Undergraduate Leadership Programs: A Case Study Analysis of Marietta College’s
McDonough Leadership Program

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by

CHRISTOPHER G. SCOTT

has been approved for
the Department of Counseling and Higher Education
and the College of Education by

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Marc Cutright
Associate Professor of Counseling and Higher Education

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Renée Middleton
Dean, College of Education
Abstract

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Undergraduate Leadership Programs: A Case Study Analysis of Marietta College’s
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This qualitative study examines Marietta College’s McDonough Leadership
Studies program, including the major, minor, and certificate. Faculty, students, and
alumni were interviewed and their responses were collected and assembled into four
major themes. These themes then were used to create an emergent definition of
leadership, which was then compared with both the working definition of leadership from
the McDonough Center and the definition of leadership gathered from respected authors
in the field of leadership literature.

The working definition reflects that leadership development is a process and is not
associated with the traits of leaders; leadership is associated with the process by which
leaders and followers participate in developing goals and achieving those goals. They feel
that the process is also contextual, meaning that it operates within a particular
environment and that environment shapes the way that leaders and followers come
together. The definition derived from the literature is as follows: Leadership is the action
of guidance or direction of others for the purpose of group advancement done through the
developing of relationships through effective communication that transcend individual
needs, while maintaining principles of integrity, vision, and liberty, and these are built
upon trust and competence. Ultimately, to be successful, individuals involved with group
advancement must give up one’s individual self for the betterment of the organization or group. This is only effective when the principles mentioned above: integrity, vision, and liberty, built upon trust and competence, are in place (Bass, 1990; Bennis & Goldsmith, 1997; Burns, 1978; Gardner, 1990; Gardner, 1995).

A comparison showed that the McDonough Center Leadership Program’s emergent definition reflecting the outcomes of the curriculum is very close to the definition from the literature on leadership. Vision appeared to be the biggest challenge area for the program. A major conclusion is that the McDonough Leadership Program serves as a model of effective curriculum design for leadership.

Approved: _____________________________________________________________

Marc Cutright

Associate Professor of Counseling and Higher Education
Dedication

To my wife, Jo Ellen, and my children, Anthony and Christopher; you have my eternal thanks for your support and love.
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CHAPTER ONE

Background of the Study

Historically, a social role of education in a democratic society is to provide the country with leaders. This means that institutions must at once insure equal liberty and equal opportunity to differing individuals and groups. Additionally, higher education must be able to enable citizens to understand, appraise, and redirect forces, men, and events. This role of enabler is critical as these tend to strengthen or weaken the citizens’ liberties (President’s Commission, 1947).

As Trow (1997) outlined in an article about the past, present, and future of higher education, institutions of higher education played a “visible role … by helping to expand and educate black, Hispanic, and Asian middle classes” (p. 582). If the country and institutions of higher education are truly interested in developing all citizens with the ability to effectively view public issues, then it must not be restricted to limited groups based on gender, race, ethnicity, etc (Trow).

Leadership has long been a topic of interest to people (Adair, 1989; Burns, 1978; Gardner, 1990). The premise of situational leadership and the connection to the underlying cognitive skills needed to succeed in these situations is attributed to Socrates (Adair, 1989). Defining and understanding leadership and leadership education and training is akin to going on a snipe hunt (McCorkle, 1998). We are enticed by the appeal of being leaders, of developing leadership courses, of making leaders out of students, and of contributing to better citizens. But how do we define leadership in order that we might teach it?
Bennis and Goldsmith wrote about leadership metaphorically as a stool, built upon the legs of integrity, competence, and ambition (1997). Bennis and Goldsmith also identified four qualities of leadership as vision, empathy, consistency, and integrity. Even within their own text, variation in the definition of the attributes of effective leaders is present. This provides further evidence that pinning down a definition of leadership is a daunting task.

John W. Gardner, in his book *On Leadership* (1990), wrote that one model of leadership is really a constricting paragon. Leadership, he argues, emerges based on the situation, not unlike the argument made by Socrates (Adair, 1989).

Howard Gardner goes even further and begins to define the cognitive abilities of both the leader and the follower. Socrates (Adair, 1989), Yukl (1989), Gardner (1990), Bennis and Goldsmith (1997), Gardner (1995), and Burns (1978) have all consistently expressed that leaders cannot rely upon positional power alone. They must exceed the performance of a good manager. They must define their realities, understand them, and communicate them effectively to their followers.

Scholarly research on undergraduate leadership programs in higher education is minimal. Leadership is an immensely diverse topic, which is reinforced by the fact that there were almost 70,000 hits on a keyword search of leadership in *academic search premier* (accessed via library on April 9, 2007). It is unclear what conclusion can be drawn from this seemingly contradictory information. There is a plethora of information on leadership, but almost no scholarly research on undergraduate freestanding leadership programs. Based upon a review of college web pages by the researcher via
http://www.utexas.edu/world/univ/alpha/, only 21 freestanding undergraduate leadership programs out of approximately 1600 were identified.

Leadership has often been compared to management, and in many cases, the terms have been used interchangeably (Yukl, 1989), which may clarify why there has been much discussion and research on management and business programs that are implementing leadership into the curriculum (Doh, 2003). Interestingly, much of the business and management research reveals that leadership courses are being integrated into the curriculum along with all the quantitative business and management skills classes (Elmuti, Minnis & Abebe, 2005). The drawback to this approach is that it seems unrealistic to expect that a course or two or a weeklong seminar type of development would have a dramatic effect on the actual leadership skills that a student is able to take away (Connaughton, Lawrence, and Ruben, 2003; Morrill & Roush, 1991; Nirenberg, 2003). Additionally, there has been a surge in the number of separate leadership programs that have been started (Adkins & McNamara, 2004); however, the amount of research on undergraduate leadership programs has been minimal.

McDonough Center for Leadership and Business at Marietta College History

According to the Not-So-Brief History of The McDonough Center for Leadership and Business at Marietta College, in southeastern Ohio, by Stephen Schwartz (1994), Founding Dean, the center started in 1986 with a $5.5 million gift from the Bernard P. McDonough family. It was not received with the kind of enthusiasm that might be anticipated though. The faculty at this liberal arts institution was somewhat reluctant to start a center that was inextricably linked to something as vocational as business.
Further, many faculty felt that the practice of teaching leadership was a fruitless enterprise as effective leaders, they thought, were “born, not made.”

The program opened its doors to 28 students who began taking leadership courses in 1987 in pursuit of a Certificate in Leadership Studies, and the center was completed and dedicated the following year. In 1989-1990 the first leadership classes were offered in the McDonough Center. Throughout the process to begin the leadership program and to design the McDonough Center, the College president and the Board of Trustees made sure to involve many constituencies. There was a faculty advisory committee that helped advise the president on faculty concerns, but the involvement was also extended to the entire campus community.

The McDonough Center for Leadership and Business Faculty Advisory Committee also enlisted student input, more into program design as opposed to Center design. Interestingly, as the reader will see later during discussion about the admission requirements, the students said that the leadership education should be available to all students and it should not be elitist.

There were several assumptions that were agreed upon by the Faculty Advisory Committee: the Center should be owned by the entire campus, it should not hire a separate leadership faculty, it should observe the spirit of the liberal arts, it should be offered to incoming freshman, the focus of the program should be on leadership and not leadership in business, and the program should be multi-disciplinary. Reflecting back on these assumptions with how the program stands now, all of these appear to still be in place, with the exception of not having leadership faculty. The first full-time faculty
member in Leadership Studies was added in 1999-2000. Now, there are four full-time faculty, although only one of them has a 100% leadership workload. Ultimately, the McDonough Leadership Center has been guided by these assumptions and reflects respect for the academic departments and for the academic disciplines. The leadership degree, and the minor and certificate exist in a collaborative manner with the other academic programs at Marietta College to strengthen the students’ educational experiences.

The Center graduated their first class in 1990-1991 with students receiving Certificates in Leadership Studies. In 1992-1993, the Marietta College faculty approved the creation of a Minor in Leadership Studies, and the first students then graduated in 1994-1995. The McDonough Center for Leadership introduced the major in International Leadership Studies, with the Marietta College faculty’s approval in 2002-2003 (Perruci, 2007) and abides by a “core value of a deep commitment to the development of leaders who are thoughtful and passionately engaged in their communities” (Perruci, p. 1). When the major was introduced, the minor and the certificate were changed to have the added international focus. The first class of International Leadership Studies graduates in 2005-2006 with a total of 7 graduates.

As part of a regular process of assessment and evaluation, the McDonough Faculty Advisory Committee (MFAC) came up with a core of things that should be communicated to students throughout the program. Those are:

leadership can be defined in a variety of way, from a set of abilities to a dynamic process; leadership involves not just leaders themselves, but also followers and
the situations in which leaders and followers interact; leaders and followers interact in power/influence relationships and interventions can be initiated by either to enhance the effectiveness of the interaction; and, one’s personal approach to leadership must be based on an accurate appraisal of one’s strengths and weaknesses as a leader/follower. (Schwartz, 1994, pg. 243)

Further, the MFAC said the Center’s programs should emphasize the multiple definitions of leadership and should stress the importance of context.

To better understand the McDonough Leadership Program and the varieties of offerings, it is important to identify the unique characteristics of the major, the minor, and the certificate. All of the variations begin with the same sequence of leadership courses (Marietta College, 2007) in the same sequential order. The major consists of seven different required leadership courses plus a choice of either one other leadership course or a political science or a communications course. This totals 20 hours in the leadership component. In addition to the leadership core courses there is also a foreign language component that consists of 15 semester hours in Chinese, French, or Spanish. The foreign language component may be waived if the student is a non-native English-speaking student. There is a core of 12 hours of liberal arts courses, including International Politics and History of World Civilizations courses, which are both required. Additionally, students are required to select from an area study component. This is a concentration of courses totaling 9 semester hours in a geographic area of interest, and students choose from Asia, Europe, or Latin America. Finally, students are required to embark on an international study abroad experience. The locations for these
experiences vary depending on costs and other issues related to international travel. The leadership courses, the language, the area study component, and the study abroad make up the knowledge and action components of the McDonough Leadership Program vision. The growth component consists of a student’s digital portfolio and this consists of a reflection on the other two components of the students’ education (Appendix C). The information presented here is all available on the McDonough Center for Leadership and Business’s web site, www.marietta.edu/lead, and is also available in their printed information (Marietta College, 2007).

The minor differs from the major in the following ways: there is no language requirement; there is no area study component; and there is no liberal arts core component, although the major that a student has chosen may have that as a requirement. There are eight required leadership courses, one more than the major as in the major the additional leadership course was an option among four courses and in the minor it is required. The study abroad is also required for students in the minor (Appendix C).

Finally, the certificate is different from the minor as follows: there are only six required leadership courses. All three of the options have an integrated service component and all three require the digital portfolio reflection (Appendix C).

What led the researcher to focus on the major instead of the other programs was the fact that the major is a more holistic approach to the education of the students. It is more comprehensive than the minor or the certificate and demonstrates the McDonough Center’s best. It is their flagship program. As leadership majors are less numerous than minors or certificates at other colleges, after a careful review by the researcher (Appendix
D), this alludes to the fact that true, multi-disciplinary programs are more difficult to assemble and possibly the fact that college administrators understand the fact that leadership is less of a skill that one would go to college for and more of a training or development, which makes it hard to market to the current student population.

The McDonough Leadership Program has a strong emphasis on civic engagement that can be seen in various Information Handbooks and the Report to the Advisory Board (Perruci, 2007). The Program does, however, balance civic and community involvement programs and internships with business leadership. The Program has both an Office of Civic Engagement and an Office of Business Leadership Development (Perruci, 2007). The McDonough Leadership Program has engaged in balancing both the nonprofit and the for-profit sectors and their leadership needs. The major, minor, and certificates have a mix of academic coursework, internships, and, in some cases, international study abroad experiences (McDonough Center, 2007). The McDonough Center for Leadership, which houses the leadership program, has also addressed the challenges of student resources and has established various endowed scholarships to assist with the expenses associated with international travel (Perruci, 2007).

Marietta College is a small, private, liberal arts school and admission to the College is competitive (Marietta College, 2007). Additionally, there is a separate selective admission policy to the McDonough Leadership Program and the Program admitted students with an average high school GPA of 3.64 in 2006-2007, up from 3.47 in 2003-2004, which was the first year of the freestanding degree program (Perruci, 2007). Even with these high entrance requirements, the attrition rate in the program
hovers around 50% over the course of the four-year degree (Perruci, 2007). These high admission standards are consistent with the expert opinion on effective leaders having strong cognitive abilities (Gardner, 1990).

The ultimate purpose of the case study and program evaluation is to compare the McDonough Leadership Program’s espoused outcomes with student, faculty, and alumni experiences. Then, the researcher can compare those findings with the central themes of leadership from the literature to evaluate the effectiveness of the program and to provide a foundation of feedback for the College. Ultimately, this should contribute a dialogue for future researchers in this field of leadership in higher education.

The issue of the efficacy of teaching leadership has long been a topic of interest (Burns, 1978; Doh, 2003; Gardner, 1990; Gunn, 2000). The underlying question to that interest is: Can leadership effectively be taught and learned? Burns argues in an interview with Susan R. Jones and Nance Lucas of the National Clearinghouse for Leadership Programs (1994) that leadership is a very difficult topic to teach. An interview by Doh (2003) of four business educators appeared to support the notion that, indeed, leadership can be taught. Although the educators that were interviewed agreed that the amount of learning in a leadership setting depended upon the learning environment and the way it is taught, the interviewees thought that the outcome of any leadership program would depend on the student coming into the program or course. For example, Mike Hitt said, “…some people are more prone to be leaders…but the bottom line is, leadership can be learned” (Doh, 2003, p. 60). Speaking in support of the notion that leadership must be able to be teachable and learnable, Kim Cameron said, “If leaders are born not made and–
if no one can teach anyone else to improve—let’s start investigating leadership in the biology lab rather than in the business world” (Doh, p. 59).

Conversely, Gunn (2000) argues that leadership cannot be taught. Rather, he argued that if people become effective leaders it is more a matter of individuals being capable of leading and then making the commitment to their own personal development to bring out the leaders within themselves. Gunn’s belief is summarized at the end of his article when he says, “…everyone already has all of the capacities necessary for leading, so keeping up with the times is only a question of recognizing this innate ability, and acting on it” (p. 15).

Even if the argument that leadership cannot be taught is accepted as accurate, it must be acknowledged that whatever skills exist within us all, as Gunn (2000) argues, it seems reasonable to think that those underlying skills must be drawn out with education to be realized to their fullest extent. And although an argument might be made that professional athletes are born and not made and that this is the same with leaders, all professional athletes had some training and practice to realize their full potential. And although all athletes as children will not become professionals neither will all students become equal leaders. This should not cause one to come to the conclusion that leadership education is a waste of time or that effective leaders are only born with their talents as Gunn (2000) would argue. Bennis and Goldsmith (1997), Burns (1978), John Gardner (1990), Howard Gardner (1995), and Bass (1990) list numerous qualities that research has shown most leaders possess and these seem to imply that it is a combination of intrinsic talents and maturity that allows one to benefit from leadership training.
The last few paragraphs outlined the task at hand. As Bass has pointed out in *Bass and Stogdill’s Handbook of Leadership* (1990), there are almost as many definitions of leadership as there are people who have defined it. Further, those definitions are ambiguous at best. The purpose of this research is to examine the McDonough Leadership Program’s definition of leadership, which will then be compared to the themes of existing research to see how that definition of leadership fits within the larger pool of expert writings on leadership and also how it compares with what is collected during interviews with involved parties.

**Statement of the Problem**

Among higher education’s historical purposes, one is preparing better citizens (Vine, 1997). In its earliest construction, collegiate education would teach individual male youth how to “serve the Public with honor to themselves and to their Country” (p. 116) through their advanced education. If the country’s success and the businesses and organizations within the country are dependent on these same leaders to be successful (Washburn & Clements, 1994), then higher education has an obligation to develop those leaders.

The questions of interest related to this research are: What does the McDonough Leadership Program have to offer to other programs or colleges interested in starting a program? How do the characteristics that McDonough Leadership students gain match with the published leadership research and expert opinions related to leadership? What evidence exists to verify that Marietta College is providing opportunities for students to
meet its own established objectives of knowledge, action, and growth for the McDonough Leadership Program?

These authors suggest that leadership is a cognitive endeavor that involves a significant psychological component. It often presents itself from a person in a position of authority, but not always. Leadership is transformational in that it has a long standing impact on the leader and the follower, and not merely transactional, which would imply working together for individual gains rather than group gains (Burns, 2003). Although leadership involves getting groups of people to rally around organizational goals, it is not coercive, but serves as more of a pull, rather than a push endeavor. It is built upon integrity, competence, and ambition, and it is relational (Bass, 1990; Bennis & Goldsmith, 1997; Burns, 1978; Gardner, 1990; Gardner, 1995).

Significance

Undergraduate leadership programs are still in their infancy in terms of their development in higher education (Morrill & Roush, 1991). Thus far, leadership has been introduced into curricula in singular courses in business, management, and education programs. Some colleges have also included more than a single course. Originally, leadership was an activity that was undertaken by student services divisions as opposed to academic units (Roberts, 1997). More recently, however, the academy has begun to build freestanding academic programs in leadership (Morrill & Roush, 1991). The other offshoots from the student services sector have been leadership centers and institutes. These centers and institutes offer more than a single course but not as much as a degree in leadership studies.
The proposed research is important because as colleges and universities contemplate adding programs in leadership studies, having an example of an existing leadership program can serve as a guide. Because there is minimal research on existing, successful leadership programs, there is no research-based model for best practices in leadership education. Evaluating Marietta College’s program can serve to add to the existing literature and provide a model for new programs. Further, Marietta College’s McDonough Leadership Program has a global component and because of that it is moderately unique and can serve as a new model for the changing world. International studies and the idea that the world is shrinking still appear to be in their infancy even though the global economy is talked about frequently on the news. Friedman’s book *The World is Flat* was first published in 2005, and his first book on globalization, *The Lexus and the Olive Tree*, was published in 1999. Although international travel and global business are not new, the idea that America must come to grips with the global environment is new and not yet accepted (Friedman, 2006). This appears to be a sensational claim given the fact that a free trade multinational agreement, the North American Free Trade Agreement, was implemented in 1994. One needs only to look at the editorial page of his or her own local newspaper to see the evidence that America has not come to grips with globalization.

Higher education is at the heart of America’s ability to further develop as a nation and face the numerous challenges that are presented on a regular basis in the political, civic, and business worlds (Rischard, 2002). The study of the McDonough Leadership Program can help pave the way for other institutions of higher learning in the United
States to develop other leadership programs that help meet the challenges that we will continue to face as a nation.

My hope is that at the completion of this study, the McDonough Leadership Program faculty will be able to reflect on their program to verify its efficacy. The study will also help outside institutions and individuals view a program from an outsider’s perspective and make intelligent choices based upon a model to make forward-thinking decisions. It will also provide more questions for researchers to explore related to undergraduate leadership programs.

Limitations and Delimitations

A delimitation to the study is the fact that only one program is being studied. This singular program serves as a case study to examine one example of how leadership is taught and how it compares with the literature on leadership.

Another delimitation is that the groups being studied are the undergraduate students enrolled in the McDonough Leadership Program, the program faculty, and a select group of alumni.

A finally delimitation is present as a result of the decision that was made to look at all three of the programs together instead of individually as a certificate, minor, and major. The McDonough Center operates as a collective entity and offers the McDonough Leadership Program, which includes the certificate, the minor, and the International Leadership Studies major. The Program has its own culture and the students interviewed were from different educational objectives.
A limitation of the study is that the research is based largely upon opinions of individuals with exposure to the McDonough Leadership Program. As such, these opinions may not express objective truth. Additionally, students and alumni who volunteered to speak with the researcher exhibited behaviors, such as volunteering to share their experiences and opinions with the researcher, which may distinguish them from their peers and may give a skewed view of the program.

Definitions of Terms

Leadership Programs: Defined in this study as meaning a freestanding program with a major in leadership and not an integral part of a specific discipline. John Gardner (1990), Howard Gardner (1995), Bass (1990), and Burns (1978) all agree that true leadership programs must be multi-disciplinary to be truly effective. As such, integrated, specialized leadership programs are discussed briefly in the study, but because the emphasis of the case study is on a freestanding leadership program, the reader should be clear on the differentiation. The McDonough Leadership Program as a whole does not fit within this definition. The International Leadership Studies major, as a part of the McDonough Leadership Program, does fit within this definition.

Leadership: Leadership is the action of guidance or direction of others for the purpose of group advancement done through the developing of relationships through effective communication that transcend individual needs, while maintaining principles of integrity, vision, and liberty; these are built upon trust and competence. Ultimately, to be successful, individuals involved with group advancement must give up one’s individual self for the betterment of the organization or group. This is only effective when the
principles mentioned above, integrity, vision, and liberty, built upon trust and competence, are in place (Bass, 1990; Bennis & Goldsmith, 1997; Burns, 1978; Gardner, 1990; Gardner, 1995).

Degree Program: The academic major of leadership. This does not refer to the minor or the certificate.

McDonough Leadership Program: The leadership program is housed in the McDonough Center for Leadership and Business. The leadership program consists of the degree major program, the minor, and two certificates. These non-major programs are integrated within other four-year degrees and are selectively admitted to the cohort as are the degree major students in leadership.

McDonough Center for Leadership and Business: The center houses the major, the minor, and the certificate. It also houses a certificate called Leaders-in-Action, which consists of two leadership courses and a significant civic involvement. This last certificate is not a selective admission certificate as the one in the McDonough Leadership Program nor is it as rigorous as the other programs. Further, the Leaders-in-Action can be completed in two semesters.

Preview

The following chapters will cover the following: Chapter Two consists of a comprehensive literature review of select authors. Chapter Three will outline the methods of research. This is a case study of the McDonough Leadership Program based upon comprehensive interviews, document review, and observations. The research method employed was basic interpretive qualitative research. The purpose of the case study was
to serve as an exemplar for other leadership programs or colleges. Chapter Four is a review of the interviews and documents with explicit detail. A detailed explanation of the questioning and the member checks was also conducted. Finally, Chapter Five summarizes the research, presents conclusions, and offers questions for consideration and further research.
CHAPTER TWO

Introduction to the Literature

Much of the literature that exists on undergraduate leadership programs is expert writings. Research of undergraduate personality traits, leadership skills, critical thinking, and general citizenry as they relate to higher education programs in leadership studies are not numerous.

The literature on leadership, as a general topic, is vast. The expert writings in this chapter represent what the author feels are widely endorsed sources of leadership writings as they relate to leadership. It is not an exhaustive list, but rather what the author feels is a directed collection of relevant material. Since there is little literature on leadership education, the review is done primarily on leadership and later the writings on leadership are placed in the context of the McDonough Leadership Program in the case study format.

The topic of leadership is presented by various authors in a wide variety of ways. A consistent theme from many of the authors is the relationship with their followers. Burns (1978) related leadership to power. He talked about the understanding of power and explained that leadership is a special kind of power. After talking about various types of power and the uses of that power, he stated that “power is first of all a relationship and not merely an entity to be passed around like a baton or hand grenade” (Burns, p. 13).

Bass (1990) writes specifically about the concept that leadership is not a determination after the fact, but a value added through relationships that have a positive impact on results. Further, he explains that leaders must have competence.
Bennis and Goldsmith (1997) discuss the values of integrity, competence, and ambition, which might also be characterized as vision. They also speak to the need to empower followers. They also speak to followership when they comment that, “[the] first responsibility of a leader is to define reality. The last is to say thank you. In between the leader is servant” (p. 100). Bennis and Goldsmith summarize with their four qualities of leadership, which are vision, empathy, consistency, and integrity.

John Gardner (1990) also speaks to followership when he writes about communication and influence flowing both ways. He also differentiates between leadership and official authority, which he states is, “simply legitimized power” (p. 3). Gardner also struggles to define leadership by writing that one model of leadership is constricting and unable to be effective. Gardner (1990) also lists 14 attributes. These are: physical vitality and stamina; intelligence and judgment in action; willingness to accept responsibility; task competence; understanding of followers and their needs; skill in dealing with people; need to achieve; capacity to motivate; courage, resolution, steadiness; capacity to win and hold trust; capacity to manage, decide, set priorities; confidence; ascendance, dominance, assertiveness; adaptability, flexibility of approach. A consistency in these attributes is an understanding of oneself and relational abilities. Finally, although Gardner (1990) does not present a model of an effective leadership curriculum, he does speak to the effectiveness of a liberal arts education in developing leaders because of its multidisciplinary construct.

Howard Gardner (1995) discusses power briefly in his text, Leading Minds, when he writes that power alone is not sufficient for effective leadership. One of the themes
that Gardner (1995) also speaks to is the early emergence of a sense of self and others. This reflects positively on the ability to self-assess as did John Gardner. Gardner (1995) also touches briefly on power when he writes that effective leadership is less coercive and more empowering in order to achieve constructive ends.

Critical Review of the Literature

Undergraduate Leadership Programs

The research by Connaughton et al. (2003) is one of a few pieces of literature that looks into an undergraduate leadership program, although the program is a certificate and not a degree. Specifically, the authors performed a case study analysis of Rutgers’ Student Leadership Development Institute (SLDI). Connaughton et al. felt that “citizens must become better educated to fulfill leadership challenges responsibly, effectively, and ethically” (p.47). These authors further felt that “leadership competencies are best developed over time through a program that fosters personalized integration of theory and practice and that conceives of leadership development as a recursive and reflective process” (p. 46).

Connaughton et al. (2003) identified nine principles that serve as the foundation for the SLDI. The following nine principles clarify the leadership program at SLDI at Rutgers.

1. Leadership is complex. Leadership involves multiple groups and individuals at different responsibility or positional levels and a vast array of situations.

2. Leadership is other oriented. Serving the goals of an organization requires the work of many and is often relational.
3. Leadership is interactive and dynamic. Organizations are not static, at least the ones that are successful, and require leaders that can adapt. Further, leaders benefit and develop from the people they lead.

4. Leadership is contextual. Situations are so variable based on the people involved and goals desired. Two situations that appear the same on the surface may be quite different and require a different set of skills to have a successful outcome.

5. Leadership may be emergent. Leadership is not necessarily title driven. Leaders in low-level positions may emerge as effective leaders of their respective groups.

6. Leadership is a science and an art. Because of the emotional aspect of leadership, one cannot rule out the art of certain behaviors. These behaviors cannot be scripted for every situation and require artistic skill. At the same time, there are proven theoretical approaches based on social science. The authors argue that these elements should be integrated for effective outcomes.

7. Leadership is enacted through communication. The effective social interaction between leaders and followers allows the leaders to leverage support to accomplish the desired objectives.

8. Leadership is increasingly mediated and virtual in nature. As technology has allowed organizations to work over long, often international distances, communication skills must be effective in the virtual world as well as in the face-to-face world.
9. Leadership can be learned and taught. This point is brought up in greater detail later in this chapter. It appears to be one of the foundational issues in leadership education, and Connaughton et al. (2003) clearly believe that leadership is not a static trait and it can be taught and has a place in academia. (2003, p. 47-48)

Looking at this list, it can be seen that the leadership program at Rutgers, although only a certificate, encompasses many different themes. Connaughton et al. wrote about the need for leadership education to cross multiple disciplines, which is evident in the nine principles that they identify. Additionally, Bass (1990) reflects on the composition of a higher education program of leadership, which he states is comprised of social psychology classes, business/management classes, and an underlying liberal arts education.

Connaughton et al. (2003) cite Prince (2001), who outlined four methods from which students should develop the essential skills of a leader. First, the faculty’s teaching methods should match the desired outcomes. Second, learning opportunities should be created to allow students to apply and practice their knowledge and to experience the consequences of their actions. Third, the students should be strongly encouraged to reflect on and discuss their leadership experiences with faculty members and peers. Fourth, and finally, students should have vicarious learning opportunities.

Morrill and Roush (1991), writing about the first undergraduate leadership program in the U.S. at the University of Richmond, felt that leadership education not only benefited the students by providing an integrated curriculum, but also improved higher
education in general by providing coherence to the undergraduate curriculum. Morrill and Roush also agreed with Connaughton et al. (2003) that leadership education is neither passive nor based only in lectures. Rather, Morrill and Roush (1991) felt that students should be actively and personally involved in the learning experiences.

Similar to the foundations of the SLDI at Rutgers described in Connaughton et al. (2003), McNally, Gerras, and Bullis (1996) reflected on the leadership program at the U.S. Military Academy at West Point. At the Military Academy, students are required to “identify what is happening, account for what is happening, and then formulate and apply leader actions” (McNally et al., p. 177) based on a situation presented in a case study. These actions require awareness of the situation in and around the case study scenario and then action to apply leadership steps to implement the appropriate action. These case studies present challenges similar to those presented to students in the program at Rutgers in that students are experiencing situations vicariously through their instructors’ experiences. Further, the cadets in the Military Academy can integrate the learned skills into physical action.

What is consistent in reviewing the work of Connaughton et al. (2003), Prince (2001), McNally et al. (1996), Morrill and Roush (1991), and Bass (1990) is that these authors all agree that any true leadership development must be multidisciplinary. What is consistent in the literature is that the art of leadership cannot be taught from a business or management basis alone, nor can it be grounded only in the behavioral and psychological fields (Bass, 1990; Burns, 1978; Gardner, 1990). The teachings should be conducted in a setting where many disciplines are represented and the students are not only given the
underlying classroom theory, but also the opportunity to practice those skills and then to evaluate their performances. All agree that reflective self-assessment is a critical skill in developing leaders as well. These authors represent several institutions’ leadership development efforts including Rutgers, the U.S. Military Academy at West Point, the University of Texas, and the University of Richmond.

Bass (1990) and Gardner (1990) argue that the relational aspect of leadership is what elevates it from an absolute science to social science. Relationships with followers and the ability to persuade toward common goals (Bass, 1990; Burns, 1978; Gardner, 1990) are essential to the leaders’ effectiveness. McClelland and Burnham (1976), Burns (1978), Gardner (1990), and Bass (1990) argue that the relationships must be deep yet professional. The work by Hutt (2007) accentuates that the relationship must be transformational and significant, yet intimately bounded to be effective.

Leaders must also be authentic and must view conflict with a multi-faceted lens (Bass, 1990). If one argued that effective leaders truly only want people who will listen to them, believe in them, and respect them, one would lose a critical aspect of followers that can often be an asset to an organization. Bass (1990) and Burns (1978, 2003) argue that transformational leaders more effectively deal with conflict. Referring back to a classic management model of strengths, weaknesses, opportunities, and threats, or a SWOT analysis (Hazelbaker, 2006), an effective leader must be able to embrace threats and weaknesses in order to advance the organization (Bass, 1990). One could argue that the constructive dissident in an organization can highlight points that others who are not interested in conflict would otherwise avoid.
One of the objectives in several articles is the development of citizen leaders (Connaughton et al., 2003; McNally et al., 1996; Morrill and Roush, 1991). It is positive to see the development of citizen leaders reinforced by a study conducted by the Kellogg Foundation (Zimmerman-Oster & Burkhardt, 2001) that assessed individual outcomes of students in some leadership programs. This study concluded that “90 percent of leadership programs surveyed reported that their participants had an increased sense of social, civic, and political awareness” (p. 6).

Further, the articles that referenced the SLDI at Rutgers (Connaughton et al., 2003), the University of Richmond (Morrill & Roush, 1991), and the U.S. Military Academy at West Point (McNally et al., 1996), in addition to the study conducted by the Kellogg Foundation (Zimmerman-Oster & Burkhardt, 2001), all list skills and allude to the fact that leadership is deeply rooted in the liberal arts. The multidisciplinary aspect of a liberal arts education is the foundation for many of the leadership skills that are taught in leadership programs and surpasses the culturally myopic view of many of the more focused programs (Bass, 1990; Brown, 1994). James MacGregor Burns, author of the Pulitzer Prize Winning book *Leadership*, in an interview in 1994 with Jones and Lucas of the National Clearinghouse for Leadership Programs, reiterates many of the things mentioned thus far, namely that leadership programs, if they are to be successful, should be interdisciplinary. Burns further stated in this interview that “leadership is not a familiar concept in terms of what colleges and universities do” (Jones, Lucas, & NCLP staff, p. 1). One could argue that leadership education still is not all that familiar, notwithstanding the number of published materials and books on the topic. This may be
why many colleges choose to add singular courses to a curriculum rather than develop a freestanding program.

A survey of 3,000 colleges and universities with a return rate of approximately 20% ($n=590$) demonstrated that the majority of respondents had a single course or development program and only 3% of respondents ($n=14$) had a major or a minor (Howe & Freeman, 1997). Further study of leadership programs in the Midwest showed similar results in that leadership was part of program rather than a program unto itself (Adkins & McNamara, 2004). The increasing popularity of leadership courses within other academic programs, based upon a review of http://www.utexas.edu/world/univ/alpha/ by the researcher (Appendix D), revealed 135 discipline-integrated leadership programs, demonstrates the recognition by higher education of the value of leadership training. The lack of commitment, however, to freestanding programs of leadership implies that although higher education values leadership, it is not valued enough to make a full commitment. This may be a result of the fact that there are no clear-cut best practices related to the teaching of effective leadership in an undergraduate setting.

Connaughton et al. (2003), Morrill and Roush (1991), and Bass (1990) effectively demonstrate the need for leadership programs in an undergraduate setting. Both articles also allude to the fact that, as Morrill and Roush stated, “The programs are at the margin of institutional life” (p. 26). Additionally, the W. K. Kellogg Foundation report on leadership programs (Zimmerman-Oster & Burkhardt, 2001) provides the reader with some outcomes related to “observed improvements in individuals” (p. 4).
Weaknesses in the research on leadership programs are present on several fronts. Although the Kellogg study (Zimmerman-Oster & Burkhardt, 2001) showed an increased *citizen skill acquisition*, there was no control group to compare the leadership programs surveyed in the study with a standard undergraduate program in a similar discipline to see if more students had the behavioral characteristics as a result of the students’ studies in the leadership programs. Moreover, the Kellogg study was not limited to colleges and universities, but also included some secondary education institutions. Additionally, whether or not the schools studied were graduate or undergraduate was not clarified. Finally, the reader cannot determine if the programs studied were freestanding leadership programs or leadership education within another discipline. The Kellogg Study had a total of 31 programs that they surveyed, of which 18 returned surveys. The data reveal, however, that only 13.6% (n=3) of the programs surveyed in the Kellogg study (Zimmerman-Oster & Burkhardt, 2001) actually had a major or minor. With no separation of the data to show the reader how these results may have differed between certificates, minors, or majors and with no comparison to a control of non-leadership students, conclusions are difficult to draw. This distinction is important, as much of the research as has been noted previously in this paper doesn’t make a distinction between freestanding leadership programs and leadership programs that are an integral part of another degree or only a minor. This distinction may be something that future researchers wish to study to determine if there is a significant difference. The research to date does not often differentiate between a program in management or business with a class or two in leadership, from a minor or major in leadership studies.
This differentiation is critical. Many authors have commented on the fact that schools of business and management, at both the undergraduate and graduate level, have single courses on leadership integrated within their respective curricula (Connaughton et al., 2003; Lyons, 1993; Nirenberg, 2003). Clearly, this distinction is critical as academic administrators, researchers, and potential students weigh the benefits and the drawbacks of a freestanding program against a program that simply integrates a leadership course within the curriculum or possibly integrates leadership objectives within many courses throughout a program in a traditional curriculum.

Assessment of leadership programs in general is an identified area of need within the field of leadership (Komives, 1994). According to Komives, one of the barriers to collecting this research is that much of the assessment is done demographically or is done at the completion of modules of learning and not at the end of a degree program. The other part of the problem is that although there are more freestanding programs of leadership than there were in 1992 when the University of Richmond was the only one (Morrill & Roush, 1991), there are still a limited number, which makes aggregate assessment data difficult to obtain. Additionally, because the first program is only 15 years old (1991), longitudinal data is not available.

Teaching Leadership

The practice of teaching leadership in a formal sense first began on the student services side of the academy (Roberts, 1997). This then migrated to academics, and recent research by the Center for Creative Leadership (CCL) and the Jepson School of Leadership in 1996 showed that the majority of offerings in leadership education are for
credit and offered through academic departments. The literature review on leadership programs reiterated what was outlined earlier in this paper regarding the W. K. Kellogg Foundation’s study (Zimmerman-Oster & Burkhardt, 2001). The information in the Kellogg Study (2001) revealed that most of the offerings are in coursework, rather than majors or minors. This means that if one is to look at components of teaching leadership and leadership education, one should look at the historical works on leadership, and leadership organizations’ writings on leadership and leadership education, and the various experts in the field of leadership such as John Gardner, Howard Gardner, James MacGregor Burns, Warren Bennis, Bernard Bass, and Ralph Stogdill, to name a few.

When contemplating undergraduate leadership programs, one must first consider the question of whether or not leadership can be taught. One school of thought is that leadership is in everyone, and those skills or traits of effective leaders are drawn out by situations or experiences or can be brought out with effective teaching methods that promote self-discovery (Bass, 1990; Burns, 1978, 2003; Doh, 2003; Gardner, 1990). Gunn (2000) argues that leadership cannot be taught. Gunn (2000) points out that leadership development appears to be situational and that many people are not emotionally mature enough to examine themselves as thoroughly as leadership programs require. Students, readers are told by Gunn (2000), should develop themselves as whole persons. Finally, Gunn argues that innate abilities to be effective leaders will emerge contingent upon situations that are presented to individuals. It may be true in that everyone possesses these innate abilities, but it can be argued that for individuals to become effective leaders there should be some cultivation of skills. Socrates was both a
leader and an educator of future leaders (Adair, 1989). Indeed the Socratic method of teaching is one in which a student’s question is turned back to the student for introspection and self-discovery, two sets of skills that can be taught and are effective in leadership development (Goleman, Boyatzis, & McKee, 2002).

The argument that leadership cannot be taught is refuted by the interviews with leading business and management faculty conducted by Doh (2003). The faculty interviews present arguments that leadership can indeed be learned (2003). The interviewees have different perspectives of how it can be taught and where it should be taught. Most agree that teachings should be multidisciplinary and involve situational learning. They also agree, not surprisingly since their positions at the time were in Schools of Management and Business, that collegiate schools of business are the logical fit for these courses or programs as that is where the majority of them currently lie (2003). One could argue that the current placement of leadership courses within business or management schools may be where they are offered at present, but that is not a compelling argument to justify their current placement. Clearly, whether or not leadership can be taught is as complex as trying to define leadership itself (Bass, 1990; Stogdill, 1974; Yukl, 1989).

If the premise that leadership can be taught is accepted as true, how is it that one can determine the key principles of leadership, and what are the methods in which to teach these key principles? A review of the literature suggests that any leadership teachings, whether a singular course or an entire program, fit best within an interdisciplinary setting (Bass, 1990; Burns, 1978; Gardner, 1990). Leadership education
cannot successfully be performed as a singular course with no other support courses in other disciplines. Milter and Stinson (1995) argue that education of leaders should be holistic and integrated, rather than a piecemeal approach that is focused on the isolated quantitative competencies. Similarly, Nirenberg (2003) argues that “the orthodoxy of limiting learning from a single discipline taught entirely within a single school is unacceptable” (p. 7). Nirenberg and others (Bass, 1990; Gardner, 1990) make it clear that effective teaching of leadership cannot exist in a silo of a business school, a management school, or an education school. Rather, the skills required to be effective leaders are not limited to singular disciplines. Nancy Huber (2003) argues that flexible thinking and a tolerance for ambiguity are important elements of creativity and allow for leaders to have different perspectives than if they learned in a narrowly focused program. Even regarding teaching leadership, Goleman (2000) suggests that the most effective leaders do not learn or work by just one leadership style. Some have argued that leadership is about influencing others (Hornyak & Page, 2004), but most of the research suggests that leadership is more about helping individuals discover their own paths and fitting those with organizational and personal goals (Bass, 1990; Burns, 1978; Gardner, 1990).

A consistent topical area in the literature is critical thinking and its link to effective management and leadership (Bass, 1990; Gardner, 1990). The survey commissioned by the Kellogg Foundation (Zimmerman-Oster & Burkhardt, 2001) identifies problem solving as a skill that individuals have acquired at the end of their leadership education. Connaughton et al. (2003) and McNally et al. (1996) have also discussed the need for effective leaders to be able to analyze situations and think
critically and creatively to solve them. Macpherson (1999) wrote about the need for undergraduate management students to acquire the skills to be not only critical thinkers, but also creative problem solvers. Macpherson (1999) illustrates that effective critical thinking requires skills of self-assessment in order to analyze the problem, reflect on the leader’s abilities, and create an action plan. Huber (2003) wrote about the tolerance for ambiguity as a key element in leadership and Clifford, Boufal, and Kurtz (2004), in an article on critical thinking skill assessment of college students, revealed that both cognitive abilities and personality traits played a role in the critical thinking abilities of students. Further, they revealed that one of the traits assessed in the personality assessment was the measurement of ambiguity tolerance.

Macpherson (1999) studied peer evaluation in a management class as part of a critical thinking assignment. The assignment was two-part. One part was to analyze and evaluate information, which was gathered from current relevant journals; the other part was to “evaluate the work of one’s superiors, subordinates, and peers” (p. 274). The ability to assess others is a key skill of today’s leaders as many are not only leaders but supervisors. Further, these skills seem to serve as a prelude to self-assessment.

The study was conducted in an attempt to make the peer evaluation grading method more objective. The data gathered really supports no clear conclusions regarding the benefits of teaching critical thinking using the above methods, and the author presents this conclusion in the literature (Macpherson, 1999). There appear to be too many separate individuals evaluating work and too many variables related to the students. It does appear, however, that further study might be warranted.
McClelland and Burnham’s (1976) research suggests that the best managers are high in power, which McClelland and Burnham define as the power to influence, and low in affiliation, which they describe as a need to get along with others. One can also argue that McClelland and Burnham are describing effective leaders as ones who will move amongst power, achievement, and affiliation. In fact, McClelland did more work on this subject and conducted a review of a large industrial controls firm and compared excellent managers, considered leaders, and average managers (Goleman et al., 2002). These two groups were then interviewed and the common competencies were identified. These competencies were identified as self-awareness, self-management, social awareness, and relationship management. They did not include technical skills or cognitive skills. These skills then served as the foundation for what has become known as Emotional Intelligence and Primal Leadership (Goleman et al., 2002). Ultimately, what has come forward as a major skill of effective leadership besides self-assessment, self-awareness, and social awareness, is relationship management. The argument that leadership skills are soft and unnecessary for effective leadership teaching (Nirenberg, 2003) appears short-sighted given the literature to support soft-skill implementation into effective leadership education (Bass, 1990). People are relational and will lead most effectively, and followers will respond more positively, when relationships are an integral part of the experience (Bass, 1990; Burns, 1978, 2003; Gardner, 1990; Goleman et al., 2002). Ultimately, much research has been conducted that demonstrates that people with high emotional intelligence make better leaders (Ashkanasy & Dasborough, 2003; Goleman et al., 2002), thus reinforcing the fact that relationships are an important part of the job of
leader. Gardner (1995) concludes that “leadership, properly conceived, also serves the individual human goals that our society values, and we shall not achieve those goals without it” (p. 121). These concepts of emotional intelligences and their place in leadership are relatively recent, although Barnard (1938) alluded to the place of emotion in leadership development in his book *The Functions of the Executive*, which was one of the earlier writings on leadership.

Marietta College Background

Marietta College’s McDonough Leadership Program became an academic major in 2003; prior to that it was a certificate that started in 1987 (Perruci, 2007). The program is an International Leadership Studies program that has set its goals at not only developing student leaders, but in developing global leaders.

Marietta College is a small liberal arts college in southeast Ohio. The McDonough Center for Leadership and Business is a freestanding center dedicated to the International Leadership Studies major, minor, and certificate. It is not housed in a school of business, but rather stands alone and teaches the principles of leadership in an international context (McDonough Center, 2007).

There are three main objectives to the program. The first is knowledge. The Center defines this as “developing an understanding of leadership as a complex human phenomenon” (Marietta College, 2006, p. 3). The research reviewed thus far supports the fact that the foundation for learning leadership is grounded in cognitive abilities and knowledge (Bass, 1990; Burns, 1978; Gardner, 1990). A main theme of the leadership
articles has also been that leadership studies are grounded in the liberal arts and they are of a multidisciplinary nature (Brown, 1994; Connaughton et al., 2003).

The second objective imbedded within the program is *action* (Marietta College, 2006). This is defined as requiring one to “develop your own leadership skills through extensive practical opportunities” (Marietta College, 2006, p. 3). The opportunities that Marietta College presents are numerous. The McDonough Center provides civic opportunities with which the student can contribute to the local community. There are additional opportunities for students to participate in internships that can serve to develop their business skills or to develop their civic skills. As part of this program there are also required study abroad experiences. These are coupled with a language requirement and an area study component that helps shed light on some of the different cultures with which students interact with during their study abroad or also in their future experiences. Marietta College attempts to provide students with multiple opportunities to develop their leadership skills in actual situations and not just in the classroom.

