DISSERTATION

THE EFFECT OF FORMAL LEADERSHIP EDUCATION ON LEADERSHIP BEHAVIOR OF SELECTED COLLEGE LEADERS

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ABSTRACT

THE EFFECT OF FORMAL LEADERSHIP EDUCATION ON LEADERSHIP BEHAVIOR OF SELECTED COLLEGE LEADERS

This study addresses the effect of formal leadership education on leadership behavior of nine college leaders. It also takes into consideration other factors which influenced these participants' leadership behavior. Three major structures emerged from the analysis: Leadership is a progressive, learned behavior; the effect of formal leadership education on leadership behavior; and the influence of mentorship and role modeling on leadership behavior. It discusses the importance of life experiences and personal challenges and their influence on these participants' leadership behavior. This study argues that these participants' formal leadership education affected their leadership behavior not only because of participating in some hands on projects, but also because of people with whom they came in contact during their formal leadership education. Early life experiences proved to have great influences on these participants' leadership behavior. Mentorship and role modeling also played key roles in influencing the participants' leadership behavior at different periods of their lives. This study cross analyzes the participants' formal leadership education training programs to discuss the extent to which their formal leadership education affected their leadership behavior. An argument is developed to exemplify their parents and teachers as role models and their importance in influencing the participants' leadership behavior both within and outside formal leadership education settings. Leadership is portrayed as a journey of self discovery and personal development, and an ongoing process of learning from mistakes, challenges and experiences.

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CHAPTER ONE:

INTRODUCTION

Leadership remains a highly researched topic in institutions of higher education. Many articles and books have been written on leadership and leadership education. In addition, many colleges and universities have incorporated leadership education into their curriculum. Nonetheless, leadership remains a challenge in many organizations. According to Herman (2007) "despite hundreds of authors writing vast numbers of books and scholarly articles on leadership, despite so many pre collegiate, collegiate and post collegiate leadership courses, programs, think tanks, institutes, and centers offering leadership development and training, we nevertheless acutely feel a leadership vacuum" (p. 152). In this regard, Bass (2001) argues that despite thousands of MBA's granted every year "82 percent of organizations have difficulty finding qualified leaders" (as cited in Nirenberg, p. 7). Bass's assertion indicates that an aspect of MBA education is to prepare individuals for leadership and administrative positions in organizations, yet there seems to be a disconnect between formal education and demonstration of leadership skills.

Herman (2007) and Bass (2001) contend that the purpose of leadership education is to prepare individuals for leadership and administrative positions in organizations. Hallinger and Snidvongs (2008) argue that leadership education encompasses many important areas including: effective communication, self efficacy, emotional intelligence, stakeholder relationships, knowledge management, customer relationship management, collaboration, shared leadership, decision making, empowerment, problem solving, organizational performance measurements, and change management.

Recent corporate scandals, along with the looming shortage of qualified leaders in various organizations including institutions of higher learning, makes it crucial to understand whether formal education in higher education leadership affects individuals' leadership behavior. Herman (2007) asserts that "so many of our fallen idols received MBAs, law degrees, or theology degrees from highly respected institutions that have somehow failed to create cultures where strong ethics, social responsibility, community service, and selflessness prevail"(p. 153). Ethics, social responsibility, community service, and selflessness are some of the characteristics associated with many leadership styles. Spears and Lawrence (2004) argue that "over the past decade we have experienced a significant trend toward values, ethics, and service-based leadership within many philanthropic organizations" (p. 71). Northouse (2007) associates leadership with ethics, social responsibility, and organizational values. He contends that ethics is central to leadership and "leaders have a special responsibility because the nature of their leadership puts them in a special position in which they have a greater opportunity to influence others in significant ways" (p.346). Northouse further asserts that because of the nature of the process of influence "leaders help to establish and reinforce organizational values" (p.346). This study reports on the effect of formal education in higher education leadership on nine college leaders' behavior in their respective organizations.

Even though many articles have been written about leadership models, leadership education, and leadership practices, few articles have incorporated formal leadership education and its effect on leadership behavior. Brungardt (1996) asserts that "at this time however, very little research has been conducted to study the role formal education might play in leadership development" (p. 85). Zimmerman-Oster and Burkhardt (1999) also argue that despite a record number of formal curricular and co-curricular activities in leadership development programs

“few studies have rigorously documented the student, institutional, and community outcomes of these programs” (p. 51). Siegel (2007) asserts that there is a gap between what colleges and universities teach and what organizations look for in college leadership graduates. Hoyle (2007) argues that “the relationship between what is taught in graduate leadership education programs and the daily practices of school administrators is a conundrum…the pressures to improve leadership education have never been greater due to widespread calls for reform of public education” (p. 148). Hoyle further contends that not all leadership education programs affect the performance of individuals who participate in such programs in similar fashions.

To cope with the shortage of qualified leaders and to effectively deal with the impending leadership challenges facing many organizations, “numerous higher education institutions have set up their own training programs for up-and-coming or newly appointed or elected academic leaders preparing them for their new tasks” (Aasen & Stensaker, 2007, p. 371). Nevertheless, there is reason to believe that leadership education (whether in formal leadership education programs or in-house training) may not necessarily foster more effective leaders. Kezar, Carducci, and Contreras-McGavin (2006) assert that “limited empirical research exists regarding whether or not learning fosters more effective leaders” (p. 50). Kezar et al. (2006) further argue that according to research studies, the culture of an organization to a great extent influences, limits, and enables the leadership processes, hence “people can go to training sessions to learn new leadership skills but will revert to the norms of the organization when they return” (p. 60). According to Rost (1993) “the efficacy of current leadership training is doubtful because, even if the abilities, behavior, and characteristics of successful leaders could be identified, people generally cannot assimilate them without changing their personalities and world views” (as cited

in Barker, p. 348). The arguments developed by Siegel (2007), Hoyle (2007), Kezar et al. (2006), and Rost (1993) have greatly influenced my perspective in this study.

Statement of the Problem

This qualitative study is undertaken to address the following research problem: Formal education in higher education leadership may not sufficiently address the gap between leadership education and its effect on individuals' leadership behavior. Tetrault, Schriesheim, and Neider (1988) pose the question "Have we developed general approaches to leadership which, when applied to the training and development of leaders, clearly increase their organizational performance?" Unfortunately, the answer to this question seems to be "Probably not" (as cited in Schriesheim & Neider, p. 17). According to Barker (1997) the value of leadership training and education "rarely finds its way beyond the classroom" (p. 348). Cowan (2007) affirms that "it is erroneous to think that leadership education and learning takes place primarily in books, classrooms, or on the job" (p. 174). This indicates that some other factors besides leadership education may play a role in individuals' leadership development. Cowan's argument raises the following two important questions: (a) What is the purpose of participating in formal leadership education programs if books, classrooms, and on the job training cannot influence individuals' leadership behavior; and (b) what factors besides leadership education influence individuals' leadership behavior.

Muijs, Harris, Lumby, Morroson, and Sood (2006) contend that there seems to be a relationship between leadership development and leadership behavior. Aasen and Stensaker (2007) assert that "it is interesting to study how current leadership training programs are designed, their impact upon those participating in such teaching activities, and the relationship

between the training programs and organizational needs and characteristics" (p. 373). According to Newman, Bruyere, and Beh (2007) any leadership education or a curriculum that does not include hands-on experience in an actual setting may prove to be ineffective. This study will build upon the existing literature while trying to understand (a) whether formal leadership education affects an individual's leadership behavior, and (b) what factors may influence individuals' leadership behavior.

Purpose of the Study

The purpose of this study is to better understand how formal education in higher education leadership programs affects an individual's leadership behavior. This study explored (a) the experiences of nine college leaders to understand whether they perceived their formal leadership education affected their leadership behavior in their respective institutions, and (b) to understand whether they perceived factors besides their leadership education influenced their leadership behavior.

Research Questions

The central question in this study is: Does formal education in higher education leadership programs affect individuals' leadership behavior?

This study will address the following research questions:

1. How do the participants perceive their formal leadership education has influenced the culture of their organizations?
2. How do the participants perceive the culture of their organizations has influenced their leadership behavior?

3. How do the participants perceive their experiences and challenges particularly in early life have influenced their leadership behavior?
4. How do the participants perceive their mentors and role models have influenced their self confidence and leadership behavior?
5. How do the participants perceive their taking responsibilities and initiative has influenced their leadership behavior?

Significance of the Study

This study is significant because it addresses the gap that exists between literature and the findings reported in this study. While numerous research studies have been conducted to address leadership (Herman, 2007), leadership education (Rost, 1993), effective leadership in higher education (Spendlove, 2007), leadership education in colleges (Rost & Barker, 2000), and leadership in terms of theory and practice (Northouse, 2007), few studies have addressed the effect of formal education in higher education leadership on leadership behavior of college leaders within college settings. This study is an attempt to address that gap. This study is also significant because it discusses factors associated with leadership development and their influence on leadership education and behavior of individuals both within and outside college settings.

Researcher's Perspective

I decided to undertake this research for several important reasons. First, I am fascinated by the topic of leadership, and how formal leadership education may affect individuals' leadership behavior. Second, I believe that people are prone to respond to a style of "leadership that works through a process of influence, example, and moral power" (Spears & Lawrence,

2004, p. 78). Third, if leadership is a learned behavior, then we need to find out whether or not, and to what extent, formal leadership education affects individuals' leadership behavior. Fourth, the impending leadership challenges facing many organizations require leadership educators to find a better way to prepare individuals for leadership positions in today's changing environments. Hence, I contend that "the path to the future will be through programs that use different kinds of learning experiences and individual development strategies to prepare leaders with skills to manage a very different type of institutions" (Carter, Terwilliger, Alfred, Hartleb & Simone, 2002, p. 22).

During the past couple of decades, I have worked in various positions both in the hospitality industry and in higher education. These positions range from basic front line employee and supervisory and managerial positions in the hospitality industry, to classroom teaching, committee membership and student advising in higher education. Experience has taught me that different individuals have different leadership styles. I have come to realize that the majority of the organizations that I have worked for followed what is known as an authority-compliance style of leadership. This includes both the hospitality industry and higher education. Northouse (2007) asserts that the authority-compliance style of leadership places more emphasis on task and job requirements than on people, and people are regarded as tools for getting the job done, and "the leader is often seen as controlling, demanding, hard driving, and overpowering" (p. 73). Both my work experience and educational background in sociology, business administration, and involvement in a Ph.D. program in education and human resource studies opened the door of opportunity for me to get familiar with both the subject of leadership and different styles of leadership. As an instructor, I have taught numerous courses including business management, communication, supervision, human resource management, critical

thinking and leadership at a four year educational institution for the past fourteen years. My teaching experience has helped me learn more about myself in terms of who I want to be as a leader, and more importantly, what type of leaders I tend to respect or like to work with. Hence, based on my past experience, I brought with me the following five biases into this study: (a) I believed individuals' attitudes and personalities influenced their leadership behavior despite their formal leadership education, (b) I believed individuals who used their formal positions or titles to influence their constituents were less effective as leaders than individuals who used their charisma and people skills, (c) I believed individuals who created an atmosphere of fear in their work environments were less effective as leaders than individuals who created an atmosphere of respect and trust, (d) I believed individuals who failed to emotionally connect or build a trusting relationships with their constituents were less effective leaders than individuals who could build a trusting relationships, and (e) I believed that leadership was mainly learned in childhood and unless an individual has had a leadership role model, it would be very difficult to become a leader later in life.

