizational Development

- Team building

- Shared leadership

- Group dynamics and development

- Organizational communication

- Group problem-solving and decision making models

- Planning

- Conflict management and resolution

- Methods of assessing and evaluating organizational effectiveness

- Organizational culture, values and principles

- Community development

- Power and empowerment

- Collaboration

- Developing trust

- Organizational politics

- Leadership in diverse organizations

2. Leadership training, education, and development activities.

A comprehensive program must offer activities which represent each element.

- **Leadership Training**

Training involves those activities designed to improve performance of the individual in the role presently occupied or that are concretely focused at helping the individual being trained to translate some newly learned skill, or information, to a real and immediate situation. Examples of training include programs for the preparation of residence hall student staff, student government, student judicial board members, community service volunteers, and employment.

- **Leadership Education**

Education program elements are designed to enhance participants' knowledge and understanding of specific leadership theories, concepts, and models. Education occurs as students gain information in their present roles that serves ultimately to provide generalized theories, principles, and approaches to prepare them for future leadership responsibilities. The student leadership program should explore the processes by which decisions affecting students, faculty, and staff are made. Examples of education include a course on leadership and politics and a seminar on the evolution of leadership theories.

- **Leadership Development**

Development requires an environment which empowers students to mature and develop toward greater levels of leadership complexity, integration, and proficiency over a period of time. Developmental activities promote positive behavioral, cognitive, and affective outcomes. Examples of developmental activities include peer mentoring and peer leadership consultant programs.

3. Multiple delivery methods and contexts.

A comprehensive leadership program must involve a diverse range of faculty, students, and staff members in the delivery of programs and must recognize the diverse contexts of leadership. Regular assessment of the developmental levels and needs of participants must be conducted to implement multiple delivery strategies and contexts.

Examples of delivery methods include internships, panel discussions, movies, lectures, mentor programs, adventure training, and participation in local, regional, and national associations. Examples of contexts for leadership include diverse academic and career fields, campus organizations and committees, employment setting, community involvement, family settings, international settings, and social and religious organizations in both formal and informal positions.

Part 3. LEADERSHIP

Effective and ethical leadership is essential for change and to the success of all organizations. Institutions must appoint, position, and empower leaders of student leadership programs within the administrative structure to accomplish stated missions. Administrators at various levels must be selected on the basis of formal education and training, relevant work experience, personal attributes and other professional credentials. Institutions must determine expectations of accountability for program administrators and fairly assess their performance.

Student leadership program administrators must exercise authority over resources for which they are responsible to achieve their respective missions. Administrators of the program must articulate a vision for their organization; set goals and objectives; prescribe and practice ethical behavior; recruit, select, supervise, and develop others in the organization; manage, plan, budget, and evaluate; communicate effectively; and encourage collaborative action from colleagues, employees, other institutional constituencies, and persons outside the organization. Program administrators must address individual, organizational, or environmental conditions that inhibit goal achievement. Administrators must improve programs and services continuously in response to changing needs of students and institutional priorities.

There should be a person or group of persons designated as responsible for the coordination of direction of the leadership program including allocation and maintenance of resources and developing student leadership opportunities.

Part 4. ORGANIZATION and MANAGEMENT

The student leadership program must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional work flow graphics or organizational charts, and service delivery expectations. Evidence of effective management must include clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability systems, and recognition and reward processes.

The student leadership program must provide channels within the organization for regular review of administrative policies and procedures.

Student leadership programs are typically organized in a variety of offices and departments both in student services and in academic and other administrative areas. An advisory group with representatives from the involved areas should be established for the purpose of communication.

Part 5. HUMAN RESOURCES

The student leadership program must be staffed adequately by individuals qualified to accomplish stated mission and goals. The program must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities.

Professional staff members must hold an earned graduate degree in a field relevant to the position description or must possess an appropriate combination of education and experience.