The final objective is *growth* (Marietta College, 2006). This is defined by the McDonough Center as requiring one to “develop your own vision of what you would like to do as a leader on campus, in the community, and following graduation” (Marietta College, 2006, p. 3). The McDonough Leadership Program degree at Marietta College has eight courses in leadership, a liberal arts core, foreign language, and a study abroad component to the degree. The McDonough Leadership Program is grounded in the liberal arts, provides the students with eight distinct courses in leadership, and closes the loop with practice in the global environment and components of internships, civic
involvement, and a capstone experience to finish it all off (Marietta College, 2006). Overall, the curriculum covers the main themes present in the literature and these themes are taught in a manner that provides knowledge and practice for the students.

A study by a graduate student, Katherine Hall (2005), at Claremont McKenna College on Marietta College graduates revealed that, “McDonough Center graduates engaged in more leadership activities and roles after college than the control group of alumni who did not have undergraduate leadership experience” (p. 2). Although the methods of the survey were not described in detail in the thesis paper, this is, at the very least, a positive indication of the leadership skills that graduates gain. It also serves to reinforce the Kellogg Study’s (Zimmerman-Oster & Burkhardt, 2001) outcomes about citizen-skill acquisition.

Summary and Conclusion

The research has shown several things: Leadership is something that many people, both in higher education and in the private business sector, try not only to define, but also to teach (Bass, 1990; Burns, 1978; Gardner, 1990; Gardner, 1995; Goleman et al, 2002). Generally, the literature suggests that leadership can indeed be taught. Although it can be argued that indeed everyone can be a leader, it seems reasonable to infer that these skills need facilitation and skilled coaxing to present themselves.

Leadership started as something one knew after it was observed, which was demonstrated by Gardner (1995) with a review of influential world leaders over several centuries. Much of this way of identifying leaders helped to shape trait theory of leadership (Doyle & Smith, 1999). Traits of effective leaders and were used as a model
of development of new leaders (Burns, 2003; Doyle & Smith, 1999). This model of development fell short, however, as much debate existed over whether traits could be developed (Bass, 1990; Burns, 2003).

This was a start, and then McClelland (1976), and later Goleman et al. (2002), took effective leaders from industry and compared them with average leaders to find some competencies that could be identified and then serve as a foundation for teachings. With all that has been written and all that continues to be written, there is still no clear definition of leadership (Elmuti et al. 2005). Further, Stogdill (1974) has said that “there are almost as many definitions of leadership as there are persons who have attempted to define the concept” (p. 259).

The research presents a consensus opinion that leadership can indeed be taught and it can be learned (Bass, 1990; Bennis & Goldsmith, 1997; Burns, 1978; Doh, 2003; Gardner, 1990). What appears to have emerged is that leadership can be taught and that a certain number of leadership skills are inherent to a person’s personality. Many believe that leadership can be taught, but the effectiveness of each individual leader is also dependent upon his or her own inherent skills and abilities. Further, according to Clifford et al. (2004), leadership skills are dependent upon the type of personality type that one has. What Doyle and Smith (1999) have said, in addition to Burns (1978, 2003), Gardner (1990), and Bass (1990), is that personality shapes behaviors, which plays an integral role in leader development and effectiveness. Additionally, these authors all reflected upon the role that situations that leaders are placed in affect their leadership abilities.
There has been a progression of leadership theories: trait, behavioral, contingency, and transformational, that authors have tried to use pin down leadership (Doyle & Smith, 1999). None, exclusively, appear to do a complete job (1999) at identifying the qualities of effective leaders that would allow one to pre-select individuals for success.

There are only two expert opinion articles on specific college-level leadership programs (Connaughton et al., 2003; Morrill & Roush, 1991). Other than the survey by Hall (2005) that evaluated the alumni of Marietta College and compared them to the alumni of the McDonough Leadership Program, there is no empirical, scholarly evidence on freestanding undergraduate leadership programs, although there have been other articles and books that have alluded to how leadership can effectively be taught (Bass, 1990; Nirenberg, 2003). And, even though the article by Connaughton et al. (2003) was published in a scholarly journal, it is primarily an expert opinion piece. The authors describe it as a case study, but no real discussion is given to methods of analysis or any of the participants interviewed, if there were any.

Leadership programs need to be multidisciplinary (Bass, 1990; Burns, 1978). This, of course, presents many challenges to the academician but should provide benefits for the graduates. Deeply rooted in the literature on effective leadership education are the liberal arts (Bass, 1990; Brown, 1994), which help train critical thinking skills necessary for leadership (Brown, 1994). Further, there is a clear trend that there should be experiential learning as part of an effective program (Bass, 1990). Internships, challenge courses, service learning, and community projects, plus traditional theoretical lectures all
serve to help the student become the complete civic student, which goes back to a primary foundation of higher education in the U.S. (Bass, 1990; Burns, 1978; McNally et al., 1996; Morrill & Roush, 1991).

As the country and the world have become more global, international leadership skills have become more important and challenging (Tyler, 2006). What the Center for Creative Leadership (McCauley, 2004) found was that global leadership had the same core of competencies that domestic leadership had, plus an additional four competencies for effective leadership in the global environment.

Leadership is a multidimensional concept (Bass, 1990; Brown, 1994; Burns, 1978). The research encompasses many different views and ideas as to what is the best way to accomplish the varied educational goals that are parts of a leadership program (Bass, 1990; Connaughton et al., 2003). Leadership is clearly a topic of great interest in the private sector as can be seen by the amount of money invested in ineffective leadership training according to the Consortium for Research on Emotional Intelligence in Organizations (as cited in Connaughton et al., 2003). Although billions are being spent on leadership after graduates are hired out of college, there appears to be a missing link in undergraduate leadership preparation. Higher education has an obligation to participate and refine this enterprise and to meet the societal impact and need for developing leaders.

Leadership itself requires one to transition in and out of different styles of leadership in order to be effective (Adair, 1989; Bass, 1990; Burns, 1978; Gardner, 1990; Gardner, 1995). Similarly, the literature indicates that the education of leaders should present students with a diversity of experiences and situations with which they may
transition of and then learn from the mistakes they made (Connaughton et al., 2003; Elmuti et al., 2005; Huber, 2003; Hutt, 2007; McNally et al., 1996).

Certainly a drawback to the articles and books presented is that this represents but a fraction of the available research and writings. Leadership is a vast topic. What this does represent, however, are common themes across many years. Some well-respected authors have written about the underlying premise that leadership education should be multidisciplinary (Bass, 1990; Brown, 1994; Burns, 1978; Connaughton et al., 2003). The nature of leadership studies and the mature behaviors of self-assessment and emotional awareness that seem to be key in developing new leaders (Goleman et al., 2002) add to the complexity of leadership education. It does seem clear, though, that leadership experts are continually learning and experimenting with the definition of leadership. These writings then help shape and affect how best to implement that definition into higher education leadership curricula. An additional drawback is that most of the research is expert opinion and not true scholarly research.

Although one might think that the concept of emotion is new amongst the writings, it is presented, however, as early as 1938 in Barnard’s book, The Functions of the Executive. McClelland and Burnham’s (1976) research, although often interpreted to mean that only high power individuals were effective managers, (Tubbs & Schultz, 2006) ultimately reflects that effective managers are constructively influencing people in a manner that benefits the institution and not just the individual managers (McClelland & Burnham, 1976). A deeper understanding and further readings of material based upon McClelland and Burnham’s research indicates that the high power manager was the best,
but that effective leaders moved through different areas as required by the situation (Goleman et al., 2002).

It appears that leadership, as presented by different authors and as presented in the power discussion by Burns earlier in this chapter, is a relational endeavor (Bass, 1990; Burns, 1978; Gardner, 1990; Hutt, 2007). Subordinates should feel trusted, they should feel appreciated, and, they should feel respected (Barnard, 1938; Boyatzis & McKee, 2005; Burns, 1978; Goleman et al., 2002). These feelings, or characteristics, cannot be acquired through an impersonal leader-subordinate experience.

The purpose of this research is to present a case study of what Marietta College does in the McDonough Leadership Program and compare that with the working definition of leadership that the McDonough Center works with and also to compare it with expert writings and the working definition from the literature that was presented in Chapter One. Additionally, a comparison of the McDonough International Leadership Program with the expert opinions on leadership should prove useful to both the program and to the higher education population in general.

The vastness of the literature related to leadership and the lack of legitimate research about undergraduate leadership programs makes this project a challenging one. There are no clear methods, populations studied, or detailed interviews to be used as guidelines. This lack of objective data leaves the community of higher education practitioners unable to grow from a collection of scholarly works. As a result of these factors, the higher education community faces an interesting challenge. There is a stated
obligation within the higher education community that effective leaders are needed (Washbush & Clements, 1994).

All the previously listed skills, abilities and characteristics document the skills that effective leaders have historically had. These are now applied to the research to be conducted as a case study of the program at Marietta College. As such, the research to be conducted on the program at Marietta College’s McDonough Leadership Program is critical.
CHAPTER THREE
The Researcher

I graduated in 1993 with a bachelor of science in Exercise Science from the University at Buffalo (NY). Upon graduation, I went to work for Marine Midland Bank, now known as Hong Kong-Shanghai Banking Corporation (HSBC). I worked there for two years and then went back to school to get an associate of applied science in physical therapist assistant technology. After graduation with the degree in physical therapist assistant technology, I went to work for a private company as a physical therapist assistant. I stayed there for two years and then left to work at Washington State Community College, in Marietta, Ohio, as a faculty member teaching students how to be physical therapist assistants. While a faculty member, I pursued and graduated with a master of business administration at West Virginia University. In 2000, I became Program Director of the physical therapist assistant program. While at Washington State, I served as Faculty Senate President, President of the Ohio Physical Therapist Assistant Educators’ Consortium, and Vice Presiding Officer of the physical therapist assistant organization of the American Physical Therapy Association.

Finally, I began my PhD at Ohio University in Higher Education. After completing my comprehensive examinations, I left my faculty position and took a position as Dean of Business, Technology, and Health Professions at a small community college just outside of Albany, NY.

I then left that position and currently serve as the Associate Dean of Business and Information Technology at Cuyahoga Community College (Tri-C). Tri-C is significantly
larger than both of my previous two community colleges with an annual enrollment of approximately 48,000 (headcount).

These positions of increasing responsibility provided me with the opportunity to lead others and piqued my interest in the topic of leadership and how one can learn it other than through years of experience, and years of experience are no guarantee to ensure effective leadership. This curiosity in addition to a leadership course encountered during my master of business administration degree, have been the compelling forces in this project.

An additional driver of this research has been my current position at Cuyahoga Community College (Tri-C). Tri-C is a well-respected community college in the Cleveland, Ohio, metropolitan area. It has an excellent reputation amongst community colleges (League for Innovation in the Community College, 2007). As such, the College is deeply invested in growing capable leaders to help maintain Tri-C’s prominence in the community college world. In my eighteen months at the college, I have been exposed to several retreats where leadership skills were presented to the academic leadership group. These have been interesting but unfulfilling. It is my hope that this research will help shed some light on this vast and somewhat confusing topic of leadership, and more specifically, leadership programs in an undergraduate setting.

The topic is also of interest to me in terms of my long-term goals. I hope to advance in positions of responsibility to best fulfill the potential of my education and experiences. My biases include the fact that I believe that leadership is a skill that can be taught and learned based upon my own experiences. I started my career as a customer
service representative in a large bank. I went back to school for a clinical degree and worked as a clinician. I then took a faculty position and took advantage of opportunities to develop myself and then took on roles of increasing responsibilities, which is how I became director of the physical therapist assistant program. Those experiences, in addition to my continuing formal education, helped me to become a leader. I also bring in the bias that I am not sure whether undergraduate students possess the emotional maturity to be successful leaders. Writings by Goleman et al. (2002) illustrate excellent points about the abilities of successful leaders to self-assess and the need for emotional maturity to effectively do that. Because of this bias, there is interview protocol that addresses this presumption.

Participants

The participants of the study were students, faculty, and alumni associated with Marietta College’s McDonough Leadership Program. I interviewed nine students of varying age, gender, and years of academic study in the McDonough Leadership Program. Although the racial demographics were not assessed, the students appeared to be mostly Caucasian. The students were interviewed in two separate groups. There was a group of three senior-level students from the degree program. The other group of students was from the McDonough Student Advisory Committee. These students were from various levels of academic progression as one was a freshman, three were sophomores, and two were juniors. Further, they were from a variety of academic years as one was a major student, two were minor students, and three were certificate students. The McDonough Leadership Program places students entering the McDonough Leadership
Program in any of the selected academic tracks into a cohort to make their way through the leadership program (Marietta College, 2006). As such, I interviewed the students in two focus group settings with questions designed to elicit information related to the information taught and how the information is presented. There were questions related to maturity and self-reflection and a question about the efficacy of teaching leadership theory. The student groups represent various levels of academic progression although three seniors were interviewed in a separate group, as this group had a sufficient number of courses and experiences to comment knowledgeably on the program.

The questioning was done in an overt manner with clear explanations about the intention of the research to provide feedback to the program and to evaluate the connection to the stated vision and the working definition of leadership. The focus group set-up of the interviews allowed the students to respond in a conversational manner where they had the support of their peers. This design allowed for thoughtful responses to the questions and the peer feedback reinforced students’ responses and allowed for increased authenticity to the interviews a whole.

I also interviewed the two full-time faculty, the dean of the McDonough Center for Leadership and Business, and the Director of Civic Engagement, the latter two who are also faculty members. The McDonough Leadership Program is lead by Dr. Gamaliel Perruci. Dr. Perruci is the Dean of the McDonough Center for Leadership and Business and the McCoy Professor of Leadership Studies. He is a native of Brazil, with a Ph.D. from the University of Florida’s Center for Latin American Studies in political science and a master’s degree from Baylor University in international journalism. He is
passionately involved in global leadership and has been widely published. He is a strong advocate for leadership education and for the McDonough Center for Leadership and Business, and the students in the center have an obvious sense of community with Dr. Perruci.

Dr. Mark Bagshaw is a full-time Professor of Management and Leadership at Marietta College and teaches half-time in the McDonough Leadership Program. He is considered a core faculty member in the program. He holds an Ed.D. from Penn State and a Master of Philosophy in literature from Yale. He has been a visiting professor in China at the University of Science and Technology of China in 2004. His other teaching duties at Marietta College are in the Department of Economics, Management, and Accounting.

Dr. Daniel Huck is a full-time Assistant Professor of Leadership Studies. Dr. Huck holds his Juris Doctor from the Northeastern University School of Law and his Ed.D. in Educational Leadership from West Virginia University. He worked for the Governor of West Virginia for four years, served as a criminal court judge, and served as both a federal and state mediator. He has also been published nationally and internationally on global leadership and Complexity Theory.

Dr. Tanya Judd Pucella is an Assistant Professor of Leadership Studies and also the Director of Civic Engagement for the McDonough Center for Leadership and Business. She holds her doctorate from the University of Central Florida, where her dissertation focused on the National Board for Professional Teaching Standards on the burnout levels in teachers. She was a public school teacher in Orlando, Florida prior to coming to Marietta College. She has long been involved in civic experiential education
and has worked managing service learning and community service projects while in Florida. She is heavily involved in civic activities with the program and the college, and she also teaches core courses in the McDonough Leadership Program.

Similar to the student interviews, there was an interview protocol of scripted questions, which allowed for a post-interview comparison that was central to the research. The questions for the faculty, like those for the students, began the conversation. Although the research questions were scripted there was ample opportunity for conversational additions. I also took cues from the responses to ask follow-up questions which allowed for the emergence of other themes as a result of the semi-structured format of the interviews. This naturalistic and emergent design provides the best understanding of the program and the underlying drivers to the curriculum.

Finally, the research included interviews with five alumni of the McDonough Center for Leadership. The alumni consisted of four graduates of the minor and one graduate of the certificate program. There were no alumni from the major as the first graduating class of the major was in 2006. The questions were of a similar theme as the student and faculty questions; they were scripted, but open-ended like the other groups’ questions, and they allowed for the emergence of new themes or underlying thought processes to assess the program in a summative manner. The last set of interviews provided the last piece with which to triangulate the data.

The faculty, with the dean and with input from the Advisory Committee, lead and direct the program. Their skills and abilities are what shape the program at the McDonough Center for Leadership. The faculty implements the qualities, skills, and
characteristics that the advisory board provides as a guide. Further, the faculty themselves put their stamp on the curriculum based on current research, feedback from students, and their views of community and societal needs. The faculty members, like effective leaders, change the program, the students, and themselves by their mere presence (Bass, 1990; Gardner, 1990). Students’ lives are transformed by the faculty’s impact through their teaching and their relationships in the classroom and in outside activities.

A review by the researcher in April, 2007, revealed that among more than 1600 undergraduate colleges in the country listed on the website http://www.utexas.edu/world/univ/alpha, there were only 21 freestanding leadership programs (Appendix D). The McDonough Leadership Program was selected because it is has one of those programs and because it is a relatively new degree program in leadership studies (Perruci, 2007). It was further selected because there was a stated desire to have the program reviewed by an outside researcher to provide the program with feedback for further program development. Since there are so many resources spent on leadership education in the private sector according to the Consortium for Research on Emotional Intelligence in Organizations (as cited in Connaughton et al., 2003) and since there are so many literary resources that pertain to leadership, it appears that the experts agree that leadership can be learned (Bass, 1990; Burns, 1978; Gardner, 1990; Gardner, 1995). Determining that leadership programs are needed or identifying that the McDonough Leadership Program is effective is made difficult because of the scholarly research that helps to shape or guide new programs. The research that I was able to find was primarily expert opinion and the few articles that were scholarly were not scholarly research but
from research reports. It is my hope that this case study will help provide a map for colleges and universities that wish to join a growing number of institutions helping to fill an important need of society.

Theoretical Framework

The theoretical approach to this case study was to start with broad theory of leadership based upon the literature, use that to help define the questions for interviews, look at the responses from the interviews for central themes, and then use those themes to generate a definition of leadership as subjects interpreted the program. That definition was then compared to the working definition of leadership from the McDonough Leadership Program and the definition from the leadership. In theory, this would provide a larger umbrella of theory and would allow for a more specific definition to be generated. At that point, the comparison of the emergent definition with the literature definition would allow for recommendations to be made to the program and allow for possible integration for further development.

The qualitative data analysis that was conducted is based on a basic interpretive qualitative case study approach (Merriam, 2002). This theoretical framework that Merriam writes about outlines the flexibility under this research organization, and this allows the data to mold the findings and not the other way around (2002). The leadership program at Marietta College, because of the cohort nature of the classes and the closeness with the faculty was an ideal group to study and develop a theory of leadership that emerges from the McDonough Center for Leadership. In the case study analysis, the McDonough Leadership Program is a unit. The case study approach is appropriate
because I attempted to determine the *how* and *why* of the leadership program (Yin, 2003). What makes it tick? Is it successful? And if so, why is it successful? This program is one of only approximately 21, according to a review by the researcher (Appendix D), with a freestanding leadership program. I used to work in Marietta, OH and had friends who went to Marietta College and were involved in the leadership program. Further, there was a desired interest from the Dean of the McDonough Leadership Program. The benefit of trying to figure out these elements in a case study format was that any underlying relevant topics that present themselves can then also be studied to provide further detail to the original *how* and *why* questions. Because of the nature of the program, the case study was appropriate because as Patton (2002) points out, “Well-constructed case studies are holistic and context sensitive” (p. 447). The holistic nature allowed for both the researcher and the readers to grasp the importance of the topic and its relevance to higher education development.

The case study provides the readers with the understanding of the decisions involved in the program. As Yin (2003) points out, it “investigates a contemporary phenomenon within its real-life context” (p. 13) and can then help the reader determine the program’s place within the leadership environment. The point of the interviews was to allow for the interviewees to describe their experiences with the program and their leadership opportunities and then provide me with the opportunity to find common themes. Further, using multiple groups for the interviews plus the document review allowed me to triangulate the responses that assisted me in the development of theoretical propositions and assisted in my analysis (Yin).
The case study allows for the effective outline of the intended data that was collected, the parties that contributed to that collection, and the organization of data for analysis. By interviewing these groups and then building the larger case this allowed for an integrated construction of what drives the program at the McDonough Center.

**Procedures**

The four McDonough Leadership Program faculty were asked a series of three questions in an individual, one-on-one setting. There was a set of scripted questions that were asked, but this was done in a conversational manner. They were asked to list the skills, or the knowledge, or abilities that the McDonough Leadership Program attempts to give students by the end of their progression through the program. The second question for the faculty was whether or not they felt that the students were emotionally mature enough to handle or learn the skills associated with emotionally intelligent leadership. These skills are self-assessment, self-awareness, and social responsibility. They were also asked if they felt self-assessment, self-awareness, and social responsibility or empathy were important skills for leaders to have as Goleman et al. (2002) have felt. Finally, the third question asked of the faculty was whether or not they felt leadership could be taught and learned. Transcripts of all the interviews can be viewed in Appendix E, with critical identifying information omitted for confidentiality.

The next interviewees were the students. They were interviewed in two separate groups. The first group interviewed was a group of three seniors in the International Leadership Studies degree. The second group of students that were interviewed was a group of six students from the McDonough Student Advisory Committee (McSAC). This
was a group of students from the degree (one), the minor (two), and the certificate (three), and they varied in academic progression through the program from freshmen to juniors. The first question both student groups were asked was to list the skills, knowledge, or abilities that they felt the McDonough Leadership Program gave them. The second question was whether or not they felt they had the emotional maturity, or personal skills, to tackle issues such as self-assessment, self-awareness, and social responsibility. The follow-up to that question was whether or not they felt those were important skills for leaders to have. Lastly, the students were asked if they felt that leadership could be taught and learned.

The final group to be interviewed was a group of five alumni from the minor (four) and the certificate (one) areas within the McDonough Leadership Program. There were no graduates from the degree program available. The first question that the alumni were asked was what skills they felt they learned from the program while they were students. They were then asked to reflect on whether or not they felt they were emotionally mature enough to learn the skills of self-assessment, self-awareness, and social responsibility. The follow-up question to this was whether or not they felt these were important skills for leaders to have. Finally, the alumni group was asked if they felt that leadership can be taught and learned.

I have summarized and paraphrased from the actual interviews, but because names were not attached to the spoken words, there has been no attributing of quotes of the interviewees. All students, faculty, and alumni have signed informed consent forms to participate in the study and have been assured confidentiality.
At the conclusion of the interviews, member checks were performed to review preliminary analysis with interview participants. This ensured that my notes were accurate and confirmed that I heard and documented their responses correctly. It also allowed participants to add anything that they forgot to say or any additional information that they felt was important to the interview. All members of all groups were informed at the beginning of all interviews that the author would tape the interviews to ensure accurate records, and this was reflected on the informed consent form. Participation in the interviews was voluntary, so if participants were not comfortable with the taping of the interviews, they had the option not to participate.

The interviews were constructed in a semi-structured way, meaning that there was a core group of questions, but not a prescriptive interview. The questions allowed for a deeper discussion and allowed for emerging themes to be drawn out.

Additional Data Collection

Other data that was collected and used in the analysis of this program, in addition to the interviews, was a thorough document review. This included course materials, alumni survey data, informational material from the program, and advisory board reports and data. The purpose here, like in all the rest of the methods described thus far, was to allow for multiple data sources to allow for a convergence of data and themes. The syllabi provided insight into the learning experiences and the expected learning objectives and helped to strengthen the data collected in the observations and interviews.
Data Analysis

This was a basic interpretive qualitative research study (Merriam, 2002) in which I aimed to determine the emerging theory of leadership from the McDonough Leadership Program at Marietta College. The methods to elicit this data were performed via a case study method with the intention that common themes would emerge allowing for a compelling analysis (Glesne, 1999). This is a single case study with multiple groups within the case. There are three groups that have provided the data: the students, the faculty, and the alumni.

The basic interpretive qualitative research (Merriam, 2002) approach empowered the researcher with the freedom to allow the subjects to help create their own reality and culture and the researcher could observe, document, and construct an emergent leadership definition. This then allowed for a comparison of the emergent definition with both the working definition and the definition from the literature.

I believe the key to this research was the time spent with each group. It seemed essential in order to build the case that I facilitate the groups’ responses by directing their responses to the questions asked. By being diligent during the question and answer periods, I help to ensure not only that the questions get answers, but also that these answers help build the larger case.

The underlying basic interpretive qualitative research methodology (Merriam, 2002) implies, by definition, that there is a process of generating theory (Patton, 2002). Asking the questions enumerated previously in this chapter allowed a case to be built from each group and in small increments to help identify the working definition of
leadership that the McDonough Leadership Program relies on to guide the program. Further, the small sub-cases and the overarching larger case helped identify replicable characteristics that can serve to guide other institutions of higher learning in the development of future leadership programs. Finally, because this case study focused on one program, the McDonough Leadership Program, I have been able to provide some reinforcement of strategies currently in place and have provided some suggestions for further improvement of the program.

The reporting out of the underlying data was a useful confirmation of the data collected. The member check with the participants of what I heard and the notes I took during the interviews was quite constructive. The interviews were all audio taped and transcribed, but because of the expected length of the transcribed interviews, it did not seem realistic to expect the members of the groups to review the transcripts for content. As such, the immediate read back and review was not only more time efficient, but was also a more accurate approach as the members had just finished the interviews and their recollections were fresh. Additionally, I was able to compare my confirmed notes with the transcribed interviews, which further ingrained the accuracy of the data.

Summary of Methodology

The multiple groups that were interviewed and the various questions asked were designed around themes that have emerged from the literature review. These questions prompted intellectual discussion and provided a certain amount of depth to the McDonough Leadership Program at Marietta College. The dynamics of the individuals interviewed are vast, much like the leadership literature itself. Clearly the groups are
divided not only by the characteristics just described, but also by differences in their life status. There are distinguished faculty members, respected community and business leaders from the alumni, and exceptional students. This demographic variety, although diverse, provided some central themes and ideas that emerged. The broader goal was to find characteristics that will contribute to the higher education community in general.

In conducting a thorough analysis of the data, the results of the interview notes and transcripts were reviewed for any common themes. These themes were clarified, expounded upon, and presented. Additionally, data about the environment in the McDonough Center for Leadership and Business was presented. All of the segmented components from the different groups were assembled, the document review was examined for common themes, and then these components served as the foundation for the emergent theory. All factors related to the McDonough Leadership Program were assembled and then the collective picture was represented.

Even though the McDonough Leadership Program has a working definition of leadership that was presented to me, it is my belief that the themes that came out of the data build their own definition. One of the goals of this research was to serve as a review of the McDonough Leadership Program, and I felt that this was best done with a comparison of the working definition given to me, the working definition as it emerged from the data, and the definition as I interpreted it from the literature. This comparison and contrast serves to provide the program with useful assessment information and provides the higher education and leadership education communities with a group of data to begin new programs or to evaluate their own existing programs.
CHAPTER FOUR

Findings

Introduction

As has been stated previously in this paper, this is a basic interpretive qualitative research project (Merriam, 2002). Interviews with the faculty, select students, and alumni were conducted. Information gathered in those interviews was taken down in both a tabular format and via audiotape recordings. The notated findings were reviewed with the participants immediately following the questions, and this member check assured accuracy in reporting the findings. The interview transcripts can be found in Appendix E and a final member check related to the major themes was presented to the Dean of the McDonough Leadership Program can be found in Appendix F. Any reference to subjects’ identities has been removed from the transcripts, as was assured to subjects in the informed consent. The reader will also note that the interviews were done in a one-on-one format with members of the faculty and in focus group settings with the students, as was outlined in Chapter Three. The subjects were also asked if they wished to review the transcripts; one subject, a faculty member, chose this option. Additionally, a comparison of the transcripts with the researcher’s notes further validated the accuracy.

Another part of the study was a thorough document review. The documents that were reviewed were syllabi from leadership courses, programmatic informational documents, brochures, and academically related planning materials, an Advisory Board report, and alumni surveys.
All of this information allowed for an emergent definition of leadership to develop from within the program. This emergent theory was then compared and contrasted with the McDonough Center for Leadership’s working definition of leadership and the researcher’s definition of leadership from various writings noted previously.

McDonough Center for Leadership and Business

The McDonough Center for Leadership and Business and Marietta College exists within the environment of Marietta, Ohio. Marietta, Ohio is a small town of approximately 15,000 people (U.S. Census Bureau, 2007). According to Census data, the area is socio-economically depressed with a median annual income about $13,000 under the national average. It is mostly a homogenous town with approximately 75% of the population, according to the Census data, comprised of Caucasian individuals. The City of Marietta is located in southeast Ohio at the confluence of the Ohio and the Muskingum rivers. It is on the edge of the Appalachian region and borders Parkersburg, West Virginia. The number of residents with a bachelor’s degree is just under the national average according to the 2000 Census data.

Marietta is the oldest settlement in the Northwest Territory and relies on tourism for much of its economic prosperity. It serves as a docking point for riverboats navigating the Ohio and the Muskingum rivers and is a point of interest where visitors see local history. Having worked in Marietta, I am intimately familiar with the small town river community and the fringes of Appalachian poverty.

The McDonough Center is housed in its own building that was erected with a significant donation by Bernard P. McDonough’s wife in 1986. McDonough was a local
prominent global businessman (McDonough Center, 2007). The center houses all things related to leadership both academically and civically for the college. The McDonough Leadership Program started as a certificate in 1987 and then the minor was added in 1992 (McDonough Center, 2007).

Faculty Interviews

Drs. Gamaliel Perruci, Mark Bagshaw, Daniel Huck, and Tanya Judd Pucella were all interviewed for this research. Dr. Perruci is the Dean of the McDonough Center for Leadership and Business (McDonough Center) and the McNulty Professor of Leadership. Dr. Bagshaw is a full-time faculty member at the Marietta College and teaches half of his academic load within the McDonough Center and the other half within the Economics, Management, and Accounting department. Dr. Huck is also a full-time faculty member within the McDonough Center, teaching his full load within the McDonough Center. Dr. Pucella is the Director for Civic Engagement and a faculty member.

All of the faculty were asked three identical questions. They were asked to list the skills/knowledge/abilities that the leadership program attempts to give students. They were asked if they felt that students were emotionally mature enough, or grew enough during the program, to handle the skills that emotionally intelligent leaders possess such as self-assessment, self-awareness, and social responsibility. They were also asked if those skills were important for graduates and future leaders. Finally, they were asked if they thought leadership could be taught and if they thought that they were truly preparing students for global leadership roles.
The researcher used these questions as a very base framework for conversation. The respondents were asked follow-up questions during the interviews, and the researcher explained prior to the interviews that the goal was a conversational response. As is evident through the summation and the individual quotes, the questions were open-ended. Further, although the data collection reveals many consistent responses, there are conflicting opinions that are presented. The researcher comments on the consistency when it is clear through multiple groups, but the conflicting opinions are also presented and discussed.

*Question One*

Responses to the first question about the skills or abilities that were developed were generally consistent amongst the four faculty members. Communication skills, both speaking and listening, were seen as critical to being able to effectively lead others. Communication skills were not said explicitly in all of the interviews, but certain abilities and knowledge were certainly related to communication. One faculty member commented on the need to have “good listening skills, good ability to put yourself in someone else’s place, those empathic skills.” This faculty member was relating the communication skills in this instance to conflict management. This same faculty member then talked about being “able to motivate other people, mobilize other people toward a common goal.”

Faculty also discussed the ability to facilitate discussions. This relates to both communication skills and the skills associated with a curriculum that promotes critical thinking, as in a liberal arts education. As facilitator, this faculty member discussed the
role as “neutralizing your own subjective influence,” and “forcing them to think about process.” This faculty member went on to say that students have to learn to “step outside their context to facilitate the creation of the context as opposed to being the context itself.” Further, the skill of deliberation and being able to talk within a group to integrate ideas without “leaving anybody out of the equation” was seen as important.

A liberal arts education was mentioned a few times as critical to understanding multiple topics and differing perspectives. Being able to get out of one’s own position to “not only analyze” his or her own position, but also to “create a perspective on that analysis that puts it in a position, counter-position to other people’s thinking.” Can they understand that their position is often subjective? According to the literature (Brown 1994), one critical skill of a student with a liberal arts education is the ability to see in an integrative manner. As one respondent commented, the students need to be able to “transfer [their] knowledge to experiences.” Another faculty member expressed it as “a sense of judgment, sensitivity to nuance” and the ability to be able to take a “set of conceptual processes” and apply them to a problem they have never seen before. This faculty member and others related this ability to transfer knowledge to an application with a different problem as an academic “toolbox.” Further, the kind of deeper thinking that one faculty member commented on as being a part of the liberal arts education is the students’ ability to think about “how they know what they know.”

The underlying ability to get others to believe in themselves and in the leader is underscored and reinforced by the skills listed in the previous paragraphs. Two faculty members referred to a Lao-tzu quote and the one faculty member related it as the
following, “If you are a successful leader, people, the followership will say, ‘Well in the end, we did this ourselves,’ and the leader won’t really be so much pressing him or herself for it.”

All agreed that learning how to be a follower was an important skill. One of the faculty members commented that the "most important recognition is that leaders are often, almost always in fact, followers in some other context, and so the, I don’t know, some of this is humility as a value." This faculty member continued with connection of humility to the student and the issues by saying, “the humility to recognize that it isn’t always about you and it isn’t always important for you to participate in the leadership process by being at the front of the group or by dominating the group or by directing the group, that in point of fact, you may very well serve as leader by being a follower.”

The faculty also talked about leadership as a process of development as opposed to a terminal skill. One faculty member talked of the intention of the program to “develop thoughtful and engaged leaders in all areas of human interaction.” Understanding that process is partly driven by the fact that the program is housed within a liberal arts college and makes the teachings more holistic and the point is to “give students the insight to be able to frame issues” as opposed to searching for a technical or vocational solution. The faculty expressed that students must learn to deal with ambiguity, including the definitional ambiguity of leadership itself. One faculty member expressed that many students come in as “strategic learners” which the faculty member described as “what can I do to get an A?” The faculty member deals with that by transforming the students through classroom action to help them understand that problems that face leaders are like
“puzzles that present intellectual challenges.” The faculty expressed that being exposed to various situations during the course of becoming a leader means that one must be able to work under ever changing circumstances and thrive. The faculty also expressed that college provides a “safe zone” for students “to test the things they have learned without major consequences.”

Using all the abilities listed, a foundation of group collaboration and ability to provide direction is laid, and then the ability of the leader to make a decision using his or her judgment within the group collaboration efforts is practiced within a safe classroom or civic environment.

**Question Two**

Question two asked of the faculty was whether they thought that students were emotionally mature enough to handle the skills of emotionally intelligent leaders. These skills are self-assessment, self-awareness, and social responsibility (Ashkanasy & Dasborough, 2003; Goleman, 2000, 2004; Goleman et al., 2002). The second part of question two was whether or not the faculty felt that these skills of self-assessment, self-awareness, and social responsibility were important for leaders to have.

Faculty all agreed that students go through a development and maturation while in the program. There was some difference of opinion as to whether or not the students had enough maturity coming into the program. In response to a follow up question by the researcher asking if the students have the maturity coming into the program to handle these emotionally intelligent leadership skills, one faculty member stated, “No, not coming in at all.” The faculty member expressed that the program “shakes some people.”
This faculty member also reflected that the students have “what we might loosely call immature views of themselves, and others come out sometimes.” Another faculty member commented that the students do not “universally” have the maturity coming into the program. One faculty member felt that the admissions process provided the program students who are sensitized to leadership. This same faculty member felt that the decision to come to the McDonough Leadership Program is an intentional one that starts in high school with the decision by future applicants to the program to take on leadership activities. As this faculty member described it, “Certainly students through their college experience can acquire some of these skills, but the main issue here is that how intentional, that it can happen accidental or it can happen by default, but here is an opportunity for you to be intentional about your leadership development in a community where you will be sharing that with other students with similar interests.” This comment reflected two different thoughts. One thought was related to the intentional application to the program and the prerequisite leadership skills from high school. The other thought was related to the cohort nature of the program and the reinforcement that students provide to one another during their collective progression through the program. One faculty member also reflected on the maturity by saying, “I could point you towards students who are in my sophomore 203 class who have maturity beyond their years, who are not just good academically, but also interpersonally, and have emotional intelligence at a fairly high level. Now, part of this is, it’s possible that they’re feigning, but I’m not against that; how do you learn how to actually have it, unless you try it on?” This faculty member went on to say, “and so, they know some of the skills that a good leader is
supposed to have intellectually, so you know, if we can get them to behave like they have those skills, it may be that eventually, you know, you won’t be able to tell the dancer from the dance, and they’ll be able to grow into them or move into them.” Finally, regarding a point about which was previously commented in an earlier chapter about maturity with the students, a faculty member affirmed, “Students that prosper are age appropriate.” This reinforces an earlier point about maturity levels, and this faculty member related, “I expect and design my curriculum around the American experience.” This same faculty member reflected on the students’ “lack of discipline” as the major reason behind their inability to effectively self-assess. Another faculty member reflected that “it isn’t maturity so much as it is habitual.”

These various answers reflected one thing on which one faculty member commented. This faculty member said that “the program is designed to meet that lack of emotional maturity; we’re very aware of that, and we design it into the curriculum.” Although there were differences in opinion on the maturity coming into the program, all felt that the program served to develop their maturity whether they had it coming in or not and that the program presented opportunities to develop the habits or maturity by the time the students graduate.

The admission requirements to the program were felt by the entire faculty to help provide the program with a group of students best suited to be able to make the most of the development that occurs during their time in the program. One faculty member reflected on the academic workload being very intense and the group work associated with the academic classes. In addition to that, the faculty collectively reflected that the
rigorous academic work is made even more difficult with the addition of outside civic commitments that come with the program.

An additional topic that came out of the interviews was the admissions standards. The standards, the faculty members all agree, provide the program with academically superior students, which can be seen by the exceptional incoming grade point averages (Perruci, 2007). The program also requires four essays to help demonstrate writing skills and the ability to reflect on students' previous leadership experiences. The program is academically challenging, and the faculty expressed that the admission standards, with respect to the academic abilities, have been implemented with the intent of providing the program with students who have the ability to succeed academically and are able to be effectively developed within the leadership program.

Additionally, the admission standards require involvement at the high school level in some leadership activities; if the applicant is seeking admission with a delay from high school graduation, then the program requires some sort of leadership involvement before being granted admission. The faculty expressed that this standard is in place to provide the program with students who have already shown an inclination to exploring leadership. One faculty member said that they are looking for students who are “sensitized to leadership as a mode of life.” This continued when the faculty member commented that “we want to get the students who have already started their leadership development journey.”

The notion that the McDonough Leadership Program has high admissions standards, a high attrition rate, and an academically and civically challenging program
can serve as a self-fulfilling prophecy to graduating effective leaders was brought up by a faculty member. This faculty member commented that “These tend to be students who are more mature; they already have that sense of leadership development as part of their ethos….Now…it should not be surprising then that the outcome will be a self-fulfilling prophecy.” This faculty member is referring to a study done by a Claremont-McKenna graduate student comparing graduates of the McDonough Leadership Program to the graduates of Marietta College (Hall, 2005), which showed graduates of the McDonough Leadership Program engaged in more leadership activities and more civic or community roles. Further probing by the researcher on this point revealed that Marietta College is a selective, small, liberal arts institution. As such, the application to Marietta College also requires students to be academically exceptional and provide on their application examples of outside activities in which they were involved prior to application to the college. So, when comparing the two graduating classes, it can be seen that there is a value-added component that appears to occur from the program. As such, the argument that these students would be effective leaders all on their own because they were leaders coming into the program is diminished.

The entire faculty agreed that the admission process to the McDonough Leadership Center is aimed at providing students who have shown an inclination to leadership and who have demonstrated that they have the academic ability to succeed. The process of developing leaders is seen as a process that builds on the existing maturity that the students possess coming in, but because of the development emphasis during
their time in the program, they leave at a greater maturity level than they had coming into the program.

The faculty also believes that the cohort nature of the program allows the group to mature together, which further helps develop their emotional intelligence and the students grow by development of their individual self-assessments. Additionally, the maturation and development throughout the leadership program makes the students more intellectual. One faculty member felt that the cohort nature of the program adds to the self-selection out of the program. This faculty member felt that academic reasons alone were not what caused a student to drop out but referred to the fact that students come to “actually know each other and have developed some sense of each other, which either they refine or come to reject later.” This sense then puts peer pressure on the students who lack the passion and as a result, they often self-select out.

The McDonough Leadership Program also understands that not everyone is prepared for or desires a leadership education. To reduce the perception that the McDonough Leadership Program is "creating an elite," the Leaders-in-Action certificate, which has open admission to Marietta College students, was created. Additionally, the McDonough Leadership Program has begun to offer certain selected courses to the general student population at Marietta College and not just McDonough Leadership Program students. A faculty member commented that there was some concern that offering leadership courses outside of the program then facilitates the question, “What’s so special about being a McDonough scholar?” The researcher followed up with a question to this faculty member about what the literature says regarding the value in a full
program versus a few courses (Morrill & Roush, 1991). The faculty member reflected that adding leadership courses to other degrees enhances those degrees but does not replace the McDonough Leadership Program. The researcher commented on the fact that the certificate and the minor do not dilute the value of the degree and those are more than a few courses, and the faculty member agreed.

Question Three

Question three asked whether or not the faculty felt that leadership can be taught and learned and if they felt that they were truly preparing students for leadership.

The entire faculty felt that students can be developed. One faculty member commented, “We are in the business of leadership development” so they are “not in the business of teaching leadership; we are in the business of developing leaders.” Another faculty member commented that “It is difficult for me to answer the question, can I teach it. What I can teach students about is there are many phenomena out there, social phenomena. I consider leadership a social science.” Another faculty member commented on the challenge that leadership presents because of the inherent “definitional ambiguity” of leadership and the challenges that presents in teaching others about it. Another faculty member compared the teaching of leadership to that of the contrast between two other disciplines. This faculty member said:

Why do people choose to major in psychology? Then you can say, well, they would like to become a psychologist. Now, can you say the same thing about political science? Why do you choose to major in political science? And they say, "Well, I’d like to become a better politician." Not too many students say that. So
then you can say, "Well, why do you want to study political science?" Well, they can say, "I enjoy the subject. I enjoy the study of that. There are some skills there that I would like to perfect. Some things like, you do a lot of reading and analytical and critical thinking and you also do a lot of writing, and those skills will prepare me to go to law school. So, then that’s a means to an end." So, I think leadership as a study, as a field, sits between those two. That some students are drawn to leadership because they would like to become a better leader, that’s the psychology side, but there are also some students who just enjoy reading, talking about leadership for its own sake, and that’s more the political science. They know that they would like to become a better leader, but they enjoy the subject itself. And I think that part of this birth of leadership as a field of inquiry has been to develop a comfort zone with that kind of ambiguity.

The fact that they can be taught, however, does not imply that they will be effective leaders. As was mentioned in previous questions, the faculty believes that the application process helps provide the program with individuals who have already begun developing their leadership skills prior to entering the program. The faculty believes that it is less about learning and more about developing. The students develop the ability to think deeply, reflect on their own experiences, and determine their own definitions of leadership. This development is difficult for the students as they enter the program expecting the *answer* to what leadership *is*. The entire process for this group of students is intentional and intellectual. It ends up becoming a developmental journey.
The working definition of leadership for the McDonough Center for Leadership and Business is predicated upon development of leaders and is not grounded in trait leadership theory. It is established around both leaders and followers. It is contextually based on environment and culture because that changes the context of relationships.

Student Interviews

The students were interviewed in two separate groups. A group of three senior leadership degree students were interviewed as well as a group of students that are a part of the McDonough Student Advisory Committee (McSAC). The McSAC students were from a variety of academic levels (one senior, two juniors, three sophomores, and one freshman) and academic concentrations (one leadership major, three minors, and three certificates).

Question One

The skills and abilities that all the students felt were provided to them through the program were critical thinking and the ability to “critically analyze situations.” The exposure to different perspectives was seen as an important characteristic of the program. A student reflected on this by saying, “I was more, like, taking things for what they were and kind of go with the flow, and now I look at situations differently, and I use kind of a framework or ideas to critically analyze different problems and situations throughout a range of topics in life.” Further, the ability to respect those differing perspectives and the individuals that had those opinions was also an important skill that they had acquired through the program.
Communication skills were also viewed as crucial. One student said communication was essential “because you have to be so involved in the community that you learn how to talk to community members,” and “you learn the right way to go about things.” Another student commented on the “communications experience” as it related to how the courses were all “discussion-based where we would express our thoughts and views on the material.” Another student reflected on the connection of the international experience to communication by commenting that “we look at the things that define how people interact in everything from culture to religion” and how that greatly impacted their communications skills.