I became familiar with factors associated with effective leadership while taking a leadership class in the School of Education at Colorado State University. This class and the way it was taught cemented my desire to pursue my doctoral dissertation in a topic related to leadership education. I believe that through effective leadership education, we may be able to positively affect individuals' leadership behavior within organizations. This is particularly true when it comes to leadership education in business schools. Butler and Forbes (2008) argue that "the inability of managers to lead effectively is the result of coaching failures that stem from inadequate preparation in MBA programs" (p. 228). I have had the opportunity of working with several organizational leaders who had taken numerous courses in business administration,

communication, organizational behavior, and leadership, but ended up practicing an autocratic style of leadership, and at times made some unethical decisions. This indicates that there ought to be more to leadership education than just taking some courses in business administration, communication or leadership. This study discusses the effect of leadership education and factors associated with individuals' leadership development and behavior.

CHAPTER TWO:

LITERATURE REVIEW

This chapter presents the following topics: (a) definition of leadership, (b) selected styles of leadership, (c) effect of leadership education on leadership behavior, (d) factors associated with servant leadership and its influence on leadership behavior, (e) an innovative approach to leadership education, and (f) leadership education and practical application.

Definition of Leadership

Leadership comes in many forms, and it has different meanings for different people. Northouse (2007) defines leadership as "a process whereby an individual influences a group of individuals to achieve a common goal" (p. 3). Johnson (2005) asserts "leadership is the exercise of influence in a group context" (p. 5). Johnson also contends that "leaders are change agents engaged in furthering the needs, wants, and goals of leaders and followers alike" (p. 5). According to Foster (2004) "leadership comes from varied sources; is not equated with the principal-ship or others with designated management roles; and is a shared influence process" (p. 366). Sample (2002) considers leadership as "someone who has identifiable followers over whom he exercises power and authority through his actions and decisions" (p. 141). Goleman, Boyatzis, and Mckee (2002) describe leadership in terms of four dimensions of emotional intelligence: self awareness, self management, social awareness, and relationship management. Helgesen (1995) defines leadership in terms of a way of thinking and acting and of behaving and solving problems by creating a web of inclusion whereby the central role of the leader is to encourage volunteer individual participation in organizational activities and decision making. Jaworski (1998) also argues that "true leadership is about creating a domain in which we

continually learn and become more capable of participating in our unfolding future" (p. 182). Bolman and Deal (2003) maintain that leadership "exists only in relationships and in the imagination and perception of the engaged parties" (p. 337). Spears and Lawrence (2004) portray leadership in terms of group oriented approach to analysis and decision making and emphasize "the power of persuasion and seeking consensus over the old top-down form of leadership" (p. 17). Barker (1997) contends that "leadership is a dynamic social and political relationship that is based in a mutual development of purposes which may never be realized" (p. 351). Greenleaf (1977) portrays leadership as a natural feeling for serving others and that a true leader should be a servant first. He contends that "the servant-leader is servant first…it begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead" (p.27).

The above definitions indicate that despite extensive research on the topic of leadership "the difficulty in precisely defining leadership continues to remain a challenge…there continues to be no agreed-upon definition of leadership" (Kezar, Carducci, & Contreras-McGavin, 2006, p. 11). This study focuses on how leaders perceive their leadership education affects their leadership behavior. Northouse (2007) asserts that "leadership capabilities can be developed over time through education and experience" (p. 43). He associates leadership capabilities with gaining knowledge and skills. Northouse distinguishes leadership capabilities from leadership style "which focus on behavioral patterns of leaders" (p.43). This study seeks to understand whether leadership education (knowledge and skills) affects individuals' leadership behavior (style). Northouse (2007) contends that the style (behavioral) approach of leadership development "is used as a model by many training and development companies to teach managers how to improve their effectiveness and organizational productivity" (p. 80). This

indicates that individuals' leadership behavior may be affected by training and development. Nonetheless, Greenleaf (1977) asserts that when it comes to leadership education, the educational enterprise has refused "to offer explicit preparation for leadership to those who have the potential for it. Not only do educators seem passive about it, but I suspect that some influential educators not only denigrate leadership but administer what has been called an anti-leadership vaccine" (pp. 176-77). Greenleaf's statement indicates that formal education in higher education leadership may develop individuals' capabilities (knowledge and skills), but it may not positively affect their behavior unless educational institutions offer explicit leadership preparation to those who have the potential for it. On the other hand, Greenleaf's statement raises an important question. How can we tell whether leadership education in higher education institutions positively affects individuals' leadership behavior? This study will report on whether the participants perceive their leadership education has affected their leadership behavior. The following will provide a synthesis of some of the leadership education models and studies mentioned in Chapter One.

The focus of Spendlove's (2007) study was to find out what leadership competencies (attitude, knowledge, and behavior) were needed for effective leadership in higher education. The result of Spendlove's study confirms that besides academic credibility and experience in university life, people skills including the ability to communicate and negotiate with others are crucial for effective leadership in higher education. Nirenberg's (2003) study focused on the credibility of business schools' handling of leadership education. He examines institutional and personal barriers preventing change and offers suggestions for a holistic, practical approach to leadership development. Herman's (2007) study indicated that many political, educational, and business institutions were dealing with leadership crises due to poor organizational leadership

practices. She suggests that it is easier to recognize non-leaders than genuine leaders. Herman contends that leadership educators need to use creative and practical tools to foster effective leadership education. Some of these creative applications to leadership education include: (a) combining theoretical application with field experience; (b) developing case studies that require students to see leadership from multiple perspectives; (c) incorporating ideas from systems thinking, scenario planning, coaching and mentoring, and organizational learning; and (d) designing self- directed studies which allow students to learn from their mistakes. Klenke's (2003) study reported on the importance of collaboration between leadership scholars, practitioners, and educators to integrate spiritual perspectives into leadership education, practice, and research. Spears and Lawrence (2004) confirm that leadership is about serving one's constituents. They associate the following ten characteristics with servant leadership: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. These characteristics stem from Greenleaf's (1977) servant leadership philosophy. Kezar's (2001) research examined why colleges and universities will continue to confront organizational fit problems even as they move to more participatory leadership environments. Kezar contends that a better way to address leadership challenges facing organizations is to create a team centered leadership. A major benefit of the team centered leadership is that "different personality types, beliefs, and behaviors can be more effectively brought together in order to make better decisions and to strengthen the organization" (p. 85). Taylor, Martin, Hutchinson, and Jinks' (2007) study compared and contrasted the leadership practices of principals who utilized servant leadership with those who did not utilize servant leadership. The result of their study affirms that principals who practice servant leadership are perceived by their teachers as more effective leaders than those who do not

practice servant leadership. Northouse (2007) discusses different approaches to leadership. He distinguishes between leadership as a trait (innate characteristics) and leadership as a process (learned behavior). He treats leadership as a complex process having multiple dimensions. Northouse defines leadership as "a process whereby an individual influences a group of individuals to achieve a common goal" (p. 3). Eddy (2006) attests that college presidents play important roles as guides for campus understanding during times of change. She contends that a college chancellor can greatly influence the direction of change within a college system, hence the culture within the college. Goleman, Boyatzis, and McKee (2002) regard effective leadership not as *what* leaders do but as "*how* they do it" (p. 3). Goleman et al portray effective leadership as the ability to drive people's emotions in the right direction. They refer to this as learning to lead with emotional intelligence. The notion of emotional intelligence resonates with Spendlove's findings that good leadership stems from one's ability to effectively communicate and negotiate with others. In addition, leading with emotional intelligence corresponds with Northouse's definition of leadership as a process of influence. Rost and Barker (2000) studied the leadership education in colleges. They state that the 20th century approaches to the delivery of leadership education are not effective because these approaches are management oriented and focus on the superior/subordinate relationship as their central themes. Rost and Barker argue that "the content of leadership education in the future will cover three broad categories: the evolution of social change and development, the processes that influence social development, and the dynamics of human nature in change processes" (p.3). Crippen's (2004) research takes into consideration servant leadership as an effective model for educational leadership and management. She argues that schools and institutions of higher education may be able to use servant leadership as a viable model for educational leadership delivery system.

It is interesting to note that Spendlove's (2007) and Nirenberg's (2003) studies go hand in hand. Spendlove regards effective leadership in terms of leadership competencies (academic credibility as well as people skills). Nirenberg on the other hand questions the credibility of business schools when it comes to developing individuals' leadership competencies. Herman's (2007) study also corresponds with Spendlove's and Nirenberg's studies. She suggests that the leadership crisis in organizations stems from poor leadership practices and ineffective leadership education programs. She contends that institutions of higher education may be able to enhance their credibility by developing more competent leaders. She suggests that one way to accomplish this is to combine theoretical training with practical application. Although Northouse (2007) regards leadership as a complex process having multiple dimensions, Goleman et al (2002) argue that great leadership is much more simple or primal. It is to pay close attention to people's emotions and be able to influence individuals through emotional intelligence. They contend that leadership is not about what to do, but how to do. Eddy (2006) also studies leadership through the lens of influence. She confirms that college presidents not only influence individuals and departments but also the culture within the college system. Nonetheless, Kezar (2001) asserts that many colleges are facing organizational fit problems. Kezar's solution to leadership problems in colleges is to provide team centered leadership. Klenke's (2003) study affirms that spirituality needs to be incorporated into leadership education. Spirituality is a characteristic associated with servant leadership. Spears and Lawrence (2004), Taylor et al (2007), and Crippen (2004) also study leadership through the lens of servant leadership practices. They confirm that not only servant leadership may provide an answer to leadership issues facing many organizations, but it may also be used as an effective model for leadership education in institutions of higher learning.

Given the popularity of servant leadership as a model of leadership development, and given that the participants in this study may exude some behavior associated with different styles of leadership including servant leadership, the following section will describe some of the factors associated with servant leadership and how it may differ from traditional and other styles of leadership.

Selected Styles of Leadership

Klenke suggests that "leaders are developed through increased understanding of the moral obligations of leadership and acceptance of the responsibilities to serve one's community and society" (as cited in Barker, 1997, p. 357). Greenleaf reminds us of the emerging moral principles in organizations. He further argues that to be a servant leader requires individuals to adhere to high moral standards, values, ethics, and a passion for service. What separates servant leadership from the traditional style of leadership is the degree to which servant leaders influence moral behavior and collaboration within their organizations. Spears and Lawrence (2004) contend that the traditional leadership style which is based on hierarchy and chain of command "has resulted not only in the moral decline of the relational environment but a pervasive malaise common to the psyche of the contemporary working person" (p. 227). The traditional style of leadership resonates with transactional style of leadership in which "leaders exchange rewards or punishments as a means to encourage followership" (Kezar et al. 2006, p. 35). Sergiovanni defines transactional leadership in terms of a behavior in which "leaders and followers exchange needs and services to accomplish independent objectives, or a form of leadership by bartering" (as cited in Spendlove, 2007, p. 408).