Degree or credential seeking interns or others in training must be qualified by enrollment in an appropriate field of study and relevant experience. These individuals must be trained and supervised adequately by professional staff members.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. When their knowledge and skills are not adequate for particular situations, they must refer students or others in need of assistance to qualified professional staff.

The student leadership program must have secretarial and technical staff adequate to accomplish its mission. Such staff must be technologically proficient and qualified to perform activities including reception duties, office equipment operation, records maintenance, and mail handling.

Appropriate salary levels and fringe benefits for all staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

The student leadership program must intentionally employ a diverse staff to reflect the diversity of the student population, to ensure the existence of readily identifiable role models for students and to enrich the campus community. Affirmative action must occur in hiring and promotion practices to ensure diverse staffing profiles, and as required by institutional, local, state/provincial, or federal law.

The student leadership program should have adequate and qualified staff or faculty members to implement a comprehensive program.

Program staff should engage in continuous discovery and understanding of emerging leadership models, research, theories, and definitions through disciplined study and professional development activities.

Student organization advisors should be considered as resources to assist both formally and informally in student leadership programs. Advisors can provide information about issues that need to be addressed. The student leadership program staff should assist advisors in conducting leadership training, education, and development for their respective student groups.

Professional staff or faculty involved in leadership programs should possess:

• ability to work with diverse students;

• knowledge of the history and current trends in leadership theories, models, and philosophies;

• leadership experiences;

• followership experiences;

• knowledge of organizational development, group dynamics, strategies for change and principles of community;

• knowledge of diversity issues related to leadership;

• ability to evaluate leadership programs and assess outcomes;

• effective oral and written communication skills;

• ability to effectively organize learning opportunities that are consistent with students' stages of development; and

• ability to use reflection in helping students understand leadership concepts by processing critical incidents with students.

Part 6. FINANCIAL RESOURCES

Student leadership programs must have adequate funding to accomplish its mission and goals. Priorities, whether set periodically or as a result of extraordinary conditions, must be determined within the context of the stated mission, goals, and resources.

> Funding for the student leadership program may come from a variety of sources, including institutional funds, grant money, student government funds, fees for services, and government contracts. Where possible, institutional funding should be allocated regularly for the operation of leadership programs.

Part 7. FACILITIES, TECHNOLOGY and EQUIPMENT

Student leadership programs must have adequate, suitably located facilities, technology and equipment to support its mission and goals. Facilities and equipment must be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health and safety.

> Leadership program facilities should be conveniently located on campus. Staff, faculty, and student space should be designed to encourage a maximum level of interaction among students, faculty, and staff.

Part 8. LEGAL RESPONSIBILITIES

Student leadership program staff members must be knowledgeable about and responsive to law and regulations that relate to their respective program or service. Sources for legal obligations and limitations are constitutional, federal, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state, provincial and local governments; and the institution through its policies.

Student leadership program staff must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for staff members as needed to carry out assigned responsibilities.

The institution must inform staff and students, in a timely and systematic fashion, about extraordinary or changing legal obligations and potential liabilities.

Part 9. EQUAL OPPORTUNITY, ACCESS, and AFFIRMATIVE ACTION

Staff members must ensure that student leadership programs are provided on a fair and equitable basis. Each program and service must be accessible. Hours of operation must be responsive to the needs of all students.

The student leadership program must adhere to the spirit and intent of equal opportunity laws.

The student leadership program must not be discriminatory on the basis of age, color, disability, gender, national origin, race, religious creed, sexual orientation, and/or veteran status. Exceptions are appropriate only where provided by relevant law and institutional policy.

Consistent with their mission and goals, student leadership program must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

Part 10. CAMPUS and COMMUNITY RELATIONS

The student leadership program must establish, maintain, and promote effective relations with relevant campus offices and external agencies.

> The student leadership program should maintain positive relations through effective communication and encourage participation with a variety of offices, departments, agencies, and constituencies both on and off campus for leadership involvement opportunities.