Ethics was an additional philosophy that emerged from within the program. Although the students expressed that there were no classes specifically on ethics, it “integrated into class.” In fact, an example of both the integration of ethics into leadership classes and the thread of respecting the opinions of other came through in this student’s response. This student said, “A major point of discussion in leadership in general is ethics and can you lead unethically? People have the Hitler question, which is very common in leadership, and I think this program … would suggest that there isn’t leadership without some sort of ethics involved, and that’s why we stress our community service portion so much. But, as far as a personal opinion, I think that you can have leadership without ethics. I think that the nice thing about the program is that you’re allowed to have that view…I think that the point of the program is that you come through, and at the end, you’ve developed your own view of what leadership is.” This student went on to say that the program helps to develop a “kind of mutual respect for
everyone’s opinion.” Another student made a comparison of the leadership classes with other classes as it related to this type of mutual respect and said, “There have been some heated debates, and they don’t go like they do here. They get nasty and they go outside the classroom afterwards.” A student from the degree program also commented that “once you make the realization that people are going to think differently than you, and that’s almost like a culture universal, and then you start to understand the reasons why they think differently and … you see the other side of the argument” and find out what “drives their own opinions” you can then “work with it instead of seeing it as a roadblock.”

On the ability to see different people’s perspectives, there was a student who commented on whether or not that ability was acquired as a result of the program. This student felt that the “program attracts students who already have that characteristic in them,” but the student went on to say that “I think that skill is cultivated here, but it doesn’t begin here.” Another student likened the development to discussions in class and the “critical analysis” point. This student followed this up with point counter-point discussions and being able “analyzing what the discussion is” and de-personalizing it to the point where it is not student X’s point against student Y’s point, but rather it is “just two points.”

Both groups reflected on the ability to make a difference through civic projects that are a part of the leadership program. A civic responsibility and the feeling that individually, they can all make a change in the world around them was seen as an attribute that the program helped develop.
Question Two

This question related to emotional maturity and the ability to self-assess, to be self-aware, and to be socially responsible, and whether those skills were important for leaders to have.

Students in both groups felt that the program provided them opportunities to develop emotionally through regular opportunities to self-assess. One student commented that “the real key over the last four years is the opportunities that we’ve had to be put in situations, particularly different leadership organizations on campus, you know, from there and all the way through, civic engagement, and you know, when you’re given the opportunity to essentially either succeed or fail, you become more self-aware because you see what you are capable of, and you see, at least for me, it’s been a constant self-assessment over the last four years.” Both groups felt that they were emotionally mature enough to develop these skills coming into the program and felt that their abilities to live these skills were facilitated by the program. One student, commenting on the development of maturity over the years in the program said, “My ability to [self-assess] when I came in as a freshman and my ability to do that now are very different. As a freshman, I would have said, you know, I have a really good ability to do that, and I could look at myself critically. But now approaching being a senior next year and I look back on it, I think it’s always very easy to point out your strengths…So, I know my maturity level and my growth as a student is totally different now than when I was a freshman. I just wouldn’t recognize the same student.”
The students also felt that the ability to effectively lead and assess others is built upon their own abilities to self-assess. One student said, “I think those [skills] are probably some of the most vital skills that a leader needs because I think a leader that’s out of touch with himself is also going to be out of touch with his followers.”

The students felt that the combination of community service projects and their academic studies worked together to facilitate their learning and development within the program. An additional point related to this development is that the students commented on the purposeful direction they took to develop their leadership skills at Marietta College. One student said, “The path we chose to go into leadership, to be interested in this, is what helped make us develop our leadership skills. That doesn’t necessarily say that they [non-leadership students] can’t be a leader, but we actually took it another step, and we’re more interested in bringing about change, someone like Ghandi. It’s definitely important because if you weren’t self-aware, where would you be, not ready for the real world.”

**Question Three**

The third question that was asked was whether leadership can be taught and learned, and if the students felt that the program was preparing them for leadership roles.

All of the students felt that the program teaches the skills and qualities of a leader, but they also all felt that the desire and the ability to lead are intrinsic to the individual students. Some of the students commented on the fact that they had expectations about learning concrete skills that are required to be effective leaders. One student said, “I know when I came from high school, I had this idea that there’s only one type of thing. If
you were a leader, that’s what you had to be.” This student went on to say, “They show you all types...like my first semester, we just studied all types of leaders and saw they all led differently, and we could take what we wanted from them to make us a leader.”

Another student said, “I thought that McDonough would sort of give you a list [of leadership traits].” A third student said, “Part of it is who you are, and part of it is what you learn.” Finally, one student said, “I think it’s a progression. I don’t think anyone just falls into leadership.”

Affirming the concept that the development of leadership has part intrinsic ability and part external development, one student said, “It’s developed by a teacher. Your athletic ability, you have that when you’re born. And then you have a coach that says, ‘Put your hand down a little lower and you’ll have a better shot.’ You have that leadership teacher that, you know, you have this idea for leadership and he says, ‘What if you take this and match with this, what about that?’ All of a sudden your leadership abilities have been honed in on.”

On a different note, one student, reflecting on the same question about being able to teach and learn leadership, said, “The program teaches you how to learn and then they give you all the resources from which to learn.” This student then added, “The key idea of the program is teaching students to learn how to learn.”

One thing that was integrated in students’ responses was a sense of being within the program and how that fosters other development activities. “You have that desire to be a leader, then all of a sudden you want to be involved, you want to be in a leadership role.” This student then added, “I don’t think the encouragement is necessarily an
outward expression of the department. It’s always just inherent in [the program]; these are the skills, go try them out…I think that just adds to the culture.” This was also present as students collectively reported that the program promoted, in an implicit manner, an underlying drive for leadership in the students. As they described it to the researcher, they found themselves seeking out leadership opportunities in various school and Greek organizations and in additional civic opportunities beyond the required service requirements for the program.

They also all felt that they had demonstrated during the admission process that they were predisposed to being able to learn and implement these leadership skills. They felt that the McDonough Center had provided an environment that allowed for the development of their leadership. One student commented on the leadership program that, “I think only certain individuals are truly capable of doing well. Like, I don’t think you can take any student in academia and say, ‘I’m going to teach you these things, and you’re going to be able to lead an organization,’ because I don’t think that everyone is cut out for it. I think there’s a certain level of untaught ability that is required to take those examples of leadership and apply them.” Another student then followed-up by saying, “Well, that’s why there’s an application process. They don’t just let any joe-schmo in here. They want people to have leadership experience in the past, people that want to actually be a leader. You don’t just want someone who’s just here to have a major.” Ultimately though, this student seemed to sum the program up with the statement that, “There’s not, like, an answer to leadership.”
Alumni

A group of five alumni who were graduates of the McDonough Leadership Center were the last group to be interviewed. The alumni were representative of the certificate and the minor (four minors, one certificate). The alumni were asked the same group of questions that all the other participants were asked, and they were set up in the same conversational, open-ended manner as in the other groups.

Question One

The first question that was asked of the alumni was what skills they thought they received from their education in the McDonough Leadership Program.

They felt that they learned the skill of self-assessment; they took away the ability to facilitate, and the realization that people learn and think differently. With regard to self-assessment, one alumni member said, “Part of it too, was learning that even if you are at the top of the food chain, there are still people who, you know, someone else may know more about technology than I do and in some cases I need them to take charge.” The researcher then commented, “Knowing what it is you know” to which the alumni member said, “And what you don’t know, and being able to give, not really delegate, but just empower other people in the areas where they’re stronger than you are.” An additional point that came out of the interviews that related to this self-assessment point was a matter of self-confidence and being able to be comfortable with the weaknesses one has and being able to identify that weakness and having the self-confidence to be able to empower someone else to take charge. This alumni member said, “I think this program was sort of a way of helping to…” and another member finished the sentence by
saying, “…break you out of your shell.” The first member then agreed by saying, “Well, yeah, it did. That’s maybe a cliché, but that’s exactly what happened. It was a way for me to step into that role that I had never had the courage to step into before, never really knew how, just hadn’t had that experience before.”

The alumni linked the facilitation skills to the “community-based interactions.” They also commented on the “organizational skills” to keep the organization with which they were involved running efficiently. Additionally, they all felt that the program provided the opportunity to “allow free thought” which was critical. This consideration was connected with “engaging people” and learning some “skills about how to get people involved, particularly people who may not be interested, may not want to be there.”

They learned the differences between leadership and management and that the two are not interchangeable. They took away the ability to engage people and observed that everything is an organization with an opportunity to lead. The alumni commented that, “I picked up differences between management and leadership.” And they commented that they had “figured out that the leader isn’t always the guy at the top.” Another alumni member likened the difference as “keeping the machine running versus driving the machine.”

The alumni learned communication skills, both speaking and listening. They learned to be good followers and observed people emerging into leadership roles. The alumni felt that communication skills, especially listening, were connected to being a good follower. One alumni member said that “listening skills” were a big part of facilitating other people and learning how to “take a step back and let other people lead,
which I think was one of the biggest learning things for everyone in the program.”
Additionally, one person said, “I think part of it, too, is learning how to listen to what
other people are saying and then take that feedback and use it, even when you disagree,”
and another commented, “Especially when you disagree.”

Although not explicitly stated in their responses, they came to appreciate that
leadership is an intellectual discipline. There were comments such as learning the “skill
of debate” and the comment that, “I guess…the ivory tower academic component and
there’s the get out and put it to use; you have to kind of get it all to go together to really
make something out of it. You know, each one is good in its own way, but until you
really put it together, you really don’t get the full experience.” Another commented that,
“Realizing how it can be an academic forum was a pretty big skill for me.”

The alumni expressed that the various roles they were placed into gave them
many different experiences as both leaders and followers, allowed them to engage in
many intellectual activities, and gave them self-confidence to be able to feel comfortable
getting involved in unfamiliar roles.

Question Two

The alumni felt, like the other two groups, that the McDonough Leadership
Program provided them with opportunities to cultivate the underdeveloped skills that they
had coming into the program. One alumni member said, “I still probably wasn’t very
mature to handle stepping into a corporation [at the end of sophomore year].” When
asked if this maturity was present at the end of the program the respondent answered, “I
think we had a better sense of ourselves. We knew what our strengths were; we knew
what our weaknesses were.” Essentially, this student had a more accurate self-assessment than when entering the program as a freshman.

Another alumni member responded to the maturity question that when you are “kind of in the development… and you’re definitely changing as a person, so that whole personally maturity thing is progressive.” This alumni member felt, “I think it helps push you. You have an opportunity.”

One alumni member felt that maturity was not quite the right word and responded, “I don’t know if it speaks so much to emotional maturity as it does to just a frame of reference.” This respondent continued and said, “I don’t know about anybody else, but I had really no frame of reference to fully appreciate that, and I, looking back, I sort of want to go back and in my spare time sometime, read those books again, and see, oh you know, now that I’m working at an organization, I can see that this is happening, and I think would be able to appreciate it on a much deeper level today as opposed to as a freshman or as a sophomore. And I think that grew, that level of appreciation, that sort of information grew, over the course of the four years and has continued to grow beyond that just with more life experience and real world experience.”

One respondent did not completely agree that there was a lack of the kind of emotional maturity as described by the researcher as it related to effective or honest self-assessment and felt that the admissions process to the program brings in “students that have answered four questions for them, in which their goal, ‘their’ being the leadership department, is to find students that have the, maybe they’re not there yet, I mean, I think that any of us who say that we didn’t grow in the program are silly.” Later in the
interview, this respondent clarified the position stated previously by saying, “I think by selecting into a program like this and making it through the screening process, I think I’m probably the only person that thinks that, but I think that by going through those two steps, you’re showing that you have the beginning steps of that, which means that, yes, you have it.” Another respondent followed-up by saying, “I think it’s fair to say that as a general trend, people are more emotionally mature by the end of the four years than they were when they started.”

Finally, they all felt that the screening process for admission is useful for the program to get students who are prepared for the leadership education that they would receive in the McDonough Leadership Program. Much time was spent digging down into the honesty of self-assessment as a student and much time was spent discussing the application process and whether or not this particular group of individuals would have become leaders anyway, even without the McDonough Leadership Program. In the words of the researcher, “was there any value added” as a result of the program? One respondent replied, “I think you can be predisposed to being a leader without being an eventual leader.”

**Question Three**

The final question for the alumni related to whether or not leadership can be taught and learned. Additionally, they were asked if they thought the concept of leadership was important for college graduates to have.

The alumni felt that leadership skills were important for college graduates. They also felt that leadership development took place while they were in the program, but that
it is not a terminal experience that ends with graduation. The alumni, like others throughout all of the interviews, associated the process of learning leadership to a more intellectual endeavor. One expressed this by saying, “When I first started the program and kind of the expectations that I had, and I guess coming in, I didn’t really think about, you know, that we’d be learning about a lot of different leadership theories. You know, I guess the impression that I had of, you know, you’re going to study leadership, I kind of thought of it as, oh, we’re going to learn, you know, the skills that we need, and instead we learned more theory things, and learning how to think of, and how to see, all the different ways that people are leading as different but, you know, being able to evaluate if they’re effective for the situation that that person is in.” Another added, “[It's] a broad perspective rather than a how-to-book.” A third respondent said, “It kind of opens you up to thinking, you know, when you’re put in a situation, you kind of look at the big picture and try to think what’s going to be the best way to handle the situation, and it’s not always going to be the same thing you did yesterday.”

Several respondents felt that this was a frustration for some students and related this by saying, “Do you think though that there were people that walked in here and thought that they were going to be handed a manual to say step one, step two?” To which another responded, “I think a lot of those people didn’t make it past 101.”

The alumni felt that the concepts are hard to teach in isolation of the real world and that they are more completely developed through the experiential pieces that the program provided and that development was then expanded with real life experiences after graduation. One respondent reflected on this idea by saying, “I think [leadership is]
hard to teach in a classroom alone, which is why they put that experiential part in because a lot of it, I think, you have to be there and observe it to really pick out the different theories at play.” Finally, a respondent reflected on the concept of teaching and learning leadership by saying, “I think that the capacity to learning leadership is almost limitless but the capacity to teach leadership … it’s almost like you have to point people in the right direction and just sort of let them go.”

Analysis of Interviews

The faculty felt that leadership education was a process of development that they felt was initiated as these students were in high school or pre-college experiences. The selective admission process was seen by the faculty as contributing to the learning process. These selective criteria provided the program with students who were more inclined to benefit from the learning experiences that would be provided. The faculty also felt that communication skills, the ability to critically think and problem solve, the ability to manage conflict and motivate others were important.

Both the students and the alumni reinforced these skills as important and echoed the underlying feeling that leadership as a discipline is intellectual. The realization that people were different and held perspectives different than their own was a concept that was taught and learned by everyone involved with the program.

All of the participants underscored the link of the underlying liberal arts education integrated with the leadership education they taught or learned was essential to the skills or competencies that were the outcomes of the program. Although not all participants mentioned liberal arts specifically, the concept of free thought, critical thinking, and the
tolerance for ambiguity are linked with liberal arts education (Brown, 1994; Huber, 2003).

The ability to self-assess and self-reflect on situations was important, and all participants felt that the emotional maturity was there to allow for effective continuous development of leadership upon entering the program. The idea of maturity was put into the questions based upon the review of the literature by the researcher (Goleman et al., 2002). The subjects' responses appeared to echo the fact that maturity was indeed important. Further, skills such as self-assessment and evaluation are mature actions requiring mature individuals. According to the subjects there was a maturation process that took place during the program, but if there was immaturity coming into the program it appeared to be more of a behavioral immaturity according to the subjects. Students that lack the required maturity tend to self-select themselves out of the program, which partially accounts for the relatively high attrition rate in the program (approximately 40 to 50%). The cohort nature of the program contributes to the maturation of the students. The mechanism of the maturity increase is unclear and warrants further study.

The participants expressed the underlying thread of ethical leadership within the program and its importance in the field. Empathic skills were also seen as important, which really reflects the emotional maturity aspect of the program and the importance of the relational skills that students are taught and come away with from the program. Those relational skills are a large part of the emotionally intelligent leader (Goleman et al., 2002).
The distinction between management and leadership was clear to all the participants; the importance of civic responsibility was a center-point of the program; the intellectuality of the program, the multidiscipline nature of the studies, and the ability to think about what you think were all seen as important characteristics of the learning.

The program matches students who have a predisposition to be leaders and learn leadership with a program faculty who believes in the students. The program faculty, the students, and the graduates feel that the program develops, as opposed to teaches, the leadership skills. They also all felt that the mere teaching of leadership skills does not make effective leaders. And, although they all commented that they felt that students were emotionally mature enough to absorb a level of the skills mentioned, such as emotional intelligence, they also said the emotional maturation process was still in its infancy and that the development would continue on a life experience basis throughout students’ lives. An example was provided when one student commented that the ability to honestly reflect on oneself and self-assess was more critical and honestly reflective as the students matured both chronologically and cognitively.

The feeling was that there was scarcity of effective leaders in the United States and that programs such as the one at Marietta College were important to help meet that need. In the past 15 years since the first freestanding leadership program was started at the University of Richmond (Morrill & Roush, 1991) 20 additional freestanding leadership programs have been added, according to a review by the researcher of the 1600 undergraduate colleges in the United States, found at http://www.utexas.edu/world/univ/alpha. (Appendix D)
There is an international component within all of the sub-programs. The major, minor, and certificate all have a course on global leadership, in addition to foundational and organizational leadership courses. All involved felt that this was an important component to the program.

Document Review

A review of the curriculum plans for the major, minor, and certificate reveal that the programs are broken down into the three areas of leadership development which the McDonough Center calls its vision. These are knowledge, action, and growth. The knowledge area is the academic coursework. The action area consists of the internships and the study abroad experiences. Mirroring what the interviewees said about the program, the curriculum provides a knowledge base and follows it with action and growth. The growth piece of the program is a digital portfolio, which allows for self-assessment and reflection.

When comparing the three different programs, major, minor, and certificate, one sees that the major really strives to make the whole person, especially as it relates to global leadership. There are more classes in total that consist of a foreign language and an area study component. Additionally, there are a few more classes for the major in history and political science. The minor has the same number of leadership courses but lacks these additional courses. Finally, the certificate is solely focused on the leadership skills and experiences with the same self-assessment integrated into the program. During the interviews about leadership, there was no perceptible difference between majors, minors, or certificate students or graduates. This could be due to the fact that the researcher’s
questions were not sensitive enough to elicit differences. Looking at the different curricula, a major difference is the expanded language and liberal arts courses. Additionally, there were no graduates of the major in the alumni group, so no differences could be observed.

A review of the leadership syllabi revealed that qualities such as deliberation, mediation, open discussion, and vision were consistently shown as the learning objectives. The concepts of deep, intellectual thought were apparent in many of the courses. There were many action related objectives as well. Additionally, many of the courses had a large component of group discussion about the topics covered, which reinforces the concepts of understanding others’ perspectives and the importance of excellent communication skills.

The various information handbooks for the McDonough Leadership Program reflect the program’s significant commitment to civic leadership. Interviews with the various groups reinforced that commitment to civic engagement and also illustrated the program’s commitment to increase the attention focused on the for-profit sector.

The retention data reflects that early in the program’s history, the retention statistics for the certificate hovered near 70% for the certificate until 1992-1993, the year the minor began (McDonough Center, 2007). At that time, the retention rates dropped and consistently hovered between 40 and 50% for the minor and the certificate and stayed consistent in 2006 when the first graduates of the degree program graduated. A faculty member discussed the retention rate and said, “There is some discussion about well, maybe we should limit even more to 60 students [from 80 currently admitted] for the
cohort, but then admissions office screams. Because we do have a national reputation of the program, some students do make a decision on Marietta College.” Additional data suggest that the program is sought-after as the percentage of accepted students in 2006-2007 was 37% of 264 applicants and that number has been near 40% since they started tracking it in 2003-2004 (Perruci, 2007).

The program faculty are not upset about losing half of the accepted class over the span of four years. In fact, discussion at the advisory board meeting reflected that the members were pleased. One faculty member reflected about the advisory board meeting,

I thought that discussion [about attrition] was interesting because it reaffirmed and gave me a sense that, okay, we’re okay, because if they view it as “boot camp,” and I think that was the term that was used “boot camp,” then if we’re going to create thoughtful and engaged leaders, if that is our goal, then the onus also falls on the students to live up to that, to push them, and then see how they react, and so maybe 50%-60% that becomes a good outcome.

Additionally, there was an alumni survey. There were nine questions on a four-point Likert scale, with a rating of 1 as poor through a rating of 4 as excellent. The questions were in two groups: one group related to the knowledge element of the program and the other group related to the skill component. The overall rating was approximately 3.1, or good, for the knowledge attribute. The overall rating for the skill component was approximately 3.4. The overall rating of both groups, when combined, was 3.28. There were approximately 450 surveys that have been returned to the program. The questions were related to various theorists and leadership models, the application of the learned
theories to the graduates’ current jobs, the tolerance for ambiguity, and the interconnectivity of the theories. The survey also had a short fill-in section of the survey for respondents to fill in any areas that were not asked of them with the Likert scale series of questions.

The program attempts to live its vision of knowledge, action, and growth. This central theme is wound through the curriculum and is evident in all of the program materials. The syllabi also reflect that central theme and that is demonstrated throughout the syllabi. Hutt (2007) speaks of Hermetic transformational leadership where opposites are introduced into dialogue and they are held in tension until the “transcendent function, which values both positions, restores the integrated whole” (p. 58). A central position within the syllabi is open discussion about topics related to leadership theory. The syllabi representation of open discussion as a central theme is supplemented by the interviews with the students and the faculty, and all three groups discussed the opposing positions of students amongst themselves with the faculty facilitating further discussion. Differing opinions and positions on the same subject were a part of the transformation of the learners. This concept was reinforced in all the interviews that were performed at the McDonough Center for Leadership and Business.

Summary

The interviews and the document review reveal several things. The interview responses of the students and faculty are consistent with the message that is presented in the program materials. In turn, alumni interviews and alumni surveys also reflect these same themes. The program is attempting to provide intellectual thinkers who will be able
to gather all the information in various situations and then interpret that information as it applies to leadership.

All of the interviewees felt that they had the requisite maturity to be able to learn what one might call critical skills of leadership. One of those prominent skills is self-assessment (Goleman et al., 2002). Deeper inquiry during the interviews, however, revealed that the maturity was seen as a continuum. Although they came in with a certain amount of maturity, this simply prepared them for being able to mature through the experiences that were provided for them. The ability to effectively self-assess is a skill that requires honest self-reflection. The student group admitted that the self-assessment at the freshman year was not equivalent to the self-assessment at the senior year. The self-assessment becomes a more honest self-reflection, which requires more maturity. When further introspection is applied it can be inferred that when respondents say that students have the requisite emotional maturity, a more appropriate conclusion may be that they have the maturity that is consistent with their life experiences. This maturity then enables the students to learn the techniques of proper self-assessment and the various other theories, definitions, and implications of effective leadership.

The clear significance that arose from these interviews was the consistency of the message.
CHAPTER FIVE

Summary of Research Questions and Procedures

The McDonough Leadership Program at Marietta College in Marietta, Ohio, served as the object of this case study. Marietta College is a small, liberal arts institution in Marietta, Ohio, which sits at the confluence of the Ohio and Muskingum rivers. Marietta, Ohio is on the edge of Appalachia and is the oldest settlement in the Northwest Territory. It was selected for study by the researcher and also as a way for the program to have some outside evaluation.

The data that was collected was framed around three open-ended questions. The questions were the same for all groups interviewed. The first question asked about the characteristics, skills, or abilities that the program provided to the students. The responses were either a first-person account for the nine students and the five alumni interviewed or the responses were in third-person from the perspective of the four core faculty. The researcher prefaced each question by relating to the participants that the questions were to be conversational and the interaction of the conversation and responses was not to be limited. This worked very well with both the group sessions with the students and alumni as well as with the one-on-one sessions with the faculty.

The second question related to the emotional maturity of the students in terms of the students’ abilities to self-assess, be self-aware, and possess social awareness or empathic skills. During the conversations, the importance of these skills was discussed as well as whether the students had the maturity coming into the program to be able to effectively manage these tasks.
The third and final question that was asked was whether or not the respondents felt that leadership could be taught and learned. The researcher, with guided follow-up questions and a conversational manner managed the interviews, and the respondents were able to reflect on this question, as with the other questions.

The themes from the different interviews arose based upon a consistency of the responses. These emergent themes were then put together to form the definition of leadership for the McDonough Leadership Program. This definition was compared with the working definition of leadership provided by program faculty. Finally, this definition was compared with the definition derived from a comprehensive review of the literature.

The questions were designed for a basic interpretive qualitative research study where the data would be used to generate a definition of leadership for the McDonough Leadership Program at Marietta College. Even though the McDonough Leadership Program already has a working definition of leadership from which they work, it is equivocal and as such, is very broad. The emergent definition generated from the data is more concrete and provides for a meaningful comparison. This also fits well with the comparison to the definition that was constructed from the literature, which is also clear.

The data collection is assured accuracy by three separate methods. First, during the interviews the researcher took handwritten notes, and at the conclusion of the interviews read back the responses. This immediate member check allowed respondents to verify that what the researcher heard was accurate while the interview was still fresh in their memories. Second, the interviews were audio taped and then transcribed, and the researcher then compared the handwritten notes with the transcribed interviews for
Further, the central themes were sent to the Dean of the McDonough Leadership Program for a final member check.

The data and analysis that follow are a result of a thoughtful investigation into the McDonough Leadership Program at Marietta College. Further, the prospective research recommendations, if followed, will help the higher education community make some intelligent decisions for the future.

Emergent Themes

First Theme—Communication Skills

Communication skills, both speaking and listening, were seen as important to all three of the groups interviewed. A faculty member related the fact that the ability to “articulate concepts and ideas in a way” that allows the students to “frame experiences in ways that will help [the students] become more effective leaders.” A student commented in reference to the “communications experience” that “all of our courses are discussion based where we have something we have to read within the course then we would discuss about it, so we could express our thoughts and views on the material.” This student went on to say, “Once we get out of here, we want to be able to lead effectively; we’re going to have to be able to communicate not only with our followers, but even those who are a higher authority with us.”

One point related to the listening side of communication skills was presented when a student said, “There’s a kind of a mutual respect for everyone’s opinion.” This student went on to say, “You’ll get the heated discussions in class and you listen to the arguments, but for the most part it is genuine, like, why do think that, you know, let me
understand your reasoning, and people are pretty open to hearing other opinions that do
form.” Another point that materialized was related to analyzing arguments in the course
of a discussion. A student said, “Actually, I think without having that quality [the ability
to listen and analyze another’s point], you’re not a leader, you’re a dictator. I think to
lead is to have people do things willingly to help, and if you inflict your views on others,
then you’re not allowing them to willingly help. So, I think that without that piece,
leadership doesn’t exist.

Another faculty member combined some characteristics together in expressing
communication skills. This person said, “You need to have kind of good listening skills,
good ability to put yourself in someone else’s place, those empathic skills.” Additionally,
“being able to motivate other people, mobilize other people toward a common goal” was
seen as another positive capability.

One faculty member commented on students’ abilities to facilitate a discussion.
The role of the facilitator as this faculty member described it is, “neutralizing your own
subjective influence, and you’re forcing them to think about process and how does a
community work, live together. How do they make decisions together? How can you
facilitate that decision-making and idea creation and yet not impart your own ideas or
opinions? It forces them to step outside their context to facilitate the creation of context
as opposed to being the context itself.”

Conflict resolution was also a consistent response across different groups, which
relates to communication skills. One faculty member discussed “active listening
techniques” and tied that into “conflict resolution techniques” as it related to “group
dynamics.” A final consistent point was related to, as one alumni member stated, “skills about how to get people involved, how to engage people.”

Second Theme—Civic Component and Integration of Theory into Action

The program’s curriculum design is such that there is an integration of leadership theory, along with other classes consistent with a liberal arts education, with civic involvement or internships. As one alumni member recounted, “You know, each one is good in its own way, but until you really put it together, you really don’t get the full experience.” The importance of behavioral disposition in group-work was discussed with the assistance of a certified Myers-Briggs trainer who helped students understand this importance. A faculty member in reference to what was presented by the certified trainer said, “what it [personality types] says about your work habits, what it says about your leadership skills, what it says about your ability to work in groups, and they [students] wrote reflective papers about how, you know, here’s all the inventories, here are the personality types of the people in your group; what does this tell you about what you need to do with your particular group?” The comments reflect how the civic activity in which the students were involved in was then integrated into the learning experiences related to a behavioral inventory.

A faculty member alluded to the passion of the students in the McDonough Leadership Program by saying that they tend “to share the same kind of passion in terms of leadership development, civic engagement. Once they see their peers engaged, some of it is peer pressure, but some of it is that they believe in what they are doing.” Additionally, this faculty member commented that the admissions process, in addition to
examining previous leadership experiences and grade point averages, also asks about the prospective student’s interest in “helping others.” The faculty member said,

The students think, “I’d like to do this program because it would look great on my resume,” that’s not enough. There needs to be something else there that’s compelling you to want to do this, and that something else is you want to be part of something that’s bigger than you. So, in our application form, the things that we hear from the students who get accepted is, “I want to make a difference, I derive satisfaction from seeing that I am helping others, that I’ve been very involved in community service in high school, I want to continue that, it’s an important component in my life.” These are the students that we want in the program.

A student also commented about “giving back to the community and working toward the greater good.”

A student, in response to the question related to maturity replied,

Comparing your emotional maturity from freshman year to [graduation], I think the real key over the last four years [were] the opportunities that we’ve had to be put in situations, particularly leadership organizations on campus, you know, from there and all the way through, civic engagement, and you know, when you’re given the opportunity to essentially either succeed or fail, you become more self-aware because you see what you are capable of, and you see, at least for me, it’s been a constant self-assessment over the last four years.
An alumni member commented with regard to the civic experiences that, “I think it’s hard to teach in a classroom alone, which is why they put that experiential part in because a lot of it, I think, you have to be there and observe it to really pick out the different theories at play.” The alumni members commented on how they felt the civic component that they were taught was a characteristic that would stay with them in the future.

An additional comment from a student related to the experiential aspects of the program was, “I think there are things in the program that kind of allow that [self-assessment] to happen. The first one is the community service aspect, and through the different community service projects, I’ve learned more about myself, and I’ve seen different situations that I thought I’d be able to handle fine, maybe I didn’t handle them well or I look back now that I would’ve handled them in different ways at this point.”

The civic quality and giving back appears to be a skill that most students achieved. One student commented, “As part of the program we do community service hours, I was helping out with the Boys and Girls Club and start a program there and then I was able compare it to class, I think I got a lot more out of it. It is a good experience to be able to work with people and accomplish something.”

**Third Theme—Facilitation and Motivation**

The skill of facilitation and the ability to motivate others was also present as a consistent theme from the interviews. One student commented on the ability to motivate by being able to, “get people involved, [and] engaging people.” Another alumni member said, “people who do or maybe don’t know how, or people who just need that little spark
to get things going, and helping facilitate other people, you know, getting them involved to a greater extent than they already are or that they are cable of.” The alumni also reflected how the program forced them to grow. One alumni member said, “It was a way for me to step into that role [as leader] that I had never had the courage to step into before, never really knew how, just hadn’t had that experience before.” This is an example of the program facilitating certain behaviors from the students.

The concepts of facilitation and motivation within the program were intertwined with the communication skills. When discussing facilitation and motivation of others, one student commented, “I think they [the leadership program] teach you how to utilize what you already have. Like, how to, like better your abilities and just, like, better yourself. Not like, completely change someone.” One additional comment related to motivation was, “just taking initiative,” and forgetting the thought that, “I’m not powerful enough to do anything [important] and that’s really opened my eyes in this program; the opportunity that, like, anybody can do it and take the initiative.” This type of feeling by the students becomes a way of being that then translates into the genuine message that they would then use to motivate others or facilitate a discussion.

Another group of students when asked about motivation said,

I think the key is once you make the realization that people are going to think differently than you, and that’s almost like a culture universal, and then you start to understand the reasons why they think differently; it’s not necessarily interculturally, it’s just among other different people: I mean, the three of us sitting here all have differing views on anything that you were to throw at us, but I
think once you start to … and I attribute a part of this to the program itself, when you start to make the realizations and the connections of why people are motivated the way they are and what drives their own opinions, it becomes easier to see the other side of the argument, or at least accept it and work with it instead of seeing it as a road block.

The faculty added to this consistent theme of facilitation and motivation as well. One faculty member said, “You may have an idea, but it isn’t going to get in play at least in the context of American decision making, American leadership, unless you can bring other people on board.” Further, this faculty member said, “Being able to motivate other people, mobilize other people toward a common goal,” is required in order to be able to organize and work to develop and gather resources.

Another faculty member, while speaking of facilitation skills, referred to the ability of the facilitator to get out of the way of the discussion and let it gather momentum without the facilitator’s interference. Specifically, this faculty member said, So facilitation, for instance by putting somebody in the job of being the facilitator, you’re neutralizing your own subjective influence, and you’re forcing them to think about process and how does a community work, live together? How do they make decisions together? How can you facilitate that decision-making and idea creation and yet not impart your own ideas or opinions? It forces them to step outside their context to facilitate the creation of the context as opposed to being the context itself.
Although facilitation and motivation require a certain amount of skill with communication, they are unique and require a deft application by the effective leader. Because of this, they are listed and accounted for separately.

*Fourth Theme—Effective Follower*

All groups that were interviewed felt that being an effective follower was essential to be an effective leader. One faculty member commented that students learn,

The humility to recognize that it isn’t always about you and it isn’t always important for you to participate in the leadership process by being at the front of the group or by dominating the group or by directing the group that in point of fact, you may very well serve as leader by being a follower in the group and ordinary understanding of follower and that someone who has maybe not envisioned what the group will do propose what the group will do but sees after reflection and perhaps getting your input and having had some consensual process go on, recognize that, why, it’s not your idea, you’re willing to serve a role, an appropriate role, in getting this idea out there and accomplished.

Another faculty member described it as a puzzle that is constantly being reevaluated. This person said, “Everybody in that classroom, service group, or what have you, has a piece of the puzzle. That puzzle has to constantly be put together each time we have a new challenge intellectually out in the community or wherever it is.”

Being an effective follower requires a certain amount of maturity. One faculty member mentioned that. “Students that prosper are age appropriate.” The alumni related some listening skills in an example of using one’s follower ability to be an effective
leader by saying, “I think part of it, too, is learning how to listen to what other people are saying and then take that feedback and use it, even when you disagree,” to which another alumni member added, “Especially when you disagree.”

One faculty member commented on the fact that all of the students coming into the program have been involved in outside typically civic organizations while in high school. This faculty member also commented on the fact that bringing in students who were in leadership roles in high school and then placing them in a situation with 20 other leaders can become an adventure.

Although students didn’t specifically mention effective following as a characteristic that they learned, they all talked about being put in a position to be followers, when in the past they had always been leaders. This was also mentioned by alumni. One student, while commenting on being a follower said, “we’re going to have to be able to communicate not only with our followers, but even those who are a higher authority with us.”

The characteristic of being an effective follower is one that takes maturity. It gets better with age and experience, but a level of, as one faculty member commented, “age appropriate” maturity. This maturity is required for some of the higher cognitive level skills such as self-assessment. Being an effective follower relates to group performance and the giving up of one’s individual self. It reflects the program faculty’s vision that, as one faculty member described it, the program: “develops leaders they don’t teach leadership.”
Non-thematic Findings

The participants did not agree on the level of student maturity upon entrance to the program. However, what was conclusive was the fact that the program’s admission procedures were geared to provide the program with students who were predisposed or who were ready to accept the leadership development that the McDonough Program would offer them. Additionally, the maturity of the students’ was seen as an upwardly sloping curve with students leaving the program with a higher level of maturity than when they came into the program. There was some debate with one alumni respondent over the level of maturity coming into the program and this alumni member said that “they [the program] do a pretty intense screening.”

The researcher reiterated back to the alumni that what he heard was, “At the beginning, people probably did not have the emotional maturity to honestly be able to do these skills [self-assessment and self-awareness].” And one alumni member commented, “I don’t agree.” At that point the I reframed the response to a collective agreement that the maturity curve is upwardly sloping. I have interpreted this data as an experientially appropriate maturity. It is listed here as non-thematic, but a better term might be non-explicit themes.

The faculty were somewhat split on this as well. One faculty member, in response to the question about whether students had the emotional maturity coming into the program said, “No, not coming in at all.” The faculty member expounded and said, “It shakes them up because what we might loosely call immature views of themselves. [And] by the time we get it down to about 55 or 60 people … this is a group that can withstand
some of that turbulence and emotional turbulence that comes along with it, and sees that there’s something less mature about reacting to that.”

One faculty member thought it was less about maturity and more about making the practice of self-assessment, self-awareness, and social responsibility more of a “habit.”

These things link to a great extent into the admissions process for the McDonough Leadership Program. The faculty, students, and alumni consistently responded that they thought the admission standards helped the program find, as one student said,

Only certain individuals are truly capable of doing well. Like I don’t think you can take any student in academia and say, “I’m going to teach you these things and you’re going to be able to lead an organization,” because I don’t think that everyone is cut out for it. I think there’s a certain amount of untaught ability that is required to take those examples of leadership and apply them.

A faculty member reflected on the admission process by saying, “We select students who are already sensitized to leadership as a mode of life.” This faculty member goes on to say that the program is looking for “students who have already started their leadership development journey.” This faculty member felt that the program provides the accepted students with an “opportunity for you to be intentional about your leadership development in a community where you will be sharing that with other students with similar interests.”

One could argue that effective leaders would have come out of any program that screened students the way that the McDonough Leadership Program does. A closer
investigation of this argument shows that may not be true. Marietta College asks a question on the application to the college about involvement in non-academic pursuits. The McDonough Leadership Program is looking specifically for previous outside civic involvement and leadership roles from high school. These different requests on different applications need not be mutually exclusive. Certainly a student who was involved in a leadership role in high school could list that as a non-academic pursuit and choose not to apply to the McDonough Leadership Program. The results from the Hall (2005) survey demonstrated that students who graduated from the McDonough Leadership Program had more engagement in leadership roles and activities after college than did the general population of graduates from Marietta College. This demonstrates a certain amount of value-added that the program contributed to the students and reduces the argument that these students would have been leaders even without the program.

An argument that might be made is the premise that incoming students at the academic levels described above are certain to be better and more effective leaders when they graduate simply because they are better coming into the system. This premise has been addressed in teacher education while examining the efficacy of the Praxis I test in predicting success in teacher education programs. Research by Mikitovics and Crehan (2002) suggested that pre-admission criteria, such as the Praxis I, measure the prerequisite knowledge considered essential to effective pedagogy in the program. They further state that success on a pre-admission standard does not guarantee a successful outcome in the teacher education program (Mikitovics & Crehan, 2002). A comprehensive meta-analysis by Robbins (2004) discounted the contributions of high
school GPA and standardized achievement examinations in predicting college success and outcomes.

These two studies do not completely discount high admission criteria in contributing to academic success in a chosen college degree but allude to other factors and seem to indicate that although high entrance criteria may indicate that these students may be more receptive to the learning opportunities, they are in no way a guarantee to success. The McDonough Center’s numbers are consistent with Marietta College’s graduation rates. 2002 statistics, which are the most recent available, reveal that Marietta College graduates 49.24% in four years and in five years they graduate 61.36% (Marietta College, 2007).

A final non-explicit finding relates to the ethical underpinning of the curriculum. There are no courses in ethics that are a part of the curriculum. There was however, an element of ethics in respondents answers. The researcher actually asked a student group about ethics as a follow-up to one of the questions and the response from one of the students was that ethics was, “kind of integrated into class, not necessarily, ‘Now we’re talking about ethics,’ just kind of in the curriculum.”

An additional finding that was non-thematic was the intellectual underpinning of the program. The ability to critically think, and as one faculty member commented, “to understand how they know what they know.” This faculty member went on to say later in the interview that, “I want them to understand why they believe what they believe. That to me is a measure of maturity.”
Another faculty member described how the “liberal arts process” helps to “engage [students] in higher level learning.” Students also discussed how they were opened up to newer ideas and analysis. A student explained this by saying, “I was more, like, taking things for what they were and kind of go with the flow, and now I look at situations differently, and I use kind of a framework or ideas to critically analyze different problems and situations throughout a range of topics in life.” An alumni member also thought that the program “allowed free thought.”

Although not an ethnographic study, the McDonough Leadership Program has its own culture. The program admits students who have a history of leadership activities before arriving, and these students are academically high achieving. They progress through the program as a cohort for the entire four years. These students grow together, learn together, and mature together. Because many of the students are involved in other community organizations, such as Greek life, they make bonds that last beyond graduation. The students explained that “the program facilitated their involvement” in outside leadership activities on the campus. As one student explained it,

It’s not just involvement in organizations, it’s also just sitting in this room having heated discussion about what someone had to say about leadership. I mean those things start to pick up what you believe and what you don’t believe and what you’re going to accept and what you reject, and going through those things, you are constantly reassessing.

After the interviews, one alumni member explained about a return to Marietta College annually to participate in Homecoming as an alumni officer in a fraternity.
Reviewing and analyzing the interviews also provides some information about the culture of the program. Nine students were interviewed a week and a half before the end of the semester. This means that they stepped away from final projects and final exam preparation to meet with the researcher. The alumni arrived at 6:30pm for the interviews after leaving work. If the behavior is analyzed one must ask why they would take time to come and be interviewed by someone with no attachment to the program. For the students, it may have been some faculty coaching, peer-pressure from other students that were coming, or a sense of duty to the program. For the alumni, it seems clear that there was a sense of giving back. That giving back to the community is intertwined throughout the program and is reinforced with the civic involvement that is required of the students.

Summary of Findings

The responses that were given amass to some central themes. These were: oral and auditory communication skills, the civic component of the program and the integration of the leadership theory into action, facilitation and the ability to motivate others, and the ability to be an effective follower. Additionally, the participants explicitly stated throughout the interviews that the intellectual nature of the McDonough Leadership Program was an underlying theme. And, although ethics is not mentioned as a theme, it did come up in discussion with both students and alumni. In fact, an alumni member commented that, “I don’t know if we had an entire section of class dedicated to it, but it was in every conversation about, you know, is it leadership if you’re doing something horribly evil with it, and the discussion of ethics, it came up, and it came up
frequently, and I think it was an important part of the discussion and the program as a whole.”

Emergent Definition of Leadership

The emergent themes from the research define leadership as the following:
Effective leadership is ethical and is wielded by mature individuals who communicate effectively. Effective leaders can facilitate discussion, can motivate others, and can function effectively in the role of the follower.

McDonough Leadership Program’s Working Definition of Leadership

The faculty presents an equivocal definition of leadership. It is described by saying,

We treat leadership as a process. Leadership is not associated with the trait of leaders. Leadership is associated with the process by which leaders and followers participate in developing goals and achieving those goals. Now, can leadership take place, that process take place, before goals are achieved? Sure. Now that then becomes the whole discussion about the process is also contextual, meaning that it operates within a particular environment and that environment shapes the way that leaders and followers come together.

This definition works well in an American construct because it is equivocal and that helps to combat the “suspicion of associating leadership with power.” Because this definition is contextual and based on a process versus a trait or skill, there is no connection to a power construct.
This definition, when comparing it to the emergent definition above, reflects the intellectual theme that came out of the interviews. This theme and the working definition from the program really reflect a culture of being for the McDonough Leadership Program. In fact, one faculty member reflected a concern for creating too much desire for depth of understanding and learning. This faculty member commented, “The regret I’ll hear from students, ‘is I can’t just accept things like I used to; now you’ve tuned me into this person that can think and tear things apart.’” This was a concern to the faculty member as, “You don’t want to create people who are critical of everything and think of nothing.” I want my students to believe, “but I want them to understand why they believe what they believe.”

This revelation underscores the intellectual nature of the program and the teaching of the theory and process of leadership that occurs in the McDonough Leadership Program. It also reinforces the maturation process that must take place during the program and the fact that incoming students have to be sufficiently mature enough to fully appreciate and capitalize on the opportunities provided by the leadership program. Sufficient maturity is a reflection that the free-thought discussion that was mentioned in Chapter Four by students, and the premise that self-assessment and self-awareness were important qualities for students to understand and practice by graduation is limited by cognitive abilities that only comes with age and life experiences. The McDonough Leadership Program begins the development of that maturity with the various action experiences that the program provides.
The alumni clearly had affection for the program, which is demonstrated by the fact that they participated in my interviews about the program. The students, when asked if they would recommend this program to their friends, said that they would. One said, in fact, “I already have.” Another said, “I would actually do it again.”

The interviews revealed the underlying contextual basis that the program faculty expressed in their definition. The definition, I believe, was generated reluctantly as it seemed too vocational. That goes against liberal arts education in general and more specifically against the entire field of leadership. The researcher asked one faculty member, in a casual conversation early in the development of this research project about a definition for leadership. The response that was given was, “How do you define English as a discipline?” Without knowing it at the time, the researcher was given a glimpse into the underlying foundation of the program, which is that it is contextual and intellectual.

As this underlying foundation became more and more clear throughout the course of the interviews, it became apparent that the basic interpretive qualitative research could generate a definition of leadership for the McDonough Leadership Program, even though a definition already existed for the program. Given that the working definition of leadership from the program is equivocal, the information that came out of the interviews provided a definition of leadership that is more concrete.