Fortunately, “many higher education institutions have moved away from traditional, hierarchical leadership toward participatory or collaborative leadership approaches with the goal of tapping into the wealth of expertise throughout the organization” (Kezar, 2001, p. 85). This bespeaks the principles associated with participative leadership style. Participative leadership style refers to allowing employees to participate in some level of decision making. Northouse (2007) asserts that “a participative leader consults with subordinates, obtains their ideas and opinions, and integrates their suggestions into the decisions about how the group or organization will proceed” (p. 130). Kezar (2001) associates a servant leadership culture with an organization in which “people feel comfortable, an open environment, everyone has voice and works collaboratively and collectively…essentially an inclusive type of leadership involving everyone on the campus” (p. 91). Moreover, servant leadership must be regarded in a group context. Consequently, servant leaders “must seek to find ways to create win-win situations, which ensure that all concerned - leader, staff, organization, and customer - survive and thrive” (Spears & Lawrence, 2004, p. 151). It is interesting to find out whether or not, and to what extent, the participants perceive their leadership education has affected their leadership style.

Today, employees across organizations respond positively to a leadership style that takes people’s needs, wants, and goals into consideration. People are prone to respond to a style of “leadership that works through a process of influence, example, and moral power” (Spears & Lawrence, 2004, p. 78). A leadership model that works through the process of influence and takes people’s needs, wants, and goals into consideration is transformational leadership. Kezar et al. (2006) argue that transformational leaders have a tendency to motivate and inspire people by paying attention to the needs of the individuals in organizations. The job of a transformational leader is to provide a meaningful work environment and not just rewards. Some key attributes of

transformational leadership model are “inspiration, trust, passion and commitment” (p.35). These attributes resonate with servant leadership. Stone, Russell and Patterson (2004) contend that despite their similarities, there is a fundamental difference between transformational and servant leadership. They argue that “the transformational leader’s focus is directed toward the organization and his or her behavior builds follower commitment toward organizational objectives, while the servant leader’s focus is on the followers, and the achievement of organizational objectives is a subordinate outcome” (p. 349).

Stone et al. (2004) further argue that while transformational leaders tend to rely on their charismatic attributes to influence their followers, servant leaders tend to rely on service itself to achieve the same objectives. This indicates that when it comes to influencing behavior and creating organizational coherence, service may take precedence over charisma. Stone et al. (2004) assert that when it comes to leadership behavior, servant leadership “is a characteristically unique method for stimulating and influencing the behavior of others” (p. 356). In addition, servant leaders tend to be more effective in promoting ethical behavior in organizations than transformational leaders. This study may increase our understanding as to whether the participants perceive themselves as transactional, participatory, transformational or servant leaders. Interestingly, Stone et al. report that some transformational leaders may have poor motives and ethical standards, yet through their charisma they may ascend to leadership positions and be able to manipulate their constituents in an unethical fashion. Stone et al. (2004) state that history provides us with numerous examples of how many transformational leaders in political, religious, and business sectors managed to use their charisma to manipulate their followers in oppressive ways. Unlike transformational leaders “servant leaders do not rely on charisma, the risk of manipulating in this form of leadership comes from a different source. Servant leaders

rely upon service, and in so doing, they endear the followers to the leaders in reciprocal relationships" (Stone et al. 2004, p. 357). Service, trust, ethical behavior, and building community lay the foundation for servant leadership and "according to the principle of reciprocation, when you do something for another person they are psychologically obliged to return the favor" (Stone et al. 2004, p. 357). Moreover, "servant leaders are more likely than transformational leaders to demonstrate the natural inclination to serve marginalized people…the *sine qua non* of servant leadership is followers' holistic moral and ethical development" (Sendjaya, Sarros & Santora, 2008, p. 403). This raises an important question. Is it possible for those who aspire to be servant leaders to have poor motives but be able to manipulate others through service? Stone et al. (2004) contend that although this may be possible, "those who use service for manipulation purposes abdicate the real responsibility of genuine servant leadership" (p. 358). Russell (2001) convincingly argues that "values constitute the foundation of servant leadership; fundamentally leader values may be the underlying factors that separate servant leaders from all other leadership types" (p. 76). Therefore, genuine servant leaders may be able to promote ethical behavior in their organizations by adhering to high moral standards and through the principles of genuine service and reciprocity.

Bolman and Deal (2003) contend that "the dearth of attributes consistently associated with effective leadership reinforces the argument that leadership varies with the situation" (p. 342). This indicates that different situations may require different styles of leadership. Northouse (2007) suggests that "the essence of situational leadership demands that a leader match his or her style to the competence and commitment of the subordinates; effective leaders are those who can recognize what employees need and then adapt their own style to meet those needs" (p. 92). Adapting one's leadership style to meet employees' needs can also be associated with servant

leadership. Barker (1997) argues that leadership development "should have as its goal the self-control needed for the individual to adapt and integrate personal wants and needs to those of the group" (p. 259). The spirit of service and the leader's focus on the followers' needs and wants may guide a servant leader to use attributes associated with different leadership styles to promote trust, commitment, participation, collaboration, and ethical behavior in a work environment. For example, sometimes a given situation dictates that servant leaders make *unilateral* tough decisions that may be characterized as hierarchical or traditional such as reprimanding someone for misconduct or promoting someone without seeking advice or consultation. Certain circumstances require that servant leaders make a decision without obtaining input or participation from subordinates or employees. These arguments bespeak the importance of making a decision and behave in a fashion that resonates with a given situation. Nonetheless, "without its spiritual and moral-ethical emphases, there is nothing unique or new about servant leadership that has not been addressed in existing leadership studies" (Sendjaya et al. 2008, p. 410). In this study I will try to find out whether spirit of service plays a role in the participants' leadership style and decision making.

The Effect of Leadership Education and Training on Leadership Behavior

Barker (1997) associates leadership training with learning different ways and steps. He confirms that "the value of these ways and steps rarely finds its way beyond the classroom" (p.348). Kezar et al. (2006) assert that "limited empirical research exists regarding whether or not learning fosters more effective leaders" (p.50). Schriesheim and Neider (1989) assert that current leadership development programs are not effective because "most major existing treatments have not focused on leadership as a multidimensional process of interpersonal influence" (p. 19). Treatment refers to a process of leadership development in which leaders through their behaviors

influence the performance of their subordinates in an organization. Kezar et al. (2006) further assert that according to research studies, the culture of an organization to a great extent influences, limits, and enables the leadership processes, hence "people can go to training sessions to learn new leadership skills but will revert to the norms of the organization when they return" (p.60). The above statements raise three important questions: (a) What factors besides the culture of an organization may explain whether or not individuals adhere to a specific leadership style? (b) can different organizational cultures influence different leadership behaviors?, and (c) can different leadership education programs foster different organizational culture and leadership behavior?

Brungardt (1996) states that "studying the multiple factors that influence the development and performance of leaders is an enormous job…studies show that early experiences in life impact adult leadership potential" (p. 84). Brungardt views leadership development as a social phenomenon the foundation of which is laid during different stages of a person's development. These stages include: parental support, family influences, opportunities, school setting, mentorship, formal leadership education, experiences, and work environments. This indicates that different individuals may learn different leadership styles depending on their life experiences. In addition, research indicates that leadership is a learned behavior. Watt (1995) believes that "it is possible to develop and provide students with a learning environment that will foster critical leadership skills and capabilities" (p. 149). According to Klenke (1993) "leadership is best viewed as a set of behaviors that can be successfully taught" (as cited in Watt, 1995, p. 152). McCormick (2001) also views effective leadership behavior from the social cognitive theory and attests that self efficacy (strong belief in one's ability to lead) will greatly influence a leader's behavior within an organization. He contends that "successful leadership involves using

social influence processes to organize, direct, and motivate the actions of others" (p. 28). It seems that social influences (e.g. the culture of an organization) and individual conviction (e.g. a desire to serve, or self efficacy) both may influence a leader's behavior in an organization. Hartog, Muijen, and Koopman (1996) confirm that "Leaders are influenced by culture, their power is constrained or enhanced by the content of culture and culture shapes which behaviors will and which will not be effective in influencing others" (p. 74).

If organizational culture and leadership behavior influence each other, then we need to find out whether or not, and to what extent, the participants perceive their leadership behavior has influenced the culture within their organizations and vice versa. Russell (2001) argues that leaders' personal values effect moral reasoning, behavior, and leadership style and these factors in turn tend to influence organizational culture, and once established, the organizational cultures will "self select leaders who fit the existing culture. However, as the organizations encounter new challenges they are again open to change and leaders have opportunities to establish new or different values" (p. 78). Russell further states that eventually leaders shape the cultures of their organizations through setting examples and modeling their values.

Rost and Barker (2000) attest that "the aim of education is to bring basic assumptions, assimilated values, and predominant behavioral patterns into conscious awareness and to understand their influences on decision making and on human behavior" (p. 9). Aasen and Stensaker (2007) conducted a study to see whether or not there were any common denominators in how modern academic leadership training occurs. This criterion corresponds to two of the objectives of this study (a) what constitutes leadership education, and (b) what criteria should be used to determine whether or not leadership education will affect individuals' leadership

behavior in an organization. If education in general influences individuals' decision making and behavior, then leadership education should positively affect an individual's leadership behavior in an organization. This suggests that institutions that teach leadership may be able to affect individuals' leadership behavior through their leadership education programs. Nonetheless, we need to find out whether or not, and to what extent, different leadership education programs affect individuals' leadership behavior in organizations. Spears and Lawrence (2004) argue that "over the past decade we have experienced a significant trend toward values, ethics, and service-based leadership within many philanthropic organizations" (p.71). Kezar et al. (2006) assert that "the core principles that guide an institutional mission are frequently the direct results of one key individual and his or her beliefs and values" (p. 53). As aforementioned, Northouse (2007) also states that "with its altruistic ethical overtones, servant leadership emphasizes that leaders should be attentive to the concerns of their followers and empathize with them; they should take care of them and nurture them" (p. 348). Effective leadership education needs to take into consideration the key factors associated with a given leadership behavior (e.g. servant leadership) and that such education positively affects individuals' leadership behavior.

Factors Associated with Servant Leadership and its Influence on Leadership Behavior

Spears and Lawrence (2004) contend that servant leadership has six important applications for institutions and society alike. They include: (a) strengthening institutions and improving society, (b) establishing ethical basis for trustee education, (c) developing an organizational culture by adhering to the principles of building a network of community leadership organizations, (d) establishing service-learning or an experiential servant leadership education in secondary schools as well as in colleges and universities where learning is combined by practice or doing, (e) incorporating formal and informal servant leadership education both in

colleges and universities as well as in for-profit and non-profit corporate training programs, and (f) utilizing the principles of this leadership style to improve individuals' spiritual, professional, emotional, and intellectual growth and transformation. This section builds upon and discusses the fourth and fifth applications mentioned above. Spears and Lawrence (2004) assert that "a number of undergraduate and graduate courses on management and leadership incorporate servant-leadership within their course curricula. Several colleges and universities now offer specific courses on servant-leadership" (p.20).