Part 11. DIVERSITY

Within the context of each institution's unique mission, multi-dimensional diversity enriches the community and enhances the collegiate experience for all; therefore, student leadership programs and services must nurture environments where similarities and differences among people are recognized and honored.

Student leadership programs must provide cultural educational experiences that are characterized by open and continuous communication, that deepen understanding of one's own culture and heritage, and that respect and educate about similarities, differences and histories of cultures. The program must explore various cultural perspectives of leadership.

Student leadership programs must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

Part 12. ETHICS

Student leadership program staff members involved in the delivery of programs and services for students must adhere to the highest principles of ethical behavior.

The program must develop or adopt and implement statements of ethical practice addressing the issues unique to student leadership development. The program must publish these statements and insure their periodic review by all concerned.

Student leadership program staff members must ensure that confidentiality is maintained with respect to all communications and records considered confidential unless exempted by law.

Information disclosed in individual counseling sessions must remain confidential, unless written permission to divulge the information is given by the student. However, all staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved. Information contained in students' educational records must not be disclosed to non-institutional third parties without appropriate consent, unless classified as "Directory" information or when the information is subpoenaed by law. The program must apply a similar dedication to privacy and confidentiality to research data concerning individuals. All staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices.

Student leadership program staff members must recognize and avoid personal conflict of interest or the appearance thereof in their transactions with students and others. In the context of their work, staff members must strive to ensure the impartial treatment of all persons with whom they deal.

When handling institutional funds, student leadership program staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures.

Student leadership program staff members must not participate in any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

Student leadership program staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

Student leadership program staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

Student leadership program staff members must maintain the highest principles of ethical behavior in the use of technology.

Student leadership program staff members must ensure that facilitators have appropriate training experience and credentials. Expertise, training, and certification are essential in the administration and interpretation of personality, developmental, and leadership assessment instruments.

Where materials and instruments used in student leadership programs are copyrighted, appropriate citations must be made and permission obtained.

Part 13. ASSESSMENT and EVALUATION

The student leadership program must regularly conduct systematic qualitative and quantitative evaluations of program quality to determine whether and to what degree the stated mission and goals are being met. Although methods of assessment vary, the program must employ a sufficient range of measures to insure objectivity and comprehensiveness. Data collected must include responses from students and other affected constituencies. Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

> Areas to be assessed should include learning outcomes, student satisfaction, goal achievement, and effectiveness of teaching techniques. Particular efforts should be made to conduct longitudinal studies on program evaluations.

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The Role of Leadership Programs for Students

Council for the Advancement of Standards in Higher Education (CAS)
Contextual Statement

The Council for the Advancement of Standards in Higher Education (CAS) was established two decades ago to develop and promulgate standards of professional practice to guide practitioners and their institutions, especially in their work with college students. Currently, CAS's Board of Directors is composed of representatives from 31 professional associations. The CAS Standards and Guidelines are viewed as living documents that are constantly evolving and developing. Over time, institutions of higher education and individual practitioners face new challenges that require new responses. CAS continually seeks to revise current standards and adopt additional standards to guide practice within the ever-changing context of higher education.

The following statements reflect the mission that has guided CAS initiatives from the beginning.

1. To establish, adopt, and disseminate unified and timely professional standards for student services, student development programs, academic support services, and related higher education programs and services.

2. To promote the assessment and improvement of higher education services and programs through self-study, evaluation, and the use of CAS standards.

3. To establish, adopt, and disseminate unified and timely professional standards for the education of student affairs practitioners.

4. To promote the assessment and improvement of professional preparation programs for student affairs practitioners through self-study, evaluation, and the use of CAS Standards.

5. To advance the use and importance of standards among professional practitioners and educators in higher education.

6. To promote inter-association efforts to address the issues of quality assurance, student learning, and professional integrity in higher education.