Definition of Leadership from Literature

Leadership is the action of guidance or direction of others for the purpose of group advancement done through the developing of relationships through effective communication that transcend individual needs, while maintaining principles of integrity,
vision, and liberty, and these are built upon trust and competence. Ultimately, to be successful, individuals involved with group advancement must give up one’s individual self for the betterment of the organization or group. This is only effective when the principles mentioned above: integrity, vision, and liberty, built upon trust and competence, are in place (Bass, 1990; Bennis & Goldsmith, 1997; Burns, 1978; Gardner, 1990; Gardner, 1995).

In comparing the emergent definition from the interviews with the definition gleaned from the research, there are some common points. Integrity and liberty are related to ethics, which was a focal point of the research. Effective communication is present in both definitions as well. Some qualities that are present in the definition from the literature but are not as clear in the definition from the research are trust, competence, vision, and transcending individual needs for the group’s benefit. An argument can be made that qualities such as being able to facilitate a discussion, motivating others, and being an effective follower are characteristics that underlie trust, competence, and vision. Trust, competence, and vision and the ability to place group needs beyond the needs of the individual are skills that are a part of the maturity curve. Whether those skills are developed sufficiently at the end of an undergraduate degree is debatable.

The intellectual nature of the program, which as described by students and alumni, forces the students to adjust their “frame of reference” and “consider other perspectives” truly helps to prepare students to build a collaborative environment. Further, the program forces students into roles in which they are not comfortable. As an
example, students are placed in team environments for academic work and the difficulty for the students is that “they all want to be in charge,” according to one faculty member.

A final comment on the literature is that there is no scholarly work examining a freestanding undergraduate leadership program. The research by Connaughton et al. (2003), studied the Rutgers Leadership Development Institute, which does not have a freestanding degree and was more of an expert commentary and not research. Work by Komives, Casper, Longerbeam, Mainella, and Osteen in 2004 was a scholarly study related to leadership identity development, but did not study undergraduate education, rather it addressed a theoretical model of how leadership develops.

Comparison of the Definitions

The comparison of the three different definitions is easy in some ways and difficult in others. The working definition provided by the program appears to be less of a definition and rather an abstract ideology. The McDonough Leadership Program, in historical documents (Schwartz, 1994), points out that according to their faculty and staff the number one thing to be communicated from the program is “that leadership can be defined in a variety of ways—from a set of abilities to a dynamic process” (p. 7). Additionally, this same document goes on to say, “Courses should emphasize the multiple definitions of leadership and the importance of context in discussion about leadership” (p.7).

Given that the definition of leadership from the program is contextual and refers only to the process of the development of leaders, this is antithetical to the emergent definition and the definition derived from the literature. A comparison of the emergent
definition and the definition gleaned from select authors reveals some clear similarities. As was clarified previously, communication skills, ethical behavior, and the ability to motivate others are common to both definitions. The comparison becomes more challenging as the definition from the literature enumerates more skills than does the emergent definition. The emergent definition, however, covers the missing areas with broader categories that appear to capture the qualities that, at first glance, are missing.

To examine the definitions at a deeper level, the broader terms must be given consideration. The emergent definition provides mature individuals as one of the characteristics of an effective leader. This reflects on the responses to the questions about maturity during the interviews. Maturity refers to the cognitive abilities that an individual of certain experiences has. It echoes the nature that leadership is dynamic. It reflects that there can be effective leaders at ages 35, 45, 55, etc. If leadership could only be performed by someone of a certain age, then the research community could reflect upon that. That, however, has never been done. This also demonstrates that the abilities change over time. Certain abilities that were questioned during the interviews revealed skills that were presented in research by Goleman et al. (2002). These are all important skills for leaders, but Goleman’s research is done primarily on middle-aged managers. These managers have more life experience and often have more reflective self-assessments. They are also more apt to have been exposed to a wider variety of experiences and may be more effective leaders in the same situations as compared to their younger counterparts, but not necessarily. Age alone does not make one a more effective leader. Maturity also builds into the development of trust and demonstrates competence.
Facilitating discussion is also a characteristic present in the emergent definition that was not apparent in the definition from the literature. Facilitating discussion seems to fit within effective communication and the development of trust.

The comfort with the follower role fits with the transcending individual needs for the betterment of the group. Having worked in the role as a follower and then assuming the role as leader serves as a clarification for the leader as to how the group must operate.

Given these interpretations of the terminology, it appears that the McDonough Leadership Program fits within the model of the expert writings on leadership when comparing the McDonough emergent definition with the expert writings on leadership. An important piece that appears to be missing from the interviews is the concept of vision. Vision is present in the definition from the literature, but did not emerge as a theme from the interviews with faculty, students, or alumni, although there was some mention of it. The McDonough Leadership Program provides a working definition of leadership, but it is so equivocal as to not be comparable with the interviews. It makes it neither right nor wrong but different and unfathomable. The definition that comes from the literature is a more literal definition of leadership, spelling out more specific qualities of effective leadership. In comparison, the emergent definition is somewhat metaphorical in that it enumerates behaviors and actions as opposed to literal attributes.

Significance

The significance of this topic is clear. One needs only to read the newspapers with varying opinions of the political leadership, both local and national. If the page is turned
and the business, sports, arts & life, and editorial sections are read, the absence of effective leaders is comprehensible.

One of the concerns that came out during the interviews was, “are we creating an elite?” This thought was also presented with the premise that higher education’s role was to distinguish the superior members of society from the masses (Church & Sedlak, 1976). Higher education has a historic obligation to prepare effective citizens (Vine, 1997). Higher education’s role has evolved into less of a class stratification effort and more into a training of the minds (Reports on the Course, 1828). Further evidence as it relates to leadership education is stated later in The Yale Report of 1828 that education in the United States is different because public office and governance of the country is open to all and therefore places the obligation of educating leaders onto the institutions of higher education (Reports on the Course, 1828).

This commitment that higher education has to the country makes the significance of this research paramount to the leadership discipline and the higher education community. Higher education has a duty to meet the need for future leaders. These leaders are needed in both the public and the private sectors. As such, the significance of this research and the findings are incontrovertible.

Recommendations for Practice in Leadership Education

As was shown earlier in this research report, leadership is a budding field. A detailed review by the researcher of the 1600 colleges and universities in the United States revealed approximately 21 freestanding leadership programs one of which is the McDonough Leadership Program. The central question for other leadership programs and
higher education in general is related to the curriculum at Marietta. Is the curriculum worth replication for other institutions? Is the McDonough Model, as it has been referred to in internal documents, the model that others should follow?

The complexity of the McDonough Model, as is evident from the interview data, makes replication difficult. Even if the McDonough Leadership Program curriculum were to be followed, the outcomes might be different given the multiple variables that are in play with the program, the students, and the faculty. The program faculty matches up well with the students and the curriculum. The intellectual nature of this program is a perfect fit for the type of discussion and theory basis of these leadership courses.

The McDonough Leadership Program is heavily oriented to civic leadership as opposed to business leadership, but discussions with the faculty revealed that this was a self-assessed opportunity to grow. The program has responded to that by creating the Executive-in-Residence program where an executive from a corporation spends time within the program (McDonough Center, 2007). The program also created the office of Business Leadership Development. Further, students and faculty saw the heavy integration of civic work into the curriculum as an opportunity for growth. As one alumni member said, “Each one [academics and civic practice] is good in its own way, but until you really put it together, you really don’t get the full experience.”

The obstacles for the McDonough Leadership Program in getting more for profit activities established is that Marietta College is a liberal arts college. By its nature, the liberal arts tend to be less oriented to business skills and more focused on liberal learning (Brown, 1994). Ultimately however, civic leadership is still guiding others with a vision
and a set of goals, and the entire point of the McDonough Leadership Program is the teaching of theory with the ability to apply that knowledge to other, unlearned situations. The data reveal that civic leadership skills and experiences, in a curriculum that forces the concepts of theory application to differing situations will work for any situation, whether it is for-profit or nonprofit.

Ultimately, the McDonough Model can serve as a model for other institutions of higher education that desire to start a freestanding leadership program. A new program need not be housed in a liberal arts institution. An intentional curriculum design in an effort to create a multidisciplinary program, similar to a liberal arts curriculum, can facilitate the development of an effective leadership program. I feel that the McDonough Program, or any other institution wishing to begin a program, should address the deficiency of vision in their curriculum. The literature consistently reports out that vision is an important characteristic of effective leaders. The McDonough Program has built an effective model of a leadership program that can be made stronger with a greater emphasis on conveying the ability to have a vision and then being able to communicate that vision. Beginning a new leadership program within a liberal arts institution makes the best short-term sense as much of the multidisciplinary characteristics are already in place. Additionally, the literature supports the fact that a liberal arts education is already set to prepare leaders all on its own (Brown, 1994). The application process appears critical to providing a leadership program with students who are best prepared for a leadership education but does not guarantee outcomes.
Leadership development appears to be in its infancy when looking, as the researcher has, at the approximate number of freestanding programs out of the 1600 or so colleges and universities. However, a review of the Reports on the Course of Instruction in Yale College (1828) speaks to the fact that there was discussion about moving away from the broader educational foundation to a model that was more technical in nature. It seems interesting, given these facts about the transition away from the Yale model to a more technical model, that research would take place today that speaks to the lack of well-rounded, leadership programs.

Leadership programs in the 20th and 21st centuries are too new to say that higher education has come full-circle back to its roots in better citizenry (Reports on the Course, 1828; Vine, 1997). It is clear though, that this is the direction that higher education is contemplating. Over the last 150 plus years, industry has been the driver of higher education. Higher education has listened to what industry wanted, contemplated those needs, and then reacted. In the history of this country at the very beginning, civic need and higher education were the drivers. It seems now that society, at least in America, has begun to erode to the point where higher education has a duty to meet this need. Perhaps this need is not necessarily explicitly stated, but it is critical all the same.

The problem with this, of course, is that higher education now runs like a business. Enrollments drive not only the funding through tuition, but for the public schools, enrollment drives the state funding as well. And, in Ohio, the enrollment numbers play an even larger role in the state funding. The question then becomes, is a
freestanding program in something as abstract as leadership attractive enough to potential students and parents to pay the bills?

Given the lack of effective leaders in both the public and private sectors, there is clearly a deficiency that higher education should address. This absence of leadership programs, however, has been unfulfilled. In 1992, the University of Richmond started the Jepson School of Leadership Studies. Today, their web page, http://jepson.richmond.edu/, still reflects the message that Jepson was started to fill a void in higher education. Additionally, Jepson’s materials describe their leadership education as an investigation into the process. Similarly, this idea that the education, or in the McDonough Leadership Program’s case, the development of leaders, is a process that is a theme that reaches beyond McDonough.

Summary

This research project was a basic interpretive qualitative research study (Merriam, 2002). The idea of definition generation when a working definition of leadership already existed appears on its face to be contraindicated. However, a deeper investigation reveals that a more concrete definition was required.

The definition that was present from the McDonough Leadership Program was a contextual process based development of leaders. A program faculty member reflected, “We are not in the business of teaching leadership but of developing leaders.” Given that this definition is so equivocal, generating a definition that would fit the program seemed daunting. The final process of allowing a definition to emerge from the data was actually uncomplicated. The responses from all three interview groups were mostly consistent
with one another and allowed for perceptible core themes to emerge. An interesting reflective comment surrounds the fact that there was so much agreement by the subjects. As the interviews were all conducted in separate groupings one conclusion appears to be that there is a consistent thread throughout the program that is projected. I find this to be a strength of the program in that the message presented by the program faculty and the environment of the McDonough Center is consistent and powerful.

The question then becomes, how do we arrive at two definitions from the same program? The answer is that there are not two definitions. The concrete definition that emerged did so as a result of the equivocal definition. The program faculty reluctantly placed a definition on leadership as the program saw fit. They did so in an ambiguous form on purpose. However, what happened when the faculty, the students, and the alumni were asked questions that forced them to think in concrete forms was that they all came up with a core set of skills, characteristics, or abilities that were bestowed on participants of the program. Even though the goal of the program, as derived from the working definition, was to develop leaders via a process of learning and not skill development, the students still came away with a set of basic leadership skills.

This conclusion should not take away from the fact that the McDonough Leadership Program is an intellectually deep program that develops leaders. The culmination that students, faculty, and alumni brought forth a core set of abilities of leaders should not diminish the efficacy of the program in developing leaders. Rather, this should reinforce the fact that the McDonough Leadership Program is indeed effectively developing future leaders. The consistency of the responses from the
interviews augments the perception that the McDonough Leadership Program is more completely meeting an unfulfilled need within this country.

So, although the program attempted to avoid the concrete definition of leadership, without realizing it, or perhaps realizing it and not admitting it, they can give some concrete measure of the education that they pass on to students. Further, as the definition that emerged is consistent with the definition derived from the literature, it is clear that the program is working in a manner in concert with the guidance of the leadership experts.

Recommendations for Further Research

Before any definitive recommendations can be made about the development of future leadership programs, there should be forthcoming investigation into undergraduate leadership programs. According to the review by the researcher, there do not appear to be many freestanding leadership programs in existence. This relatively finite number makes study somewhat difficult. There are more programs where leadership is intertwined into a discipline, but the research has shown that this is not as effective as a freestanding program in leadership studies (Bass, 1990). If the researcher’s review is accurate and there are only 21 freestanding leadership programs out of 1600, as determined by individual review of the colleges and universities available at http://www.utexas.edu/world/univ/alpha (Appendix D), then the void that was referred to on the Jepson web page has not been filled. Why that is one can only wonder. Most likely it is due to the fact that the people paying the tuition do not see the tangible skill attached to the degree. They do not see the value added as a result of a leadership studies degree.
As such, the following research projects may be investigated. A survey of students at colleges where there is a freestanding leadership program but who chose not to attend should be performed. The survey would ask the reasons why the students chose not to attend the leadership program. This information would be useful to both the programs and to the institutions.

A survey of the general population and their attitudes towards public leaders and their leadership skills would provide useful data about the perception of need outside of the higher education community. This instrument could be used to gauge the apathy of the citizenry. It is possible that the results would show that people feel that even if there were more effective leaders, these leaders could not affect change. These are all questions to consider.

A survey or instrument that would be used to evaluate student maturity prior to and after degree completion may be able help shape the curricular design of a program. Then a comparison of these results between leadership program students and the general student population would speak to the questions related to whether undergraduate students had the maturity to be able to effectively self-assess, which was a skill that leaders possess.

One thing is clear. Any new program development must be intentional with the goal of creating an intellectual, multidisciplinary, and dynamic program with faculty that match the projected incoming students. The McDonough Leadership Program has clarified the need for admissions standards for incoming students in an attempt to select students who are predisposed to leadership development and have the academic
background to contribute to their success. Further, the program and the administration must realize that there is a balance between academic goals and administrative needs.

Review of Questions of Interest

In Chapter One of this research, the following questions of interest were posed:

What are the goals of the McDonough Leadership Program? How do those goals match with the published research and expert opinions related to leadership? What evidence exists to verify that Marietta College is providing opportunities for students to meet its own established objectives of knowledge, action, and growth for the McDonough Leadership Program?

A review of those questions now, based on the findings, demonstrates that the program has a working definition of leadership that is the foundation of its goals. It is equivocal, but making an in depth comparison to the definition derived from the literature shows that the two are connected. Further, the interviews from all participants reveal that academic and action-oriented learning experiences occur; these two are tied into self-assessment and reflection and those experiences put students on upwardly sloping developmental curves, verifying growth. The McDonough Leadership Program provides a well-founded example of an effective leadership program.
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Retrieved January 10, 2007 from the Kellogg Foundation Publication Web site:

A determination has been made that the following research study is exempt from IRB review because it involves:

**Category 2**: research involving the use of educational tests, survey procedures, interview procedures or observation of public behavior

**Project Title**: Undergraduate Leadership Programs - A Case Study Analysis of Marietta College's McDonough Leadership Program

**Project Director**: Christopher Scott

**Department**: Higher Education

**Advisor**: Marc Cutright

Robin Stack, Human Subjects Research Coordinator
Office of Research Compliance

Date: 04/20/07

The approval remains in effect provided the study is conducted exactly as described in your applications for review. Any additions or modifications to the project must be approved by the IRB (as an amendment) prior to implementation.
Appendix B

A NOT-SO-BRIEF HISTORY OF THE BERNARD P. MCDONOUGH CENTER FOR LEADERSHIP AND BUSINESS AT MARIETTA COLLEGE

STEPHEN W. SCHWARTZ

AUGUST 18, 1994

In February 1986, Dr. Sherrill Cleland announced to the faculty the $5.5 million gift establishing the Bernard P. McDonough Center for Leadership and Business. Contrary to what one might think, the faculty did not receive the gift with untrammeled enthusiasm. Many were skeptical about the Center, suspecting that it would be nothing more than a business school. Others believed that a liberal arts college had no business teaching leadership, thinking such instruction more appropriate to trade schools and corporate training programs. Still others believed that teaching leadership was akin to teaching fascism: it shouldn’t be done. And others believed that leaders were “born, not made”: it couldn’t be done.

In July 1986, the Faculty Council appointed the first McDonough Faculty Advisory Committee, which was required by the McDonough Center’s charter, and, at Cleland’s request, charged it with two responsibilities: conducting a search for an executive director and designing a program for the Center. Although Cleland provided little specific guidance, it was understood that the executive director should come from the world of business. As for the program itself, Cleland and the members of the McDonough Center Committee (Board of Trustee members Robert Evans, Carl Broughton and Frank Fenton) suggested only that the program involve leadership, especially leadership in the business world, and that it target as its student audience juniors and seniors.

The search for an executive director yielded three candidates who visited campus. None was deemed satisfactory, and, at the year’s end, I was named interim director.
Throughout the year, the MFAC not only met as a committee, but also hosted a series of dinners designed to give the entire campus the opportunity to have input into the design of the building itself and into the general work of the Center. The motive behind seeking such broad input was obvious: the McDonough Center had no precedents to follow and no academic traditions by which to be guided.

The Committee also held a public meeting for students in which students advised that leadership education be available to all students and not be elitist.

By the end of the academic year the faculty committee had agreed on basic assumptions about the Center and on the components of the McDonough Leadership Program:

1. The Center should be broadly owned by the entire campus.
2. The Center should not become a leadership department.
3. The Center should not hire a separate leadership faculty.
4. The undergraduate activities of the Center should observe the spirit of the liberal arts.
5. The McDonough Leadership Program should be offered to incoming freshman as a way of attracting excellent students.
6. The focus of the program should be leadership, not leadership in business.
7. The program should combine courses in leadership and leadership-designated courses offered by departments in a wide variety of disciplines.

To this date, the Center has taken its directions from those assumptions, and it is fair to say that the Center’s evolution has been guided primarily by the faculty. Please note that those assumptions honor two important values of the College: respect for academic departments and respect for academic disciplines.

1988 saw the hiring of an executive director, Dr. Donald A. DeLise. Unfortunately, DeLise could not adjust to the collegiate culture and style of conducting its business, and, in
August 1989, he resigned. His greatest contribution to the Center was overseeing the construction and furnishing of the building itself. (It should be noted that, from the beginning, the Center was intended to be available to the entire campus. To this end, a $50,000 Steinway concert grand piano was purchased for the auditorium, and the auditorium itself became the site of the successful Music at McDonough Series. The upstairs gallery was outfitted so that it could serve as a secondary art gallery, and, for two years, it was the site of By Women’s Hands, a juried show highlighting women’s achievements in the arts.) Again, it should be noted that the Center attempted from the beginning to include the entire campus community.

In 1989, Patrick D. McDonough assumed the presidency of the College. Coming from the W. K. Kellogg Foundation, where he was associate director of the Kellogg National Fellows Program, McDonough was attracted to Marietta College primarily by the McDonough Center. One of the first pieces of leadership business McDonough conducted was a search for DeLise’s replacement. With the aid of a faculty/trustee search committee, three candidates were interviewed (I was one of the three). When all three were deemed unsatisfactory for the position of executive director, I was offered the newly created position of dean in recognition of the academic orientation of the Center, and Patrick was named executive director.

Early in his presidency, McDonough recognized that the College had faced almost thirteen years of declining enrollments, and he determined to reverse the trend by a greater emphasis on marketing. He and the Cabinet sketched out the problems facing the College and the opportunities to overcome them in the document, “Fetching the Future.” Among the problems: the low number of high school graduates in the 80s and 90s; sharp tuition increases; increased competition among colleges for a smaller number of students; the College’s inability to demonstrate quality and distinctiveness to the marketplace and to reach agreements internally about what might make us distinctive; the College’s inability to
move from a collection of departments to an institution driven by an institution-wide mission. "Fetching the Future" also states unequivocally that leadership provides the greatest opportunity for making the College distinctive and that leadership should become the "value-added" component of our educational program, a horizontal element cutting across and connecting the entire enterprise: "The whole College—admissions, public relations, faculty and staff—will unite to make this [leadership] thrust clear to potential students .... If they choose to come here, it is with full knowledge of what we offer and what we expect of them."

*****

At this point in its development, the McDonough Center has achieved much of what it set out to do, and, in some cases, much more.

1. It has, perhaps first and foremost, learned its business: faculty who knew little or nothing about leadership have gained a degree of expertise that allows them to teach academically challenging courses.

2. It has designed the McDonough Leadership Program with our liberal arts tradition in mind. Thus, the program begins with an interdisciplinary seminar that challenges students to grapple with age-old questions about power and authority and the relationship of the individual to the community. The mode of inquiry involves a series of classical liberal arts texts, discussion of these texts, and writing. One goal is to increase the students' comfort with ambiguity.

3. The McDLP is consistent with our liberal arts tradition as well in that it takes its coloration from the many disciplines that inform it. One consequence of the multidisciplinary approach is that the canon and philosophy of leadership tend to be dynamic rather than fixed. As new faculty join the program, they leave behind their
personal and professional imprints. The eclectic nature of the program is a direct result of decisions the faculty made years ago when it insisted on broad ownership.

4. The model of leadership study emerging from these collective efforts—known as the Marietta Model—has gained a national profile alongside the Jepson Model of the University of Richmond and is, in fact, considered by many colleges and universities to be the preferred model. Leadership has given us a high degree of visibility in the academic community and, as well, in government agencies and foundations that support higher education.

5. Heightened visibility has put us in a position to request and receive many grants—amounting since 1989 to approximately $825,000.

6. The existence of a carefully articulated leadership program has allowed us to attract to the College some very fine students, students who enhance all of the classes they take, who are more likely than the average student to persist through graduation, and who are good citizens during the years they are in attendance. More about these students later.

**McDonough Leadership Program**

The original McDonough Leadership Program was designed as an 18-credit-hour certificate program, with requirements divided equally between core leadership courses and leadership electives. The core was comprised of LEAD 101 - 102 (Leadership Issues) and LEAD 410 (Senior Leadership Capstone). Electives were to be created in a variety of departments. Candidates would be required to perform a Senior Internship during the summer between their junior and senior years.

Because Steve Blume agreed to change his sabbatical plans to prepare for teaching LEAD 101 - 102, we were able to begin the McDLP in the Fall of 1987, and the program was relatively successful. By 1989, however, members of the MFAC and the teaching staff
agreed that some changes were in order. Specifically, it was decided that courses in the social scientific approach to leadership should be added. Also added was a requirement that Candidates perform a total of 100 hours of community service. By 1990, the program was designed as follows, and the introductory sequences were certified by Instruction and Curriculum Committee as satisfying the criteria for Humanities and Social Science sequences:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
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<tbody>
<tr>
<td>LEAD 101</td>
<td>LEAD 201</td>
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<tr>
<td>LEAD 102</td>
<td>LEAD 202</td>
</tr>
<tr>
<td>25 Hours Community Service</td>
<td>25 Hours Community Service</td>
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<table>
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<tr>
<th>Year 3</th>
<th>Year 4</th>
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<tbody>
<tr>
<td>LEAD 301</td>
<td>LEAD 302</td>
</tr>
<tr>
<td>25 Hours Community Service</td>
<td>25 Hours Community Service</td>
</tr>
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<td></td>
<td>2 Additional 3-hour Leadership Across the Curriculum Course</td>
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<td></td>
<td>and the Senior Internship</td>
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</tbody>
</table>

Effective 1994-1995 the program originally offered as a certificate will be offered as a minor in leadership studies. A second, shorter version will be offered as a certificate, as follows:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
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</thead>
<tbody>
<tr>
<td>LEAD 101</td>
<td>LEAD 201</td>
</tr>
</tbody>
</table>
LEAD 102

25 Hours Community Service

1 Additional 3-hour Leadership Across the Curriculum Course

LEAD 202

25 Hours Community Service

Under the current system, all Candidates will enter the program at the same point. At the end of the fourth semester, some students will declare their candidacy for the certificate and others will continue work towards the minor. Students who end the program early will be graduated with the McDonough Leadership Program Certificate. Students who complete the program will be graduated as McDonough Scholars with a minor in leadership studies.

After several years of offering the McDonough Leadership Program, teaching staff and members of the MFAC agree that the courses in the program should communicate the following:

1. that leadership can be defined in a variety of ways—from a set of abilities to a dynamic process;
2. that leadership involves not just leaders themselves, but also followers and the situations in which leaders and followers interact;
3. that leaders and followers interact in power/influence relationships and that interventions can be initiated by either to enhance the effectiveness of the interaction;
4. that the purpose of leadership is not self-gain, but the attainment of mutual purposes that look forward to positive changes for society;
5. that one’s personal approach to leadership must be based on an accurate appraisal of one’s strengths and weaknesses as a leader/follower.

In addition, courses should emphasize the multiple definitions of leadership and the importance of context in discussion about leadership. Thus, students should learn about
the existence of positional, hierarchical leadership in military and corporate organizations and should be aware of the skills required to be effective in such organizations. According to this context, leadership is defined as an ability. In contrast, less hierarchical structures emphasize the role of influence within organizations (e.g., community organizations) and the shifting of leadership from one person to another as a function of needs and abilities. According to this context, leadership is defined as an influence relationship, the purpose of which is to effect change based on mutual purposes. Still other contexts view leadership as a form of meaning-making, an interaction of people joined by commitment, the product of which is an engagement in mutual influence. To some, leadership is value-neutral, the ability of A, for example, to get B to do what he/she might not otherwise do. To others, leadership is, at a minimum, a transaction, but, at its maximum, is a transforming act that increases the well being of the group.

D-Designated Courses and Leadership Across the Curriculum

The MFAC originally intended D-designated courses to allow students in the McDLP to complete their requirements in non-core courses. As first conceived, these courses were to have departmental prefixes and were to introduce into the course material a leadership component relevant to that material. For example, in a course in Native American History, Jim O'Donnell proposed that he could introduce a component on Native American concepts of leadership and contrast these concepts to traditional western concepts. Although the guidelines were intended to be loose, there were guidelines: the syllabus must announce that the course is leadership-enhanced; the course readings must deal explicitly or implicitly with leadership; and the course must provide students the opportunity for an "existential referent"; that is, a means to reflect personally on the leadership content.

The development of these courses, however, proved more difficult than the development of the core courses in that many faculty were not prepared to teach leadership. The solution
appeared to be faculty development workshops, and therefore I sent a proposal to the
National Endowment for the Humanities to fund a Summer 1989 five-week workshop.
Two subsequent workshops were funded by the Luce Foundation and held in 1991 and
1993.) A total of thirty-five faculty members have participated in these workshops.

In general, the following were the goals of the workshops:

1. the introduction of the faculty to leadership as it is taught in our core
   leadership courses;
2. the opportunity for faculty to consider how they might include leadership
   components in their courses or develop new courses on leadership and to
   develop such courses;
3. the acquisition of new scholarly approaches to traditional disciplines.

As a result of attending the workshops:

1. five (5) participants chose not to become involved;
2. seven (7) have not yet participated;
3. seventeen (20) teach or have taught leadership courses since taking one or more
   of the workshops;
4. three (3) are in the process of developing leadership courses;
5. four (4) have given papers on leadership at national conferences.
6. three (3) have published on leadership topics, and others, I believe, are doing
   work that could lead to publications.

As for the leadership-designated courses themselves, these courses are available to all
students, not just to Candidates in the McDLP. In fact, the majority of students taking such
courses are non-Candidates: thus, the theme of Leadership Across the Campus. The
MFAC agreed that if the faculty could create enough D-designated courses, every student
on campus would have ample opportunity to learn about leadership. Today, D-designated
courses are offered not just with departmental prefixes, but also with LEAD prefixes, and I’ve included descriptions of a few that might be of interest to you. They certainly demonstrate the high quality of program as well as the appropriateness to a liberal arts college.

McDonough Candidates

From an initial group of twenty-one students invited to apply for admission to the program, the Center is now admitting approximately 60 students per year. Although it is as difficult to learn why students choose to attend a specific college as it is to learn why they leave, qualitative research suggests that, for many McDLP Candidates, admission to the program was the deciding factor in choosing between Marietta College and another college.

The Candidates tend to be high academic performers in spite of the fact that the only academic criterion for being admitted to the program is being a regular admit. In addition, Candidates tend to persist at Marietta College at a higher rate than the average.

Leadership Across the Campus

In 1989, the Student Life staff joined the McDonough Center in offering a program called Leadership Development Institute. Intended for students who sought a “hands-on” rather than an academic approach to leadership development, the program focused on experiential learning through a Leadership Retreat, frequent personal development workshops, a practicum and attendance at the Exceptional Leaders speakers series. Considered to be somewhat too diffuse, the program was revised in 1993 and will be offered as Leaders in Action (LIA) to approximately 15 applicants this fall. LIA students are now being included in the McDonough Leadership orientation.
Like the McDLP, LIA is another program offered to a limited number of students. The challenge facing the Student Life division is to contribute to the College’s leadership mission by restructuring Residence Life and Campus Life, and I am now working with the staff to conceptualize such a program.

Some Conclusions and Future Directions

One conclusion that can be drawn from a survey of student performance is that the overall academic performance of Marietta College students would be enhanced by recruiting to the College more students like those now being admitted to the McDLP. Another conclusion is that our retention of students would be much better were we to increase the number of students like those now being admitted to the McDLP.

For these reasons, at their May meeting the Trustees instructed the College to create a marketing/admissions plan that places leadership at the beginning of the admissions process as a way of attracting students like the McDonough Candidates. Moreover, on the assumption that we can find additional students similar to the current McDonough Candidates, the Cabinet has agreed that the number of first-year students recruited as McDLP Candidates should be doubled over the next five years, and this year we have admitted to the McDLP 56 new students.

The Science Advisory group and the Economics, Management and Accounting advisory group have both recommended that the departments ally themselves more closely with the McDonough Center as a means of attracting students and better preparing them for life after college. To this end, I am now working with the Admission and College Relations staff to create a brochure linking the sciences and leadership.
In addition, a partnership between EMA and leadership has already been created. Thanks to a generous grant from the Cleveland Foundation under a statewide initiative to improve business education, management majors are now required to take LEAD 101-102 to complete the major. Other courses in the department are being enhanced with more material about leadership. Sid Potash and Mike Taylor have had release time to prepare new courses, and both have been blessed with faculty development opportunities: Mike at the Aspen Institute and Sid at the Center for Creative Leadership and Innovation Associates. Both Mike and Sid are effectively half-time in the McDonough Center. We look forward to more such partnerships because we feel that they make winners of everyone.

The Cabinet supports the strategic vision of leadership articulated in “Fetching the Future” and the decision that leadership at Marietta College should be marketed specifically as the “value-added” component of a Marietta education. This is not intended to supplant the liberal arts or the departments. It is certainly not the tail wagging the dog. Rather, this component will be available to all students regardless of major as an enhancement to an otherwise sound liberal arts education.

Is there any urgency in institutionalizing leadership so that it becomes the “value-added” component? We believe so. “Fetching the Future” asserts that leadership will give us a competitive advantage as we struggle to overcome the tremendous obstacles that face us. In the four years since “Fetching the Future” was written, other colleges have adopted leadership courses and programs and market themselves in terms of leadership. At this point, however, we still maintain our advantage. Other than Jepson at the University of Richmond and a few other colleges, we are alone in our ability to take leadership across the curriculum and across the campus. We should proceed to do so as vigorously as possible and with the broadest possible support of the faculty and staff.
In the late sixties, a consultant visited campus, and, after conducting his study, introduced his findings to the faculty by saying, “Marietta College is on the brink of distinction.” Twenty-five years later, I believe we still stand on the brink, unable to get over the top, stalled in large part by our inability to reach agreements and to act as one. In light of current market factors, this may be our last chance.

If we don’t act on this opportunity now, the marketplace may not give us another chance. If we can embrace the leadership mission, our students’ education will be enhanced at the same time that we secure our position in the marketplace. Realistically speaking, leadership can help us achieve distinctiveness and attract the kinds of students that are already distinguishing themselves on campus. It seems to me that we have two choices. One is to fool ourselves into thinking that we can become another Kenyon, with what resources I can’t imagine. Another is that we can make effective use of the resources available to us.

To me the choice is obvious, and I urge you to find ways to support the College’s leadership mission. However enthusiastically or tentatively you embrace the College’s leadership mission, we think it’s a mission you can be proud of. From the inauspicious beginnings of the Leadership Center, replete with suspicion, ill-will and uncertainty about what we should be doing, the faculty of this College has created a first-rate program, and they deserve credit for that. Although we might argue about emphasis and definition, we can, I think, agree that we’re promoting in our students a sense of citizen-leadership that we hope will lead to a better world.

I hope the break-out sessions that follow will give you a chance to make your concerns known and then to make a positive decision about leadership. Thank you for your attention.
Appendix C

ILS Major Requirements

Fifty-six (56) hours (Track 1) or forty-four (44) hours (Track 2) from the following categories: leadership, liberal arts, foreign language, and area studies. In addition, the major requires an international experience before graduation. This international experience can be fulfilled through study abroad (semester or year-long experience), summer internship abroad, or summer international service, such as a community service project abroad.

Leadership Component (20 hours)

All 7 of the following: LEAD 101 (Foundations of Leadership) or LEAD 111 (Foundations of American Leadership) LEAD 103 (Organizational Leadership) LEAD 140 (Leadership Practicum I) LEAD 201 (Theories and Models of Leadership) LEAD 240 (Leadership Practicum II) LEAD 203 (Global Leadership) or LEAD 112 (Leadership in Global Contexts) LEAD 403 (Senior Seminar in Global Leadership)

One of the following: COMM 385 (Intercultural Communication) LEAD 225 (Business in Global Contexts) LEAD 325 (Leadership in the Emerging Nation) LEAD 350 (Leadership Study Abroad) POLS 330 (Comparative Leadership Studies)

Liberal Arts Component: (12 hours)

Both of the following: HIST 121 (History of World Civilizations: 1815 to Present) POLS 130 (Issues in International Politics)

One of the following: POLS 120 (Introduction to Comparative Politics) POLS 207 (American Foreign Policy) POLS 340 (International Political Economy)

One of the following: ARTH 361 (Survey of Art History I) ENGL 205 (The Literary Cultures of Post-Colonialism) MUSC 331 (Music History II) REL 332 (Sociology of Religion)
Foreign Language Component:

Track 1:* (15 hours) All 5 of the following (Chinese, French, or Spanish): LANG 101, LANG 102, LANG 201, LANG 202, LANG 301  * Track 1 is designed for students for whom English is their first language. Placement in language courses generally follows the rule that a student with one to two years of a particular language in high school can appropriately enroll in the 101, 102 courses. Students with three to four years should enroll in the 201, 202 courses. Further placement techniques may be used to determine the best level of study. Depending on the student's level of proficiency, the Department of Modern Languages may waive one or more courses in Chinese, French, or Spanish.

Track 2:** (3 hours) One of the following: COMM 420 (Business Communication Seminar) ENGL 406 (Writing for the Professions)  ** Track 2 is available to students for whom English is not their native tongue. Students wishing to follow Track 2 must obtain written permission of both the chair of the Department of Modern Languages and the Dean of the McDonough Center.

Area Study Component: (9 hours)

Any 3 from one of the following areas (Asia, Europe, or Latin America):

Asia: CHIN 130 (Perspectives on Chinese Culture) CHIN 370 (East Asian Cultures through Film) HIST 211 (World of Asia: Traditional Period) HIST 212 (World of Asia: Modern Period) HIST 225 (Survey of Chinese History) HIST 356 (Modern Japanese History) HIST 358 (Modern Chinese History) POLS 226 (Introduction to Contemporary China) POLS 329 (Survey of Contemporary Asian Societies)

Europe: FREN 130 (French Culture and Civilization: Historical Perspective) FREN 131 (French Culture and Civilization: Cross-cultural Perspective) FREN 310 (Business French) FREN 330 (French Civilization I) FREN 331 (French Civilization II) FREN 360 (Topics in French and Francophone Literature) HIST 329 (European Feminism and European Tradition) HIST 330 (A History of the Scottish People) HIST 349 (Twentieth Century Europe) HIST 354 (Age of Nationalism) POLS 203 (Governments of Western Europe) POLS 327 (Governments of Russia and Eastern Europe) SPAN 330 (Spanish Civilization) SPAN 350 (Highlights of Spanish Literature) SPAN 360 (Topics in Spanish and Hispanic Literature)
Latin America: HIST 327 (Survey of Latin American History) LEAD 260 (Great Leaders in Latin American Politics) SPAN 232 (Latinos in the United States) SPAN 331 (Spanish-American Civilization) SPAN 332 (Latinos en Estados Unidos) SPAN 351 (Panorama of Latin American Literature)

International Experience Component:

Completion of one of the following international experiences: study abroad

(sext or year-long experience approved by the College's Office of Study Abroad), summer internship abroad, or summer community service abroad.

Minor Requirements

All 9 of the following:
LEAD 101 (Foundations of Leadership) LEAD 103 (Organizational Leadership) LEAD 140 (Leadership Practicum I) LEAD 201 (Theories and Models of Leadership) LEAD 203 (Global Leadership) LEAD 240 (Leadership Practicum II) LEAD 340 (Leadership Practicum III) LEAD 401 (Capstone Seminar in Leadership Studies) Leadership-designated Elective (3 credit hours)

Students pursuing the minor must complete a noncredit summer internship or study-abroad experience approved by the Dean of the McDonough Center, and a total of 100 hours of approved community service. Study abroad is defined as an extensive summer, semester or year-long experience approved by the College's Office of Study Abroad. The minor requires 21 credit hours.
Certificate Requirements

All 7 of the following:
LEAD 101 (Foundations of Leadership)  LEAD 103 (Organizational Leadership)
LEAD 140 (Leadership Practicum I)  LEAD 201 (Theories and Models of
Leadership)  LEAD 203 (Global Leadership)  LEAD 240 (Leadership Practicum
II)  Leadership-designated Elective (3 credit hours)

Students pursuing the certificate must complete a total of 50 hours of approved
community service. The certificate requires 17 credit hours.
Appendix D

Italics Represent Bachelor Degree in Leadership;  
all others reflect certificate or minor

Leadership Degrees

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Appendix E

Faculty Interviews - One

Q: The first question I have is driven around the skills that you’re trying to impart on the students. If you were to list skills or outcomes that you’re trying to give to students, what would those skills be?

A: Leadership specifically? Well, okay, in the context of a liberal arts education, I think is where we have to start, and so these skills would include the things that you would like to see in your liberal arts graduates. Ultimately, a sense of judgment, sensitivity to nuance, the ability when they’re done to solve problems that they haven’t seen before because instead of having a kind of specific technical education where they know how to do some thing, they bring to bear a set of conceptual processes maybe that allow them to look at stuff they haven’t seen before and say, “Oh, what is going on here; let me use some of the tools that I’ve got to be able to identify that or to address that.”

Q: And then be able to essentially problem solve or…

A: Yeah, sure, there is application obviously to then be able to say, okay, now that I think I know sort of what’s going on here and I’ve tested that a little bit with a few probes, now let me see if I can do something to remedy or to improve or to ameliorate or whatever. So that would be kind of contextual stuff. Then I think in terms of leadership specific things, I mean, ultimately, there’s a body of understandings you would want to have from your students as they have been through the process. Probably the most important recognition is that leaders are often, almost always in fact, followers in some other context, and so the, I don’t know, some of this is humility as a value. The humility to recognize that it isn’t always about you and it isn’t always important for you to participate in the leadership process by being at the front of the group or by dominating the group or by directing the group that in point of fact, you may very well serve as a leader by being a follower in the group and ordinary understanding of follower and that someone who has maybe not envisioned what the group will do or propose what the group will do but sees after reflection and perhaps getting your input and having had some kind of consensual process go on, recognize that, why, it’s not your idea, you’re willing to serve a role, an appropriate role, in getting this idea out there and accomplished. Listening skills and empathic skills when you are trying to, perhaps you are the person who came up with the idea, and you are trying to gain a concensus in the group. I’m going back to something you may know, which is an old article by Smircich and Morgan in Administrative Science Quarterly, Linda Smircich and Gareth Morgan, I don’t know where he is, he’s in Canada somewhere I think, where they define leadership, say leadership is advancing an idea that can gain a consensual following. You may have the idea, but it isn’t going to get in play at least in the context of American decision
making, American leadership, unless you can bring other people on board. And so to do that, you need to have kind of good listening skills, good ability to put yourself in someone else’s place, those empathic skills. Oh, conflict resolution sort of skills or being able to address and deal with conflict. So there would be interpersonal skills along those kinds of lines. Somebody who is able to develop resources, somebody who is able to recognize that this situation for us to be successful, to realize our goals involves getting resources together. Being able to motivate other people, mobilize other people toward a common goal, I mean, this is sort of basic leadership talk. So those would be some; I may have left out some, but those would be some that occur to me, that I like to see, and interestingly, I’m teaching one of the leadership core courses, international course LEAD 203, [redacted] teaches the other section, and I’m using a very kind of Taoist kind of approach. You know you have that, there’s the saying that of Lao-tzu Wade-Giles way of writing his name. The idea that, you know, if you’re a successful leader, people, the followership will say, well in the end, we did this ourselves, and the leader won’t really be so much pressing him or herself for it. So, we’ve been doing a class where basically as teacher, I’ve been sitting in the back of the class, and the presentations are the first 50 minutes of a 75 minute class are being done by the students, and then if anything is missing or I feel that there is anything I can add in the last 15 or 20 minutes, I plug in my piece, but they are very sharp, they caught on right away that this was about developing them as leaders and that I was not going to be in this wonderful case study room where you expect a professor to be up there and dynamic and eyes flashing and asking incisive questions and summarizing and going to the next speaker, that I wasn’t going to play that role. It’s worked remarkably well in terms of development of leadership students, and I think I’m going to use it again, from what I’ve seen so far. They like it because they get to play more than if they just get to chip in once in a while. So, I guess what I’m saying is that, I think, that being able to see them with the behaviors that you want to see and give them more opportunity to enact those behaviors early on has been useful.

Q: So that giving them the opportunities to learn, you impart on them some of the skills and then you give them the opportunity to integrate those and present them and demonstrate their leadership.

A: And these are second year students, so they’ve had an entire year with [redacted] and [redacted]. I don’t teach the first year leadership students typically. I teach the non-leadership minors and majors, actually we offer what are (kind of) general education courses to leadership to all Marietta College students, so I spend a lot of my time doing that, but I have this one class that teach every spring so far. Yes, by the time that [redacted] and [redacted] have worked them through some experiences in the first year, they’re ready to go on to do this kind of thing.
Q: Right. I came; I don’t know if you remember, I was here at the Advisory Board meeting, a month ago….

A: Oh yeah, okay, that’s right, yes. Was it more than a month ago?

Q: It was February 21st, I think.

A: Yes, that’s right, I was sitting on this side, and you were sitting there.

Q: And I went to the Advisory Board and just sort of sat as the fly on the wall, and I got some of the stats in terms of the attrition rates.

A: That was an issue, I remember going into the meeting.

Q: Well, yeah, but when I listened to the Advisory Committee, they didn’t think it was an issue. They were happy it was that high.

A: I guess that’s a good thing.

Q: They were happy it was that high and coming in, you already have a pretty, what you would call a well-prepared group.

A: These have had high school experiences in leadership and so on.

Q: You have to be selected to Marietta College, and then you have to be selected to the Leadership Program, and the admission to the Leadership Program deals with what are you doing besides getting A’s.

A: Or looking like Patton when you give them the profile (laughs).

Q: Do you think that predisposes the program to just be more effective?

A: The screening processes? Oh, yeah, I do. In fact, I think it was at one point pointed out two, three years ago, you know, we’re not getting enough out of the essays we’re asking for the application essays, and so we shouldn’t just accept the high quantitative grades, we should demand a really thorough essay to see how these people think and how they write, and that actually helped us to do a lot better job of screening folks who come in, so that what we intended to offer was going to be a better match with what they were available to participate in, and so that people who weren’t going to grow, we would not go through the process of having them stymied and keep butting their head up against a wall as it was from their perspective.

Q: Do you think it’s mostly academic reasons that you lose people throughout?
A: Oh, you mean after they’ve been accepted?