The result of this study may also shed light on whether different leadership education programs impact individuals' growth, self improvement, and the culture of the organizations that they serve. Aasen and Stensaker (2007) assert that "it is interesting to study how current leadership training programs are designed, their impact upon those participating in such teaching activities, and the relationship between the training programs and organizational needs and characteristics" (p. 373). Different institutions tend to offer different leadership education programs. According to Aasen and Stensaker the structure of leadership education programs may stem from two basic training ideologies: (a) as building individuals' organizational skills and capabilities in planning, organizing, and task management, hence opening the door of opportunity for individuals' positional authority and career advancement in various institutions, and (b) as creating a process of developing individuals' abilities to communicate, connect , build relationship, collaborate, influence, empower, inspire, and social interaction with people in an organization (people management), hence opening the door of opportunity for individual's and groups' self improvement to accomplish common organizational goals. The social interaction aspect of leadership education resonates with the principles of servant leadership and will help

identify whether or not the participants in this study have benefited from their leadership education or training programs.

Barker (1997) argues that "the study of leadership as an academic discipline is in shambles" (p. 346), and that "leadership training has become an industry, pandering to the egos of corporate executives by equipping them with the secret formulas for achieving saviorhood" (p. 348). Barker also states that the value of most leadership training programs rarely goes beyond the classroom setting. Aasen and Stensaker (2007) conducted their leadership study in one European and two Swedish universities. The training programs at these institutions were geared to improve individuals' organizational skills and capabilities in planning, organizing, and task management. Aasen and Stensaker contended that the leadership training programs in the aforementioned institutions had positively influenced the self confidence, self identity, and decision making of some of their study participants. However, they found no evidence indicating that these training programs had any bearing on participants' servant leadership abilities. Aasen and Stensaker further argue that over 90 % of the participants in their study indicated that people's skills and factors associated with servant leadership skills were more important than task management skills. A compelling reason to discuss leadership education from different cultural perspectives is that leadership education and leadership behavior have global applications. Globalization of the market economy along with globalization of institutions of higher learning paves the way to discuss leadership education programs from a broad perspective. In addition, by looking at different leadership programs offered by different institutions one may have a chance to better understand and compare the effectiveness of one education program against another. The researcher in this study has yet to find out from which institutions the participants have received their leadership education. The changing nature of

organizations (including higher education) requires institutions to develop leadership education programs that meet the needs of a changing global society.

Hoyle (2007) maintains that "the relationship between what is taught in graduate leadership education programs and the daily practices of school administrators is a conundrum…the pressures to improve leadership education have never been greater due to widespread calls for reform of public education " (p. 148). Hoyle further contends that not all leadership education programs influence the performance of individuals who participate in such programs in similar fashions. This indicates that some leadership education programs may be more effective than others when it comes to preparing individuals for leadership positions. The key is to find out what makes some leadership education programs more effective than others. Moreover, to develop a conceptual model for effective leadership education program, we need to understand not only where the gaps may exist, but also how to close the gap between more effective and less effective leadership education programs. According to Hoyle, the main gap is in leadership preparation standards and leadership education delivery system of one institution versus another institution. To develop individuals' leadership behavior, the leadership education institutions need to design their training programs in a fashion that resonates with effective people management and leadership behavior. According to Hoyle (2007) effective leadership education needs to address individuals' interpersonal communication skills and their ability to empower and build relationship with different constituents while enhancing the morale of internal and external stakeholders. Interpersonal communication skills, empowerment, and building relationship are some of the characteristics associated with servant leadership. The fourth servant leadership application developed by Spears and Lawrence refers to combining service-learning with practice. This suggests that by combining theory with service-learning,

leadership education institutions may be able to develop effective leadership education training programs. More importantly, leadership education institutions need to ensure that the value of their leadership education goes beyond the classroom setting. To function effectively, organizational leaders need to be able to practice what they learn in classroom as well as in non-classroom environments. There ought to be a balance between what people learn in classrooms in terms of theory and how they will end up practicing their knowledge in terms of application. Theory and application go hand in hand when it comes to leadership education.

What is the likelihood of obtaining a leadership education that is balanced in terms of theory and application? Butler and Forbes (2008) contend that "to function effectively, today's leaders need to develop their emotional intelligence skills in theory and in practice" (p. 228). Butler and Forbes studied the MBA programs of colleges and universities to see if such programs addressed the impending leadership issues faced in organizations. They conclude that surprisingly the MBA programs across all colleges and universities have not been able to address the issue of effective leadership either; the theoretical nature of MBA education supersedes that of coaching and leadership education. Butler and Forbes (2008) maintain that "the inability of managers to lead effectively is the result of coaching failures that stem from inadequate preparation in MBA programs" (p. 228). What is required is a program that combines theory-based leadership education with skills-based leadership training focused on developing specific skills for a specific application. According to Butler and Forbes (2008) lack of focus in specific skills development has perpetuated the ineffectiveness of the MBA programs, and for that matter leadership programs in colleges and universities, hence "developing skill in the process of coaching others to improve their performance and achieve their potential in work place would seem to be one of the most important areas for managers and leaders of the 21st century" (p.

229). Hence, we may argue that incorporating skills-based leadership training is not enough for leadership development. To be effective, teaching and coaching must be focused on developing specific skills that have long term applications. Rost and Barker (2000) state that leadership education in the 21st century should shift its attention from industrial paradigm "where the goal is defined by some level of organizational performance" (p. 4) to social paradigm in which "the concept of leadership must serve the general needs of society rather than the exclusive needs of corporations or of corporate executives" (p. 5). This raises two important questions: (a) can leadership education institutions effectively teach both the theoretical aspects of leadership and coach the principles associated with social paradigm of leadership? (b) what factors besides skills-based training and coaching may influence individuals' leadership behavior?

Every year many individuals graduate from different leadership education programs, but that does not mean that these individuals will adhere to the principles taught in such leadership programs. This is particularly true if practice and application does not follow theory or skills-based training. Butler and Forbes (2008) confirm that many students who had participated in a one on one focused leadership training program at Georgia State University had greatly benefited from such trainings, and had managed to incorporate some key aspects of their trainings in their daily work and life activities. This suggests that one on one coaching sessions might positively influence individuals' communication skills, leadership behavior, and functioning in organizations. According to American Council of Education, an impending problem with new hires in organizations stems from peoples' lack of ability to communicate, show flexibility, identify problems, create solutions "while leveraging the skills of others in teams, and functioning effectively in an ambiguous, complex, and rapidly changing environment" (as cited in Huber, 2003, p. 52). Huber further argues that higher education institutions need to develop

students' creative and practical thinking abilities in addition to emphasizing analytical abilities. One way to develop individuals' practical thinking abilities is to integrate knowledge with self reflection. According to Huber (2003), leadership is about change and whoever cares enough to make a difference in an organization is exercising leadership. As change agents, leaders need to self reflect, inspire, and collaborate with their constituents to make change possible. Rost and Barker (2000) confirm that "as the reality of leadership changes, so must the reality of education" (p. 6). Leadership education institutions ought to act as change agents; they need to develop innovative leadership education programs that are more likely to foster individuals' leadership potential and affect their leadership behavior within organizations.

An Innovative Approach to Leadership Education

Cowan (2007) concludes that there is an association between artistic leadership and ideas, vision, inspiration, organizational well being, and community development. Cowan further asserts that, unfortunately, institutions fail to pay attention to developing and nurturing the artistic aspect of individuals' leadership potential. Artistic leadership deals with how to create inter-organizational relationships and enrich the lives of individuals involved in an organization. Creating inter-organizational relationships and enriching the lives of individuals resonate with effective leadership principles. Cowan (2007) asserts that leadership education needs to be studied in conjunction with visioning, improvising, reflecting, and including. These characteristics are integral aspects of pedagogy for artistic leadership education. To entice learning, one needs to introduce powerful tools to trigger self reflection. These tools come in many forms such as reflection of past experience or envisioning a future. Self reflection is an important characteristic of servant leadership. According to Cowan (2007), it is erroneous to think that leadership education and "learning takes place primarily in books, classrooms, or on

the job" (p. 174). This raises a question. What can educators do to enhance the individuals' learning process? Cowan uses the power of questioning to enhance students' self reflection. He encourages students to find their own answers when it comes to leadership questions. He uses a roundtable discussion as an approach to learning from others' points of view while promoting active listening. Listening is also an integral aspect of servant leadership. The use of a round table is to create a sense of belonging and equality among participants. When no one appears to be superior over others at a round table, more people may be willing to share, listen "while being constructively responsive to one's emergent, real-time surroundings" (p. 170). This is an important message and a productive way to discuss leadership education because leadership needs to be considered as a way of thinking and being; it is also a way of improvising and responding to an emergent situation. Cowan suggests that biomimicry leadership training may provide a viable solution for effective leadership education. In this style of training students become innovative thinkers by relying on the process of observing nature and trying to make sense of what they observe and how it might relate to people, leadership, and organizations. Cowan (2007) states that "leaders must often acquire the capacity to tune into the unexpected, to reframe what others consider failure, to notice what is not apparent, and ultimately to include all of reality in their learning"(p. 175). He further explains that improving students' artistic competency helps individuals to see things from a different perspective while allowing learners a freedom to seek their authenticity. In a sense, improving students' artistic competency can be associated with individuals' personal growth and development.

Development comes in two forms: leader development and leadership development. Day (2000) argues that leader development pertains to "building the human capital of individuals, leadership development focuses on building the social capital of organizations" (as cited in

Spendlove, 2007, p. 409). Rost (1993) maintains that "the number one problem with leadership development during the 20th century is that it-leadership development-has been equated with leader development; that is so because leadership has been understood as being that which the leader does" (p. 97). Spendlove distinguishes between academic/university leadership and leadership in other organizations. She argues that some of the key characteristics needed for university leadership include: openness, honesty, the need to consult others, the ability to think broadly/strategically, and to engage with people, the ability to listen, negotiate, and persuade (p. 411). These characteristics resonate with the principles of transformational and servant leadership. Transformation implies change. Change can be manifested in many forms, including: change in structure, in attitude, in appearance, in character, in one's way of thinking, and in moral standards. Rost (1993) views leadership as interactive influence process of change and believes that "leadership is not what the leader does but what the leaders and collaborators do together to change organizations" (p. 101). Hence, he asserts that we need to change the way we view leadership and need to rethink our approach to leadership education. According to Greenleaf, an important aspect of change is the emerging moral principles in organizations. If moral principles are integral aspects of leadership, then we need to examine the effectiveness, and the extent to which moral principles are incorporated in leadership education programs. Klenke (2003) associates moral principles with spirituality and individuals' value system. To teach moral principles is not without challenges. Klenke argues that "spirituality courses are offered in a variety of formats targeting different populations, such as MBA and senior executives" (p. 57). Klenke further contends that "if spiritual constructs add value to the study of leadership, scholars, practitioners, and educators need to begin to document the added conceptual, empirical, practical and educational values that these constructs provide" (p. 59).