The CAS Standards and Guidelines incorporate a number of general standards that are relevant and essential for all functional areas, such as human, fiscal, and physical resources; legal responsibilities; campus and community relations; professional ethics; and evaluation efforts. Standards also exist which are particular to a functional area (like student leadership programs). In any case, standards are written in bold print and use the auxiliary verbs "must" and "shall." To meet CAS requirements, functional areas must comply with CAS Standards. Guidelines are those statements that enhance a program's effectiveness, use the auxiliary verbs "may" and "should," and are in regular print.

Many college mission statements contain commitments to develop citizen leaders or prepare students for professional and community responsibilities in a global context. Throughout the history of higher education, however, leadership development has primarily been targeted toward students holding leadership positions, such as student government officials, officers in Greek organizations, and resident assistants. Consequently, only a handful of students had a genuine opportunity for focused experience in leadership development.

During the 1970s, many colleges refocused efforts on leadership development when events such as the Watergate scandal caused institutions to ponder how they taught ethics, leadership, and social responsibility. New initiatives such as the women's movement, African-American pride movements, adult reentry programs, increased access to higher education, and new forms of campus shared governance, coupled with a focus on student development, led to new forms of leadership development through such programs as assertiveness training, emerging leaders' retreats, and leadership geared toward targeted populations.

By the late 1970s, professional associations were becoming increasingly interested in broad-based leadership efforts. Several associations, including the American College Personnel Association (ACPA), National Association of Student Personnel Administrators (NASPA), National Association of Campus Activities (NACA), and National Association for Women in Education (NAWE), expanded projects and initiatives with a leadership focus. The publication of Burns Leadership (1987) brought new energy with its discussion of transformational leadership grounded in values and moral purpose. Thinking about leadership expanded in the 1980s and 1990s to include such perspectives as cultural influences, service learning, social change, and spirituality.

One college president noted that colleges need to develop not just better, but more leaders and that effort should be directed toward the entire student body. Because students experience leadership in many different settings — in and out of the classroom and on and off campus — every student engages in some type of activity that involves the practice of leadership. Regardless of differences in academic discipline, organizational affiliation, cultural background, or geographical location, students must be better prepared to serve as citizen-leaders in a global community. The role of student affairs professionals in this arena is to facilitate their learning, so they become effective contributors to their communities. While no specific models target leadership development of college students, the CAS student leadership program standards help professionals provide and enhance learning opportunities. Leadership for positional leaders will still occur within specific functional areas like student activities or residence life; campuses that seek to develop a comprehensive leadership program will recognize the need to make intentional opportunities available to all students through coordinated campus-wide efforts.

Leadership is an inherently relational process of working with others to accomplish a goal or to promote change. Most leadership programs seek to empower students to enhance their self-efficacy as leaders and understand how they can make a difference, whether as positional leaders or active participants in a group or community process. Leadership development involves self-awareness and understanding of others, values and diverse perspectives, organizations, and change. Leadership also requires competence in establishing purpose, working collaboratively, and managing conflict. Institutions can initiate opportunities to study leadership and to experience a range of leadership-related activities designed to intentionally promote desired outcomes of student leadership learning.

The Inter-Association Leadership Project brought student affairs leadership educators together in the early 1980s to create and sustain a leadership agenda. By the end of the decade, higher education's commitment to leadership was clear; over 600 campuses were teaching leadership courses; special leadership centers, including the Jepson School of Leadership Studies at the University of Richmond and the McDonough Leadership Center at Marietta College, had been founded; and special programs, including the National LeaderShape Institute, had been established. In 1992 the National Clearinghouse for Leadership Programs was established at the University of Maryland-College Park, and a cosponsored series of synopses encouraged leadership educators to identify a leadership agenda for the next century. Projects funded by the Kellogg, Pew, and Lilly Foundations; FIPSE; and the federal Eisenhower Leadership grant program have focused broad-based attention on leadership development in recent years.

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