Q: They’ve been accepted, they’re in, and then you’re losing about half.

A: But there is an intensive co-curriculum; they have to do a lot of stuff out in the community, and so I think that from my perspective, and believe me, as a half-timer, I’m not intimately connected with that part of the co-curriculum part of the program, and so that would be a good question for both [Redacted] and [Redacted]. But my impression is that a significant number simply find that there’s enough interest in their academic work that they’re not interested in, or whether or not able to handle all the co-curricular stuff as well as the academic works. Some majors here are pretty demanding, not all, and truthfully, there are some kids who succeed in the program who don’t spend much time, or enough time, from my point of view on their academic work and do like to be lifeguards at the YMCA a whole lot or be hanging around young children, helping them, and so on, as part of their community service activities.

Q: Now, you have both an office for civic engagement and you have an office for business development, I think it’s called, within the leadership program, because from an outside perspective,

A: We’ve got civic development, I know, but business development within the Leadership Program is something I don’t know….next door is it?

Q: Is it?

A: I think so, but I’m not sure that they report to [Redacted] either.

Q: I’m not sure; I have to ask [Redacted].

A: Okay, so it used to be that way. The idea there that they were going to do executive education or training programs, and so on, in the local community, but the level of economic development or growth in the area is pretty pitiful, and the program began sucking air, I think, and so it was closed down at one point, and now that these folks are back to do this whether under the leadership rubric or just straight from the President’s office, I don’t know which, but you’ll find out…

Q: Is the program really focused on civic leadership, or is it leadership in general for people to go out into business as opposed to out into the…

A: This is a long-term issue for us as an institution. As you know, we’ve got a sign out front that says this is the McDonough Center for Leadership and Business, and when the place first hit the ground, the primarily liberal arts-based faculty
found the and business a little offensive. As you know, lots of liberal arts colleges don’t have an and business or incorporate or integrate business. As an aside, I would say my colleagues and I in business, in management, see ourselves as participating in a liberal arts discipline. We go after business, and management, with just the same kinds of tools that folks use in psychology or English literature or whatever. And so, we don’t see ourselves as anything foreign in this kind of a context, though I think years ago when the Leadership Center was started, there was more of a sense that business didn’t belong here, and leadership was tainted because of this and business. If we were going to do it and accept this filthy, how many million dollars it was, this filthy lucre, we wanted the institution or at least the faculty wanted some say about how it was done. And so, civic leadership, including community services kinds of issues was much, I don’t know, more clean or somehow healthy, a set of goals that a liberal arts college could approve.

Q: Because you’re giving back to the nonprofit sector of the world, and you’re not…

A: And so, I say, it’s a continuing dialog, because here we are with this wonderful facility; here we are with some folks like me who are on the other side of the mall, the dark side of the mall, teaching in economics management and accounting, and our ethics is taught, in leadership by my colleague in business ethics over there, [Name], who is also a PhD in business field, human resources guy comes over and teaches over here, teaches leadership in organizations. I was tenured half time here and half time there, so I sort of represent in a way the ambiguity or the duality of our relationship to and business. But with [Name] as our [Name], the previous dean was the founding dean, Steve Schwartz, and he, because of his long association with the place, 30 years, I think, by the time he retired, could not really get beyond all the earlier history of the place. Now, [Name] has made overtures to try to bring the two together, we cosponsor some events; we had Peter Eigen here a week or two ago from Transparency International, and [Name] hosted, EMA also participated in a big way, and we all sat down to dinner with Peter, EMA guys, leadership guys, and so on. So, I keep hoping, and I guess I’m the guy, partly because of the nature of my position who keeps saying, “So, when are we going to do something about this and business and so on.” There have been times, fairly recently, at least the chair, my chair over EMA, went to the Provost of the college and said, you know doesn’t this strike you as odd that we should have this kind of split in resources and so on, and the old times are gone and the new times are here, and wouldn’t this a be a nice twenty-first century kind of initiative, and she said no (laughs), so what do you do?

Q: Nothing like a little clarity!

A: So that gives you an area that you are welcome to explore under my name and my interview if you would like.
Q: No, I was just curious because the civic component is very clear. The McDonough Leadership scholar and residence sort of pulls in a business and typically an international business leader.

A: Bob Peterson, who was here, I guess the last one, of course, is a business guy and was, you know, connected to a couple of different departments outside of leadership. So, I think not exactly through the back door, but sort of with a kind of de facto, this is the way the world is, and this is a big area of where leaders are, so why shouldn’t we look at business, why shouldn’t we have business leaders as part of our portfolio to study and to become at some point. That’s a little more accepted. Now there’s still strong hold outs among the faculty, but we all die eventually (laughs).

Q: I guess, technically, if you’re training leaders, and you’re doing it well, the skills, or the education, I don’t mean to diminish what you’re giving them by calling it a skill because I don’t feel that way, but if you give them a leadership education, then if they’re doing community service, they’re leading people, and if they go and they’re hired as an associate dean or they’re hired as a vice president or they work their way up to a vice president, they’re still leaders. Thank you.

Next question: Some of the stuff that I read on leadership, some of the more current stuff by Goleman and Boyatzis and McKee, Primal Leadership, talked about emotional leadership or emotionally intelligent leaders, and skills like self-assessment and self-awareness and social responsibility. Do you think that undergraduate students are emotionally mature enough to handle those skills and learning them and putting them into play? Some of the things you listed on the first question, conceptual processes and judgment and humility, those all speak to skills that most high schoolers don’t have. So, do you think the group coming in, either because of the selection process or not, do you see that transformation occur where the students can understand the importance of…

A: Yes, I think so. Not universally. I think there’s still great variation in terms of if and when it occurs, but I could point you towards students who are in my sophomore 203 class who have maturity beyond their years, who are not just good academically, but also good interpersonally, and have emotional intelligence at a fairly high level, I would say. Now, part of this is, it’s possible that they’re feigning, but I’m not against that; how do you learn how to actually have it, unless you try it on? And so, they know some of the skills that a good leader is supposed to have intellectually, so you know, if we can get them to behave like they have those skills, it may be that eventually, you know, you won’t be able to tell the dancer from the dance, and they’ll be able to grow into them or move into them. Not all, and yes, it’s true. What I’m wondering about looking at this from a more than 60 years old perspective, is whether something is happening to at least these top ten percent or at whatever the premium off that high school student
body, whether they are actually getting more because they’re spending more time with each other in groups younger from preschool on, that they’re also being encouraged to do conflict resolution or something at an early age and try to put themselves in the other guy’s shoes, whether they come in better built for this than the kind of 40, 50-year-old manager that Goleman’s stuff is talking to. You know, I look at the things that you counted coup on in the process of developing as a manager or developing as an administrator, whatever, and I’m not sure those kinds of issues about “gotcha’s and gotcha back” kind of thing really, as the ability to be able to put people in their place, or the ability to be sure that your staff is not being insubordinate or not being sufficiently deferential. I’m not sure that those, probably never were good issues, but I’m not sure those kinds of interpersonal problems loom as large for them as they might have for people my generation.

Q: Well, from someone who works in management now, it’s amazing to me how many people don’t have these skills. You know, there are, I didn’t count how many business programs there are, but there are 1600 undergraduate universities in the country, and I’m sure there are a bunch of business programs, not even including the graduate level ones, and yet, we still continue to have, what I would consider a large number of ineffective managers.

A: If you haven’t scheduled, or have some time to schedule, schedule some time with these kids, these leadership kids.

Q: I’ve got the seniors; I’ve got them later today because I wanted to get them… I know they are real close, I really appreciate they’re coming to meet with me, because I know that you guys graduate in about a week and a half or two weeks, so I know they’re thinking about their presentations, so I appreciate the fact that they’re going to take time out, which just reflects back on the fact that what you’ve done has been effective because they’re seeing beyond, right now, their own needs to maybe help the program that has helped them, which again, I would argue is a mature reflection to think beyond your own center point. And you know, what I see with the community college students that I have, and obviously a different population than the students coming here, but they’re all caught up in text messaging and they’re all distracted and they seem to not have much of an attention span. Do you see that when they’re sophomores, and do you see it negatively sloped as they grow up in the leadership program, for a lack of a better term?

A: I don’t know, I think the self-selection process, the self-selecting out that you were talking about a little bit earlier, may be awkward. I could give you five of my 20 that I worry about for these kinds of reasons, in one of those wonderful sessions when I’m sitting there at the end and saying, “All right, there are two, three other things we need to think about here.” There are probably one or two of
the five that are sort of looking around, just sort of off in their own place, or maybe they are sitting there text messaging without my noticing it, so yeah, I don’t think we’re free of that, but sometimes, even if it were the other way around and the five were the five that were paying attention, that were into the topic and really had stuff to offer, and these guys are very good, and they offer from some very interesting comments. A couple of their colleagues too, typically, are up front presenting, and somebody will, in the back, just have an insight that is a kind of a blow-you-away insight whether they are 20 years old or 40 years old. It’s really, just, you say, “That’s right, I hadn’t thought of that, holy mackerel, you know.” I’m not easy to blow over; I mean, I think I’ve seen it all (laughs).

Q: If this is the group of students that has these skills, and you have as much discussion as, I can even see in the syllabi, that discussion is integrated, then they reflect back and it becomes a learning experience for the instructor as well as for the students, and I think that just makes it better for the students because what you’re doing from the modeling of your behavior, even if it’s genuine, the students say, “Wow! Here’s my professor, who’s been around much longer than I have, and he’s learning from us,” and that kind of symbiotic relationship…

A: You hope it is. It could also be that they’re just saying, “Of course, he’s learning from us, he’s an old guy, and he doesn’t know any of this new interesting and important stuff that we know from the time we were in high school. This guy doesn’t ever text message (laughs).”

Q: You know, and I’m not that old, and I don’t know how to text message, although I do have a Blackberry on my side, so I can’t say that I don’t have any…

A: Actually, what you might look at, it’s surprising to me, given all the hang-ups and quirks that the faculty has, that these kids are actually as together as they are. They see through posturing so easily, and we kid ourselves if we think when we stand up there and give them the profile and the incisive final concluding comment that they don’t see the theater in that. They see it very well, very coolly.

Q: Do you think the cohort nature of the program helps them develop these skills?

A: Yeah, and in the first year, they do some out of class kinds of things that help them to become more of a cohort. They start before they come in, and if you haven’t heard this one, you will, from probably. They do an orientation session earlier in the summer, and then the rest of the orientation for freshman, so they actually know each other and have developed some sense of each other, which either they refine or come to reject later when they see there’s more depth to this goof than there was when I was a freshman (laughs). On the social side, they’re definitely A+, and the best of them on the intellectual side are A+ too.
Q: Last one: One of the major questions I saw in the literature was the argument over whether or not leadership can be taught and learned. Do you think it can be taught, and do you think that we’re truly preparing students, in your case, in the program here, are you truly preparing students for global leadership?

A: Okay, let me sort out some of those. I think you can teach leadership. I don’t know that you can teach people to be leaders in the conventional way we think of them. Yes, we can teach leadership because leadership is a process. I can teach you, I can lay out for you, and you can learn the elements of that process, which seem to be common across the world, across cultures, and so on, so if we, as the literature tends to view this as a process, then that can be taught. Whether you use it to become a leader is probably at the beck or as a result of other factors that are not entirely intellectual or conceptual factors. There was a good HBR article, and I can’t remember who wrote it that basically said there are lots of ways of doing leadership and in the battlefield, some folks are better leaders up front in the battle, some folks are better off back at headquarters doing the strategic part of leadership. That’s one of the things that I like to plot. I give them two different definitions of leadership and say which is right, and you know, the correct answer is that both in their ways are right, because they are looking at two different aspects. It’s about vision and it’s also about concensus building, and so you can work up, in fact, we did a few years ago, as much as everybody’s using it, we worked up a nice kind of model of how a leadership process gets started and renews itself or either says this isn’t working and goes somewhere else. I think it’s tough to teach people how to be a leader, and I’m not sure that just going through the behavior motions will lead to leadership that way. I think, you know, it’s the case of calling them on it; the Polytechnic Institute used to try to teach engineers how to be managers. Guys would get promoted but because of their technical skills, they would wind up in a job like yours where they’re supposed to be managing a lot of other people like that, and they were there without the skills or having anybody teach them. Now obviously, some people are better at that than others; it probably relates to personality factors as much as any knowledge that they have about being in leadership.

Q: That’s why they created MBAs, wasn’t it? To train engineers?

A: (Laughs.) Yes, that’s what this was. This was an MBA program at Worcester Polytechnic Institute. The other thing is, of course, that just because you’re not going to use it to be a leader doesn’t mean it isn’t valuable. Those of us, who, in terms of international or national politics are always going to be followers, need to know when we look at these folks, you know, what kind of leader we’re looking at, and by studying leadership and the leadership process, we can learn a whole lot more about folks who pretend or who desire to lead us, what kind of leader they really are, what are the kinds of things they do and the things they stand for, and so on. I mean, for me, maybe it’s because I’m getting older, but the
arguments that keep looming more and more when you focus on the leader are arguments that he has to have integrity, and issues like that, that of just being slick or having the moves, or being able to manipulate, which we all do, I mean there’s an issue of being able to manipulate people, is not sufficient. That’s not a good thing, that’s an evil.

Q: Yeah, you know, when I went through and I made my definition of leadership based on what I read and my own experiences: integrity, liberty, vision through effective communication is kind of how I tried to define it, and what I tried to do was look at maniacal leaders, Hitler, who was charismatic and was very effective at getting followers to follow him. Okay, was he a leader? Yeah, he was a leader, but was he a good leader? So, you know, I looked at people like that and say, okay, what in my definition would preclude him, and I think integrity and liberty…

A: Cut him out.

Q: Cut him out, so I agree. Those skills are important, and I think it can be taught.

A: And this relates to partly to civic leadership as well because, you know, we want to create good citizens here. Regardless of what you do or don’t do, we want you to be able to participate at a high level in the political process, in the government’s process, even if it is as a follower more than as a leader.

Q: Well, you know, my degree is in higher education, and I took a class in history of higher ed, and of course, the history of higher ed is developing citizens. We started a new country…

A: Was it a learned clergy, a literate populace or something, is Harvard’s thing?

Q: Yes, so it’s good to hear that from you because that helps connect it.

A: I mean, I don’t participate much in the community service kinds of things…

Q: But you take the students abroad.

A: We do that, yes, that’s true. I do; I take the students abroad.

Q: Oh, okay, does…

A: Actually, we do that.
Q: Oh, okay. Do those experiences abroad, do the students have opportunities to lead similar projects there or are they just absorbing culture there?

A: Well, both are valuable, obviously. This is a good question for [name]. [name] actually has taken many more trips than I have with students, and [name] has been on a couple as well. It depends; on [name] last trip with students, she took three students and they studied advertising in China as far as the new opening and saw what is happening with advertising and went to Shanghai and Beijing and so on, and talked with TV station folks and advertising agency folks and so on, so for them, it was, you know, developing, not so much leadership skills, but sort of conceptual understanding of how another culture works, particularly in the world of advertising. But, I would have to say that for mine, and this is true of the way I teach Leadership 203, I start from the idea that we need to investigate the letter of the model of leadership that we’ve developed in the context of American culture really applies in other places, and you probably know this literature too, the Robert House stuff and the GLOBE Project has been a real…it’s hard to read and it’s hard to teach, but it really has helped us a lot in terms of letting us know just how much what we already know from research that’s either done by Americans or done by people educated in America, how much that applies in other places. And so what my guys are very comfortable doing is talking about the Hofstede and the GLOBE Project. Hofstede is five cultural dimensions and the GLOBE Project nine cultural dimensions and just, you know, using those to say, well, let’s face it, in particularly collectivist cultures, you’re going to find that strong man model of leadership is much more prevalent than what we like here in the U.S in terms of people what to be empowered; they don’t want some people telling them what to go, so you’ve got to get buy in, you’ve got to do more participation stuff, high power distance is not acceptable, and so here, but in lots of places, you violate that power distance at your peril as either superior or subordinate. You start asking your subordinates, well, tell me what you think; they think you don’t know how to do business.

Q: What you think is concensus building, they think is incompetence.

A: Yeah, exactly, that’s a good way to put it. So, I think there’s some of that, and you do that when you take your trips abroad too, you see a lot of how it is different and how it’s the same.

Q: Wonderful. Your time is about up. Let me just run over what, I think I heard. On the skills question, the first one I asked, you talked about the foundation of the liberal arts education and the nuances of applying judgments to situations and conceptual processes as they sort of relate to problem solving, how do you react…
A: A generalist versus somebody who has a skill of keypunching or whatever it is, a liberal arts graduate can do lots of stuff because they’ve got tools that allow them to look at lots of situations and try to problem solve, as you said.

Q: Right, so the students become, the liberal arts education gives them a little of a lot, but not a lot about any specific, so they don’t come out as technicians, they come out as people who can find something that they haven’t seen before, and figure it out. And then, specifically as it addresses leadership, the understanding that leaders must be followers and good leadership is driven by how they are as followers. Humility, empathic skills, bringing others on board, that sort of concensus building, conflict management, communications skills, listening, talking, how you communicate. And, good leaders, you brought up that sort of Eastern quote that followers who are led well don’t recognize that they’re being led at all. They take it as their own accomplishment. And then I asked you about why you think students drop and that it’s the outside of the actual academic program work that tends to get them to self-select. And then business and leadership and how that’s becoming a part.

A: John Kotter, I follow John Kotter on the difference between business and leadership, or management and leadership.

Q: Right, right. And then on question two about emotionally mature enough, you said yes, but not universally, but that most of the students have maturity beyond their years, and they learn the skills the need and then they behave in the manner that reflects those skills. Self-selection out of the program because it’s our focus, and they are mature enough to see through the posturing and if the message isn’t genuine, they know that; they see that, and that the cohort is a good way to start because it starts to develop those relationships right off the bat.

Interviews – Faculty Two

Q: The question is if you were to list skills that the leadership program attempts to give students, what would they be?

A: Now, there are what I would call soft skills and hard skills. Soft skills would be more on the knowledge side and the ability to engage in higher level thinking. Being able to articulate concepts and ideas in a way that it becomes second nature, and this is part of the liberal arts process is that once, for instance, we talk about Plato’s allegory of the cave and not only they understand that, but they have the skill to be able to transfer that knowledge to experiences. So, if they see something where they are able to then say, you know, that’s just like Plato’s allegory of the cave, and so, that gives them that insight to be able to frame issues, frame experiences in ways that will help them become more effective leaders. So, that’s the soft side. But then the hard skills; they would be the ones associated
with any leadership development program, and that is, we want them to list in the survey, we want them to be able to engage in group projects and all of the skills associated with group projects: listening, decision making, problem solving, facilitating teamwork, project limitation.

Q: I saw one of the things on the survey, comfort with ambiguity…

A: Yes, and that’s a very important that many of our students come in with the idea that we are going to give them a how-to book to know exactly that if circumstance A happens, to open the book on chapter 3 and see, okay, I should be doing 1, 2, and 3, and they do it, and it works. And part of the leadership development experience is to make them realize it is very complex; it’s not as clear cut, but that in itself becomes a skill to develop comfort with ambiguity. To be able to say there are many different options here that I need to consider, and each option has a cost, a benefit, but I have to make that call, and there is no ideal answer. I have to make that kind of calculation, so that requires expanding your comfort zone. So, part of the leadership program can be to give the students, not just the knowledge part of it, but also the experiences so they can test that. So, they will have experiences where they then will be called to make those choices, and in a way, the college is still the safe zone where they can get feedback, and they can also test these things without major consequences. Once they are out there in the real world, the stakes get a lot higher, and with that, if they have that kind of a background that becomes a very helpful skill to have.

Q: I’m still looking for that big book of answers.

A: Oh, if you find it, let me know. It will be required reading in 101.

Q: I’ll reflect back on the survey some for some of the other skills. How have you found the alumni survey to come out? I mean, I’m going to look at it, but…

A: Right, no, in general, the survey what they show is that the students feel that they are prepared, that it has made a difference. Now, we do have some questions about the balance, for instance, between the for-profit and nonprofit side, that at times we have tended to be more on the nonprofit. Based on that survey that has been one of my challenges is to create more for-profit opportunities for the students and balance this out, but that is just a component of the way that this center was set up. You see the name, the name itself, Leadership and Business, but the focus had always been more on leadership in the nonprofit sector, but been adding more and more leadership and for-profit, so we have now an executive-in-residence program. We have the international business leadership seminar that we offer to MBA students, international students.
Q: Is that a reflection of the liberal arts nature of Marietta College; they’re reluctant to put business in there as strong?

A: Yes, and that was also an issue that was discussed earlier when the center was first created because in reality the first proposal was to create the McDonough Center for Leadership in Business, and there was a lot of resistance that somehow a pure liberal arts institution isn’t…

Q: We won’t play with profit.

A: Right, a business school is for research universities or big universities, but small liberal arts colleges don’t do business. Now, that was 20 years ago, the world has changed, and I think in a way the McDonough Center works as a school similar to, for instance, Jefferson where it is a school of leadership, but then there is the business component that it has always been a little bit unclear.

Q: If the program is doing an effective job at creating leaders, specifically even if that is a heavy part of the focus, if you’re doing an effective job, then the leadership skills that they use while being civic leaders will transfer to the business world.

A: Oh, certainly, certainly, and I think that is part of the job of clarifying this, our intention here is to develop thoughtful and engaged leaders in all areas of human interaction, and that can take place in the nonprofit; it can take place in the public sector, and in the for profit. So, there are many different arenas where leadership skills are needed, and those skills cross areas of applicability. Did you get our new Center brochure?

Q: Let me show you what I have.

A: This has always been unclear; people tend to associate McDonough Center with McDonough, the program, and there is a distinction because the McDonough Center is the big umbrella, and the program is within the Center, so…

Q: To be honest, I was unclear as well, and I’m glad you pointed that out because I’ll make sure that I clarify the terms that I’m using within the dissertation.

A: Yeah, the program you have, the Leadership Program which is the flagship of the Center, but then we also have the office of civic engagement; we have the office of business leadership development, so for instance, we offer leadership for the for profit sector; this is something that I have started to farther balance for the two areas, but we also have senior fellow program, alumni, so there are many different components, but the Leadership Program is in the top left for a reason; it’s intentional because it is the main area, but okay, so…
Q: Next question: Some of the research I’ve done and looked at, some of the more recent writings that dealt with where they studied more industry, but it still comes back to leadership is stuff by Goleman and Boyatzis, and McKee, Primal Leadership and emotionally intelligent leaders, so my question around emotionally intelligent leaders are, do you think that the students that are here are emotionally mature enough to understand the significance of the skills such as self assessment, self awareness, and social responsibility; do they have the maturity, or do they gain that maturity, and do you think that those skills are important?

A: That’s a great, great question because the program is selective, and there are three basic criteria for selection. Do you have a copy of the application form? It’s also online. But, well, one is that we want them to be academically superior students, and not just because in terms of intelligence we want just top students because they’re top students, but we throw a lot at them, so we want to make sure that in terms of their academic potentials that they can take on that. So, that’s one component. But the second one that I think addresses your question of emotional intelligence is that we select students who are already sensitized to leadership as a mode of life. So, we want to get the students who have already started their leadership development journey. Now, it may not have been intentionally done in the curricular setting, but they’re already sensitized to their role as leaders, so they become student body president, they become leaders in athletics, leaders in arts and sciences, so the McDonough program becomes a continuation of their leadership journey. So, these tend to be students who are more mature; they already have that sense of leadership development as part of their ethos. Now, that and in fact, that came out in terms of the survey results, in terms of the Claremont McKenna study is that if you select these kinds of students, it should not be surprising then that the outcome will be a self-fulfilling prophesy. Fair enough that in terms of measuring outcomes, I think it would be more, I guess, intellectually interesting to take students who have never taken any kind of leadership roles in high school and put them through a leadership program and see what the outcome is and see if it makes any difference, that’s true. But that’s not the way we see the condition is that we see the world demanding more and more leadership because there are serious problems out there; there are serious challenges. So, we want to play a role in developing those leaders, so in terms of probability, the students are already sensitized to leadership; these are the ones that in terms of potential can excel once given this opportunity, so we intentionally made that decision to target those students.

Q: Marietta College is selective by itself, and then McDonough is selective on top of that.

A: On top of that, right.
Q: Does the college as a whole when they admit students, do they ask for what students are doing other than just getting A’s in high school, where the information, and the reason I ask is, because the graduate student from Claremont who studied you guys said that the McDonough Leadership Program graduates have these set of skills that Marietta College graduates do not have, and so my question is, do the students that are coming to Marietta have some of these leadership, these underlying leadership skills or drivers from their high schools, and they just choose not to apply to McDonough, so that the data we have would be able to say: This group of students coming to Marietta, they could be leadership students; they just chose not to apply. This group of McDonough leadership students are; they have similar outside interests from high school. Not all of them are going to be the same. So, that you could say that the McDonough Center has value added, that you don’t just have good leadership kids coming from high school, so you’re going to have good leadership kids leaving college; you’re able to say, well, yeah, we had good leadership kids coming into the college and the program, and we had good graduates coming out of the college and with better graduates, better skill sets for leadership coming out of the McDonough Center.

A: Well, I think that’s a great way of putting it, and the value added component is certainly the critical term because certainly students through their college experience can acquire some of these skills, but the main issue here is that how intentional that it can happen accidental or it can happen by default, but here is an opportunity for you to be intentional about your leadership development in a community where you will be sharing that with other students with similar interests.

Q: Does the cohort, do you think, help to develop these self awareness, self assessment, social responsibility? Does the cohort, does the peer reinforcement help to develop those skills, and for the students who are immature by surrounding them with students who are maybe a little bit better, a little bit more mature, do you get peer correction of behavior?

A: Well, I think there is that element that they tend to share the same kind of passion in terms of leadership development, civic engagement. So, once they see their peers engaged, some of it is peer pressure, but some of it is that they do believe in what they are doing. Now, earlier, I talked about the selection in terms of three criteria, I talked about two. The first one was the academic strength; the second one is the leadership development so it’s a continuation; the third one is an interest in helping others. So, a student just saying, “I’d like to do this program because it would look great on my resume,” that’s not enough. There needs to be something else there that’s compelling you to want to do this, and that something else is you want to be part of something that’s bigger than you. So, in our application form, the things that we hear from the students who get accepted is “I
D: I want to make a difference, I derive satisfaction from seeing that I am helping others, that I’ve been very involved in community service in high school, I want to continue that, it’s an important component in my life.” These are the students that we want in the program.

Q: Does the helping others have to be civically related? Could it be that someone wants to, or has helped, a for profit business to run more efficiently or more environmentally sound or…

A: Right, and it can also be tied to their career plans. So, it doesn’t have to be civic engagement in the nonprofit sector. So, they can think about, for instance, planning to major in management, but I really think that we should think in terms of leadership, and I really want to lead with integrity, and so that’s why…and that would be a good answer in terms of the application, but all of these three components, we want to see students who are mature and prepared to then take their leadership development to the next level.

Q: Right.

A: And we have debates about that, because obviously, the college would like to extend that opportunity to all students because it’s a value added that in terms of the quality of the graduate of the college, but we do have staff and resource limitations, so we…to have that kind of personal impact in their leadership development, you need to spend the time giving them that attention, so you reach a point where you say, now it’s just becoming a commodity that we are just providing mass education. I think the ideal situation would be the apprentice (not the TV show), the apprentice model where leadership development is done through coaching, where our staff can work with the individual students helping them develop, and we try to do that on this side in terms of their assessment and how they track their development. But, if it becomes too large, right now we have between 220 and 240 students in the program, and that’s a large number to try to give some kind of personal or individualized coaching. We accept about 80 students each year.

Q: And with the attrition data that you shared with me at the Advisory Board, you are going to lose half those students by the time they graduate, approximately 40 to 50.

A: Right.

Q: So now you’re talking about at what point with the 240 students, at what point do you engage in coaching? Do you start it at the beginning? Because you know off the bat, you’re going to lose 120 of those 240 or 80 or 90; you are going to lose a significant portion, and I don’t want to say because I don’t have the right words
That’s true, but that happens in any kind of situation where you are making an investment because if you don’t, then you will not get any return. But, no, in the 220 to 240 is based on, you start with 80, and then you go down to between 50 and 60 and then by the second year, you’re down to 50 or 60, and then third year, you’re down to about 40 to 50, and then 40 to 50 graduate. So when you add all those, you have about 220 to 240 going through the program, and if there is a little bit this year, we just finished the registration and there are 60 students out of 80 continuing to their sophomore, so that’s a good yield for us, but yeah, there is some discussion about well, maybe we should limit even more to 60 students for the cohort, but then admissions office screams. Because we do have because of the national reputation of the program, some students do make a decision on Marietta College, they used to wonder whether they are accepted to the program. In fact, there was one story that I heard not long ago of this prospective student that we had who was trying to decide which college to go to and she was visiting Westminster College, and the tour guide was giving the tour, and she asked this prospective student, “Oh, what other schools are you applying to?” And she said Marietta College. “Yeah, well, I applied to the leadership program and I didn’t get in,” and then she went to Westminster, so at that point, she was trying to decide whether to apply. So there is that component, and this is more of an administrative issue as far as the staff; if we’re going to add more people, we have to add more staff.

Q: And then you need more resources.

A: Yeah.

Q: We all know that discussion.

A: Oh yes, and you do too.

Q: Yes, I do. What I heard from your Advisory Board, you said that there had been discussion about dropping the number from 80 in your incoming freshman to 60. I think that’s exactly what I heard at the Advisory Board meeting, and nobody that I heard was upset that 40 to 50% of your students who start as freshman do not graduate, the Advisory Board members specifically.

A: I thought that discussion was interesting because it reaffirmed and gave me a sense that, okay, we’re okay, because if they view it as “boot camp”, and I think that was the term that was used “boot camp,” then if we’re going to create thoughtful and engaged leaders, if that is our goal, then the onus also falls on the
students to live up to that, to push them, and then see how they react, and so maybe 50% or 60% that becomes a good outcome.

Q: Yeah, and I think if Marietta College is looking at some similar things, the application process for Marietta is not the same process is to McDonough to the Leadership Program, but if as most colleges that have selective admission do, they don’t want to know that you just got A’s, they want to know what else you do. Why should we consider you as a whole person admit instead of just the academic high achiever, then that makes the outcomes that the student from Claremont got that much more significant because there is value added because one of the things I heard from my committee, one of the things they said to me was, they have selective admission, how do you know, or how do they know, that they’re not just getting effective leaders on the back end because they had the cream of the crop coming in? And what I’ve heard both at the Advisory Board meeting and so far in two interviews is that there is value added, and the high admission simply helps them with the rigor that’s required within the program and doesn’t necessarily give us a predisposition to having: A. More effective leaders, or B. More graduates.

A: Right, correct.

Q: That’s consistent with literature that I read about high school GPA and SATs, and there was one study done on teacher education on the Praxis I test that’s given to students coming into an elementary or secondary education program, that it didn’t say who was more likely to graduate. What it said was, these people are more inclined to be able to learn that with which we are going to teach them, and that’s a similar argument that I think I’ll make in the dissertation is that Marietta College doesn’t invite people who have these leadership skills as a part of their application because they think that it’ll be easy then to graduate leaders, they do it as an indicator as potential.

A: Right, that’s exactly what our thinking is.

Q: Well, good, I’m glad I’m on the same page.

A: Well, but there is an intellectual issue there, and that is, are we creating this idea that leadership is about this elite. Are we creating an elite? And that was also one of the issues when the Center was first founded was that somehow that this would go against the democratic thinking that leadership should go to everyone, and I think that is valid to say that at one point in your life, you will take on a leadership role.

Q: Right, being a leader is not restricted to those who graduate from leadership programs, and we should hope not, because there are only 21 of them, of free-
standing programs, out of 1600 colleges, so there have to be leaders that come out of experiences and kind of like someone with my background. I preselected and self assessed areas that would put me in a position where I could learn and develop my skills, but all of the literature that I’ve read related to leadership, they all talk about a level of competency and I think you can argue that with competency comes a certain level of cognitive ability, and so by selecting people who are academically high achieving, in addition to being leadership, sort of the pre-leadership, pre-college leadership exposure, I think you can argue that we know based on the research that people have done in the private sector and in the public sector, just not with leadership programs, that effective leaders are competent and cognitively sharp. Since we have a level of rigor that’s going to take that level of academic competence to another level, we’re helping to preselect people who will be successful. You could probably drop all of your admission requirements, and you might graduate 40% or 30%, so you know, you are setting the bar.

A: Right, right.

Q: You are setting the bar, and you are going to miss out on some students that goofed off during high school but are truly competent, cognitive students.

A: Well, but I am sensitive to that argument, and I have responded to that by other initiatives, so you probably saw that on the website that we have a Leaders in Action certificate, so that is a separate certificate from the scholar’s program and there’s no separate selection process. Anybody from the college who wants to do that certificate can come and participate. So we revived that and we have 12 students going through that certificate right now. It’s the first cohort we built. [Redacted] is the one who directs that, so you would be able to talk to her about that, and we also coordinate the volunteer service program for the college overall, and that also gives students an opportunity if they are that third criteria, if they are civically inclined, if they want to do those things, then we have “make a difference day,” “service day,” so all those, the office of civic engagement coordinates all that. So, and I would like that, aside from the Leadership Program for the Center to become a resource for leadership development throughout. So, for instance, we offer a one credit hour course on leadership development for RA, resident assistants, so that way is leadership development, it’s not a certificate. It’s not a separate curricular program. But, so if we can increase that, then that would be fostering. But, at the same that we do this, there is also an internal dynamic in terms of the college; it’s that to what extent that can we serve all the programs in all the college. The initial proposal was to make Marietta College America’s leadership school and to really infuse leadership into all areas of the curriculum, and that initial proposal was shot down. A lot of it was internal divisions on developing a concensus. Since then, I think there is a concensus emerging, that leadership is an important component of a liberal arts education,
which it seems to be ironic that we really look around because it’s all about the way you frame issues that the way it was first started was business leadership, so the pure liberal arts faculty said, we don’t do that. Leadership is for business schools or military; they do this leadership stuff. Now, we’re framing that as the liberal arts education prepares students to become problem solvers. And problem solving is a leadership component. So, therefore, in liberal arts, we need leadership. We want to have ethical leaders; we want to have thoughtful, engaged leaders. So now, we instituted a leadership requirement in the colleges of general education, so all Marietta College students have to have leadership and ethics course before they graduate. Now, that’s the baby step, but it’s a significant step. Now we just hired…I don’t know if you’re familiar with Vista program, which is run by Americorps?

Q: I’ve heard of it, but I can’t say I’m familiar with it.

A: And  can talk to you about that, that we got a grant from Americorps, this was through the Ohio Campus compact and to hire a full-time coordinator next year who can work bridging the college and the community in the area of service learning, and part of that first responsibilities will be to work with faculty to develop service learning opportunities in their courses. So, that’s going to extend…service learning has always been a component of McDonough since the beginning, but now it’s going to extend to the whole campus. So, that will be interesting to develop, but that is also another way of saying that we want to extend these opportunities beyond McDonough scholars.

Q: And that’s all consistent with all the literature on leadership anyway, that liberal arts is the foundation for any effective leadership.

A: Do you know, I’m going to complicate even more, because now we may have the McDonough scholars saying, okay, if everybody out there has all of these opportunities, then what’s special about being a McDonough scholar?

Q: You’re talking about offering to the campus pieces of the McDonough Leadership Program, not the entire leadership program, and I think that’s the argument to be made, and I think that’s the argument that’s supported by the research that the young lady from Claremont McKenna did. It’s also echoed in the study that the Kellogg Foundation did on leadership programs, although they don’t distinguish in their findings which ones were free-standing and which ones weren’t, but that students that graduated from a leadership program as they define it, have more civic engagement, they’re more politically involved, not necessarily running for an office or campaigning, but politically astute, and there was one other skill that I can’t remember that they compared that students were better at, and if you trace back in the history of higher education America, it was all related to better citizenry. You know, I think a lot of the skills and a lot of the things you’re
talking about all relate to people who would be better citizens, even if they’re
civically engaged when they graduate, even if they’re not in a leadership role.
Their education allows them to look at things differently, to assess things
differently, to engage in constructive dialog, and so what I would argue, what I
will argue if I’m asked that same question when I’m defending is that we know, at
least at Marietta College, that students from the leadership program have more of
these desirable skills than do the regular graduates from the college. Clearly,
Marietta College isn’t the only one that thinks that because in 1992, we had one
program in the country, and now we have 21 fifteen years later. Now 21 isn’t a lot
when you are looking at 1600 colleges, but it’s 20 times what it was 15 years ago.
You know, with the speed at which higher education moves, which is not very
fast, 20 programs in 15 years is what I would call significant. So, I think, you
know, you’re sharing a good thing with the rest of the college. I don’t think
you’re watering down the product that you’re marketing, in my opinion. You’re
simply sharing the good with others, but you know, or I hope you will know when
I’m done, that the value that you add is more than a course or two or three. It’s
more than giving them the opportunity to add service learning to a couple courses.
It’s a component. It will add value to those courses for those students, but I don’t
think it dilutes the value of the McDonough Leadership Program. Just like the
minor doesn’t dilute it, or the certificate.

A: Right, right.

Q: If you don’t want to do the whole thing, fine. Essentially, what you’re saying is,
we’ll share. So, I don’t think it dilutes.

A: No, I agree, I agree.

Q: Okay, last question, and the question that was all throughout the literature. Do you
think leadership can be taught and learned? And do you feel that your leadership
program is truly preparing students for global leadership, because that’s your
program, and how do you pull those skills out, those global skills?

A: Right, right. Well, the first part of that question, that the issue of taught and
learned, in a way by selecting students who are already engaged in leadership
development, that issue then is not that critical, and I think a lot of times that issue
is used more by people who are critical of leadership development in
undergraduate programs as opposed to people who really are thinking of ways to
improve the system. So, when they say, “Can you really teach leadership?” And
that is, the assumption there that some students will emerge as leaders anyway
because somehow they are wired and born to be leaders. Now, once you start
from that premise, then the question then becomes more a trick to get you to say
something that will come back to haunt you or simply to sidestep the main issue.
So, the focus that we have is very intentional. We are in the business of leadership
development. Now, if you are compelled to take on leadership roles. If you feel a drive and you would like to develop that side, then we have this product that we can offer. So, we’re not in the business of teaching leadership, we are in the business of developing leaders.

Q: So, you’re…

A: Okay, there’s a different spin on that, and that is, and I often tell my students that, you can look at these two disciplines and political science and ask the question: Why do people choose to major in psychology. Then you can say, well, they would like to become a psychologist. Now, can you say the same thing about political science? Why do you choose to major in political science? And they say, “Well, I’d like to become a better politician.” Not too many students say that. So then you can say well, why do you want to study political science? Well, they can say, “I enjoy the subject. I enjoy the study of that. There are some skills there that I would like to perfect. Some things like, you do a lot of reading and analytical and critical thinking, and you also do a lot of writing and those skills will prepare me to go to law school. So then that’s a means to an end.” So, I think leadership as a study, as a field sits between those two. That some students are drawn to leadership because they would like to become a better leader, so that’s the psychology side, but there are also some students who just enjoy reading, talking about leadership for its own sake, and that’s more the political science. They know that they would like to become a better leader, but they enjoy the subject itself. And I think that part of this birth of leadership as a field of inquiry has been to develop a comfort zone with that kind of ambiguity.

Q: Well, and what I was going to say was that I would argue, based on your responses, that yes, you do think it can be taught, but it’s not a specific skill, and you use the word development as opposed to teach. But at the same time, you’re saying that you need a certain type of person coming in to be able to get that better intellectual and better leader that you’re trying to put at the end of the four years. So, Gunn argues that everybody can be a leader just by going through life, and Doe and Burns and Gardner have all argued that certainly, you can educate, you can teach leadership, people can learn leadership, and what I’m hearing from you and I have a similar thought on my own, is that you need someone coming in who has some skill, cognitive skill, leadership skill, coming in, and you can take that sort of unpolished student, a little elbow grease in the classroom, and in service learning or civic opportunities or international, study abroad trips, that little polish is the development or teaching, for a lack of a better word, that you add to that. Now, would that student become a leader without you?

A: Well, maybe, but it’s like saying that the teach is a teaching, that item has a subject of inquiry, or is the teach how-to? I think a lot of times the word teach then gets misrepresented because there is no clarification.
Q: That’s a skill. You taught him a skill.
A: How-to.

Q: But probably if you played for a long time, and I played hockey all the way through college, there’s more to hockey, than simply how to shoot a puck or how to kick a ball.
A: Yes.

Q: Because most kids can kick a ball, and every kid can run once they get past age two, and they never stop until their 90. But soccer is more than that.
A: But at some point, there will be that kind of defining line where you’re saying that you have a knack or not.

Q: Right, a predisposition.
A: Or not. And I think the big debate then is that can we apply that kind of analogy or metaphor to leadership? That some people have that.

Q: But, if your son, if you put him in local soccer here, and he starts to really excel, really, really excel, to the point where he’s on a travel team now instead of a simple weekend league, he’s more involved, the competition is higher, and you decide that he has enough skill that he should get more soccer development, so you send him to a U.S. Olympic Committee thing, or… So, just because he’s a good soccer player, a very good soccer player, doesn’t mean he’s going to be a professional soccer player. He can’t do it without that next bridge.
A: And that’s exactly the intentionality with the leadership program. We would like to offer those students that opportunity who have already excelled in terms of leadership in high school but then to take them to that next level, then here is a program that can provide that. It’s intentional.

Q: That would be the argument I would make against Gunn’s argument, that people will just become leaders without any development. Some might, but there are lots of good athletes who don’t make it to the next level. The ones who do, can’t just graduate from high school and all of a sudden do something. The number is rare. I mean, you see some basketball players do it. In Cleveland, Lebron James played high school, he graduated high school, and he plays for the Cavaliers now. But
even he went to a private school where they had a better basketball team, and
better coaches, and better competition, and he also played in the Olympics, so he
had that additional development even though he was an exceptional athlete.

A: Well, and you can have those exceptional cases, but then you are leaving that to
chance, to that if they have that. But our sense here is that the challenges out there
are too many, too often, to just be left for chance. We have to be more intentional
because there is also a sense of urgency, and I think that the fact that there are so
many more leadership programs, that’s not just a marketing strategy. There’s also
that sense in society that we need more thoughtful and engaged leaders because
the stakes can get higher and higher. So, I’m not surprised to see higher education
responding to that kind of urgency. And there are studies in terms of the 1970s
and 1980s that I’m that sure you saw over at Beloch of study habits of the heart
where he did some of that interview, looking at the American character and how
we’re responding to that over at Putnam and issue of civic engagement.

Q: Let me read you back what I have as notes to make sure, obviously I’ll have the
transcript, but to give you the opportunity now to make sure that I heard you
correctly and wrote down everything. The first question which was the skills; you
broke it down into soft skills which you characterized as the knowledge skills
engaging in higher level learning, and the ability to transfer knowledge from
previous learning to new experiences. You used the Plato example, and we talked
about the ambiguity, and really, the ambiguity fits back into this because if you
have the previous learning and the skills that go behind that learning, then when
you have new experiences, you begin to connect the new experience with the
learning you had in different situations to apply to this new problem, that maybe
you didn’t read about. But the skill becomes the ability to transfer that knowledge
to the unknown problem and how you problem solve it based on your previous
learning and previous experiences. And then you talked about the hard skills like
working in group projects, the decision making skills, the implementation skills,
the communication, both listening and talking skills, that are all a part of being
able to get people to buy into what it is you’re asking them without asking them to
do, and [redacted] talked about, and I don’t remember, it was a Chinese
philosopher who said, “Good leaders lead in a manner such that the followers
think the project was their own. They don’t know they were led.”

A: Yeah, Lao-tzu.

Q: Okay, I apologize. And the ability to deal with ambiguity but still make a
decision, and creating safe environments for people to communicate in, and the
students feel that they have a safe environment at the college to practice the
knowledge and then use that as a way of reinforcing their preparedness when they
leave the college and deal in the real world. And you talked about being able to
understand both the nonprofit and the for profit, that you give them different
opportunities to do both. The college is a liberal arts school, but in terms of the leadership program, business is a piece of that. Not necessarily the emphasis, but I think you stated it can’t be ignored. You can’t ignore business just because the underpinnings of liberal arts education are more than just making money, if you will, but I think the argument that’s being made by you, and possibly others, is that effective leaders then lead ethically with integrity and those are all skills that are a part of a liberal arts education and that they need not be mutually exclusive. And that you’re trying to impart on the students thoughtful and engaged leadership whenever they are presented with a problem, that you can’t drop those skills. If you make them a concrete part of their education, then they’re skills that you just don’t decide whether I’m going to make an ethical decision when I’m in this situation. I’m going to make an ethical decision in every situation because…

A: That’s who I am.