In this study I will try to find out how the participants perceive their leadership education affected their leadership behavior within their respective institutions. Different methods of instruction and delivery might affect individuals' behavior in different fashion. For example, when it comes to leadership education in business schools, Nirenberg (2003) contends that business schools "are not inclined to change from within and are impervious to change from without" (p. 6). Nirenberg further asserts that the leadership education in business schools is so abstract and fragmented that it does not teach students how to develop personal abilities, or behaviors necessary in order to lead an organization. This indicates that the behavioral practice and the soft skills of leadership is barely taught, let alone emphasized in most business schools including some of the most prestigious institutions of higher education. Nirenberg argues that, in fact, the behavioral component of leadership is considered as an unnecessary aspect of leadership curriculum and offered as an elective course in most business schools. The following statement provides an excellent explanation.

> Harvard MBA's, like most, only take a single relevant course, Leadership and Organizational Behavior, and Northwestern's Kellogg School also requires only a single course, Strategies for Leading and Managing an Organization. Whether graduates of such MBA programs succeed as leaders or not will depend almost entirely on happenstance without any deliberate effort on the part of schools that educate them. (Nirenberg, 2003, pp, 6-7).

The above argument indicates that when it comes to leadership education in business schools, theory takes precedence over application and practice. Bass (2001) argues that despite thousands of MBA granted every year "82 percent of organizations have difficulty finding qualified leaders" (as cited in Nirenberg, 2003, p. 7).This suggests that to become credible in developing leaders in general and servant leaders in particular, leadership education institutions

need to incorporate both the practical as well as the soft skills aspects of leadership in their leadership education programs in order to address the impending leadership issues faced by many organizations. In a related article, studying the leadership within community colleges, Eddy and VanderLinden (2006) assert that "leadership development and training opportunities are an opportune time to nurture expanded conceptions of what it means to be a leader" (p.12). Many institutions of higher learning including community colleges are expected to face a shortage of college presidents and administrators. The effectiveness of a leader is determined to some extent by how well they are able to put their knowledge and learning into practice.

Leadership Education and Practical Application

To address the practical aspect of leadership education, some institutions have incorporated innovative programs in their curriculum. In 1985 the University of Cincinnati incorporated a six-week intensive leadership education program called the Administrator Development Academy (commonly referred to as the ADA). The Academy is part of the educational administration program at the University of Cincinnati. The ADA "is an extensive and specialized curriculum specifically designed to prepare educational leaders" (McCafferty, Zigler, Leibold, Leibold, & Hill, 1996, p. 4). The dynamic and interactive nature of ADA makes this program unique among other leadership education programs. According to McCafferty et al., the teaching within the academy is constantly new, innovative, and spontaneous. More importantly, the ADA program is designed to promote an experience as opposed to provide a set of activities or courses. In a sense the Academy becomes a learning community in which both teachers and learners share experiences and become participants in the same learning environment. The fundamental tenets of the ADA leadership program are to improve individuals' self knowledge, interpersonal communication, personal philosophy, vision building, reflective

thinking, practice of knowledge, collaborative inquiry and decision making, planning, assessment, feedback, and personal portfolio development. Unlike the leadership education in most business schools, the program in the ADA emphasizes hands-on leadership experience and "strives to allow the participants to put theory into practice, reflect on the outcome, and then to learn and grow from that experience" (McCafferty et al., p. 17). Given that the ADA program has proved to be effective in developing leaders, there is hope that by adopting similar programs, other institutions may be able to improve the quality of their existing leadership education delivery system.

If leadership education affects individuals' leadership behavior, and leadership behavior in turn influences the environment and culture within an institution, then leadership education programs need to create a learning environment that is conducive to individuals' personal growth and skills necessary to lead an organization. Commitment to individuals' personal growth is a key characteristic of servant leadership. Kelley, Thornton, and Daugherty (2005) conducted a study to test the relationships between measures of leadership and school climate in 31 elementary schools. Kelley et al. confirm that "education leadership is possibly the most important single determinant of an effective learning environment" (p. 17).

It appears that graduates of leadership education programs may have a tendency to willingly discuss and disclose their feelings of their leadership training. Lashway (1999) affirms that "graduates of leadership preparation programs are often quick to criticize course work as being irrelevant, insignificant, and uninspiring" (p. 4). Lashway further argues that "abstract theory and tired anecdotes do not add up to a curriculum that prepares prospective leaders for the complex, fluid, and demanding challenges of today's schools" (p. 4). This argument does not

necessarily indicate that *all* leadership education programs are regarded negatively. Some educational institutions have put in place innovative leadership training programs that are deemed effective and set the stage for developing effective leaders. The Administrator Development Academy at the University of Cincinnati is one example. Nonetheless, "leadership development is no longer just a front-end one time experience but a lifelong process" (Lashway, 1999, p. 2). Other factors besides formal education also should be taken into consideration when it comes to leadership development. Some of these factors include: individuals' life experiences, upbringing, cultural backgrounds, personalities, values, leadership philosophies, propensity to lead, educational achievements, and abilities to learn and practice effective leadership. The result of this study will determine whether or not, and to what extent, any of these factors have influenced the participants' leadership behavior in their respective institutions.

Lashway's (1999) study indicates that a number of graduates of leadership education programs consider their training as ineffective. This suggests that some leadership programs fall short of the trainees' expectations. The question arises: What are some of the expectations when it comes to effective leadership education and practices? Fincher (1996) argues that "the effectiveness of leaders in higher education is, for the most part, a matter of perception" (as cited in Rosser, 2003, p. 71). Rosser (2003) contends that "individual perceptions of effectiveness are based on what people say and do; that is perceptions are grounded in the individual's experience with the leader's behavior, either directly or indirectly" (p. 71). Different people exude different behaviors, and as a result, some people may perceive certain leadership behavior as either effective or ineffective. Rosser (2003) studied the performance and behavior of several departmental deans at a major research university trying to find out what faculty members considered as effective leadership. He concluded that the following characteristics are perceived

as effective: the ability to communicate effectively, empower, collective decision making, build relationships, fairness in resource allocation, vision, and goal setting. These characteristics are closely related to the principles of servant leadership. Although Rosser argues that more female deans than male deans are prone to exude the above characteristics, the purpose of this study is to find out whether or not, and to what extent, leadership education affects individuals' leadership behavior regardless of gender. To include gender differentiation in this study may purport that the researcher in this study has a preconceived notion that female leaders may have different leadership styles than male leaders.

A study conducted in a service-learning protected areas management class at Colorado State University, Warner College of Natural Resources tried to find out what leadership skills were needed in today's culture of protected-area management for undergraduate students, and whether service-learning could nurture such leadership characteristics. According to Sample, Ringgold, Block and Giltmere (1999) "forestry professionals considered "soft-skills" such as public involvement and conflict resolution as desirable skills for new employees" (as cited in Newman, Bruyere, & Beh, 2007, p. 55). Newman et al. argue that because of the changing make-up of the society, today's college students will likely have a different perception of effective leadership than many of current leaders. Hence, identifying what symbolizes effective leadership and how to teach leadership remains a challenge. Newman et al. (2007) suggest that an effective approach to teaching leadership might rest on Dewey's process of experience and instruction, and Kolb's experiential learning theory model in which "an individual's experience is the impetus for a cycle of reflection, conceptualization, and experimentation" (p. 57).

Newman et al. (2007) point out that an effective approach to teach leadership in colleges and universities is through service-learning. They contend that service-learning approach is already being used in many different programs. The principal benefits of service-learning include: hands-on community service, experiential-based approach to learning, self reflection on leadership skills, applying management actions in a real world environment, decision making, and problem solving (pp. 58-59). The above benefits may have great implications for institutions that provide leadership education. A hands-on approach to leadership will provide learners with an opportunity to realize their strengths and weaknesses when it comes to leadership abilities. Newman et al. (2007) associate service-learning with an inductive approach to identifying leadership characteristics; this means that we tend to learn about leadership when we get involved in serving our constituents or the community at large. Newman et al. (2007) contend that three characteristics are associated with leadership development - personal, interpersonal, and behavioral characteristics. They conducted interviews with the students who participated in the service-learning classroom project to learn about their perceptions of their training programs. The students concluded that among other factors, the following nine attributes were crucial for effective leadership: knowledge, honesty, responsible (for personal characteristics); trust, dedication, empowerment (for interpersonal characteristics, and most highly rated); leading by example, listening, and resourcefulness (for behavioral characteristics). A glance at these nine attributes indicates that some of the characteristics associated with effective leadership resonate with the principles of servant leadership. Newman et al. (2007) observe that the byproducts of the above attributes are: visioning, credibility, passion, commitment, motivation, inspiration, doing the right thing, and integrity. Credibility and integrity also lay the foundation for moral principles and effective leadership behavior. Hence, it appears that a leadership education program that is

based on service-learning might be an effective way to teach leadership and influence individuals' leadership behavior. This study will reveal whether or not any of the participants have participated in service-learning leadership education, and more importantly, how such education may have affected their leadership behavior in their organizations.

Newman et al.'s (2007) research is significant for effective leadership education because the students' feedback on effective leadership was based on actual hands-on research project. When the students were asked to comment on their experience and how that experience enhanced their leadership skills, some of the comments were "I think this class has started to mold me in how to become a better leader…doing all of the group activities and doing all of the proposals as a group, we've all been picking up roles here and there" (p. 64). In terms of whether leadership qualities could be taught in a classroom, some of the comments included "you can talk about it, but until you actually get out and do it, it's a totally different beast" (p. 65). Therefore, a project oriented approach to leadership that is based on group activities and hands-on experience has proven effective in Newman et al.'s leadership research study. According to Newman et al. (2007) leadership cannot be defined in terms of a single trait but a combination of different characteristics. More importantly, leadership cannot be taught in the classroom, and to be effective, "essential leadership requires the interplay of characteristics that can only be understood through personal experience" (p. 65).

Newman et al.'s research further indicates that leadership education or a curriculum that does not include hands-on experience in an actual setting may prove to be ineffective. Interestingly, these authors report that despite the fact that the service project had improved students' understanding and vision of leadership, few students admitted that such experience

actually changed their leadership practices. The short duration of the service project (15-week duration) may have contributed to lack of change in leadership practices. In addition, Newman et al. argue that actual long-term behavioral change including leadership practices may occur if "individuals go through a sequential progression of steps" (p. 66). This raises two important questions: (a) If 15-weeks of hands-on experience in an actual setting is deemed as not enough time to influence individuals' leadership practices, then what constitutes effective leadership training? (b) if individuals need to go through a sequential progression of steps to learn and practice leadership, then how do we determine whether or not individuals' leadership behavior stems from their leadership education or factors associated with their life experience, or both? Moreover, if classroom instruction along with hands-on experience increases individuals' understanding of effective leadership, but does not profoundly affect their leadership practices, then leadership education institutions need to develop other strategies to ensure that their leadership education not only improves individuals' understanding and vision of leadership but also affects their leadership behavior. The challenge is to develop a hands-on leadership training program that is deemed effective both from the institutional and participants perspectives. The service-learning model designed by Newman et al. although not conclusive enough is a stepping stone toward a more conclusive model of leadership education program. The good news is that effective leadership skills can be taught in college settings and "college students who participate in leadership education and training programs do develop knowledge, skills, and values that are consistent with the objectives of these programs" (Zimmerman-Oster & Burkhardt, 1999, p. 63).

Interestingly, another institution that incorporates service-learning in its leadership education is Duke University Talent Identification Program (TIP) Leadership Institute. The TIP program was developed in 2000 and is geared toward identifying talented youth who demonstrate

some leadership potential such as “social judgment, responsibility and confidence” (Pleasants, Stephens, Selph, & Pfeiffer, 2004, p.16).The TIP Leadership Institute combines classroom leadership education with community-based service-learning. While Newman et al.’s leadership training program at Colorado State University was designed for a 15-week period; the Leadership Institute at Duke requires the learners to participate in an intensive 2-week summer experience. Nonetheless, similar to Newman et al.’s objectives, the goal of the Leadership Institute at Duke is to introduce the learners to environmental issues and guide them to address such issues.

Pleasants et al. (2004) assert that Duke’s Leadership Institute selected a service-learning approach to leadership education for the following reasons: (a) The traditional model of leadership training was considered as ineffective, (b) the idea was to introduce the learners to get involved in community service, (c) the experiential learning approach allowed students to get involved in authentic problem solving by using their communication skills, planning, goal setting, and problem solving, and (d) service-learning helped students rely on their interests while directing their own course of actions. These guidelines also correspond with Newman et al.’s service-learning approach. However, the difference between Newman et al.’s approach to service-learning and Duke’s Leadership Institute approach is that students at Duke are encouraged to apply their skills in their areas of interest (sometimes working with groups who share similar interests); while the learners in Newman et al.’s program were working collectively to address issues related to land conservation. Nonetheless, learners in both programs were involved in service-learning, hands-on experience while using their unique talents and skills. Two important components of Duke’s Leadership Institute program are to empower learners to direct their own style of learning, and to encourage them to participate in crisis management. Students in this program learn via guided reflection. This indicates that educators at Duke’s

Leadership Institute provide support and guidance while allowing students to make their own decisions.

The service-learning programs of both institutions tend to heighten learners' awareness of cultural as well as social issues within their communities. Pleasants et al. (2004) confirm that another benefit of service-learning education is the way learners gain self confidence by taking risks and working outside their comfort zone. Moreover, for any service-learning education to be effective it must be administered in conjunction with a leadership theory. Pleasants et al. (2004) also assert that the following four constructs which was developed by Duke TIP's director of educational program, Hollace Selph, can be used in any leadership education curriculum: (a) Leadership in theory and practice; (b) leadership in real and imagined world; (c) personal leadership (self reflection), and (d) personal project (leadership in action) (p. 18). In the beginning of the program students are introduced to various models of leadership theories based on scholarly research. Students are encouraged to construct their own definition of leadership and characteristics associated with good leadership. The question arises: How does Duke's leadership training program relate to service-learning leadership education and its effect on individuals' leadership behavior? Pleasants et al. (2004) report that, "Duke TIP's Leadership Institute has used Robert Greenleaf's *The Servant as Leader* (1991) as a text because it provides an understanding of service integral to the theory of service learning" (p. 18). These authors confirm that once introduced to leadership theories and principles of servant leadership, students start practicing collaboration, persuasion, listening, group dynamics, goal setting, negotiation, conflict resolution, and interpersonal skills. As mentioned, it is interesting to find out whether or not any of the participants in this study have gone through similar leadership training, and more

importantly, in what way their leadership behavior has been influenced by such training programs.

Pleasants et al. (2004) contend that another important aspect of leadership education at Duke Leadership Institute involves students researching real world (famous) leaders to find out "how theory applies to their leadership styles and accomplishments within their fields" (p. 18). To complement their studies of famous leaders, students meet with various local leaders representing different service areas. The researcher in this study will also interview several college administrators to find out whether or not their personal leadership theories and education have had any bearing on their leadership practices and accomplishments. Duke TIP's Leadership Institute considers self reflection as an integral aspect of service-learning leadership education. The Institute uses the following guided reflection model developed by Patty Clayton and her associates at the North Carolina State University Service Learning Program: (a) Combine individual and collaborative mechanisms, (b) explore various dimensions of experience, (c) explore various aspects of learning, (d) provide guided practice for self reflection, (e) appropriate course structure that corresponds with service-learning, (f) include feedback from peers and instructors that is based on critical thinking process, (g) be challenging and continuous, and (h) be sensitive to the developmental stage and needs of the learners to promote ongoing (leadership) development (Pleasant et al., pp. 19-20). The leadership education models introduced by Newman et al. at Colorado State University, and Duke University TIP's Leadership Institute set the stage for developing an effective leadership education model that may affect individuals' leadership behavior.

Siegel (2007) asserts that there is a gap between what colleges/universities teach and what the industry looks for in college leadership graduates. To close this gap, institutions of higher education need to increase their associations with the industry. Siegel refers to this kind of association as constructive engagement with industry. This engagement is similar to Newman et al.'s, and TIP's Leadership Institute training programs. Service-learning and engagement with industry are two sides of the same coin. Students learn how to apply their knowledge in a real world setting. In 1980, the University of Pennsylvania Wharton School of Business started a leadership education program called-LEAD (Leadership Education and Development). The purpose of this program was "to introduce talented underrepresented students to business education and careers in business" (Siegel, 2007, p. 1). Industry representatives collaborate with the Wharton School of Business and act as mentors to students to develop their leadership skills. This program has proven to be very successful as 65 percent of the program's alumni are pursuing careers in business and more than 50 percent have either received or expect to receive a business degree from the top 25 business schools. The success of the above programs suggests that leadership and leadership education should go hand in hand with service-learning or hands-on industry experience. The effective leadership training programs at Colorado State University, Duke University, North Carolina State University, and University of Pennsylvania set the stage for improvising an effective leadership education model. If we can demonstrate that service-learning and collaboration with industry positively influences individuals' leadership behavior, then it may be possible for leadership education institutions including business schools to effectively address the issue of teaching leadership.

Siegel (2007) contends that unlike popular belief that the corporate world tends to control the program offerings and education delivery in institutions of higher learning "in LEAD,

however, parties to the collaboration are coequals in virtually all aspects of program design, development and delivery" (p.2). The collaboration among institutions of higher learning and the industry may lay the foundation for a leadership education program that benefits the institutions of higher learning and industry alike. Educational institutions and industry can join forces to develop more effective leaders. Nonetheless "very little research has been conducted to study the role formal education might play in leadership development" (Brungardt, 1996, p. 85). This suggests that educational institutions might be able to foster more effective leadership development programs *if* they join forces with industry while promoting service-learning and hands-on experience. Siegel (2007) contends that similar to Duke's collaborative leadership training program "the experience of LEAD students would be substantially diminished if corporate partners did not provide the important hands-on component-an invaluable chance for students to learn in context" (p. 4). Siegel justifies that colleges and universities need to increase their partnerships with industry because many organizations are devising their own leadership training programs. To be connected with the industry, and understand their leadership requirements, institutions of higher education need to work with and see things from the industry's perspectives. Perhaps time has come to view leadership education as a collaborative effort, and not necessarily from just the perspectives of classroom instruction at institutions of higher education. Given that collaboration, service, and building community are integral characteristics of servant leadership, the engagement between leadership training organizations and the industry may be perceived as a form of collaborative leadership in and of itself. We need to find out whether or not experiential leadership education will lead to improved leadership behavior.

Barker (1997) asserts that there is a positive relationship between education and human behavior. He claims that “the aim of education is to bring basic assumptions, assimilated values, and predominant behavioral patterns into conscious awareness, and to understand their influences on decision making and human behavior” (p. 360). Barker’s statement indicates that there may also be a positive relationship between the type of leadership education experienced and leadership behavior. This has great implications for leadership education. Leadership training organizations can work collaboratively with industry to develop effective leadership education programs that are in tune with today’s changing environment. In this regard, effective program planning and leadership program evaluation become integral aspects of effective leadership education and behavioral development. As teaching institutions, colleges and universities can play major role in designing leadership education programs that expose learners to real life experiences to develop both their leadership capabilities (knowledge and skills) and leadership style (behavior). According to Gardner (1990) “leadership is not developed by specifically design training sessions, but rather, obtained through the context of the normal work day” (as cited in Brungardt, p. 85). A leadership education model that is based on hands-on-experience may prove to be an effective way to bring about effective leadership behavior in organizations. Crippen (2004) concludes that “servant-leadership provides the promise of an effective educational leadership and management model” (p. 16). This has great implication for this study. Although research indicates that leadership education positively affects individuals’ leadership behavior, this study will shed light on whether or not, and to what extent, work day experiences have influenced the participants’ leadership behavior in their respective institutions. The findings in this study may pave the road for a significant change in the way we perceive leadership education and the way we deliver it. Nonetheless, we should be aware that “designing and implementing

leadership development programs that truly deal with the nature of leadership as it will be defined in the 21st century is hard" (Rost, 1993, p. 109). The researcher in this study will try to develop a leadership education model that better deals with the impending leadership issues facing many organizations while addressing the individuals' leadership development in the 21st century. A service-learning leadership education might provide an answer.

CHAPTER THREE:

METHODOLOGY

This Chapter explains the rationale for conducting qualitative research and the reasons for choosing a phenomenological research design. The site selection provides the types of higher education institutions chosen, while the participants' selection provides the background information of the nine college leaders who participated in this study. The data collection explains the method used for collecting the data in this study, and the data analysis explains Moustakas' six-step modification of the Van Kaam data reduction and analysis methodology used to analyze the data. It discusses whether or not the data addressed some of the questions asked in this study as well as factors involved to ensure the trustworthiness of this study.

Rationale for the Qualitative Research

Strauss and Corbin (1990) assert that there are five reasons for conducting qualitative research. They include: (a) the researcher is convinced of doing qualitative study based on research experience, (b) the nature of the research problem points to qualitative research, (c) when the purpose of the study is to understand phenomenon that we know little about, (d) when the purpose is to gain new perspectives on phenomenon that we already know a lot about, and (e) when the data and interpretations can better be explained using qualitative as opposed to quantitative methods. The second, fourth, and fifth reasons mentioned above fit well with this study. This study uses qualitative research because it addresses the gap between leadership education and its effect on individuals' leadership behavior. Leadership behavior is a complex phenomenon, and the "complex, detailed understanding of the issue (leadership behavior) can only be achieved by talking to people either in their homes or places of work (Creswell, 2007).