Q: Because that’s who I am, and it’s important to me because of these things, and the learning process is as much about self discovery, it seems, for the students to be able to say, I’ve never looked at it that way, or to open up new perspectives for them. And then you just talked about the fact that the program is within the Center, the Center is the over-arching umbrella. The program is but one piece of it, the major piece, but a piece, nonetheless. Does that sound all…okay? That was question one. Question two was emotional maturity and emotionally intelligent leaders. The program is selective on three parts that you’re looking at. You’re looking for academically superior students. You’re looking for students who have already been exposed to leadership development, almost the McDonough Program becomes the continuation of their education, not the beginning of their education, and then the third piece was an interest in helping others, either in the for profit or nonprofit areas that you are looking for. And you commented on the fact that it does become a somewhat self-fulfilling prophesy because you are bringing in students that already have these skills and you admitted that, but then we had discussion over the fact that the research by the student from Claremont McKenna looked at McDonough versus Marietta College students, and the McDonough students had this set of skills that represented a greater level of civic engagement and things that you would see out of people who would be more effective leaders, but we talked about the fact that Marietta College is selective in and of themselves, and they’re not looking only at grades when they select students. They’re also looking at what students are doing outside of their academics.

A: Which correlates with the general literature and you mentioned the Kellogg Study, showing that by going through this kind of program then, they do become engaged.
Q: And that the program doesn’t graduate more effective leaders simply because you have more effective…we don’t, I think, you could make the argument that there are people who might be predisposed to leadership coming to Marietta in general because they are academically sharper than the general population, and they’ve done some sort of outside activity, whether it’s sports or National Honor Society. They’ve had things that you could argue are leadership pre-indicators, and it’s not just the McDonough Center that does that. So, there is a value added to the program, and the reason that you’re setting your standards where they are is more to ensure not only that you are developing people that want to become leaders as evidenced by their past behavior, but also that you’re selecting people that are more likely to succeed given the rigor of the program and the action and growth that’s required as part of your main objectives. Okay, and that it’s an intentional decision to be a leader by the students.

A: Right, right.

Q: And you talked some about the apprentice model with coaching that would be an ideal world type of thing, and then you talked about 80 students per class and that that number has been bounced around, and I reflected on the Advisory Board was very happy that your levels of rigor were high enough to eliminate what they thought was not only an acceptable number of students but also is a desired number of students. But, you did say that you have the Leaders in Action Certificate that allows people who wouldn’t get into necessarily the McDonough Center the opportunity to engage in leadership. And, again, thoughtful, ethical problem solvers. And then I’ve got the list of skills there. Does that all sound accurate?

A: Yeah.

Q: Okay. And then the last one was around whether or not leadership can be taught, and we talked about it more as a development and less of a teaching that you liken more to skills, teaching skills as opposed to an education, where you’re giving an education and developing your leadership abilities, but you don’t just sit down and teach problem solving. You don’t teach thoughtful reflection. I mean, you can put things in place to get students to thoughtfully engage in conversation and discussion, but that it’s more of an education that takes reinforcement and is less of a skill which I agree with. And we talked about some people are more apt to be effective leaders, and I think that comes back to the admissions criteria and so you’re a better leader, and what I put down was a better intellectual. That’s what I’m writing for myself is what you said psychology versus political scientist. The better leader, the psychologist, the better intellectual, the political scientist.

A: Right, although I say that it’s not an either or.
Q: Right, it’s better leader and better intellectual. They’re combined within the program, and…

A: And that goes back to it is thoughtful and engaged leaders, so the thoughtful component is the one where you reflect and you develop ideas about it, the engaged then becomes the more experiential, the action component.

Q: And then the special dean question, do you have or does the program work off a working definition of leadership? I asked □□□□□□ this when we were at lunch. I said my committee gave me a hard time because I didn’t have a definition of leadership, and he said, “Well, I don’t know, can you define English?” He sort of gave me an answer which was what I gave my committee which was it’s abstract.

A: Right, and when you talk about that, he also mentions in other cases that do you need to have a definition of medicine in order to practice medicine? So do we need to have a definition of medicine in order to practice medicine? No, you can have an intellectual definition in a way to guide of the issues that the program will be focusing on, so you can say, for instance, are we defining leadership in terms of what the leader does? And I think that was the old definition was to look at leadership as a behavior of a certain individual in a position of power.

Q: Almost like the trait leadership theory.

A: Yeah, so if you say, I’m the leader, then what I do is leadership. So whatever I do becomes leadership. Now, here at McDonough, we move away from that. Even though we are in the business of developing leaders, the way that we treat leadership is as a process. Leadership is not associated with the trait of leaders. Leadership is associated with the process by which leaders and followers participate in developing goals and achieving those goals. Now, can leadership take place, that process take place, before goals are achieved? Sure. Now, that then becomes the whole discussion about the process is also contextual, meaning that it operates within a particular environment and that environment shapes the way that leaders and followers come together. So, it’s always interesting, in international leadership in particular, is full of these issues because the environment, the culture, also defines the kinds of values and morals associated with who becomes a leader, who becomes a follower. So, whenever I □□□□□□ meet people and they ask what do you do, and I try to explain what we do, and it becomes very interesting to try to give them a full sense of what the leadership program does because □□□□□□□□□□□ leadership is associated with the leader and the leader has the power, end of discussion. It’s not complicated. But, I think it’s very much a reflection of the American treatment of leadership. We complicate leadership because we threw the king out. So you throw the king out, and then you have to negotiate, okay, so who’s going to be the leader? Because we always have the suspicion of
associating leadership with power. Because our cultural assumption is whoever has power will abuse it. So it becomes very complex to say, okay, we want leaders to lead without power, too much power, or if they get power, they are borrowing it. they don’t have an inherent right, a legitimate right to have power. So, we have to negotiate to this. Once we negotiate this, sometimes you be the follower, I’ll be the leader, but next situation you be the leader. So constantly, so that really complicates, how do we identify…and then the goals, well, the leader defines the goal, that’s the king version. But then, if you throw out the king, then how are these goals defined. Well, then majority rule? Well, what about the interests of the minority? They also should be represented in terms of the goals. So, more negotiation. So, it creates for the American model, a very rich environment for these kinds of discussions. Now, the business sector was based on a very simple, the industrial paradigm, was the boss makes the decision, but the experience in the 20th century was to also throw the boss out, so now we have to also in the workplace to negotiate all sorts of models and arrangements. We have the flat organization; then we have teamwork. But then, you have these celebrity CEOs. We are attracted to that, the Iacoccas of the 1980s, but at the same time, these celebrities disappoint us, so throw them out. But then, who becomes the leader? So, I think the 21st century, it will be the century of leadership because of that. We’re in that very fluid, ambiguous process of trying to analyze. Now, that makes for leadership programs to be very exciting and rich in ideas. It makes it very frustrating for the students because the students come in with that idea that I want to be the leader, I want to be the boss, so you tell me how to do that, and we’re telling them no, the workplace is changing. When you go out there, you’re going to have to negotiate leadership; you’re going to have to work in teams. Now, I think this issue works to our advantage in terms of the goals of the program because we recruit 80 students who all want to be the boss, and then we put them together and said, okay, let’s work in teams. Now, they were used, in high school, whenever they were put in teams, the other students would kind of back off and then that student…

Q: They hate teams because that means I’m going to have to work harder.

A: Yeah, now this is a different dynamic. When they get the team together, they all want to be in charge, and how do you negotiate that. So, every semester when we do team projects, it’s crisis after crisis because they have to negotiate. But that’s a skill that is very important. So, how did we get to that; where did we start? What was the question?

Q: The question was, what’s your or the program’s or collectively, the working definition of leadership? And the response that I have is that you’re developing leaders; it’s not a trait, it’s a process of developing goals for both the leaders and the followers, and it’s contextual based on the environment or the culture because that environment or culture changes the context of the relationships.
A: Yeah. And you can take that definition and then apply it to different levels. The basic practical level is that if you work for an organization in the United States, and you’re going to have a meeting with the leadership in an organization in China, then at the basic level, then you need to understand that their thinking of leadership is different from yours. So, part of the curriculum then, for instance in Leadership 203, Global Leadership, is that issue. So understanding that, so that the soft skill comes to play a role…

Q: Everybody’s not like me.

A: Okay, if I go into a room and the leader is standing there and the leader has his or her assistant, I’m not going to go to the assistant and shake hands first. In the United States, where it’s more casual and very ambiguous and negotiated, it’s okay, but in China, for me to do that, I’m insulting the leader because I did not greet him first. So, you need to know that, on the basic level. But on the more high level is that if you two are going to have to work together toward a common goal, then I’m going to have to develop a sense of how can we get these two cultures to work together toward a common goal, if we’re setting up a joint venture for instance or a common initiative or project. So, if you start from that working definition, that leadership is a process, then a context, then your leadership development is part of that awareness, an awareness of how to be effective within that.

Q: That’s as good a definition as I’ve heard or read…

A: But you know what, as far as our program, it works, in the sense that it sets the parameters for the curriculum so we want those students to be aware of that dynamic of leader and follower. We want them to think in terms of ethical goals. So, is it just any goal, or does it have to have some kind of ethical component? And then the context so do you have the ability or the flexibility to then operate effectively in a different context. So, it’s expanding your comfort zone. Some of these students who come from very small towns; they’ve never flown. Then all of a sudden, we say in your junior year, you have to go abroad, and you have to use the foreign language skills that you’re developing, and then all of a sudden they’re flying to Thailand, and they have to do a project in Bangkok. So, expand your comfort zone.

Q: The better intellectual piece, the political science, the better intellectual, better leader piece, the small town…it’s not just that they haven’t flown, but the idea of being a devil’s advocate, being able to step outside of that with which you believe to see other merits of an argument, I would argue, are all parts of being an effective leader, and that in itself can be just as significant as flying to Bangkok, because intellectually, this is the thought process in Marietta, Ohio, or in
Parkersburg, West Virginia, or Buffalo, New York, or wherever. It becomes a very narrow focus, and so your job is not only to broaden their horizons culturally, but also to broaden their horizons intellectually.

A: Right, right.

Q: Because I think all those go into understanding the context that the different environment or culture presents and how that then affects the relationships. So, that was all...

A: Good, okay.

Faculty Interviews - Three

Q: My first question is related to the, I use the word skills, it’s really not the right word, it’s more competencies or qualities, but if you were to list, if you were to give me a list of skills or abilities that the leadership program attempts to give to students, what would they be?

A: I would have to say right off the bat that I want them to understand, I’m not sure I have a word for you, so I can kind of describe it and then give you a definition as opposed to the noun. There are two things that I want students to... (inaudible). One is to think about their thinking. Now oftentimes we’re talking about critical thinking. Can they not only analyze but can they create a perspective on that analysis that puts it in position, counter-position to other people’s thinking where they can challenge, they can understand the elements of their thinking and critique those elements so they understand that analysis in many ways very subjective and influenced by a larger context... (inaudible). So, going hand in hand with that, the phrase I would use for the skill I want them to be... (inaudible)... to understand how they know what they know... (inaudible). What is your paradigm in that sense and how does it relate to other paradigms. How do you create knowledge about the world? How do other people create knowledge about the world, and do you recognize that and what do you do once you see the knowledge of... (inaudible), so I want them to be critical about their own thinking and I want them to be knowledgeable about... (inaudible). Those are two key things that I emphasize throughout. I also want them to be able to facilitate a discussion in a community of leaders. I want them to, one of the fallacies of leadership it seems to be is... (inaudible)... I think it’s important to teach them skills that allow leadership... (inaudible). So facilitation, for instance by putting somebody in the job of being the facilitator, you’re neutralizing your own subjective influence, and you’re forcing them to think about process and how does a community work, live together. How do they make decisions together? How can you facilitate that decision making and idea creation and yet not impart... (inaudible)... It forces
them to step outside their context to facilitate the creation of the context as opposed to being the context itself. The other thing that certainly has become clear, the skills we teach…(inaudible)…deliberation. I want them to be able to lead people through a deliberation, a deliberate decision making process. So many students don’t know how to do that. So many human beings don’t know how to do that. How do you take people once they’ve had generated ideas, how do you…(inaudible)…and how to prioritize those; that’s deliberating. How do you lead people through deliberation…(inaudible)…not to leave anybody out of the equation, out of the discussion. I think that another key skill…(inaudible)…but self assessment. These are all kind of mixed together, you know? You’re talking about epistemology; you’re talking about critical thinking; that goes hand in hand with self assessment. You’re teaching the student to really think about who they are in their society, their civilization, even in a small organization, to make them think about how they judge things. The reason I bring up self assessment is not a lot of students have much discipline…(inaudible)…and I think there is a discipline to that through self assessment. What’s important to look for when writing or when it comes to this kind of presentation, when it comes to interacting with peers. So, I do a lot of that, and it’s not my assessment; it’s getting them to self assess, and it’s getting the different students to peer assess with each other, in groups and in duos…(inaudible). I think it’s probably a skill that’s there. I teach it…(inaudible). I get students teaching the material with me and then helping other students prepare for testing of that material for evaluation…(inaudible). I suppose those are the things that come to mind right off the top of my head…(inaudible). Did you say skills that I want them to leave with or I think they’re leaving with?

Q: That you want them to leave with.

A: It would be nice if we could add to that the skill of mediation. Could we, I think they get it culturally, that is they absorb it in a sense, in a sense that there’s not outright conflict, uncontrolled conflict that we often put ourselves student to student and faculty to faculty to students; we’re trying to mediate the potential conflict and I think that skill comes up but we don’t bring it to the surface, and I would like to have that talked about…(inaudible). I just mentioned it…(inaudible)…I would like them to leave with the skill of being able to participate in the learning environments, learning center…(inaudible)…because so many of these students come in as strategic learners…(inaudible)…what do I need to get the A, and it becomes very much a teacher dealing with a student, and there’s nobody else in the classroom figuratively, and I think one of the good things we do, that I would really like them to do, is the sense that if you’re going to be in any real learning community…(inaudible)…whether it’s working in the McDonough Leadership Program as a student, everybody in that classroom, service group, or what have you, has a piece of…(inaudible)…that puzzle has to constantly be put together each time we have a new challenge intellectually out in
the community or wherever it is. And the professor maybe is there to be a master learner…(inaudible)...he’s done a lot of learning and he’s still in the process of learning and can guide somebody who is much younger and newer to the process of learning…(inaudible).

Q: Before I read what I have back to you, I want to be sure that your thought is complete.

A: Yeah, I think from my perspective…(inaudible).

Q: I’m certainly aware that you can’t just post a list up on the wall of “skills” that you teach; it’s much deeper than that, but at the time I was making the questions, skills was the word that came into my head. So to read back what I heard, and if I miss anything or it’s wrong…you want them to be able to think about their thinking or critically think. Actually, I like think about their thinking better because it gives the indication that it’s a very deep process, thinking about your thinking, you have to dig into that, and you said create a perspective in a position or a counter position. So, creating the perspective in a position or a counter position perspective almost the devil’s advocate type of thinking where the student is required to step out of their position, their thought...

A: Yeah, I couldn’t use devil’s advocate because that, for me, anyway, that defines a...(inaudible)...creating more empathy. I think when you use the empathy model...(inaudible). There’s a sense of taking a position and fighting the other team, and I wouldn’t want to give any kind of language that indicates that. Instead I want them to become more self aware...(inaudible).

Q: Okay. And then to understand how they know what they know to get a deep...(inaudible)...and the thought of how do people create knowledge...(inaudible).

A: (inaudible)...process of self consideration, most students don’t have a process, procedure for an idea...(inaudible)...that to me, the substantive piece of what we teach is the least tangible thing, because what I taught two years ago is different from what I teach now. There are ways of thinking and ways of trying to know yourself...(inaudible).

Q: You like to sit and be able to facilitate a discussion with others to allow leadership to arise, to allow that discussion to arise. Again, that’s a consistent theme that I’ve actually heard from the students, that people don’t, faculty don’t beat them over the head with what leadership is; they talk about leadership you live leadership in…(inaudible)...learn that without you overtly or explicitly stating necessarily the underlying theme that you really want them to get.
A: As soon as you tell them the answer, it seems to me…(inaudible)…and the best leaders to me, the best people, the best situations for leadership, arise as it becomes a phenomenon that does, no matter who is involved; those people are much less sure of what they know, much less committed to…(inaudible)…they are much more interested in knowing what’s true now as opposed to knowing what’s true for all time.

Q: And back to the process, getting students to think about the process and learn how to start a conversation…(inaudible)…depending on the environment you live in for people of many ages. You talked about group decision making, deliberation, creating a balance with getting business done while still getting…(inaudible)…and being able to make that group decision and understand that…(inaudible).

A: I think that’s right, and let me fill in with my own words that I talk to my students about. We don’t teach consensus; I don’t teach consensus. I don’t teach a model of leadership that seeks consensus. What I teach instead is that conflict is a part of humans…(inaudible)…and therefore will be a challenge to a leader and leadership…(inaudible)…Instead, the question is how will you manage that conflict and still come up with ideas, initiatives, and maintain coherent stand that you are trying to do in the organization.

Q: Right, how do you turn a conflict into an asset? How does that conflict show you things you didn’t think about before, and so the organization is better because…(inaudible).

A: Absolutely, and we talk about…(inaudible). If people feel that they’ve had a…(inaudible)…decision and developing priorities…(inaudible)…then they can accept not being in the majority, maybe not forever, but they can accept the majority decision, so it’s a lot more…(inaudible).

Q: You talked about self assessment, and I get to that in one of my later questions, actually, so it’s good to hear it here. And you talked about mentoring and how to impart knowledge and if you have it and then sharing it with others through a…(inaudible)…relationship, and then you talked about mediation and then that skill is given to the students but not necessarily in an overt sense, which how do you teach someone to think about their thinking? You don’t, you act it, behave it, live it, and if they’re paying attention, they get it. And from the student interviews I had, they are getting it, which is a good thing.

A: Although we do some very explicit things to get it. Like what is a paradigm; we’ll explore that and then we’ll compare cultural paradigms to give them an example what does it mean? Okay, now, there are human beings who think of their world completely differently than you do. How do you make sense of that?
Q: And that was a very consistent message that I heard, so does that sound accurate?

A: Yes, it does.

Q: Question two: Related to the skills or qualities of self assessment, and if you add to that self awareness and social responsibility... do you think that the students in this undergraduate program are emotionally mature enough to be able to learn and use those skills? And that can be a multiple answer because if you teach freshman, the answer may be different than if you also teach seniors.

A: That’s an interesting way to put it, emotional leaders. I would say that I have learned to adjust problems and challenges that I present to students based on their developmental level to be the core of that its emotional, empathetic... they’re pretty homogenous in terms of socioeconomic background with some outliers, but rarely some... So, I would say that I don’t have a curriculum that they have to have X amount of experience in the world or they have to be... but, there certainly is a range in which the students have to fall to get something out of the curriculum; there’s no doubt about that. The student who has not grown up as an American student... is going to have a harder time adjusting to... That’s not because we teach a program that reinforces what it means to be American, quite the opposite... but, quite the opposite, we challenge what it means to be the new Rome and to be a Roman citizen, which is what being an American in the era of the 21st century is... and so we challenge that. So, if you’re from Somalia or Japan or India, that’s not going to resonate with you as much... the curriculum is going to feel challenging in a different way, but I’m not sure I’d anticipate... so, I think if you haven’t grown up as a citizen of the United States, that’s one thing. Age is another limitation. I’ve taught students in this program as young as 16... and I’ve taught students in my classroom in their 30s. The students that prosper are age appropriate... I expect and design my curriculum around the American experience... but around an age range of 18 to 22. And I think it makes a difference; I have a 23-year-old... I think that again, since challenging the students, I think it would be difficult if the student came from real poverty or from super wealth that... to really prosper in this curriculum because this curriculum is a certain isolation from human experience that’s unique to other classes... So, maybe I need you to ask me the question again...

Q: Sure, the question is, I think from your answer to the first question, when you threw in self assessment, you saw that as a skill for students to leave here with, so my question relates to self assessment, self awareness, and social responsibility,
and whether or not students have or gain the emotional maturity to be able to grasp those skills.

A: They do. I would say yes. I see students who have a lack of emotional maturity and a real narrow view of who they are in the world, and because they’ve gone through our program, they stand out among their other peers who are graduating as being particularly literate and ...(inaudible)...knowledge about the world and desire for more knowledge about the world, and even career paths even change to a certain degree as well as philosophies ...(inaudible)...but, yeah, I think that they pretty much are deeper and less self-involved ...(inaudible)...they knew that they were going to do X, Y, Z, and now we challenge so many of them in their ways of thinking and ways of knowing the world that sometimes they’re not exactly happy with that. I’ve even had conversations with some students who made it through the core of the program who actually are graduating who feel, I’m ambivalent because I had it all figured out before I went through your program, and now I feel ...(inaudible).

Q: So, they have the maturity going out, but not necessarily coming in?

A: No, not coming in at all. There some rough spots sometimes. You have to shake some of that out of them. We do a couple of simulations, one in orientation and two during their first semester of leadership 101. It really shakes some people; they comment on it later. Now years later, two or three, they’ll say, “I get it now; I see it,” but at the time, it shakes them up because what we might loosely call immature views of themselves and others come out sometimes. You really get a chance to tackle that emotional quotient of everybody ...(inaudible)...in classrooms, it’s very intense. The workload is very intense, a lot of group projects. By the time we get it down to about 55 or 60 people ...(inaudible)...this is a group that can withstand some of that turbulence and emotional turbulence that comes along with it, and sees that there’s something less mature about reacting to that. That there’s a more important undertaking that they need to be a part of at the McDonough Program which is learning to be ...(inaudible). So many of those kids have an emotional foundation of leadership by the time they get here; they volunteer. I used to work at the food soup kitchen, and these poor old people would come in and we’d clean them up and feed them food and I felt so much better, and on the way home, I’d call my friend on my cell phone and say, I just did really good stuff ...(inaudible). They have a set of competencies, tools, if you will, structures, frameworks that they apply to everything. And sometimes, the regret I’ll hear from students or the pining I’ll hear from students is, you know, I can’t just accept things like I used to; now you’ve turned me into this person that can think and tear things apart. One thing you have to be cautious about in all of higher education, you don’t want to create people who are critical of everything and think of nothing. I want my students to believe, but I want them
to understand why they believe what they believe. That to me is a measure of maturity.

Q: Which just goes back to the skills…(inaudible)…knowing why they believe what they believe becomes almost one of those maturity yardsticks.

A: (inaudible)

Q: So, the bottom line answer to the question is yes, they do have maturity when they leave, but they don’t coming in, or at least most of them don’t. Most of them don’t have it coming in, and most of them have it going out.

A: But the program is designed to meet that lack of emotional maturity; we’re very aware of that, and we design in into the program.

Q: (inaudible)...You challenge their way of thinking which helps them to grow…(inaudible)…You already identified self assessment as a skill or a competency that they should have, and that skill comes along maturity and acknowledge that what they know is little and what they don’t is big because I had a student in here from the Student Advisory Committee who said, when I came into the program, I thought I was able to self assess; what I found when I went through the program is that I couldn’t.

A: (inaudible)...When they come in, they are the center of gravity. By the time they leave us, they are more…(inaudible)...satellites, and they understand that and see the importance…(inaudible).

Q: And then you talked about essentially how you teach the students is adjusting the level, the problem or the work to the level of the student that you have based on the fact that classes are moderately homogenous, and you just take the students as they are and…(inaudible)...I suspect that’s probably reflected somewhere in the selection criteria of the leadership students, although you’re obviously not selecting out students who are white middle class; those students are applying anyway, so you really don’t need to select them.

A: In terms of demographics, I would say, they aren’t high end or low end necessarily…(inaudible).

Q: Last one: Throughout the leadership stuff that I read, the underlying question that comes in a lot of places, is can it be taught and learned? Besides the obvious that you’re a professor in a leadership program…

A: Don’t tell anybody, don’t tell anybody. We’re making a lot of money doing this, man, and you know, you don’t want to ruin our gig (laughs).
Q: No, I know (laughs).

A: Is that the question?

Q: That’s the question, can it be taught? And are we truly preparing students to be leaders? Or not we, you.

A: I think you have to back away from that question and assess each of the presumptions that are built into it. What is the *it*? You know, when you ask me for an *it*, you are asking me to…(inaudible)…For instance, I think I said to you at our first meeting, which was just a casual conversation, that I think the least answered question is the question what is leadership.

Q: Yeah, we did have that conversation, and you likened it to “how do you define English?”

A: That’s one part of it, from a disciplinary perspective, you know, teaching…(inaudible)…There’s an assumption built into that that somehow, I want the question answered before I can answer that of what is the *it*. That assumes that there is a way of thinking about leadership; is that a way of thinking about leadership that says power is all that matters? If you have power does it matter who or what you are or what title you have, do you simply exercise that power and that’s leadership when people respond to power? Or is it some kind of approach that says it’s title or political bureaucratic or …(inaudible)…view that these rules are really in charge, none of us are, or is it, you know, it is all political, etc. So, in that sense, it’s difficult for me to answer the question, can I teach it. What I can teach students about is there are many phenomena out there, social phenomena. I consider leadership a social science.

Q: I would agree.

A: Sociologists focus on particular phenomena; psychologists focus on a particular phenomenon, etc. That’s what I’m doing, and by using the word phenomenon or phenomena of leadership, that’s already ascribing to the idea that there is no *it* that’s a term. What there is, at least in the contemporary human context at least, is this evolving, emerging sense of whom ought we be listening to and doing the things that they think we ought to do, and how do we come to that to make a conclusion? So much of that is listening and observing, hearing and interpreting what words mean. Observing what people do, which may or may not comport with that they say, and reading what they write and produce and then having the ability to consider those things and pull them apart and put them back together in a way that helps you understand what’s emerging in front of you. If the *it* can be taught…(inaudible)…how can we produce people, individual human beings who
can walk into any situation and tell people what to do and push them in a certain direction and recharge everything and create a set of goals and have everybody follow it. I don’t know what that is; it’s not what I teach.

Q: The leadership, I think, is different things to different people. I guess as I framed the question or at least as I’m thinking about the question, you listed some skills, competencies, characteristics that you think that students that come through this program leave with, and the program is international leadership studies, so those skills, as I’ve looked at the research and as I’ve thought about it, the skills that you gave are what you might characterize as skills an effective leader would possess, and so leadership in this sense, in this question, is how you define it, I think, and how the program defines it. Or, how the program lives it, if you want to avoid the idea of a definition. When you pair that question up with the things that you are trying to impart on students, which you gave me in question one, can you teach those skills that you… I mean, you want these students to leave with these skills, so I’m just trying to bound the question on a topic that is difficult to bound.

A: Yes, if those two questions are connected, then yes, the skills that I talk about in question one I feel confident now that I’m able to teach those to just about every student that comes in the room. In that sense, I feel that I create competencies and that is leadership, but I don’t know, it’s not mechanical; it’s not rational or deductive. What I’m essentially doing is giving students a phenomenological tool kit. I’m suggesting to them that the whole human world is averse to being interpreted in a mechanical way. And by using the word process, that tends to imply that whatever input would be put in there and processed would give some other kind of output. And just for the record, so to speak, I want to make sure, I’m not looking at IPO. What I’m looking at is, these are more lenses, perhaps, metaphor is never quite comfortable to me, they are ways of sifting, so in a sense they’re filters, but there are many of them all at the same time being applied to human artifacts, like speech and writing and what people do. Those things can be taught to people, but I never know what the result is going to be for any particular student, any particular circumstance, and I’ve given up any notion that I can control, that there’s a controlled experiment that I can have a student replicate. And that’s very empowering for me as a teacher and I think for the students because they have a sense, too, that I’m waiting to see what happens, and then that puts you much more in the master learner seat instead of the sage, right? Now, what I’m professing is not knowledge; I’m professing curiosity along with them, and I’m very good at it because I’ve done it for a long time, but I don’t know what the outcomes are either. The best students really come to see that going through our program. They come to see that I’m kind of on the edge of my seat to see what happens as well as them, and I’m not sure exactly what will happen, and that leadership a thousand years ago is different than leadership will be a hundred years from today or maybe five years from today; it’s that dynamic a situation when you deal with human beings. So, yeah, I think when you consider
the leadership undertaking, that is the disciplinary undertaking, to be, to impart, or to teach a phenomenologically based social science, then yeah, I think it can be taught to this age group of Americans with the kind of demographics they bring to the table. I think that can be done and it can be done successfully. I’m not sure. If I opened up a leadership academy for girls in South Africa; I’m not sure. I don’t know. I think I could get there. I think that some of these challenges that you want to put in front of young people as they’re beginning to think about leadership are universal, challenging your own paradigm, but I’m not sure about the rest. So, I’d have to explore that.

Q: So, you’re comfortable with the answer in the setting that’s being examined. Beyond that, you think that you could, you know, if you transplanted to girls in South Africa or girls in Sudan…

A: But I’d be violating the parameters of my own answer if I said I thought it was universal because I told you I think my own discipline is phenomenological, so I would have…my teaching is that way too; I’ve had to listen and read and hear what students are saying in order to make those adjustments to curriculum. I expect to do that again when I go to (inaudible), but I don’t think there will be as much; I think I’ll bring some things to the table that I know now work with 18 to 22-year-olds, or 16 to 25-year-olds that I’m not going to have to study again.

Q: So, the underlying answer is that it can be taught, and there might be some amount of transferability, but because leadership is such an ambiguous and dynamic…

A: Dynamic is better.

Q: …topic…

A: Phenomenon.

Q: Phenomenon. That you could just pick a curriculum up and move it without looking at your population and say, this isn’t going to work.

A: Right.

Q: Although people try that.

A: Yes, they do.

Q: Because there are billions spent on leadership training that isn’t any good.
A: Yeah, and that’s why I get the question what is leadership sometimes because they want it to be very instrumental. Come and tell me what to do. I had that in this interview I did for Marietta College. said to me, you know, you may have been on search committees too, I know I have. You always have this couple or three questions that you want to challenge people with. (knock on door, interruption) The…now, I’ve lost what I was going to say…but I think you get the point. Of the instrumental approach, this idea that somehow you can teach a certain set of skills over a weekend or (inaudible) course and that somehow you’ve created leaders. I think it takes time. I think it takes at least the two years that we’re with them intensely just a couple of hours a week. It probably takes more than that to really create a leader, and I’m worried about those who’ve already moved beyond this period of development from 18 to 22 who haven’t spent that time with this particular human phenomenon; is it too late for them?

Q: It becomes almost transformational.

A: Yeah, I’m not sure what to do with that word. That word is bounded about so much that it’s hard for me to use that word.

Q: Okay, Nope that’s fine.

A: Developmental, certainly. Leadership is a developmental skill. So, it matters when you catch somebody and talk to them about it.

Q: So, it’s a social science; it’s about listening, observing, and reading, deeply interpreting, gathering all of that information together, and are you able to step back and see a theory emerge. Ultimately, the skills that are in this program are able to be taught, and there’s a limited amount of transferability, but it’s not a one-size-fits-all, and part of the problem in answering the question about whether you can teach is because you can’t define it because…

A: Because other people want to define it.

Q: Certainly, that goes back to, I think, what you said before about students coming into your program wanting to have The, capital T, answer. And you’re not giving them The answer.

A: Just the opposite. As soon as they get an answer, I find a way to knock that down because it’s not about answers. It’s about…
Q: Questions.
A: Yeah, right.
Q: Does that all sound…
A: Sounds right to me.

Faculty Interviews - Four

Q: If you had to list the abilities or knowledge components that the leadership program is attempting to give students, what would that list have on it?
A: Knowledge, skills, and abilities?
Q: Yeah.
A: Skill-wise, which is the area that I focus on probably a bit more, I would have to say communication, listening skills, because I think the heart of a great deal of leadership in a lot of contexts is the ability to influence others. You need to be able to listen to people and to be able to reiterate what they’re saying and know that you know exactly what their message is, so active listening techniques and so forth, and the whole host of various communications skills that come with it. I’d also say an understanding and awareness of group dynamics particularly in one of our courses, we have them do the MBTI and focus in on different personality types, how that affects your leadership style, how it affects your group dynamics, those types of things. Conflict resolution techniques, I think, are critical, which kind of go, I think, to a degree hand in hand with that awareness of group dynamics so that you can come to a resolution to any kind of conflict that stems from a group. We do a lot of focus on facilitation and deliberation in their freshman year, and I think those are essential tools as well for a good leader. In terms of theory-wise, and that’s not my particular specialty area, but there’s a wide range of everything from servant leadership to the various things Burns has said to McGregor’s x and y, so an awareness of those types of things, I think, is inherent in a lot of the curriculum, and particularly in 101 and 103, and that’s, I think, fairly important for them to understand. In my opinion, a lot of the students that come in have a rough idea of what they think leadership is but aren’t aware of the multitude of definitions and the definitional ambiguity of the concept that you are working through yourself right now by doing your study, and I don’t think that they really have an idea, and when you start looking at all the different books and everybody has a different explanation for what it is and what it entails, it’s frustrating for them, particularly at the very concrete level that they are at as 18
year olds, where they want to be told what it is so that they know what to do about it, and it’s not quite as easy as all that.

Q: No, I’m learning that every day, and I think I told you when we talked and we set this up that I tried that angle on my committee, and they didn’t like it.

A: Right. Shocking. To do what nobody else has been able to do.

Q: I know, and there are plenty of people that have tried, and I guess it’s just a challenge. Isn’t that what all of our doctoral advisors tell us?

A: Yeah. Also add to that organization, time management, a lot of these are really basic things, problem solving abilities, presentation skills, and that goes probably with communication to an extent, but being able to communicate both orally and in writing. But to me, all of it comes down to the idea of influence and change.

Q: Okay, let me give you back what I heard.

A: Okay.

Q: Communication, listening, active listening skills, the ability to influence others that fit within the ability to communicate and listen and really be able to; I think that process where you let the people that you’re leading know that you heard what they’re saying and you understand their feedback becomes important to helping to influence others and to be a change agent or to help implement changes and that people understand why changes are happening. And those are my words, not yours; your words were influencing others and understanding change and how that relates to influencing others. Group dynamics as a skill; you cited the Myers-Briggs instrument in terms of being able to understand themselves which helps them better be able to convey their message when they understand how they are. Would you classify the MBTI and the way it’s used with the students as a self assessment tool for them?

A: Oh, absolutely, absolutely, and the way that we used it this year, for example, one of our courses 240, it’s a practicum, and the focus is on civic engagement, they were all working on make a difference day projects and had to organize it and plan it and so forth in a group setting, and we had them do the MBTI and we have a certified trainer here on campus and she came in and talked to them about what it says about your work habits, what it says about your leadership skills, what it says about your ability to work in groups, and they wrote reflective papers about how, you know, here’s all the inventories, here are the personality types of the people in your group; what does that tell you about what you need to do with your particular group. If, you know, we need to be more aware of how Joe works with deadlines, and etc., etc.
Q: Right. Conflict resolution you talked about as a skill and facilitation and deliberation and as the researcher collecting this stuff, this is information that has been consistent with your colleagues which I think reflects strongly on the program and as an outsider observing and thinking about the upcoming writing, is a very good thing, just as a quick piece of assessment data that you guys are all on the same page.

A: Right.

Q: You know, it’s good when mom and dad are saying the same thing.

A: (laughter)

Q: You know, you don’t get students then, they have their favorites, but you understand what I mean.

A: Sure.

Q: And then theory-wise, you talked about servant leadership and dealing with the definitional ambiguity of leadership, and the students come out and they want to define it, and I would, in my own words again, would take that a step further, they want the answer to most of the leadership questions; they want you to present them with a list you can put up on the board and say if you do these things, then that’s it, you’re a good leader, and I think that becomes a challenge, you know, the definitional ambiguity is a challenge for you guys, I would think, in dealing with the students.

A: It certainly is. It certainly can be, and when you’re talking to everybody about how they’re handling these various things, and my role is, as I said, more service oriented, the more action side of things. I don’t deal with this area quite as much as they do, though in some of the practicums, you know, we’ve done things like, we did a tower building exercise to kind of illustrate x and y, things like that, but for the most part, that stuff usually is manifested more in the three hour core courses than in the practicums.

Q: Right, but that ability to get them to integrate what they’re learning into service is equally as important.

A: Sure, and it’s interesting because most of the time, and I think when I find it more powerful almost sometimes is when they get the “aha” themselves, like they’re doing all this stuff and then they figure out, you know, I didn’t think about what
I’ve learned about communicating with others. I just tried to rush through this at the last minute and so forth. Could you hold on just one second?

Q: Sure, I can.

Okay, and then you listed time management and problem solving and the presentation skills as some more skills that just link to the service piece that you’re providing. Does that all sound as an accurate representation of your words for this question?

A: Yeah.

Q: Okay. Question number two: Do you think that, and we talked a little bit about self assessment with the MBTI, but do you think that the students are emotionally mature enough, and this question can have a continuum of answers because you see them when they’re freshmen and you see them when they’re seniors, so there’s, one can hope, a progression, but do you think they’re emotionally mature enough to handle the skills of what’s been called emotionally intelligent leaders, such as self assessment, self awareness, and social responsibility, and so that’s the first piece of the question, are they emotionally mature enough to handle those skills and do you think that those are important traits or skills for effective leaders to have?

A: I think those, reflection is a vital tool, and leaders in any field. That’s something that, you know, in education we’ve been trying to engrain in teachers, and you know, I see it happening in other fields as well. So, I think it’s very universal that taking that time out of your day and thinking about how a particular assignment, project, what have you, went and what you could do to improve. I don’t necessarily personally think it’s as much a maturity issue as it is a habitual issue; it’s just something that they’re not in the habit of doing, and for students of any level, all the way through grad school, quite frankly, it’s hard to sell somebody on doing something just for the pure value of it. It’s one of those things where, you have to require it, require it, until it becomes habitual. And, you know, we have LDIs, these leadership development inventories, that ask them to reflect at the end of the semester, but, you know, if they’re not reminded, it’s not something that they’re prone to do themselves. I think it happens, perhaps, after it’s been required so much that it becomes a habit, but I don’t think that it’s that they can’t handle it, I just don’t think it’s been ingrained because it’s, frankly, not something that they have been trained to do at the K12 level, you produce, you produce, you produce and you move onto the next day, and to an extent that happens in a lot of college curricula too where we need to get through x material this semester, and it’s not as much about reflecting back on
what you’ve learned and how you apply it to your life as much as it is getting through the material, and certain subject areas, and leadership, I think is one of them, lends itself very well. Education is another one where, you know, it’s necessary to sit back and look at what you did well and look at how to improve, but it’s not ingrained across the board in all subjects. You’re not going to have a history class, for example, that asks you to reflect back on how you’ve grown over the semester, or you know, that type thing, you know, the best sorts of history classes or literature classes try to get you to think about maybe application to the real world which in and of itself is maybe a sort of reflection, but it’s not, I don’t think, a habitual piece that’s pervasive through the college curriculum so that’s, I think, why it doesn’t happen more often.

Q: Sure, and I think your characterization of the fact that the students just want to get through it is very clear. The students are very caught up in their outcome, namely their grade, and they forget that it’s a process, or it’s supposed to be, a process as opposed to just an outcome and the grade report.

A: They’ve been trying to work through a digital portfolio, they’ve been trying to do this for a while, and there’s different formats for it, but unfortunately, when they don’t have a semester when they don’t have a leadership course, are they going to continue to reflect, are they going to reflect, are they going to continue to collect, you know, stuff that they need, or is it that they’re scrambling as seniors to try and put things together, you know, which defeats the purpose.

Q: Yeah, that does kind of defeat the purpose.

A: It’s an extrinsic versus an intrinsic motivation piece almost more than a…because I think they’re perfectly, you know, it’s not, I don’t think it’s maturity in that they can’t look inwardly, it’s not that as much as it is just, it’s not something that they’ve been required to do before, so it, you know, frankly, it’s always a shock to them when you ask them to reflect, you mean I don’t have to cite a source, I don’t have to look this up on the internet, what are you talking about. You know, I don’t understand what you want. Particularly, the aspect of reflection where you ask people to be critical of themselves because when you put that on paper and you admit weakness, doesn’t that mean that’s going to affect your grade? Because I admit on a reflective piece, I had them reflect after their make a difference day projects, if I admit that I wasn’t the best group member, that I, you know, I procrastinated, if I admit that my communication was ineffective, does that affect my grade. So most people, even when we force them to reflect, aren’t necessarily comfortable enough or confident enough that there are not going to be repercussions for reflecting honestly.
Q: Right, and I guess that’s where I was thinking that maybe some of that maturity comes into play in that, I think, some of the students felt that they were able to self reflect since they got to college in this particular program because many of them were in leadership things to begin with and they thought that they self reflected or self assessed, but a couple of them said that they were much, they had much easier standards when they would have been a freshman where if somebody asked them to name your strengths and weaknesses that they could list 10 or 11 strengths very easily, and there wouldn’t be any real strong weaknesses, but by the time they juniors or seniors, they were able to more critically or even honestly self reflect. But, you know, how do you get them to do it honestly or without worrying about their grade?

A: It’s, you know, it’s, I think it’s very tough to do. I don’t know that it ever truly happens. I have known language arts teachers, for example, to have them, you know, have them required to do journals and so forth, and they glance through it and don’t read it for content. I don’t know that there’s a great way out there to do that. I think I’ve seen, I’ve shared with them some of my reflective pieces when this is really more with the education students that I worked with, but I shared with them some reflections on lessons that I had done and things that hadn’t gone well, so you know, that modeling, perhaps, can encourage that as well, but you know, to a degree, it’s maybe even a trust factor, you know, how many semesters have you had them. You know, if they’re comfortable with you, then they’re more likely to be honest on paper because they know that there aren’t going to be reprisals, for lack of a better word, not that it’s necessarily that strong but…

Q: Right. Well, there’s fear.

A: Yeah, oh sure. That, I think, can come over time. We’re particularly talking about college settings, and we’re fortunate in being a small institution. There are very few students that, you know, if they’re in the program that we don’t see multiple times, so you know, and then again, you know, it goes back to are they older, yes, but I don’t know that it’s necessarily a maturity issue as much as it is just a comfort issue.

Q: Okay.

A: You know, the second, third time that they have one of us in class and we ask them to reflect, they’re likely to be a little bit more open because they know what counts and what doesn’t. It’s just like, you know, that feeling the professor out on the first test. You know, what is it going to be like? You know, that comfort level grows over time.

Q: Okay. So, right off the bat you said that the skills that I listed, you thought were important, and the ability to reflect on your performance is one that is an
important assessment piece, but that it’s more habitual practice more so than maturity. The students coming out of high school, and this isn’t their fault necessarily or anybody pointing a finger at anybody, it’s just not ingrained into students’ behavior oftentimes because they’re too busy putting together their application for college or studying for their SATs, and that making it habitual then also relies upon the comfort level that they have with their instructor, and that there’s a certain level of trust that the students need to have in order to feel that they can put an honest assessment down on a piece of paper and then turn it in and that the modeling of behavior by the instructor plays a role in letting the students know that honest assessment is okay and that this is a safe environment with which to explore that.

A: Yep, I think that says it.

Q: You think that says it, wonderful. Okay, last one. I really appreciate your taking time for me; I just wanted to let you know.

A: Okay.

Q: [silence]

A: [silence]

Q: Okay, as I’m sure you’re aware, one of the major questions that’s out there in the literature is whether or not leadership can be taught and learned, and then the second piece to that question is do you think that leadership programs in general and Marietta College’s specifically is truly preparing the students for, in Marietta College’s case, global leadership.

A: Well, I would like to say global leadership, yes, but I think it’s more than just global leadership because, you know, we do have a major in international leadership studies but we also have the certificate and minor that may lead students to local national leadership; it’s not always necessarily global. But I do think that it is teachable in terms of, particularly you look at from the aspect of the marketable skills, the actual specific skills that you talk about, facilitation, deliberation, the aspects of influence; I think all of those are very teachable. I think the frustration for many, as we’ve talked about, is the definitional ambiguity piece because you want to know, you know, what is the definition, and most people, and particularly, most students, I think especially when they initially get here, are very concrete in their thinking.

Q: Right.
A: And so it’s…you know, I mean, it’s tough when you admit there’s ambiguity from the very beginning, and it makes it tough for them to explain. One of the things that comes out in our 340 class, which is a practicum that’s designed towards preparing them for their internships, we talk a little bit about interviewing, and one of the things that we’ve been telling them is, you know, you better have a personal definition of leadership because when somebody looks at your resume and sees that you’re a part of a leadership program, they’re becoming much more commonplace, but it’s still unique enough to where that’s probably going to cause somebody to ask you a question, okay, well, what’s your definition, what does that mean, what did you learn, you know, because it’s a little bit different. So, that’s something that they have to practice a great deal, particularly, of course, when they’re juniors. So, you know, it’s interesting to see how sometimes very different their interpretations are even though they’ve been through the same sort of classes.

Q: Yeah, I’m sure that is an interesting…you know, in my position currently, I’m essentially a middle manager, you know, at the college, and we get all kinds of leadership development things that the college does for us, and you know, we’re usually going around the room defining leadership and we don’t have a bunch of undergraduates sitting around the room defining it, we have people that have been around and have had their own exposures, and they’re all different, which makes it interesting. Do you see the students emerge? All of the students are in the leadership program and all of the students have opportunities both to lead and to follow. Do you see them emerge into those roles well because you’ve got the service side of the house, so do you see them step up to those opportunities? Are they getting better as they get closer to graduation?