This study is undertaken (a) to search for meanings and essences of leadership experience rather than measurements and explanations, and (b) to regard the data of leadership experience as imperative in understanding human behavior and as evidence for scientific investigations (Moustakas, 1994). In addition, this qualitative research is conducted for the following reasons: (a) to understand the context of leadership education and its effect on individuals' leadership behavior, and (b) to better understand how leadership education may affect the behaviors of some college leaders.

Research Design

This study uses a phenomenological approach to research. The reasons for choosing a phenomenological approach are (a) because phenomenological research is derived from first-person reports of life experiences, (b) because the purpose is to search for meanings and essences of experience rather than measurements and explanations, (c) because the type of problem best suited for phenomenological research is one in which it is important to understand several individuals' common or shared experiences of a phenomenon, (d) because the basic purpose of phenomenology "is to reduce individual experiences with a phenomenon to a description of the universal essence" (Creswell, 2007, p. 58)., and (e) because scientific investigation becomes valid "when the knowledge sought is arrived at through descriptions that make possible an understanding of the meanings and essences of experience" (Moustakas, 1994, p. 84).

According to Moustakas (1994) the rationale for conducting phenomenological research is that "the investigator abstains from making suppositions, focuses on a specific topic freshly and naively, constructs a question or problem to guide the study, and derives findings that will provide the basis for further research and reflection" (p. 47). Moustakas (1994) confirms that

“the empirical phenomenological approach involves a return to experience in order to obtain comprehensive descriptions that provide the basis for a reflective structural analysis that portrays the essences of the experience” (p. 13). This indicates that description of a phenomenon as experienced by participants takes precedence and influences the researcher’s interpretation of an account. In addition, Moustakas (1994) contends that “the understanding of meaningful concrete relations implicit in the original description of experience in the context of a particular situation is the primary target of phenomenological knowledge” (p. 14).

The purpose of this study is to better understand how formal education in higher education leadership affects individuals’ leadership behavior. The research questions that guide this study are: (a) How do the participants perceive their formal leadership education has influenced the culture of their organizations? (b) How do the participants perceive the culture of their organizations has influenced their leadership behavior? (c) How do the participants perceive their experiences and challenges particularly in early life have influenced their leadership behavior? (d) How do the participants perceive their mentors and role models have influenced their self confidence and leadership behavior? , and (e) How do the participants perceive their taking responsibilities and initiative has influenced their leadership behavior?

Site Selection

The organizations that were chosen to conduct this study are comprised of five institutions of higher education. They include: a private university, a state university, a state higher education department, a community college, and a private higher education institute. The above institutions were chosen for the following reasons: (a) convenience sampling-accessibility to research sites made these five institutions well suited for data collection, hence allowing me to

conduct this study within an allotted time frame, (b) all participants had participated in some type of formal leadership education either in their respective organizations or in another institution, (c) I was interested in finding out how formal leadership education could affect individuals' leadership behavior from the perspective of community college and university administrators, and (d) all five are higher education institutions. Given that the basic purpose of this study was to explore the experiences of college leaders to see if they perceived their leadership education had affected their leadership behavior in their respective institutions, all interviews were conducted at the participants' places of employment which gave me an opportunity to obtain direct information from each participant.

Participants Selection

The data in this study come from interviews of nine college administrators who have participated in leadership education. All participants hold a leadership position within their respective organizations. I chose the above participants because (a) their views of leadership and leadership behavior might have been affected by their formal leadership education as well as other factors that may have influenced their leadership behavior, and (b) they showed great interest in the topic of my research and wanted to be a part of my research project. The participants include: one university associate provost, two university directors and associate professors, one university assistant professor and program coordinator, one university dean, one higher education project and credentialing manager, one community college vice president, one community college dean, and one higher education institute director.

The participants in this study (a) had participated in formal education in higher education leadership or administration, (b) they had held a leadership position for at least twelve months in their respective institutions allowing them enough time to develop their leadership skills, had

gone through their annual performance evaluations with their supervisors, while having an opportunity to contemplate on their leadership behavior, and (c) they had earned their Ph.D. in higher education leadership or administration . I chose the third educational qualification as a condition to participate in this study in order to understand how formal education in higher education leadership might have affected the participants' leadership behavior.

Data Collection

The data in this study came from interviews with nine professional college leaders who shared the following characteristics: (a) they volunteered to participate in this study and were willing to openly discuss their leadership experience and the effect of their leadership education on their behavior, (b) they granted me the right to tape-record the interview and use their data in my dissertation. I asked a series of open ended questions from each participant beginning with could they take me through a journey of their learning about leadership. The content of information provided by each participant helped me formulate new open questions. These questions consisted of factors associated with learning about leadership, leadership education, and leadership behavior. Please see Appendix A for a list of interview questions that were asked of participants. All participants were interviewed individually in their place of employment. A total of nine interviews were conducted. A second interview was conducted with three of the participants. All interviews were tape recorded. Even though my intention was to conduct a sixty minute interview with each participant, most interviews lasted about sixty-ninety minutes. Most participants volunteered to provide information beyond the sixty minute time limit. As part of the information gathering in this research process, the data in this study has taken into consideration any information shared before, during, and after each interview.

Data Analysis and Form of Results

How to Answer Research Questions

The following criteria were used to answer the research questions: (a) all participants responded to a given question based on their perception and interpretation of that question, (b) when necessary participants were asked to clarify their responses either through explanation or by providing a personal example that determined their understanding of a question, (c) all participants were encouraged to relate their answers to their experiences to ensure the accuracy of their responses, (d) effort was made to interpret and present the data grounded both in literature and the information provided by the participants. Creswell (2009) contends that "the intent is to explore the complex set of factors surrounding the central phenomenon and present the varied perspectives or meanings that participants hold" (p. 129), (e) part of the answers to research questions came from cross comparison of responses provided by all participants to see if they led to the formation of common themes or responses, and (f) after the list of answers to research questions were completed, I looked "at the list for common themes, common constructs, implicit or explicit relationships, and so on, and then begin to map out the underlying framework joining these pieces" (Miles & Huberman, 1994, p. 25).

Data Analysis Method

To provide an accurate presentation of the collected data, I used the six-step modification of the Van Kaam data reduction and analysis methodology recommended by Moustakas. These steps include: (a) I first studied the transcribed interviews and conducted a phenomenal analysis. Mouskatas (1994) confirms that the procedures of phenomenal analysis "include horizonalizing the data and regarding every horizon or statement relevant to the topic and question as having

equal value" (p. 118). (b) I took the significant or horizonalized statements and created a list called "the meaning or meaning units" (Moustakas, 1994, p. 118). (c) I clustered the meaning units into common categories or themes, removing overlapping and repetitive statements, (d) I wrote a description of *what* the participants in the study experienced with the phenomenon. This is commonly referred to as *textural description* of the experience and includes verbatim examples, (e) I wrote a description of *how* the experience happened. This is commonly referred to as the *structural description* and the inquirer reflects on the setting and context in which the phenomenon was experienced, and (f) I wrote a composite description of the phenomenon incorporating both the textural and structural descriptions. Mouskatas (1994) contends that the process of integration of textural and structural descriptions helps the researcher with the construction of "meanings and essences of the phenomenon" (p. 119). Nonetheless, I presented the data partly based on participants' perspectives and partly based on my own interpretation of the account given that "the fundamental textural-structural synthesis represents the essences at a particular time and place from the vantage point of an individual researcher following an exhaustive imaginative and reflective study of the phenomenon" (Moustakas 1994, p. 100). This study sheds light on formal leadership education and its effect on participants' leadership behavior in their respective institutions.

Trustworthiness of the Study

Creswell (2007) considers trustworthiness in qualitative research "to be an attempt to assess the accuracy of the findings, as best described by the researcher and the participants" (p. 206). The accuracy of the findings in qualitative research refers to both the reliability and validity of the research findings. According to Miles and Huberman (1994), reliability refers to whether the process of the study is consistent, reasonably stable over time and across researchers and

methods, and validity refers to whether the findings of the study make sense, and if they are credible to the people we study and to our readers. The trustworthiness of this study stems from employing the following procedure: member checking, this involves "taking data, analyses, interpretations, and conclusions back to the participants so that they can judge the accuracy and credibility of the account" (Creswell, 2007, p. 208). To ensure the accuracy of the findings in this study, I focused on providing an account of the participants' responses and experiences by tape recording their interviews and transcribing each interview verbatim. In addition, to ensure that my analysis and interpretations of the participants' responses and experiences was free from my personal biases and assumptions, I solicited the participants' views of my interpretations and emerging conclusions to find out if they could substantiate the soundness of my research findings. Throughout this study I was cognizant of the fact that my responsibility as a researcher was to understand and describe the participants' point of view of a given phenomenon. This awareness helped me ask clarifying questions whenever necessary which in turn positively influenced the accuracy of my interpretation of a given phenomenon as it was intended by each participant. All participants were in agreement that the discussion, interpretation, and conclusion in this study resonated with the information they provided during their interviews.

Given the nature of qualitative research, and the progressive leadership learning of these participants, one may not be able to replicate this study. Given the nature of qualitative research, and because of their new experiences, challenges, role models, mentors, and ongoing leadership learning process, one may not be able to replicate this study and obtain the same information shared in this study. This research was conducted at a period of time in which the participants responded to interview questions given their experiences and circumstances at the time. Their current environment and ongoing learning processes may foster different answers for the same

questions asked in this study. However, there is reason to believe that the above factors as well as adhering to a consistent method of data collection and data analysis free from my personal biases and assumptions have enhanced both the reliability and validity of this research study.

CHAPTER FOUR:

RESEARCH RESULTS

Chapter four provides background information about each participant. It then develops each major structure that has emerged from the data analysis and interpretation. I discuss how each structure influenced the leadership behavior as perceived by the participants. Three major structures emerged from the analysis: Leadership is a progressive, learned behavior; the effect of formal leadership education on leadership behavior; and the influence of mentorship and role modeling on leadership behavior. In describing each structure I use the voices of the participants to illustrate the extent to which each structure influenced their leadership behavior in their respective organizations. The structural synthesis provides information about how the structures come together to describe the phenomenon under study. In conclusion, I will use the data to extrapolate how the above structures may have laid the foundation of leadership development for these participants.

Participants' Background Information

This section uses pseudonyms for each participants and their respective institutions. This will provide background information about each participant's educational and professional experiences. It provides information about degrees earned, current positions, and previous leadership positions they may have held within different educational institutions.

Paula Smith holds a Bachelor of Science in Health and Physical Education, a Masters of Education, and a Ph.D. in Higher Education. She serves as an Associate Provost at a Research University. She has over twenty years of experience as a senior student affairs administrator with leadership responsibilities for co-curricular programs in housing and residence life, student

conduct, parent relations, student engagement and persistence, budget, and planning. She serves as an adjunct faculty member in a graduate Higher Education program teaching student development theory, leadership and administration, and college student personnel administration. Her specialties include: Student Affairs Administration, Student Development, Organization and Governance, Strategic Planning, Diversity and Multiculturalism in Higher Education, Leadership and Supervision.