A: Well, you know, my experience is somewhat limited in that, but in terms of seeing the growth over time, you know, I’d say yes for the vast majority of them, though of course, that’s not going to be applicable to absolutely everyone. What’s always interesting when you put them into groups is you’ve got a bunch of people who perceive themselves to be leaders or they wouldn’t have probably pursued the program in the first place, and then you put them in a group where, you know, at least some of the time, they’re going to have to be followers, so that’s always, for lack of a better word, amusing to watch. Sometimes to watch the fur fly. But I think they do step up more often than not, and they grumble and grouse just like any other students when they get put into group situations, but I think that they’re more attuned than others to letting down their peers, to not stepping up when needed, to not fulfilling responsibilities in a group setting, and those types of things. So, I mean, I guess the answer is yes, for the most part, but then of course, there’s always the exception to the rule.

Q: Oh certainly, you know, and…I’m trying to put a general application onto the program and the definition and I struggle with the same things that the students
A struggle with. How exactly do you define it, and so, it is, you feel it’s a teachable trait or skill or…I’ve been trying to avoid the word skill too much even though I asked it in my first question…

A: What I think is that it’s a packet of sorts, for lack of a better phrase, a packet of skills that you have to have in your toolbox, so to speak. In order to be an effective leader, you have to be able to do a lot of things that are skill-based, and you have to be able to draw from that toolbox different things when they’re appropriate and when they’re necessary. You have to know, you mentioned leadership and followership, you have to know when to step up, you have to know when to step back, you have to know when to share, you know. When we talk about x and y in McGregor, most people, you know, first blush are assuming that it’s always appropriate to be the democratic style to always be a y, but it really is more appropriate to be able to utilize both x and y depending on the need of the situation. If you have an immediate crisis, you can’t always have a democratic process in terms of dealing with that, and so, you know, an effective leader, in addition to being able to influence, has the repertoire, I guess, to be able to draw from what’s going to be best for everybody.

Q: Right, and so, not only does leadership become somewhat situational depending on what you have but also you’re style and how you implement, your McGregor x and y’s is perfect example. So, the toolbox, another nice analogy, or the packet of skills and how to implement them into different situations and how to adjust when you use each one, and the difficult piece is the piece that you mentioned back in number one which is having to deal with the definitional ambiguity of leadership in general, and you said that in your 340 class, the practicum, you essentially make them come up with their own definition of leadership, and at that point, as juniors, they should have received a decent amount of theory to be able to make something more than off the cuff. Is that a fair statement?

A: Yes.

Q: And, I asked you about whether or not they progress and advance in their learning, and you said yes, and you said the ability to learn about being not only a leader but also being a follower can, I think you said “fur fly” can be an interesting experiment, but that they grow because of it. And that’s all I had. I’m going to…when I’m done with the research and after I’m done defending, hopefully successfully, I’m going to send a copy of the dissertation for the program to have. If you’re so inclined that you want one, I’ll be glad to send you one, you know, if you need something to fall asleep, and you didn’t want to buy sleeping pills.

A: Don’t worry about it, don’t worry (laughter).
Q: Well, that’s all I have for you, and I appreciate again your taking the time to talk with me, and you’re my last piece, so I’m looking forward to putting some words on paper.

A: No problem, good luck.

Q: Thank you very much.
Q: First question: If you were to list the skills or the knowledge that the program has given you, or that the program has opened the doors to you to develop, what would those skills or competencies...I hate to say skill because skill sounds like, “I know how to kick a ball now,” and clearly the leadership program is more than a skill. So, but what attributes? Skill is just the easiest word for me to use to put down on paper, but, I guess, the underlying question there is, what value added do you feel? You’ve done four years in the leadership program; how are you different; how has it changed you?

A1: I’d say the biggest thing I’ve learned was critical thinking. Actually going into a situation where you may not feel most comfortable and you can look at it from, you know, an outside point of view, you know, to get a better grasp and give people control, and you know, get out of it a higher level.

A2: I think for me, I think the greatest thing I’ve taken from it is, I guess an awareness, particularly in international relations or maybe the things that define international relations, and that comes from everywhere from our global leadership course and we look at the things that define how people interact in everything from culture to religion and those different factors, but also through the program I was able to take a class and then go on a trip three week tour of the Mediterranean, Italy and Greece, and just that experience alone was paramount, I think, to what I’ve taken away from the program.

Q: What did you do exactly when you were on that Mediterranean trip?

A2: Well, for the semester before we left, it was in the spring right after commencement last year, and during the semester before we left, we took on individual research projects for different portions of the places that we were going to be visiting, and we kind of just examined...because really, we were in Rome, we were in Egypt, we were in Greece, and they were three, you know, foundations, of three of the greatest civilizations that we’ve ever known, and that was kind of the idea. The course was called “Leadership in the Mediterranean,” and so, it was our job really to explore ancient examples of leadership and how those civilizations came to be so powerful and kind of compare it to situations that are over there today. And then while we were on the trip, we visited basically every landmark, you know, every historically significant place that would, you know, be in those areas, and then the more intricate parts of the trip were just, you know, having opportunities to interact with locals, and part of our research was to actually interview people while we were over there, so those were some experiences as well.
A3: I think the biggest things I got out of it were actually communications experience. All of our courses, or most of them, are discussion based where we have something we have to read within the course then we would discuss about it, so we could express our thoughts and views on the material. I think we can analyze the material and I think we then have exposure to various different types of leadership and once we get out of here we want to be able to lead effectively, we’re going to have to be able to communicate not only with our followers, but even those who are a higher authority with us. As part of the program we do community service hours, I was helping out with the Boys and Girls Club and start a program there and then I was able compare it to class, I think I got a lot more out of it. It is a good experience to be able to work with people and accomplish something.

Q: Now, one of the things you said was learning how to deal with different perspectives, different issues, and then you just tossed in communication. Do you feel that you can all step outside of your comfort zone on a topic and be a good devil’s advocate? Oftentimes, that’s difficult for people, and I don’t even want to use the word students, difficult for people to step outside of what they know to look at a different perspective, and certainly communication is paramount to being an effective leader, and at the same time being able to communicate and understand those differing perspectives and differing cultures. Do you feel like you can all step outside of your comfort zone and listen to an argument?

A1: I would say so, but it depends on the topic because you can get heated about some stuff, but some stuff you can understand. It just goes to being comfortable in case it goes the other way, so I would say it depends on what exactly the topic is.

Q: Sure, sure, but I guess I’m looking at, certainly, you could, you know, throw a topic like abortion out there and have a very heated discussion because you’re going into a discussion about things that people value at the core of who they are, so I’m not talking about something like that. I guess I’m talking about different perspectives on what’s best, I mean, if you guys go into a leadership role, you’re going to be asked to manage resources, which can often be a hot topic, about where you think they’re best allocated, where somebody else thinks their best allocated, so I guess my question is can you see that other perspective; can you listen to it, can you intellectually reflect on it, even though it’s different, and be open about it because leadership is different in different cultures than it is in the good old U.S.

A2: I think the key is once you make the realization that people are going to think differently than you, and that’s almost like a culture universal, and then you start to understand the reasons why they think differently; it’s not necessarily interculturally, it’s just among other different people; I mean, the three of us sitting here all have differing views on anything that you were to throw at us, but I
think once you start to…and I attribute a part of this to the program itself, when you start to make the realizations and the connections of why people are motivated the way they are and what drives their own opinions, it becomes easier to see the other side of the argument, or at least accept it and work with it instead of seeing it as a road block.

Q: Do you guys agree with that?

A1: Yeah, I mean, you need to see everything and take it as a whole. You can’t just say, I’m right because I’m the leader. You’re just the follower to take everything in. You know, maybe you can mix and match and come away with something better.

A3: You have to go in with an open mind to different perspectives, whether you personally agree with it or not. It’s possible they might go to an option that you may not have considered, that could end up being one type of solution.

Q: Good. So, what I think I heard was, critical thinking skills, the ability to understand and recognize differing perspectives on a singular issue, and awareness of international relations and the comparison and contrast over ancient…because if I look at the abroad experiences and the areas you study, you study Far Eastern, Mediterranean, and South America. People have a choice.

A2: Yeah, and I think as far as the global component is concerned, I think the focus shifts every other semester to do different things. But yeah, we do plenty of case studies in at least a few other areas.

Q: So that comparison between ancient leadership and current leadership, how things are similar and different, effective communication to be an effective leader, civic leadership, and the compassion to people around you and the people that you’re going to be working…in this case, it’s the “town and gown” relationship, but it’s the idea of giving back and leading things and I would say greater good, but I think you can do that in business if you’re intentional about it depending on your position within the organization, and the realization that people are different, making it easier to see the other side of an argument and that they may have different insights and that people who don’t agree with you are actually an asset if you can have constructive dialog, you know, if it becomes less emotional and more thoughtful. You didn’t say that necessarily, I just added that, but it’s what I’m thinking based on…

A2: Yeah, it’s part of that process that we’re talking about where, you know, as a leader learning to work for the common good and you have to take those things into account to achieve that and so I would agree with that.
Q: Next question: Some of the research, some of the writings that are out there, talk about something called emotional intelligence. You may have heard of it; you may not have. It may be somewhere underlying in your courses, and you may not be aware of it. There are so many authors on leadership that you’ve probably read people that I haven’t, and I’m doing a dissertation on it. There are things that are part of emotionally intelligent leaders, and that’s the ability to self assess, be self aware, and have a sense of social responsibility. So my question is twofold: Do you think that you have the emotional maturity now? Do you think you had the emotional maturity when you came in as freshmen to have those skills like self assessment and self awareness and social responsibility? In other words, I’m looking to see if the skills that I know are being taught fit with where the students are and do they have the inherent abilities and do you think they are important traits for leaders to have?

A2: I think, you know, comparing your emotional maturity from freshman year to now, I think the real key over the last four years is the opportunities that we’ve had to be put in situations, particularly different leadership organizations on campus, you know, from there and all the way through, civic engagement, and you know, when you’re given the opportunity to essentially either succeed or fail, you become more self aware because you see what you are capable of, and you see, at least for me, it’s been a constant self assessment over the last four years. You have to constantly see where your strengths are with working with other people, what you need to do better so that you can accomplish more. So, I would say that because of that, I think I’m much more self aware now than I was when I came in as a freshman. And yeah, I think those are probably some of the most vital skills that a leader needs because I think a leader that’s out of touch with himself is also going to be out of touch with his followers. I don’t think leadership is ever a stagnant trait; I think it’s something that you have to constantly work on and constantly hone so that you’re effective and stay effective.

Q: Do you think you would have gone through that progression on your own or did the program help it, did it make it a faster progression?

A2: I would say that I think the program facilitated it. I mean, I think it’s something that probably every individual goes through at some point, but I think that just the fact that we’ve been afforded these certain opportunities…and it’s not just involvement in organizations, it’s also just like sitting in this room having heated discussion about what someone had to say about leadership. I mean, those things start to pick up what you believe and what you don’t believe and what you’re going to accept and what you reject, and going through those things, you are constantly reassessing.

Q: Okay, what do you think?
A3: I think so, I was pretty self aware, but it has developed over four years. We were given various opportunities to be able to show what I was capable of doing, and after being done, seeing how I would do. Some turned out okay, some were better… (inaudible)

Q: But certainly, you probably know people that lack these skills.

A3: (inaudible)

A1: Well, they didn’t choose, you know, the path that we chose to go into leadership, you know, to be interested in this…(inaudible). That doesn’t necessarily say that they can’t be a leader, but we actually took it another step, and we’re more interested in bringing about, someone like Ghandi, you know, what he did with leadership…(inaudible). It’s definitely important because, you know, if you weren’t self aware, where would you be, not ready for the real world.

Q: But we all know people like that, and they’re not necessarily young people that you know like that.

A2: Absolutely. I think a distinction I’ve also noticed over the last four years is at first a lot of people outside the program, specifically our peers, tend to think those McDonough kids think that they’re better than everyone else, or like this leadership, they like to think they already know what they’re doing, and really I’ve noticed just by the people that have been in my class and, you know, going through the program, it’s really the opposite of that. I’ve noticed people who, they’ve realized that they’ve wanted to learn more about leadership and what makes it and gain those experiences and so, in that sense, I think a lot of us are already at least a bit self aware at the beginning knowing that, well, that’s somewhere I’d like to be, but not like, you know, by applying for the program, I don’t think it was a declaration of this is where we are. And, I think I’ve kind of noticed that over the years.

Q: Well, you know, when you self select into… I mean, Marietta College by itself is a select admission school, so someone who goes to Cleveland State could argue that Marietta College in general, they’re all a bunch of snobs who think they’re better than everybody else because they have to apply to get in. Everybody applies, but state schools are open admission. Ohio State for as nice an academic reputation is an open enrollment institution at the undergraduate level. You want to go there, fine, you’re a state resident; you go there. It’s just the way it is. So, by its nature, Marietta College is selective and already creates that standard of excellent, and then the McDonough Program is selective on top of that, so I can see your peers, I can see how that gets fostered. The other way that that gets further put together, you guys are cohorted. You start together, and you hope that you finish together. And the people that you are going to march across the stage with in a week and a
half are people that you’ve known since you were a freshman, and that’s a good thing. So, then I guess the next question is, do you think you’re better off having gone through the leadership program than you would have been had you just been a student at this college. If you had to do it again, would you pick the McDonough Program or would you just be an undergrad and…

A2: No, I absolutely would. I mean, personally, I think the program has afforded all of us some opportunities that really you don’t get just as a general student. I don’t know, I mean I think the focus on civic engagement and those sorts of things, well, you know at times, we’re not all happy with the fact that we had to do community service, but I think that we can all say that we gained something from it, and we can apply that directly, you know, to our study in leadership. I don’t know, it’s also been a great resource, I think, throughout our time here, because of the size of the McDonough Program itself. I mean, we already have a great student to faculty ratio at the school, but it’s even closer in the program. We’ve got some outstanding faculty, so that’s always a great resource going through college. I would actually do it again.

Q: Would you go back [inaudible] and recommend it to somebody?

A2: Yeah, I already have, so…

Q: Well, that’s good. You know, one of the things that I’m trying to find out because you guys are a select group and you are academically high achieving and you’ve all contributed to some sort of leadership when you were in high school because it’s all part of the application process, so what I’m trying to see is, is there value added from the program? Or were you guys going to be leaders anyway? What’s the value added from the program? What I’m hearing is that you think that there was value added and you know, it’s given you opportunities to have that open discussion and look at classic models of leadership and classic leaders.

A3: (inaudible)

A1: I agree.

Q: Do you guys know what your next stop is after graduation? Are some of you going to graduate school?

A2: I’m heading to law school.

A1: My next step is another semester here. I’m already working for a company though, and I hope to get a job there.
Q: Well, it’s nice to see the next step. So, what I’ve got on this question is that the program provides you with opportunities to develop emotionally, and you might have done that anyway because you guys are obviously bright students, but that the program helped to develop those skills, maybe more completely than they would have been on your own. I think it’s clear to see that the program doesn’t make you smarter; you’re already smart coming in, but the program develops you and broadens how you look at issues, so it doesn’t make you smarter, but it makes you more intelligent, if that makes sense. They are important skills, and I think we all agreed that you realize how important those skills are when you have to work with people that don’t possess them, and that’s your real leadership challenge. Someone who works in a leadership role, and you’ll find lots of people that have leadership roles but don’t have leadership skills and don’t have the emotional intelligence and the skills that go behind it to do an effective job or to be good followers, which I think probably all of you agree since all of you have had the opportunity to lead a group of your peers, you’ve probably all had an opportunity to be a follower with one of your peers, and you probably realized that being a follower is just as important as being a leader because unless you’re at the top of an organization, you’re following somebody. The self assessment, self awareness, and social responsibility, you have the opportunity to look at those skills in people who history has shown us are great leaders, and you’ve had an opportunity to dissect those pieces out, have discussions about them, and analyze it, which you can then use to self assess your own skills and use that as a plan. And then, I sort of got off track and asked if everybody would do it again, and I think you all agreed, would you all do it again? And the opportunities it’s given you are of value. It will be interesting to see how you do in law school, how you do in grad school, and how you do in business to really reflect then on what your ultimate goal is; this is a stepping stone to that, so it will be interesting to see how that works when you guys are done. I won’t be around then; I should have my doctorate by then. And, you had said it gives you an opportunity to reflect back on your accomplishments, and again that’s a self assessment, reflecting back on what you did and reflecting back on what you need. Does that sound accurate?

A2: Yeah.

Q: Last one. One of the things in the literature is a debate over whether or not leadership can be taught. There’s one particular author who argues that everybody can be a leader and certainly, I would agree with his argument that you don’t have to go to a leadership program to be an effective leader, but he argues that there’s really no need for them, that leadership doesn’t need to be taught, and then there’s another side that says unless you’re manipulating DNA in the biology lab to preselect people who are effective leaders and make those the new generation of people who we know will then be predisposed to being great leaders, then of course leadership can be taught and people can learn it. So, do you think leadership can be taught? And that may be more than a one minute answer in
there; it may be more than a yes or a no…you may answer it with whatever additional information.

A2: I think leadership skills can be taught. I think that instances or examples of leadership can be taught and understood by most anyone who is willing to read or listen to a lecture, but I think that the actual act or the actual ability to lead, I don’t think can be taught. I think it’s something the requires vision and a certain level of, I don’t know if necessarily I want to get into the charismatic leadership argument, but I guess charisma in a sense that, I think, only certain individuals are truly capable of doing well. Like, I don’t think you can take any student in academia and say, I’m going to teach you these things, and you’re going to be able to lead an organization because I don’t think that everyone is cut out for it. I think there’s a certain level of untaught ability that is required to take those examples of leadership and apply them.

A1: Well, that’s why there’s an application process. They don’t just let any joe-schmo in here. They want people to have leadership experience in the past; people that want to actually be a leader. You don’t want someone who’s just here to have a major.

A3: (inaudible) There’s no real point where you say, this is the key to be a leader, do this. If that were the case, then well, there would be no point in having this program or any other leadership program in the nation because there is no key; the best you can do is to expose those individuals to different ideas and methods that might work (inaudible). You can show examples of what previous leaders would do, but a lot of the development is going to come from the individual and what they get out of it and then they try out some of these things and see what works in their case (inaudible). So, I think it can be somewhat taught, but more on self taught (inaudible).

Q: Almost like a combination of the two arguments. Part of it is who you are, and part of it is what you learn. What you are exposed to. If you don’t to learn, then it really doesn’t matter what you are predisposed to. Would you agree that in many cases a great leader, a very effective leader, and not in all cases, is someone who’s had exposure to this type of leadership program? Almost like if you took an athlete example, you know, [inaudible] who’s now going to play professional hockey, so I’m sure there’s a certain amount of intrinsic ability that he had just on his own, but he probably did some summer camps, he played in organized hockey, he did some junior A, [inaudible] parents and he helped to develop him. You don’t just decide when you’re 18 years old because you can skate well and shoot hard that you’re going to be a professional because you have those skills that you were born with. They had to be developed. They took his intrinsic talent, and they added to it, and now we have the product that he is now.
A1: It’s developed by a teacher. Your athletic ability, you have that when you’re born. And then you have a coach that says put your hand down a little lower and you’ll have a better shot. You have that leadership teacher that, you know, you have this idea for leadership and he says what if you take this and match with this, what about that? All of sudden your leadership abilities have been honed in on.

A2: Yeah, I totally agree with that and the fact that you asked, I think it was that, you know, in most cases, do people ever think of great leaders and they have some sort of leadership training, and while certainly not all of them have been through anything like the McDonough Program, I think there’s always been some element of either if it’s just one-on-one where they had a close mentor who was able to help them hone their skills or if it was just years of experiences. You can pick out, you know, almost any one of the presidents, just as an example, and their educated, and they’ve been, you know, more often than not, they were involved in more ways than one on campus, and then they had other experiences after that. I think it’s progression. I don’t think anyone just falls into leadership.

Q: I mean, you could…like I said, some people are effective leaders and have picked out things that have developed them because you get people that are just, you know, they’re in that top 0.0002 percentile. They’re just an indescribable talent, if you go back to the athletic example, and you just convert it to leadership. Leadership is a talent. If it weren’t, we wouldn’t have so many ineffective ones. So, it, as I study it, it looks part science, part art because you have to have the tools, like you said, but then you have to know how to apply them. Do you have any examples that you can give me of things that you think the program gave to you that helped develop your leadership skills, your global leadership skills? The study abroad you talked about, the civic experience you talked about…are those the things that really bring your lectures and discussions together.

A2: I think in many ways, yeah, and then I also think it’s just the general encouragement by the department to be involved. I mean, there’s really no requirement for getting involved in organizations on campus, but I mean, I think if you look across the board, there are McDonough scholars in just about every single one, and most of them are in leadership positions. I think it’s just part of that culture, pushing that cultures and the encouragement of those sorts of things. I know personally that’s where I gained a lot of my practical knowledge of what works and what doesn’t; it was just trial and error and myself in different organizations on campus. I think it goes also hand in hand with what said; like people who are admitted in the program are people who probably had the tendency to be involved anyway, and I think it’s a logical progression.

Q: So, it becomes almost cultural within the program.

A2: Yeah, I think so.
A1: You have that desire to be a leader (inaudible), then all of a sudden you want to be involved, you want to be in a leadership role. They want your input, and the program pushes you to do that.

A3: (inaudible)

Q: So, it’s just a hidden driver of the program? Did the program encourage to be involved in Greek organizations and these other organizations, or is it just the nature of the program and your own personal nature of having been leaders coming into the program that then you pay attention maybe more to the opportunities for you to showcase your skills?

A2: I don’t think the encouragement is necessarily an outward expression of the department. I think it’s always just inherent in, you know, these are the skills, go try them out. I think another part of that is just the support from the department as well. I’ve gotten various notes from [redacted] in my mailbox, you know, I heard you did this in an organization, congratulations, good job, way to be a good representative of the department. And while we certainly don’t do any of the things that we do on campus for those sorts of notes or anything, I think that just adds to the culture. That’s kind of why we’re here, and the department is behind us in that.

Q: Quite a good model to take with you as you leave. Those thank you notes don’t cost very much.

A2: I’ve definitely learned that over the last few years.

Q: People care when you care. And you’re right, it does encourage you which is probably that undertone under the surface that like good leadership doesn’t have to be an explicit message to you. You do it because that’s the example that’s been provided to you. It’s neat as an outside observer, the dynamics that you guys are expressing to me, it’s awesome, and I’m taking away from this things that, not only I’ll use in research but things that I’ll use in my job because I work with faculty members as someone who helps them to do their job effectively.

A1: You’ll be writing little thank you notes left and right.

Q: Well, I do that already. I’m not as diligent as I should be.

A2: It’s hard.
Q: It is hard because you know what happens? Life gets in the way, but effective leaders manage themselves to make sure that as much as life gets in the way, it doesn’t disrupt the little things, and it’s really the little things that make the big…

A3: (inaudible)

Q: So, just to read back on question three: You think the skills can be taught, but you think that leading cannot. That takes a certain individual to be able to lead. You can present the skills, you can lead the horse to water, but you can’t make him drink.

A2: I think it’s why it’s such an interesting, you know, part of academia, like as a study because with other, you know, you can teach someone how to write a proof, and they’ll be able to write a proof the rest of their life, but that’s why leadership is such, almost ambiguous…

Q: Almost? There’s no almost about it.

A2: Yeah, we definitely try it with our core classes; we try to cover as many different parts of it, but we’re still…there’s still so much of just the human element that you’re missing out on.

Q: And that’s the difficult part; it’s been a difficult part of my research because part of the outcome of a dissertation is that you’re an expert in that little piece of the field that you’ve chosen, but it’s hard to feel as an expert when the experts don’t even feel as experts. So, it makes for a challenging project. You think there is a predisposition. The selective admission, you feel, helps to get you those predisposed skills to be able to come in and be able to take advantage of the learning opportunities. The students come in predisposed, but your intellectual ability is coming in as high achieving students doesn’t guarantee you’re going to graduate, but it shows the predisposition of being able to learn or the abilities to be able to learn the materials and handle, from what I understand, is a pretty rigorous academic program. Would you agree with that, that it’s a rigorous academic program?

A1: I would say so, yes.

A2: Particularly the core courses.

Q: The Lead ones? Yeah. You’re exposed to different processes, but exposure to those processes doesn’t guarantee good leadership. You have to be able to take advantage of them and integrate them. Simple exposure doesn’t guarantee the outcome. The department encourages through their actions your involvement on campus organizations and it becomes a sort of an undertone sort of a quiet theme
that’s constantly playing in the background that you don’t really hear, but it affects you nonetheless, and those little things that the faculty and staff do just creates a culture that says, hey, I’m a leadership student, I’m a leader, there are opportunities for me to contribute, and nobody has to beat you over the head with that to tell you to do something. So, that’s what I got, does that sound?

A1: That sounds good.

Student Interviews - Two

Q: Okay, question number one, and you can pretty much, as long as I have clear responses so that my transcriptionist, my wife, can understand it, there doesn’t need to be any order. Many of you, I suspect, may have similar responses because you’ve all been a part of the program, so don’t feel that you have to replicate a response. There are no participation points, but I want everybody’s input to be recorded so I can translate that to the dissertation. So, question number one: If you were to list skills or cognitive abilities or knowledge that the program gave you or provided for you, what would those be?

A1: I think that the major tool, I guess, that the program has given me, I think that translates into everything I do, is the ability to critically analyze situations, and I guess that covers a broad range of things, but I think before I was in the leadership program, I was more like taking things for what they were and kind of go with the flow, and now I look at situations differently and I use kind of a framework or ideas to critically analyze different problems and situations throughout a range of topics in life.

Q: Sort of a different perspective that made you step out of your comfort area or your comfort zone or what you accept as true.

A1: I think the program implicitly and explicitly pushes that to the students. In 101 class one of the first things you do is critically analyze readings, and then all the way through, I think it’s pushed forward more implicitly later on.

A2: I think it teaches you a lot how to analyze, which goes along with what he just said, but not only analyze things in the leadership program, but I’ve found myself analyzing the things I learn in other classes too, so it sort of encompasses everything you learn here at college.

A3: I think something that’s not analyzing, communication. I think, I mean, you learn that in other majors and minors also, but I think that because you have to be so involved in the community that you learn how to talk to community members, and how, we have to do research projects for Lead 102, you learn the right way to go
about things and things like that. It’s another objective. And also like communication with your group and your teachers and TA’s.

A4: One thing too, just taking initiative. Kind of harbors everything everyone said, but see things now, and you notice, hey, that’s not right, or I want to make a change to that, and now, through this program, I’ll actually take the steps to do it. Whereas, if you had asked me in high school, you know, someone else will do it, someone else will take care of it, like, you know, I’m not powerful enough to do anything like that, and that’s really opened my eyes in this program; the opportunity that, like, anybody can do it and take the initiative.

Q: How about things like ethics? Did you take any classes or were they embedded in the leadership?

A1: I think that in Leadership and Debate…(inaudible)…the first class we took last semester, we really had a large breadth of information about a lot of different topics, and one of the authors we studied a lot of people and different kinds of leadership, and now we’re focusing on organizational leadership, the class we’re taking now. But you can see how everything we’ve learned you can relate to other classes. I guess, now I can compare real life situations and even other classes.

A2: Back to your question on ethics, I think it’s kind of integrated into class, not necessarily, “Now we’re talking about ethics,” just kind of in the curriculum, and I took business ethics as an elective for this program, so I took a course in that and actually we just went to an ethic leadership conference in Texas for this program with another leadership program at the University of Texas

Q: Is everybody in the major?


Q: We only have one degree-seeker in leadership, so I just need to know how to break up the demographics.

A1: Going back to ethics, the ethics question, I think that that’s like a major point of discussion in leadership in general is ethics and can you lead unethically. People have the Hitler question which is very common in leadership, and I think in this program, and also the conference we went to in Texas would suggest, the conference explicitly and here implicitly, that there isn’t leadership without some sort of ethics involved, and that’s why we stress our community service portion so much. But, as far as a personal opinion, I think that you can have leadership without ethics. I think that the nice thing about the program is that you’re allowed to have that view. In all of our classes, our professors give us an idea, and they let you shape it the way that you want to. So, I think the point of the program is that
you come through, and at the end, you’ve developed your own view of what leadership is. So, I think the interesting thing about the program is that I can think that leadership says one thing, and someone else has all the same courses that I have and can come away with something completely different, a different idea.

Q: So, you said, and I just want to make sure that I heard…that you can, or you cannot have leadership, effective leadership, without ethics.

A1: I personally believe that you can.

Q: And you would argue that that person would be an effective leader.

A1: Yes, and the point was that the interesting thing about the program is that you can develop that, you can develop that idea.

Q: Right, well, you have that idea, and you’re still in the program; nobody’s bounced you out simply because you have a different opinion.

A2: That’s another thing about the program too, at least I’ve noticed going through all the classes, is that there’s kind of a mutual respect for everyone’s opinion. I mean, you’ll get the heated discussions in class and you listen to the arguments, but for the most part, it’s just genuine, like, you know, why do you think that, you know, let me understand your reasoning, and people are pretty open to hearing other opinions that do form. Not everybody takes the lesson the same way, and that’s what I love about the class, that you talk during class and talk about it.

Q: Then you can have a discussion and disagree and leave the disagreement without hating the person that you’re disagreeing with. Is that a skill that you got through coming here, or is that a skill you all had before you got here?

A1: I think it’s something that you pick up on. Because if I were to debate an issue, you just learn to give and take here, and I think it’s just like the atmosphere, you just like pick up on it…(inaudible)

A2: I know in other classes that I have here, there have been some heated debate and they don’t go like they do here. They get nasty and they go outside of the classroom afterwards.

Q: So that skill, if you will, to respect different opinions or to be able to deal with conflict, because a disagreement is a conflict. Of course, when I say the word conflict, the connotation is usually negative.
A1: Well, I think it’s not necessarily a skill that you acquire through the program, but the program attracts students who already have that characteristic in them. I think the program attracts a lot of students who like to take an issue, who like to be involved, who like to explore different perspectives, and I think that skill is cultivated here, but it doesn’t begin here.

Q: So, it’s more of a continuing development of the program is selective, so many of you have already demonstrated that you have leadership skills or at least some leadership skills, and that those are then maybe developed further?

A1: Yeah, I mean, I certainly think they are certainly developed through the classes...(inaudible)...but I think a large part of it is that the students who are accepted in the program, who are successful in the program, have that characteristic.

A2: I think this discussion kind of goes back to the critical analysis portion too. You know, and I are in a class together, and we really have opposite views on the same issue, and at the end, nine out of 10 times that’s happened in the class, I would go to afterwards and say, you know what, I understand your point, I don’t agree with it, I still don’t agree with it, but I understand where you’re coming from and I haven’t thought of it that way. I mean, I’ve even classes where it’s been like, thank you, I’ve never thought of it in those terms. So, I think it goes back to really analyzing what the discussion is. It’s not point and my point; it’s just two points.

Q: Are those important skills for you to have?

A2: I think they’re crucial. Actually, I think without having that quality, you’re not a leader, you’re a dictator. I think to lead is to have people do things willingly to help, and if you inflict your views on others, then you’re not allowing them to willingly help. So, I think that without that piece, leadership doesn’t exist.

A1: You need to be able to understand...(inaudible).

Q: (inaudible)...because if you’re leading an organization like she points out, she has a constructive conflict, she brings up points that you hadn’t thought about, even again, if you don’t agree with it, her bringing up those points that are weaknesses or threats to your organization, now allows you to have data...(inaudible).

A2: Absolutely.

Q: So, constructive conflict, is that something that’s driven within the program? Even if they don’t come out with lesson number one, we’re going to study constructive conflict today. They’re covering it through the exercises.
A2: One that really comes into my mind, one of my last classes, we did leadership in religion. And we compared Jesus Christ to George Bush in their leadership styles, just from a non-religious leadership perspective, and as soon as you compare two people that are very different in their roles, and especially a religious person, people get very, very emotionally charged, and the class did, but in the end, I felt like there was a general consensus that people really took, you know, a biblical figure that either you feel very strongly about or you don’t, and they really sat and analyzed it. And from that perspective I think it was a very unique experience, and I think, I’m sure that before, if you took a group of students outside the program, I think the vast majority of those students wouldn’t have cultivated those skills to be able to have that productive discussion. I’m not sure if the program attracts those people or if the program teaches people to have that ability; I’m still not there yet, but I do know that they cultivate it enough that you can have those types of discussions.

Q: Maybe it’s a little of both.

A2: Possibly.

Q: So, the ability to critically analyze and see different perspectives and that critical analysis piece extends beyond your leadership classes to other classes, and then I would guess that it goes even beyond your classes to just the world in general that you live in and the issues that come up to you. Effective communication, it helps you to take a view that, “I can make a change. I can have an impact on the world around me.” You get to critically analyze and the mutual respect for opinion kind of get together to critically analyze and see others’ perspectives. Skills are brought into the classes... (inaudible)...the skills are developed by the assignments or group work or discussion or whatever... (inaudible). These are all important skills... (inaudible)... and the ability to prepare you for real life situations.

Do you think that when you came into the program and now that you’ve been in the program, there are some skills such as self assessment, self awareness, and social responsibility that it’s been argued by a couple of different researchers that those are important skills to be emotionally intelligent leader. Do you believe that effective leadership is development of relationships? The emotional aspect. Do you think that you have and/or had when you first came into the program, the emotional maturity to be able to tackle those issues? Self assessment, if you did it when you were in high school, then bravo, because it’s one of those skills that many people do not have... (inaudible)...now, only you really know the answer to that question. I know those skills, self awareness, self assessment, social responsibility, in your curriculum. I’ve looked at the courses; I’ve looked at the syllabi, they’re in it. But they do require a certain amount of maturity, and you’re
undergraduates. That’s not me, the doctoral student, saying ha-ha you silly undergraduates. I think it’s an honest question. Do you, by nature of the way the program is selective, on top of a college that is selective, sort of doubly selective for the program, so you’re supposed to be the best and the brightest, so you say, well, of course, we’re emotionally mature, what do you think? And if you weren’t, you could say, I don’t know if I was when I came in, but I think that being here, I think that being in a cohort that the program…(inaudible)… but the minor and the certificate are corhorted also? By cohorted, I mean is, you come through the classes with the same group of students all the time. So, thank you for coming.

A1: (inaudible) I think it’s really important to be a leader to be able to know yourself and to know; because you can’t really lead effectively or hold a successful discussion unless you’re really aware of yourself…(inaudible).

Q: I heard a very similar response from another group of students. That’s good.

A1: I just mean, like, self assessment is really stressed. I mean, I know that [ ] has us do a lot of summarization of our actions in class…(inaudible)…but it’s important because you can’t really be effective until you know about yourself…(inaudible).

A2: I agree, I think that my ability to do that when I came in as a freshman and my ability to do that now are very different. As a freshman, I would have said, you know, I have a really good ability to do that, and I could look at myself critically and look at myself. But now approaching being a senior next year and I look back on it, I think it’s always very easy to point out your strengths. I think most everybody can point out what they’re going at, but I think when you look back in retrospect, it’s a lot easier to see what you have changed about yourself and what you perceive are even strengths or didn’t even consider but now you perceive as weaknesses. So, I know, like, my maturity level and my growth as a student is totally different now than when I was a freshman. I just wouldn’t recognize the same student.

Q: So, the idea, as we all go through college and come to this realization sooner that what you know is really nothing? When you are a freshman, you might assess yourself, and say, yeah, I know how to self assess, I’m good at this, I’m excellent at that, I’m solid at that, I’m only pretty good at this thing. Your ability now, you’ve gone through more classes, so by all rights, you should be know more, you should have more strengths than you had when you were a freshman, but if we were to quantify that list now, as opposed to then, the list now would probably be smaller because you know more that what you don’t know.
A2: I think there are things in the program that kind of allow that to happen. The first one is the community service aspect, and through the different community service projects, I’ve learned more about myself, and I’ve seen different situations that I thought I’d be able to handle fine, maybe I didn’t handle them well or I look back now that I would’ve handled them in different ways at this point, and then I also think that the actual course work, like I said earlier, I think it all goes back to looking and analyzing critically and put yourself or others in a situation. But I think through those two pieces, it’s allowed me to go through situations theoretically and practical and assess my abilities, so now I can say, you know, I did this and I didn’t do well at this, you know, I did do well at that. So there’s more practical experience so you know what you really are and aren’t good at.

Q: (inaudible)…so you can’t lead effectively if you can’t assess yourself, if you don’t know where you stand and you don’t know who you are…(inaudible). And you had commented that your ability to self assess has improved as you have gone along and community service has helped with that…(inaudible).

The last one is a question that’s debated a lot in the literature, and that’s around the point of whether or not leadership can be taught. Do you think it can be taught? Do you think that what you’re being taught is helping to prepare you…(inaudible). No, I just mean you haven’t had as many courses. So? You’re all in the program, so I can make an assumption that you all think it can be taught which is you are here, but I don’t want to make assumptions.

A1: I think that you can teach the qualities and skills that it would take to be an effective leader…(inaudible).

A2: I think you can sit in the classroom in all these leadership classes and still not be a leader. I think you need to make yourself a leader. I mean, they give you resources and they try to help you in the best way that you have to apply yourself to that or you will just be a student with a major in leadership; like, it’s not going to help you out. I think they just give you resources and you have to make what you want out of it.

A3: I think they like teach you like how to utilize what you already have. Like, how to like better your abilities and just like better yourself. Not like completely change someone.

A4: I know when I came from high school, I had this idea that there’s only one type of thing. Like, if you were a leader, that’s what you had to be. But here, they show you all types…like, my first semester, we just studied all types of leaders and saw they all led differently, and we could take like what we wanted from them to make us a leader. But I think that’s like how they are teaching us leadership…(inaudible).
A5: It’s the same thing with me. When I first came here, I thought that McDonough would sort of give you like a list: This is what you need to be a leader. I was extremely surprised after class, but in a good way. So now I’m a sophomore, and I think it definitely helps, you have to have that spark that you want to be a leader, and this just helps supplement that. I don’t think McDonough can just take anyone and make them into a leader in one semester or overnight or anything. I think it has to be something you want to do.

Q: So, do you think it comes from the selective admissions?

A1: I think that’s part of it, if you’re interested in that, you’ll join the program and be selected, and then you’ll continue with it. Some people don’t always continue.

A2: I think kind of what we’re talking about is the same idea that they’re talking about in any area of academia. If you think of, if you go to law school, I mean you could graduate college and go to law school, and you could graduate law school and not be a good lawyer. Even though you know all the ideas of law and you know all the procedure, you can graduate and still be a bad lawyer. So, I think the leadership program is a little bit different in that we allow you to develop your own leadership theory and ideas, but you can graduate our program and go on and put yourself in leadership roles and still not be a good leader. But I think that through our selection process and the course work, we give you all the tools necessary to be a good leader. I guess like, can a certain subject matter be taught? I guess leadership to us is just taking the ideas of other leaders and combining them into your own idea, your idea of what leadership is. And I guess, in theory, you could argue that no discipline can be, there’s not any discipline where you go through and everyone that comes out is effective in that discipline. I think leadership is held to that standard because everyone has a different idea of it, and it’s hard to quantify. You know, you can quantify, you are a good lawyer, you win so many cases, you lose so many cases. And leadership, it’s hard to quantify, but I don’t think that it’s not possible.

Q: I would argue that it would be very difficult to…(inaudible), so legal skills can be tested to a certain extent, although the interpretation of law depending on how creative a lawyer you are, those are the really effective lawyers are the ones that use the law in more of a gray fashion. I think leadership is difficult because of the things you said. It is a very ambiguous topic, and for every book you’ve read on leadership, there are probably a thousand more. I typed on a keyword search on Amazon.com; I searched books, and I put just the word “leadership,” and I got 169,000 titles. Now, they could have been educational leadership, but most of the authors I’ve read say there are as many definitions of leadership as there are people who define leadership. So, what I’m trying to do through the research is figure out what it is you’re learning and what it is they’re teaching and take those
things and allow a theory of leadership to emerge, a definition of leadership for Marietta College.

A1: Cool.

Q: Yes, it is kind of cool, and I’m going to put one down on paper, and you could certainly look at it and poke holes in it, because I think that’s the nature of the topic.

A1: I’d say that if I could kind of summarize what I think is taught in our program, I guess you guys correct me if you disagree, but I think the program teaches you how to learn, and then they give you all the resources from which to learn, and you go beyond that or you can stay within it, but I think that throughout the courses, you develop pedagogical skills. You develop skills that teach you, do you understand what I’m saying? I just think the key idea of the program is teaching students to learn how to learn, and from my perspective, I think that every program, that should be the goal in every program, because you go out into the real world, or post collegiate world, and that’s what it really comes down to.

Q: The person that figures out that they don’t know anything first wins the contest, because that’s the person that never stops learning, so if they teach you how to learn when you’re in college, and you learn the lesson, well, then you learn forever.

A1: I think one key, the one key element that is, I’ve had [REDACTED]. I don’t know if you’ve met him, for all of my courses, and the one thing that he always does is that he stresses he’s learning it with you, even though he’s taught it numerous times, he always stresses that he’s learning something with you. So, if you read about someone and we’re analyzing that person, it’s never, now, this is what he stands for; it’s always, well, that’s an interesting idea, and this is how I think he would respond, you know, and you can always take it where you want to go. And he says it in class too; he says, you know, I’m learning this right with you. I think that stimulates that idea of learning how to learn.

A2: I think that leadership classes here, like, are different than other classes or programs here also, because you would think that in all the classes, the teachers try to break it down, make it nice and simple for you to learn them. But in leadership, I feel like they show you how complicated it is. You know, like they show you it’s just not, there’s not like an answer to leadership. There are so many sides and facets to each lesson that it’s not something you can really break down into steps or something.

A1: You know, I agree. I know [REDACTED] has even said, you know, this is not biology where there’s a right answer and a wrong answer. It’s a human theory, so there are many correct answers.
Q: (inaudible)...You’re all here; you feel that you’re learning something. They don’t come in with a list, which is good, that says, here are the leadership skills, commit these to memory, you’ll be tested when you’re a senior to make sure you know them before you leave. Like effective leaders, they’re not beating you over the head with the things you’re doing; they’re presenting things and allowing you to take it in and discuss it, have conflict about it, learn from it, and so when you really dig to how they present stuff, and you think about how effective leadership is, it’s less about you telling the followers what to do than it is presenting ideas, getting ideas...(inaudible). So, it’s still being taught, just not in the traditional sense...(inaudible)...If you’re a manager and you’re a manager/leader, and I don’t mean to use the terms interchangeably, but if your job is then to help train this young lady into a leadership role, you can’t just say, this is how you deal with it, so that’s the curse side of it, you have to do things that are similar...(inaudible).

Teaching students how to learn. At the beginning, I heard that the qualities of leading can be taught, but that the desire...(inaudible)...and you must apply yourself to those skills because if you don’t, then...(inaudible). The college provides the environment in which to learn for people who have a predisposed skill; I asked about the pre-screening selection criteria...(inaudible). Does anybody want to add anything? Okay, if you want, does anybody want the transcripts?
Alumni Interviews

Q: Now, I need to know, did anybody graduate from the new International Leadership Studies major?

A: No, I think we’re all too old.

Q: Are you certificate or minors?

A: Minor, minor, minor, certificate…

Q: The first graduating class was 2006.

A: I’ve been out □ years.

Q: If you were to give me a list of the skills or qualities or characteristics that you got out of the leadership program. Now granted, some of you graduated a longer time ago than others, so you might have to think back to when you came out because I’m sure your learning has continued, and so, I would ask you to reflect back to when you graduated or as close to when you graduated as to what skills you got out of the leadership program, and your responses don’t have to be “response, response, response.” The idea is, it can be a discussion, and since nobody is being pinned to a response, it can be an open discussion and you can jump in wherever you feel like it.

A1: I’d start with community-based interactions, you know facilitation skills.

A2: I think mine was probably organizational skills, which helps a lot with my current position. A lot of people coming at me at once, needing turnaround time. I think another thing that it opened up, because the leadership program at the time was still evolving, as it still is right now, but it was still pretty young, was just allowing free thought. In my high school, we were a pretty small high school, and so we were kind of stuck on the “we did it this way and that way and that’s how you do it.” Coming to college in the leadership program, it was like, wow, people listen, you know, we can try lots of things.

A3: The 101 and 102 classes were…(inaudible)…figured out that the leader isn’t always the guy at the top…(inaudible).

A4: I think along with that, I don’t know if it’s really a skill, per se, but I kind of picked up the differences between management and leadership which, you know, that may have been 201 at that point, but…
A5: But then you go out, you know, you’re in the corporate world, and all of a sudden it slams you in the face when you realize, oh, these people, they are management, and that’s the only way that they know how to function, whereas you have other people that are trying to be leaders, and it becomes very apparent to you that you try to take that manager and put it in a different role, and they’re like, oh, I can’t do this.

A6: I guess keeping the machine running versus to driving the machine.

A7: Right. I worked in a very unstructured environment for my first two years out of college, and I think on the same note as that, but on the flip side, I noticed that though, you know, a lot of people equated that second year to business or management per se, and I was a business management major, so I was among those, I noticed from that training helped everything, I mean no matter what your field is, everything is organization and tying in that organizational structure, and placing out, in the peace corps, for goodness sakes. In a village where they don’t have running water, like, I put together the organization of the village, and being able to apply it in that sort of realm was amazing to me.

A8: Well, you start picking up on structure. There’s a lot of people that don’t, and I didn’t realize that until you start talking to them, and then you realize, wait…(inaudible).

A9: And being able to conceptualize the theory part of leadership, instead of just looking at a village, and saying, oh, that person is the head. You know, you’re really thinking about the philosophy behind all of the positions that you see at work and at play.

A10: Would it be unhelpful to say that I gained leadership skills? Because that’s awfully broad, but I guess in the context of leading groups of peers or of other people, you know, in a context of a classroom setting or a small group at work, or in any other context that I haven’t had the experience of doing yet, but just skills about how to get people involved, how to engage people, particularly people who may not be interested, may not want to be there. There are different ways to get people engaged, you know, there are different styles of learning, and just different ways that people tend to think and being aware of those differences…

A11: Well, I think, I mean, I totally agree with you, I think we all gained leadership skills. I think that because we came here saying, oh, we were head of the yearbook, or we were head of student council when we were in high school, but we got to define this. We got to say I’m a better servant leader or I’m a better put me in the spotlight, and we were able to take that and to say, well, we wanted to focus more on business, or we wanted to focus more on corporations, or the
charities, or the volunteerism. That’s what we could kind of say, I fit better in this setting, or I fit better in that setting. I think that we did get the skills to be leaders.

Q: Well, what I was going to say when you said that you were weren’t sure if you should give your answer of I learned leadership skills. My question back to you then is, what are leadership skills?

A1: It’s like an essay (laughter).

Q: You started to go into that, you said getting people engaged, people who don’t necessarily want to be engaged, then people who do want to be engaged.

A1: People who do or maybe don’t know how, or people who just need that little spark to get things going, and helping facilitate other people, you know, getting them involved to a greater extent than they already are or that they are capable of.

A2: I think listening skills was a big part of it because to be a part of an organization where you know everybody else in that program is a leader is pretty intimidating at first, and I think most of us were the heads of organizations, like you’re saying, in high school, and so, you came here being the head honcho, and you had to learn how to take a step back and let other people lead, which I think was one of the biggest learning things for everyone in the program.

Q: Learning to be a follower.

A1: Right.

Q: A good follower.

A1: A good one, a helpful follower.

A2: It was the exact opposite experience in high school; I wasn’t really involved in anything.

A3: How’d you get in this program? (laughter)

Q: Oh, we’re going to revoke your membership.

A2: I mean, once I got to college, I picked up all sorts of things, became president of this and vice president of that, and I think this program was sort of a way of helping to…

A1: It broke you out of your shell.
A2: Well, yeah, it did. That’s maybe a cliché, but that’s exactly what happened. It was a way for me to step into that role that I had never had the courage to step into before, never really knew how, just hadn’t had that experience before.

A3: (inaudible)

Q: It was skills, qualities, characteristics…I hate to call it skills, because skills implies something much more basic, and you said leadership skills, and the reason that I asked you, you know, what is that specifically, and what you think leadership skills are, you might think something different. I think that’s part of the difficulty for those of us doing PhDs with a leadership focus is that leadership is a dynamic topic, and so, stepping on it and getting it to stop wiggling around to get yourself a definition is difficult.

A1: I think that leadership has to that way.

Q: I agree. It has to be; it should be. It just makes studying it in the context of a PhD difficult because I have to put fences around it to effectively defend what it is I’m going to write, and because of the nature of it, it wants to sneak underneath the fence that I put around it. And that’s fine; it’s really a huge learning experience.

A1: It wouldn’t be a very good topic if it wasn’t so…(inaudible).

Q: Yes, and the interesting thing is that there are no scholarly articles written on undergraduate leadership.

A1: That’s surprising.

Q: Yeah, it is, and that’s not to say that leadership programs aren’t assessing themselves. They might be doing it scholarly, but they’re not reporting out their findings, or they’re not doing it scholarly; they’re just doing their own self-assessment evaluation, which is good for them and bad for the higher education community as a whole. The discipline of my degree is higher education, and so leadership…

A1: Did you have the opportunity to read Dr. Schwartz’s summary of the first two years of the program?

Q: No, I didn’t.

A1: I think…(inaudible).

Q: So, let me read back what I’ve got, unless you have more to add. I think I heard you get a sense of community and the ability to facilitate conversations. I think
you said organizational skills. I just want to make sure; I wrote that down, but I was a conversation behind as I was writing it and you were talking about the next part which was free thought, open discussion, sort of a movement away from narrow minded perspectives. Understanding the informal leadership roles throughout an organization. Understanding the difference between leadership and management and the various roles, that manager doesn’t necessarily mean leader and leader doesn’t necessarily mean manager, depending upon the position within the organization, the job that you’re doing. So, the difference between leadership and management and the roles, and the understanding that everything is an organization, that you really can’t separate it out, it doesn’t matter on whether it’s a civic or a peace keeping or a nonprofit or a profit; they’re all organizations. And, you’ve got the ability to conceptualize leadership in the organization. It got people engaged; it showed that people learned differently, the different opportunities to experience and integrate the leadership through your learning, either from classroom activities, and I don’t know if this certificate had internships or study abroad…

A1: (inaudible)

A2: And I think that experience gave the skill of confidence at a higher level. I mean, you did a lot of things in high school, maybe or maybe not, but that was such a segment of population. I mean, those were the people that most other students had been with for the duration, so this was exercising those skills at a higher level in the community, even not just on campus with your peers, and so that gave the confidence at a higher level.

Q: Self confidence with the reinforcement of…(inaudible)…in a service component. Taking those leadership roles into the internship setting.

A1: So, I guess, I’m just sort of thinking this through exactly what the leadership program did. I guess…(inaudible)…like the ivory tower academic component and there’s the go out and put it to use; you have to kind of get it all to go together to really make something out of it. You know, each one is good in its own way, but until you really put it together, you really don’t get the full experience.

Q: Well, in isolation, it loses its effectiveness.

A1: If you’re sitting in a lab looking up leadership, it’s really not going to do anybody any good. It’s interesting, but…

Q: Well, I think the program has continued that in its major with integrating service and the experience with academic learning.
A1: My grandmother gave me a really hard time when I said I was going onto leadership studies, and so I think that one of the biggest things that it gave me was remembering or acknowledging, I guess, that there is an academic side to the leadership, that I didn’t come here to be a leader; I came here to understand how leaders are formed and how they are created even from certain situations. So, I think that the academic, realizing how it can be an academic forum was a pretty big skill for me. Even just reading, you know, getting to know the authors in the field and hearing my peers’ ideas on leadership was a big learning experience for me.

Q: So, realizing the intellectual piece…

A1: I’m saying it wrong; “realizing” is probably not what I’m meaning, but like, understanding…

A2: I guess to go back to say not everybody’s an in the spotlight leader, and you can read about things and you can understand them and you can say that anybody has the ability to be a leader, but you had to study to learn it.

A1: Right, that there was a component where you could go back and say, I want to know more about this, and it’s not just through being the leader of the organization that you get that. You can actually sit in your room and read, and you can learn about leadership through that too. It’s not just through doing.

Q: Right, well, that’s a realization.

A1: Yeah, I guess you’re right.

A2: It’s a very strong realization.

A1: It is, yeah.

Q: It has an intellectual component; it is, indeed, an intellectual discipline…(inaudible).

A1: I think that, you know, somebody coming into this program and do very well but not have any inclination whatsoever…(inaudible)…they can understand how the personal dynamics work without actually having the desire or perhaps the drive to…(inaudible).

A2: And as somebody in the field, like in a professional field now, working with students, that academic portion is so much more important now than I thought it was at the time. I was so much more a hands-on person at the time, but now being
able to talk to students and see their skills and the stuff that I read really impacted me a lot.

Q: Would you say that it helped to mature you?

A2: Yeah, it helped to broaden my perspective on what leadership is and how you learn leadership.

A1: (inaudible)…Dr. Schwartz’s history…(inaudible)

A2: I’d say also, I don’t know if we said this yet, but the skill of debate.

Q: No, you have not said that.

A2: There were a lot of differing personalities in the program, yes, strong, strong, and so I would say…

Q: Is that really a surprise?

A1: I didn’t say I was surprised…

Q: Marietta College has selective admission and then the leadership program has selective admission on top of a selective admission, so by their very nature, you’re getting the cream of the crop, and so, there are bound to be a decent number of type A personalities.

A1: (inaudible).

A2: I was going to bring that up; nobody’s talked about…(inaudible).

A3: I think one of those things that you were talking about when you look at the skills of the kids that you’re bringing into the college and things, you’re able to, from this program, you work with people in your organization, and you can see people that should be leaders, so you’re able to say to them, I can even engage them, you can bring out, you know, this person likes to do this kind of thing, and if I give them this responsibility, then they’re going to feel good about themselves. And I think that the leadership program was able to make us, or help us, teach people how to be leaders, in their own ways. To make them feel comfortable, bring them out, to say, gosh, you did a really great job with this, would you be interested in doing something else like that.

Q: Almost a mentoring relationship?
A1: Taking their skills and putting them where they’re needed. With people from all levels, I mean, not just the students, your peers, your authority figures. We worked with so many different areas too, depending on what your civic engagement, community service project was. But there were people at nursing homes; there were people at elementary schools, so I mean all over the board.

Q: Getting people engaged in discussions. Learning that people learn differently.

A1: (inaudible).

Q: I guess we could put that down as getting people engaged too.

A1: And technically, we met during leadership orientation, so there you go.

Q: The opportunities to experience things, and you commented on a big experiential education. The understanding that the different motivations for different people, you know what works for one is not going to work for another necessarily; it might, but, I think that just, you know, clarifies things that leadership model…(inaudible)…

Now, you said listening; I’ve written it down as communication skills because I guess as the way I see communication skills are communicating your message but also listening, but I can change that if you feel that the listening skills should be the part emphasized.

A1: No, I feel pretty confident that in a hundred pages, you’re going to talk about both.

Q: Yeah, I probably will (laughter). I’m just working off of how I’ve defined communication as both sides of the street sort of, and you have to be effective at both.

A1: I think part of it, too, is learning how to listen to what other people are saying and then take that feedback and use it, even when you disagree.

A2: Especially when you disagree.

A1: Not just doing what you want to do anyway, listening to people.

Q: Right, and so that you’re listening without thinking about what you’re going to say next, which really isn’t listening, that’s talking.

A1: Yes, it is.
Q: So, learning to be a good follower is an important piece. You learned how to be a good follower, and I think you could argue that being a good follower is paramount to being a good leader. And, unless you’re the CEO, you’re the follower for somebody.

A1: Not necessarily.

Q: Yes, you are.

A2: You should be.

Q: Unless you’re at the top of the food chain, there’s somebody who is theoretically leading your organization.

A1: Well, you might be in a support or managerial…(inaudible).

Q: Well, I’m not arguing the merits of people in organizational positions of leadership but not really being leaders, and certainly then it becomes lateral leadership where you’re working across different lines to drive the organization from the level that you’re at because you’re effective in doing that and because you’re not getting vision from where you need it.

A1: I think part of it too was sort of learning that, you know, even if you are the top of the food chain, there are still people who, you know, someone else may know more about technology than I do and in some cases I need to let them take charge.

Q: So, self assess? Knowing what it is you know…

A1: And what you don’t know, and being able to give, not really delegate, but just empower other people in the areas where they’re stronger than you are.

A2: Or even just feeling comfortable to ask for help.

Q: The program allowed people to, and I put, emerge into leader roles. They provided opportunities for you to emerge and take that opportunity and get out of your shell or become more involved than you were previously…is that an accurate…

A1: I think that’s a fair statement.

Q: Okay, allowed you the opportunity to take leadership roles within the internships to give you self confidence, realizing it’s an intellectual discipline, mentorship skills, debate skills. Now, you got debate skills?
A1: Yeah, I mean, you practiced it.

A2: (inaudible)

A1: That is very accurate because the years that I was in the program, and I’m sure it happened later, is that the first two years everybody was really involved. By the third year, you could tell the people that just dropped out of the face of the earth. They were like, I can’t stand this, I’m not doing this.

A2: You mean in the program or just in general.

A1: In the program, yeah. They could either hold their own in the classes, or they just hated the classes. You had to learn to fight for your attention sometimes.

Q: I think that’s consistent with the data that [redacted] said.

A1: And they make participation such a big portion of your grade. Which is great, because that is another reinforcement of that skill.

Q: It’s an academically rigorous program as you’d all probably agree, but I think what I heard is that the people that leave the program don’t necessarily flunk out of the program; many of them make an intentional decision to leave because the program, the civic involvement, the internships, all of the things you’re reflecting on positively, they just weren’t for them.

A1: I think it takes a positive commitment to successfully complete the program, and the people that enter the program to begin with, I think, ...(inaudible).

Q: Yeah, they do, but like anything you’re looking at on paper…

A1: What I’m saying is that they have the ability to reevaluate halfway through to decide if this is something they’re still going to be able to do.

Q: Right, right. Anymore points on this question? And I accurately read back?

A1: That was a good question.

Q: Thank you. Do you think that skills such as self assessment, self awareness, and social responsibility are important skills for leaders to have? Do you think that you got those in your experiences here, and do you think that you had the emotional maturity to really absorb them and realize them? And, obviously, you spent, even if you minored, you minored over the course of a four year degree, and I don’t know if your certificate was just integrated throughout four years as well.
A1: What happened I think at the end of our junior year we had to decide because that was when the minor was becoming available, and we had to decide to continue with the certificate or to go into the minor, and I even elected the certificate but still took the classes for the minor. It was a hard decision; it really was.

Q: Then the question…you can have more than one answer because you might say, I don’t know that I had the emotional maturity when I was a freshman, but throughout the course of the program, I developed the maturity, or you could just say, yeah, I had the emotional maturity when I was 18 or whatever age you were when you started the program.

A1: I know, honestly, I can say I had no idea what I was getting into. I applied at Marietta College at the end of my junior year in high school, and my guidance counselor said, oh, they have this leadership program, you have to apply for it because you’ve been doing this, this, and this in high school, and you’re a leader. I had no idea. Freshman year was a huge awakening for me; I actually have to study to be a leader. And by the time I was, probably the end of my sophomore year, I honestly don’t know if I was ready, I mean, I still probably wasn’t very mature to handle stepping into a corporation because at the end of your sophomore year, you dealt with businesses and things like that. I probably still couldn’t say that I would step into a position in a business at the end of my sophomore. Well, yes, I could take my and say, we’re going to do this, this, and this because I am the president; there were no problems with that, but you know, we had a lot of debates, we had a lot of screaming in our years, because we would get into these huge arguments in class. People would be ticked at each other for days afterwards; it’s because you said this in this class, and we had a lot of growing up to do. We really did. Because they were such heated topics that people took them personally. Even if we were talking about the color of blue on that painting, people were angry. I mean, even senior year, people were bringing up stuff that we did freshman year.

Q: Nothing like holding a grudge.

A1: Well, from the simulation, there were people that were…(inaudible)…since we graduated and I’ve never spoken to them.

Q: Do you think you had it at the end when you left?

A1: I think we had a better sense of ourselves. We knew what our strengths were; we knew what our weaknesses were. We could sit down as a class, the small group that still was in the program, and we could say that we know that he is very good at facilitating, and we know that she’s very good at organizational, but we all knew what we were good at and what we were very weak at.
Q: I would argue that right there is the emotional maturity, knowing what you’re good at and what you’re not.

A1: Some people still hated each other; they weren’t mature totally.

A2: I don’t know if I have an answer to your question as far as the maturity thing goes.

Q: Do you think the skills are important?

A2: I think they are, but I think they are kind of in the development whatever you get here, and you’re definitely changing as a person, so that whole personally maturity thing is progressive, you know, it’s not I was immature yesterday but today…

Q: Well, obviously.

A2: I think it helps push you. You have an opportunity.

Q: Well, you’re coming in with the skills; they’re not fully developed. You come to the program; the program develops those skills and is able to teach you or develop those skills because of the way the program is and the way you are. So, you’re a predisposed person with some skills coming in, and you’re ripe to be exposed to the leadership skills such as a deeper self assessment, and self awareness, and social responsibility, so you’re ripe for that development and the development is here. It’s here; you’re here. You’re anxious for this; they’re anxious for you. It becomes a match.

A2: I would agree with that.

A1: I think part of it too is the experience. I mean, when you come in as a freshman, we, a lot of us, hadn’t had an internship or a lot of, you know, community service, and you know, those kinds of experiences that we got through the McDonough Program.

A3: Being able to meet with leaders or corporate managers just to say wow.

A1: Right, and I think, kind of as we progressed through the program, and we got more of that experience that we have gained more ability to assess ourselves.

A2: I don’t know if it speaks as much to emotional maturity as it does to just a frame of reference, you know, as a college freshman or as a sophomore to be talking about businesses, business models, and you know, leadership structures within
organizations. I don’t know about anybody else but I had really no frame of
reference to fully appreciate that, and I, looking back, I sort of want to go back
and in my spare time sometime, read those books again, and see, oh you know,
now that I’m working at an organization, I can see that this is happening, and I
think would be able to appreciate it on a much deeper level today as opposed to as
a freshman or as a sophomore. And I think that grew, that level of appreciation,
that sort of information grew, over the course of the four years and has continued
to grow beyond that just with more life experience and real world experience. I
don’t know if that answers the question, but…

Q: I think everybody, well, I shouldn’t put words in people’s mouths, does
everybody think that the skills of self assessment, self awareness, social
responsibility are important?

A1: Absolutely, and I think they’re a very integral part of the program.

A2: I think they’re desired.

A3: And I think ninety-nine percent of the time it happens for people. People, you
know, the lightbulb comes on, and you think, wow, my God, you know, I
understand, or I understand why that person did what they did. You’re always
going to have that one-percent that’s going to say, I’m doing it my way.

A1: Now I would argue, I have somebody that’s in higher ed now, I would argue that
college in and of itself forces students to mature, even as they’re partying on the
balcony. You’re living independently, for most students, this is the first time, so I
would argue that that is an integral part of college, but I do agree that the
program, a program that focuses so much on looking inside and observing other
people that that forces you to mature deeper.

Q: Well, that’s why I said emotional maturity and not maturity in general. You know,
the fact that you’re not winding up a towel and snapping someone in the gym,
[redacted], is a maturity, almost a behavioral maturity, not necessarily an emotional
maturity, which I would argue in the context that I’m trying to phrase this
question that these skills require… (end side A tape). The context that I’m
providing this is that skills like self assessment, self awareness, and social
responsibility are integral to an emotionally intelligent leader and that the
leader/follower model is based and developed upon relationships, bounded
relationships, not romantic relationships, bounded relationships where you
empathize with people and you care about people and that’s reflected in your
communication and how you act and how you behave and these skills just build
upon that, and so that’s the context when I say emotional maturity that I’m
working off of.
A1: And the question that you were asking, when we came into the program did we have that?

Q: Well, the question was, do traditional age undergraduates have the emotional maturity to gain these skills, and then what I said was you can answer that question as a dynamic answer: Well, I was like this when I was freshman, and I was like this when I was a graduate, and yes, there was a transformation, if you will, through the experiences that were provided to me from the program, and you’re right, it’s not a wake up tomorrow, and ta-da, I’m now emotionally mature, get out of my way. It’s something that when you look back on as a graduate or as a professional now, you can say, okay, that was a journey; it did change me. So, the question is, do you have that maturity coming in because you were leaders in high school?

A1: My answer to that would be that they do a pretty intense screening.

Q: I understand.

A1: And that the students that they’re bringing in are students that have answered four questions for them, in which their goal, “their” being the leadership department, is to find students have the, maybe they’re not there yet, I mean, I think that any of us who say that we didn’t grow in the program are silly.

A2: You’re looking for the potential.

A1: Yeah, they’re looking for students that have a foundation and the capability, but I think the screening is a very important part of that.

Q: Oh, I agree. I agree that it is, but because I think you would all, would you agree that the leadership experiences that you got in the college were different and more engaging and deeper and more challenging when you got to college than they were when you were in high school? And did you appreciate them to a different extent than you did when you were in high school?

A1: I appreciated it.

A2: I think the appreciation is the key to what you said. That’s the part that’s different. Leadership roles in college are different than high school, but the appreciation is different.

Q: So, I guess all I’m saying is that yes, they screen, and yes, that helps, but I don’t know that it pegs whether that student is emotionally mature or not. It may predispose them to being successful in the program.
A1: And not everybody is.

Q: No, I understand. I understand. The attrition rate in the program is between 40 and 50 percent in the degree. Those students are all, at least on paper, prepared and predisposed to being successful in the program. Now, some of them leave because it's not what they thought it was, and some of them leave because they couldn’t handle the work, but the screening process, like any screening process, is not perfect.

A1: Certainly.

Q: And, it’s difficult to get at this particular behavioral characteristic of emotional maturity, I think, through a screening process.

A1: And I agree with that. I’m simply suggesting that if you take the emotional maturity of the campus, it would be a very different figure.

Q: I agree to a certain extent, but remember, because Marietta College is selective on their own, that when you apply to a college that’s selective, even if you’re not going to be a leadership student, the days of schools admitting students based on their grade point or SATs or ACTs alone are over. They want to know what else you’re doing. So, you might have people who were leaders in their high schools who just decide that they don’t want to do the leadership program; they want to be a petroleum engineer. So, some of your students, some of your general Marietta College students, have the same kind of skill set that the McDonough students have. We just don’t know that because I’m not studying the general applications, but I think I can say that with a certain degree of certainty that there are students not within the program that…

A1: Well, some people it doesn’t fit in their schedule. If you’re a petroleum engineer, then it’s hard to do the program.

Q: Right, as a minor. I’m talking about, now, I’ve switched gears away from the minors to the degree as a whole.

A1: Oh, by all means, then yeah.

A2: The major, the international leadership, is that pretty much the same program that we were involved in as a minor.

A1: It’s very different.

A2: Okay.
A1: It’s very much more focused on an international experience.

Q: The program is actually international leadership studies, and a foreign language is required…

A1: Study abroad is required.

A2: When we were in the program, I remember that there was no major available, and the rationale behind that, as I recall, this maybe is incorrect, this is just how I remember it, was that leadership in itself wouldn’t really work as a major; it needed to be paired with another discipline in which you could, I guess, practice or observe, you know just to study leadership all by itself wasn’t something that was encouraged.

Q: Well, I would agree with you because I think it can be perceived as inconsistent with a liberal arts education, but the research demonstrates that leadership integrated into disciplines is not as effective. So, an educational leadership degree, for example, where the leadership is integrated into a different discipline, like education, you get a couple of leadership courses, but it’s not as effective as the major where you’re getting significantly more. So, it’s growing in popularity in higher education, but to give you a little sense where it is, there are approximately 1600 undergraduate colleges in the country. There are 21 freestanding leadership programs, and there are about 126 undergraduate programs where leadership is integrated into a different discipline, and that doesn’t count the business degrees that have leadership courses within them. So, now, 21 sounds like a small number next to the 1600, but number one freestanding program started in 1992 at the University of Richmond, so you’re talking about 15 years, and we’ve added 20 programs, which for higher education is a moderately rapid rate.

A1: (inaudible). What was the first part of the second question?

Q: The first part of the second question. Well, do you think the skills are important, and do you think traditional age undergraduates have the emotional maturity to gain those skills.

A1: Yeah, I don’t feel like we really…

A2: What were the skills?

Q: Self assessment, self awareness, and social responsibility.

A2: In what spirit is social responsibility?

Q: In the spirit of…
A2: I think it’s encouraged in the program…

Q: I would say that social responsibility is relationship management.

A2: Okay.

A1: I would say it’s bigger than that.

Q: Well, it is, but I don’t know that I can…

A3: It gets back to the service component.

A2: Yeah, about being engaged in your community, not just on a personal level, but on a “I am a citizen of this community” level. That’s a huge part of the program.

Q: Well, certainly.

A1: (inaudible).

Q: It’s not really civic responsibility; it’s social responsibility, so I don’t know…

A2: Don’t those two go hand in hand?

Q: No, I don’t think they do. Not at least according to the way that, I pulled this from authors that wrote Primal Leadership, and the way that they’re defining it is not civic…

A1: How do they define it?

A2: Yeah (inaudible).

Q: No, that’s okay. I don’t know that I can define it to the extent that the authors do, but their research was all business oriented, all private sector, all for profit.

A1: So, you’re talking about social responsibility from a corporate standpoint?

Q: Yes, ethical leadership, relational leadership, if that helps.

A1: It’s encouraged, but, you know, you learn the skills, but…(inaudible).

Q: Well, certainly you can. As I began defining leadership, every time I got to a definition then I had to pick out leaders who misused power or misused their ability to lead towards evil ends, and I had to craft a definition around a way that
would preclude those people because I think liberty and integrity are pieces that are part of a definition of an effective leader. Now, some people might argue that Hitler’s a good leader. Period. So, he led people for evil means, but he was an effective leader. You could make that argument. Under the definition of the way that I wrote it, you can’t. I don’t want to get into a debate or we’re never going to get out of here…

A1: I would like to talk about…(inaudible).

Q: It comes back to the whole idea that leadership is dynamic, and my definition may not be yours or hers or hers or yours or hers. And we could all sit around here and talk about our models for leadership for hours and hours, and we would all be right.

A1: As it is with this program, I think there’s a strong ethical component to do to the right thing from a social responsibility, from a civic leadership responsibility standpoint, but you get the skills to do whatever…(inaudible).

Q: Certainly, well, and just because you’re getting a lot of civic skills in the case here.

A1: I think that was a big…I don’t know if we had an entire section of class dedicated to it, but it was in every conversation about, you know, is it leadership if you’re doing something horribly evil with it, and the discussion of ethics, it came up, and it came up frequently, and I think it was an important part of the discussion and the program as a whole.

A2: I think to give you a flip side to the self discovery and self awareness, I think that there were people who could go through the program and they could be very successful in this program for four years, and they could do what is required of them, but until they actually get out into a setting that makes them happy or makes them successful, that they do not realize that we discussed this topic that it was going to apply to them later. At my class reunion, we had several people who were graduates of the program, and we were talking about something and several of them said, well, it wasn’t until two years ago that I was working in this setting that I thought, wow, I understand what they were doing, or I have something to share with that. So, it might not necessarily show at the end of your four years that you’re completely evolved; you’re always going to change.

Q: No, I didn’t mean to imply that you’re completely evolved. Hopefully your graduation was the beginning and not the end. I just wanted to know if you thought that you had that emotional maturity to be able to honestly self assess. You might have been able to self assess when you were a freshman, but can you say that you honestly self assessed?
A1: I think with the experiences you get with the program, there are some things that, it just hits you, and say, oh, okay. But it can only be that component.

Q: Well, I’m not saying that you take the classes in self assessment; it’s intertwined throughout the program, just like what you’re saying about ethics. You didn’t necessarily take a class on ethics, but ethics was there. It was everywhere; it was part of the program.

A1: I think if there’s something it has taught us, it’s that that is an ongoing process. You know, that that’s not something that you do here and you’re done and you learned how to do it, but that you, every day, like the same way you have to every day wake up and decided to be happy, you have to every day wake up and decide to be honest with yourself and project that. The program really didn’t tell us, I mean, what to think it taught us, it taught us how to think.

Q: How to think, how to assess.

A1: Which makes us good interviewers.

Q: The question, what I was trying to get is just are the skills important, and okay, they’re important, can you be competent emotionally, competent enough at those skills emotionally at the end of the four years?

A1: You have a degree of competency going in, but…(inaudible).

A2: Everybody was given the tools.

A3: A lot of times you got out of it what you put into it. You know, if you didn’t apply yourself or you didn’t take the opportunities that were given to you, then you might not have reached that potential.

A1: (inaudible).

Q: Certainly the fact that you self selected to be here…it speaks to your wanting to give back to the program. That was the second question.

A1: Better than the first question.

Q: Better than the first, but you liked the first question.

A1: I did, but I just found that the second one was more…

Q: thought provoking?
A1: (inaudible).

Q: That wasn’t my objective. So, what I heard was that if nothing else, at the beginning, people probably did not have the emotional maturity to honestly be able to do these skills.

A1: I don’t agree, but that’s my personal opinion. What I was trying to get at during what I was saying was that I think by selecting into a program like this and making it through the screening process, I think I’m probably the only person that thinks that, but I think that by going through those two steps, you’re showing that you have the beginning steps of that, which means, yes, you have it. That’s my personal view though.

A2: Except for the time when I was going through the schooling process, I think that’s the first time I ever thought of this process at all…(inaudible).

A1: Students don’t have to know about that, but if you haven’t been, it’s a good point.

A3: I’m sure it varies person to person.

A1: I’m sure it does.

A3: I’m sure some people are coming in, some people in that age group, some people are more emotionally mature than others…

Q: Some people are behaviorally more mature.

A3: And I think it’s fair to say that as a general trend, people are more emotionally mature by the end of the four years than they were when they started.

A1: I don’t refute that.

A3: And as far as starting points go, I think it’s probably all over the place, all over the board.

A2: But if you look at the research, just male analysts versus female analysts; how many years difference in emotional maturity…(inaudible).

Q: Well, there’s behavioral maturity. Again, we’re talking about two different things.

A2: This isn’t my discipline, so I’m kind of asking…
Q: Through high school, it’s about two years in terms of maturity which kind of is just trailing behind the physical maturation process; women mature faster than boys do. You go through puberty younger, and you have the physical maturation.

A1: Well, then let me be more specific. I think I was emotionally mature enough. (laughter). I think like you were saying that people are taking the initiative. I mean, it’s an extra application that you have to do beyond your college admission with essays, and we had to do an interview.

Q: So, would you guys have been leaders? Did the program add any value to you?

A1: Definitely, and I’m not saying like I was a [bleep], you know what I mean? Do you know what I’m saying?

Q: Yeah, but do you know what I’m saying? I’m saying that if…

A1: I feel like there’s an answer that you want me to say.

Q: No, I don’t want you to answer how you think I want you to answer. I want the data to emerge; I don’t want to put down what you say…the point I’m getting at is the argument that has been made to me is that with these people that get into this program have been effective leaders because they’re predisposed to being effective leaders because they’re self selecting to apply to the leadership program, they were a leader in high school. Do those things then say there’s no need for you to come to Marietta College? Go to Ohio State, where you pay in-state Ohio tuition if you’re an Ohio resident, and get the cheaper education because you’re going to become a leader anyway.

A1: No, and I don’t mean to imply that. That’s not what I was saying.

Q: That question has been asked of me as part of this process, and I’m sure will be asked of me again. And that’s why I’m digging on this, not to give you a hard time. I’m just trying to understand, and I’m just trying to flip the argument around to, you know, is the leadership program bound to be effective because the people who are coming in were going to be effective leaders anyway.

A1: I think you can be predisposed to being a leader without being an eventual leader.

Q: I agree.

A2: You can use me as an example if you ever get asked that question, you know, because like I said before, I wasn’t really involved, I wasn’t really a leader in high school, and maybe it was some predisposition; maybe I knew that I wanted to be a
leader, wanted to learn how to be a leader, that motivated me to even apply for the program in the first place, but coming in, I had no experience with that at all.

Q: I agree with the predisposition model. I guess all I’m saying is you might…I’m just trying to dig into the fact that were you predisposed to be able to grow in terms of your emotional maturity, or because of the fact that you had to apply to the program and you did leadership projects when you were in high school, you were already emotionally mature coming in.

A1: Maybe the problem is that I’m not totally understanding the question. If you’re asking me if I was emotionally mature to the height, no; but if you’re asking me if I was emotionally mature, I was.

Q: You were emotionally mature enough to make an honest self assessment and you had that honest self awareness and understanding of social responsibility that comes with being emotionally mature, because…

A1: You’ve opened another can of worms, and I’m, forgive me because I know you’re trying to get to Cleveland, but I think, I mean, I don’t think any of us can say that I am at the point where I am 100% self assessed.

Q: Well, that’s not the question.

A1: Well, then my answer remains yes, but if you want to know if I was at the height of what my possibility of doing self assessment was, then no, and I don’t think I am now.

Q: Well, no, I would argue that you are. And I think the key to the self assessment is the honesty. I think coming into the program and someone asks you to self assess, you would have self assessed yourself. My question is, would have that been an honest self assessment because that’s usually the piece that is lacking with a lack of emotional maturity. Well, I’m good at this and I’m good at this, and I do this. This I do only pretty well. Because most people when they’re younger and not as emotionally mature tend to make a very positive self assessment because it’s not honest. And that’s not to say that you should have no positive characteristics, but one of the most difficult things to identify in yourself are weaknesses. I’m sure you could self assess, and my question is related to emotional maturity being tied to self assessment in the sense of an honest self assessment, and probably after the end of your four years having gone through the program and learning the skills and developing all of the new characteristics you had, you could probably make an honest self assessment, and at this point in your life, you’re probably still able to make an honest self assessment. That’s where I’m coming from. I’m not trying to argue the merits of whether or not you, individually, were emotionally mature then. I’m not trying to argue against it or
for it. All I’m trying to do is give a context for emotional maturity and self assessment specifically because self assessment is something that when people are younger, typically, they are not as honest as they are after having developed. So, if you give it that context, all I’m trying to do is give it a context. At this point, the answer is that it’s a development phase. It’s an upward sloping curve.

A1: (inaudible).

Q: Not always.

A1: What exactly is a self assessment and how is one done? Comparing yourself to…(tape ends)

Q: But I guess that is all part of the honest self assessment. I’m an effective communicator.

A1: Based on what?

Q: Based on what? I don’t want to know that you’re a better communicator than her because I don’t know what kind of communicator she is. I want to know if you were to write down on a piece of paper what effective communication is, how do you measure up to that?

A1: I know [redacted] is not an effective communicator but [redacted] is awesome, and I fall somewhere between them, so I guess I’m kind of a medium communicator.

Q: I think the point of it is that it’s an honest reflection of yourself.

A1: I guess the point that I’m trying to make is, as you progress through school, we assess them…(inaudible)…more honest self assessment…(inaudible).

Q: How can you effectively assess others if you can’t assess yourself?

A1: I think it would be easier to assess others than to assess yourself.

A2: People certainly assess others more than they assess themselves.

Q: Sure they do.

A1: I think at the end of the program, you’re much more able to give an honest self assessment than you were at the beginning of the program, but I think that…(inaudible).

Q: So at the beginning, you’re at a lower level of emotional maturity.
A1: Yeah, I would agree with that.

A2: This is like every leadership class…(laughter).

Q: And that took about 45 minutes to get at.

A2: That is an entire class period.

A1: And actually, that would probably spill over. You have a professor in there trying to get you riled up.

Q: All of the skills are in development when you get here and then the McDonough Program provides opportunities to further develop those skills. The experiential piece helps to develop those skills. [redacted], you said that it was as much a lack of frame of reference, oh, that was you. Somebody said a lack of frame of reference to understand things, and that was developed at McDonough. The screening process contributed to having students who are ready to come in and are ready to grow. People appreciate the experiences to a greater extent, ethics are throughout the program not necessarily in a course, emotional maturity is a continuous process, and too you got out of it what you put into it. Okay, last question.

A1: Question three, the hardest of all of them.

Q: Actually, do you think that leadership can be taught and learned? And are leadership skills important for graduates to have? I’ll take your one word answers now. (laughter)

A1: The last part, I think yes, leadership skills are important. What was the middle part again?

Q: The middle part of the question, there was no middle part of the question. There was a beginning and an end. You just answered the end; the beginning was, do you think leadership can be taught and learned? Those are together. Hard to teach if you can’t learn, or it’s pointless.

A1: I’m going to say yes.

Q: I was teasing about a one word answer.

A1: I think it’s hard to teach in a classroom alone, which is why they put that experiential part in because a lot of it, I think you have to be there and observe it to really pick out the different theories at play.
A2: There is no way that you can have a class in leadership without having concrete examples. You couldn’t just say, “The theory of leadership is.”

A3: You can’t read about it in a book and say, “Okay, now I get it. I can be an effective leader.”

A2: You can’t say, this leadership style is, without saying this reflects Hitler, or this reflects how. You have to have examples. You can’t just talk about leadership.

A4: I’m going to say I think it can be taught during your time here, but that, I mean, I’m young out of the program, but that you’re constantly learning about things that you were taught then throughout.

Q: Certainly.

A4: Because there are things that I did not get when I was reading them that I will see in practice now, which goes along with what you two are saying, because I think that you do have to observe it, but there are so many ways to observe the same lesson now that we’re out in the work world, so the learning part of it is huge and continues.

A1: I think what’s going to cause people not to learn about leadership, like learn leadership, is that they’re predisposed or they have set ideas. There are some people that to this day will say, I’m a good leader, and they could drive their company, their family, their church into the ground, but they believe that they know the correct way to be a leader. There are some people that just won’t learn.

Q: Well, I think the fact that they determine that they’re an effective leader, that determination right there shuts the door to being an effective leader.

A1: And I agree with you, I’m just saying that…

Q: No, I think that’s an excellent point.

A2: If one wasn’t an effective leader, do you think they would run their church or school into the ground, or…

A1: Sure, you have to have followers in order to…

A2: If you’re not an effective leader, no one’s going to notice that you’re not an effective leader.

A3: (inaudible). I think that the capacity to learning leadership is almost limitless but the capacity to teach leadership; it’s almost like you have to point people in the
right direction and just sort of let them go, you know? It’s like winding up one of those little windup cars and you just got to let it, you know. You wind it up, you give it the ability to do that, but then wherever it swerves it’s up to it. Can we flip back to page two?

Q: We can if you’d like.

A1: I’m trying to think back to when I first started the program and kind of the expectations that I had, and I guess coming in, I didn’t really think about, you know, that we’d be learning about a lot of different leadership theories. You know, I guess the impression that I had of, you know, you’re going to study leadership, I kind of thought of it as, oh, we’re going to learn, you know, the skills that we need and instead we learned more theory things, and learning how to think of, and how to see, all the different ways that people are leading as different but, you know, being able to evaluate if they’re effective for the situation that that person is in.

A2: A broad perspective rather than a how-to book.

A3: There’s no one, two, three…

Q: More of a process.

A1: Right, and it kind of opens you up to thinking, you know, when you’re put in a situation, you kind of look at the big picture and try to think what’s going to be the best way to handle the situation, and it’s not always going to be the thing that you did yesterday.

A2: Do you think though that there were people that walked in here and thought that they were going to be handed a manual to say step one….step two….

Q: Oh, certainly.

A1: I think a lot of those people didn’t make it past 101.

A2: Right, that was the reason that I heard a lot.

A3: Yeah, people joined up saying, you know, I wanted to learn how to be the best leader, and I’m learning all these theories about different styles…

Q: And I’ve got to figure out on my own to be the best leader. They’re not giving me anything. (laughter).

A1: Well, it’s learning what works best for you.
Q: Back to the dynamic nature of leadership.

A1: And learning how to operate in a world where all of those different theories are at play.

A3: (inaudible).

Q: You know, if you want to ask questions, you can get your own PhD. (laughter)

A1: After you all did your community service, did you have to come back, like if you worked at the Eve Shelter, did you have to come back and write in your journals?

A2: And we had to talk about what types of leadership we saw and what was working on the problems that we saw.

A3: It was much easier to write about what wasn’t working.

Q: Always is.

A1: (inaudible).

Q: Well, it all depends on how you pin it down. If leadership is transmitted through the readings, the skills, the applications, the civic engagements, the study abroad, there’s no lecture on okay, here are the leadership skills, commit those to memory. So, because leadership as a topic is dynamic, you don’t pin it down. It becomes a part of everything that you do, so that you reflect back on it and say, here’s something I learned, here’s something I did. It applies to this current problem I have, and now I can work that problem because of what I’ve learned about leadership. So, what you said, I learned about leadership.

A1: I had trouble thinking of an answer for the question that was asked, but whenever I changed it to “I learned about leadership,” I was able to answer it. I was taught about leadership in the program, but what leadership skills I developed were assisted by what I learned.

Q: Right, I think the argument that I’m trying to get to here are there are two different schools of thought. There’s a school of thought that if you’re leaders now, you were all going to be leaders, you were predisposed completely to the skill set that you’re at now through genetics. Or, higher education can have an impact on you and teach you about leadership and teach you about leadership in such a manner that you can develop a set of skills that works that might be different from hers or hers.
A1: I totally agree. I will testify to that.

Q: Let me reflect. Hard to teach in the classroom alone without practice or experience. Some concepts are given in the program, but the learning continues to develop after graduation as you reflect back. You said the capacity, I think you said; you said the capacity for learning leadership is limitless, but teaching is bounded and must be a good match between the teacher and the learners in terms of knowing what it is you need and providing those opportunities. Did I characterize what you were saying?

A1: I think you maybe even took it a step better, and I completely agree with that.

Q: You’re learning a process and not a list of terminal skills, it’s dynamic, you’re learning applications throughout your experience, how to apply to different situations because obviously, you can’t have that big book of leadership that tells you how to address every problem because every problem is different. So you learn about the applications. You learn about leadership as opposed to learning the leadership skills, if there is such a thing.
Appendix F

Final Member Check

Dr. Perruci,

Thank you so very much for the input, and on a Sunday to boot! I have the point of giving back the gift in multiple quotes and I will go back to integrate those.

Thank you again for your time, consideration, and generosity in helping me to get one step closer to my goal and I hope, for valuable feedback for the program.

Enjoy what’s left of this long weekend.

Thank you again,

Chris

From: perrucig@marietta.edu [mailto:perrucig@marietta.edu]
Sent: Sunday, May 27, 2007 1:58 PM
To: Scott, Christopher
Subject: Re: Member Check

Chris,

Thank you for the message. Looks like you are making great process on your dissertation. In response to your questions/comments:

(1) Emergent Themes -- these are relevant themes, and I'm pleased to see that they emerged from your interviews. Another important theme that I would stress is "giving back the gift." Many students come to the program with the utilitarian notion that leadership development is about personal growth alone. While this is a good start, our aim is also to connect their developed talents to a wider perspective of service to the community. The program, therefore, seeks to strike a balance between individualism (leadership development as resume building) and communitarianism (connecting one's talents to the hopes and aspirations of a larger group).

(2) Working definition -- good points

(3) Definition from the literature -- you raise an interesting parallel between the literature and the working definition. I'm looking forward to seeing the conclusions that you will derive from this comparison in your research.

Thanks,
Gama

Quoting "Scott, Christopher" <Christopher.Scott@tri-c.edu>:

> Dr. Perruci,
>
> I am writing for what I hope is my last request for assistance with
> regard to my research. I would like to verify what I perceived to
> be the themes from Chapter Five and give you a brief outline of what
> Chapter Five will look like and give you the opportunity for comment
> before I send it to my committee. I hope that this review will not
> take too long, as I know it is a holiday weekend. I am distributing
> to my committee at end of business Tuesday 5/29.
>
> Emergent Themes from the interviews:
> • Communication skills – ability to facilitate discussion
> • Ability to be followers
> • Ethical conduct
> • Ability to motivate others
> • Age-appropriately mature; with a positively sloping curve making
> them leave at a higher level than when they entered.
>
> McDonough Leadership Program’s Working Definition
> • A process is not making leaders but of leadership development.
> • The discussion about process is contextual and varies based on environment.

Definition from Literature
> The definition that I was able to glean from the literature is:
> Action of guidance or direction of others for the purpose of group
> advancement done through the developing of relationships through
> effective communication that transcend individual needs, while
> maintaining principles of integrity, vision, and liberty, and these
> are built upon trust and competence. Ultimately, to be successful,
> individuals involved with group advancement must give up one’s
> individual self for the betterment of the organization or group.
> This is only effective when the principles mentioned above:
> integrity, vision, and liberty, built upon trust and competence, are
> in place. I relied on Bass, 1990; Bennis and Goldsmith, 1997;
>
> What I then did was compare and contrast. This was a grounded
> theory study. One might think, why do we need grounded theory with
> an existing definition? My answer to that is that the working
> definition is equivocal. The emergent definition is concrete. They
are not mutually exclusive of one another; rather they fit with one another. So, I would argue that a definition was generated based on the consistent theme that students, alumni, and faculty report out. So, even with the equivocal working definition some concrete skills, abilities, characteristics are embedded in the graduates.

Please have a look at this and send me your comments and feel free to share with Dr. Bagshaw, Dr. Huck, or Dr. Pucella. I realize this is on short notice for feedback, but it just occurred to Dr. Cutright and me. Remember, this isn’t everything I heard, but the central themes that I heard from all the groups.

I look forward to your feedback.

Thank you very much,

Chris