Leona Brown holds a Bachelor of Arts in History, a Master of Arts in Curriculum and Supervision/International Relations, and a Ph.D. in Higher Education School Administration. She is a Clinical Assistant Professor, Director of Educational Administration Program at a University. She has over twenty years of experience serving in several school districts as a district level director of learning services and assessment and other university settings. She has experience as principal in three elementary schools and as assistant principal of a large metropolitan high school; a Title I director of curriculum or learning services; and has taught for many years in areas of teacher education and principal and leadership preparation at a public university.

Alena Johnson holds a Bachelor of Arts in Interdisciplinary and Special Education, a Master of Education in Administration and Supervision, and an Ed.D. in Administration and Supervision. She was an Assistant Professor and the Program Coordinator for the Educational Leadership Programs at the College of Education at Mountain High University. Prior to her work at Mountain High University, she worked as an educational consultant facilitating leadership development and training for charter schools. She teaches courses in leadership, organizational

development, curriculum and instruction, supervision, and multicultural issues to Licensure, Master's and Ph.D. students.

Leslie Parker holds a Bachelor of Arts in Education, a Master of Arts in Education, and a Ph.D. in Educational Leadership. She currently serves as the Chief Academic Officer/Vice President for Instruction at a public community college. She served as a college leader for 15 years at a different community college, and served for four years at the System community college office. She has several areas of interest including leadership development. She teaches leadership to both Master's and Ph.D. students at a local public university.

Jennifer Hartley holds a Bachelor of Arts in Business Administration, a Master of Arts in Education and Human Development, and a Ph.D. in Public Administration/Leadership. She is the Director and Clinical Associate Professor for Early Learning and Literacy at a university. Her career highlights include: Dean of a College of Education, Executive Director of a Family Foundation, and Executive Director at nonprofit organizations providing education and family support services to children with disabilities and children "at risk." She teaches classes in an Early Childhood Leadership Program and the Educational Administration Program in the College of Education at Mountain High University. She also advises doctoral students.

Michael Yates holds a Bachelor of Arts in English, a Master of Arts in English, an Educational Specialist degree in Education, and a Ph.D. in Educational Leadership. He is the Director of General Education at the Institute for Advanced Education. Prior to his current position, Michael served as Chief Academic Officer and Dean of Instruction at two community colleges. He taught classes in English for fifteen years at a community college.

Joanna Olson holds a Bachelor of Arts in Psychology, a Master of Arts in Educational Psychology, and a Ph.D. in Higher Education Administration. At the time of the interview Joanna held a position as Dean, Liberal Arts and Professional Programs at a community college. Currently she is serving as Dean, School of Education and Counseling at a private university. Some of her professional credentials include: Peer Reviewer/Consultant Evaluator, Higher Learning Commission of the North Central Association; American Association of Women in Community Colleges. Her academic and professional experience includes: Dean, Institutional Effectiveness Learning Support Services; Director, Teaching Learning Center; Director, Faculty Academic Services; Affiliate Faculty, graduate level; Senior Program Coordinator, Institute for Executive Professional Development. She is also an Adjunct Faculty, doctoral level at a private university.

Kelly Stevens holds a Bachelor of Science in Psychology, a Master of Arts in Clinical Psychology, and a Ph.D. in Higher Education Administration. She is a project manager at the State Department in her state. Her academic and professional experience includes: higher education generalist with extensive experience in student services and career and technical education. Her specializations include mediation, policy analysis, academic honesty, and academic career training programs. She is a court appointed mediator, and she teaches psychology in a Community College program.

Cindy Wilson holds a Bachelor of Arts in Human Relations, a Master of Arts in Organizational Management, a Master of Arts in Education and Personnel Services, and a Ph.D. in Higher Education and Adult Studies with a focus on adult leadership development. She is Dean of Curriculum and Instruction Education at a private university. Her professional

experiences include: more than three decades of higher education administration and teaching experience. Most recently she served as a Lecturer and Assistant Director in the Higher Education Program within the College of Education at a private university. She has an extensive background in career counseling and has supported adult students in their professional transitions into their degree programs as well as through their careers after graduation. She has developed and facilitated graduate professional seminar courses, and administered field experiences for first- and second-year graduate students.

The Emerging Structures

Three major structures emerged from the data analysis. Each structure is discussed separately and the voices of participants are used to explain how each structure may have influenced their leadership behavior. The following discusses the structures: Leadership is a Progressive Learned Behavior.

Leadership is a Progressive Learned Behavior

All participants indicated that leadership is a progressive, learned behavior, and they learned about leadership at different periods of their lives. They described progressive learned behavior to be a continual process of learning from both their experiences and challenges. These participants distinguished between their experiences and challenges. They referred to their experiences as either positive or negative factors that occurred at different periods in their lives which influenced their learning about leadership. They defined their challenges as unexpected events or circumstances that profoundly changed their lives or ways of thinking which influenced their leadership behavior. Most participants confirmed that their leadership learning process started early in life and has continued throughout their adult lives. They acknowledged that their

childhood and adolescent experiences, as well as challenges, set the stage for them to learn about leadership, and that their experiences and challenges to varying degrees influenced their leadership behavior. Leadership as a progressive learned behavior emerged from the data and describes how these participants' experiences and challenges influenced their leadership behavior. The participants' experiences and challenges contributed to the structure of leadership as a progressive, learned behavior in two ways: (a) leadership is learned through experience, and (b) leadership is influenced by challenges. To better understand how different experiences and challenges influenced the participants' leadership behavior, I will develop each theme through their voices.

Leadership is Learned Through Experience

Most participants stated that their experiences, particularly when they were young, helped develop their leadership skills. Paula contended "my mother always would say that I got my leadership skills from my experiences in elementary school." She attended a small Lutheran elementary school that assigned different tasks and duties to students "as we went through the ranks." Some of the duties included "putting up the flag in the morning at the crosswalk, cleaning trays after lunch, or helping the kids do different things." In sixth grade Paula became the head of the girls' patrol in her school. Some of her duties as the head of the girls' patrol included: organizing students, instructing safety rules, maintaining discipline, and ensuring the safety of students. She contends that the above tasks and duties are associated with leadership, and she learned about the importance of accepting responsibilities. In addition, Paula got involved in athletics "back in the days when they didn't have girls' athletics, so I played on the boys' team; I played third base on our elementary school baseball team." She stated that playing baseball helped her learn about team work and how to interact with boys. Paula believes that her

participation in sport activities in elementary school helped her learn how to interact with people and work as a team which she associates with leadership skills. In junior high Paula became involved in team sports and "I started playing more competitively, but I had this foundational base because I was playing with the boys." She believes that playing baseball in elementary school gave her the experience of "how to work with boys and men, and relate to them." She contended that because she demonstrated excellence in working with boys as a team and was successful in leading small groups in elementary school, her coach saw her potential in leadership and promoted her as the captain of the team. As the captain of her team Paula stated that she relied on her past experience like when she was the head of the girls' patrol in terms of organizing people and making decisions because "when you are the captain, then you know people are looking at you to make decisions about things, and it just kind of evolved progressively." Some of the decisions that she had to make as the captain of the team in junior high included: how to organize and motivate people to play as a team, how to instruct players, and basically "how to work with people." She associates how to work with people as a leadership skill which she learned from her experiences during elementary school and junior high.

Paula asserted that another experience that helped her learn about leadership happened during her high school years when she was involved in sports, "I had a coach that was dishonest in something that he did…he used a player; he falsified the scorebook to allow one player to play in a tournament that he shouldn't have been allowed to play." She explained that this experience helped her learn about the importance of integrity when it comes to being a leader and that "you can't lead if you don't have integrity." She associates integrity with leadership. Paula admitted that her coach's dishonesty negatively influenced some players' morale, and she ended up losing her respect for her coach. What she learned from this experience was that if she wanted to earn

the respect of people in her team, she had to act with integrity. Paula stated that she went to college on an athletic scholarship "so I played on the athletic team and I also was in a sorority, and in sorority there are all kinds of leadership opportunities." She acknowledged that she further learned about leadership when she became the treasurer of the sorority club. As a treasurer she learned about finance, business administration, how to organize and run an event, and how to negotiate to build a sorority house on the campus because "I learned at that point that my sorority did not have a house, they had an apartment." She associates understanding business administration, organizing and running an event, and negotiating with leadership skills. In terms of her experiences and their influence on her leadership, Paula asserted "I would say that being a part of athletics and being a part of a sorority…were probably where my leadership came from." She is convinced that her past experiences in being the head of the girls' patrol, playing in sports, becoming the captain of her team, and being the treasurer of a sorority club influenced her leadership behavior and that many of the decisions that she makes as a leader are influenced by her past experiences.

Michael indicated that when he was in sixth grade, he was able to influence people to follow him and seek his advice through his actions, "through what I did, and through what I said…to the point that I actually ran for student body president in the sixth grade which I was successful doing." He contends that becoming the student body president gave him the opportunity to accept certain responsibilities such as how to organize student activities, how to communicate, how to run events, and how to communicate with the student body. He associates the above skills with his leadership development. He contended that as the students' representative he realized that he had to be of service to the student body and "to make sure that I was worthy of people coming to me." Michael associates his ability to accept responsibilities, to

organize student activities, to communicate, and to run events with leadership development, which consequently influenced his leadership behavior.

Michael also explained how his first administrative position gave him a leadership experience that he will never forget, “making the transition from faculty member to administrator was really difficult because I worked with these people for years as a teacher.” He realized soon after he became a dean that some faculty members started to mistrust him and changed the way they dealt with him as if he had “gone to the dark side, a negative figure instead of a positive.” He asserted that some of the faculty members had a negative perception about administrators and had developed a sense of mistrust toward them. Therefore, when Michael became an administrator, some faculty members started to mistrust him believing that he had switched from being a good teacher to an untrustworthy administrator. This experience caused some hardship for Michael as he had to work with his faculty members as a team while being able to influence those who did not trust him. He confirmed that “he was pretty slow to catch that and work with that, and I just felt it was their personality.” As a result Michael had a hard time working with some faculty members who mistrusted him. He admitted that instead of becoming proactive to deal with the negative attitude of some faculty members, he waited to see if some faculty members would change their behavior. This experience helped Michael realize that he was wrong to assume that “I would be able to make the transition seamlessly and…if I had to do it over again I would do it differently…because it really caused me more pain, and they were less effective.” He believes that he might have had a better chance to reestablish the faculty trust and cooperation with him in his new position as an administrator if he had not waited to establish a line of communication, and if he involved some faculty members in decision making shortly after he became an administrator. Michael contends that his first administrative position taught him a

lesson about leadership that when it comes to building relationships and trust with coworkers, he should not leave anything to chance. As a result in his current position, he questions people and has adopted a proactive approach to establishing a line of communication in order to solve problems before they can negatively affect staff morale and teamwork in his organization.

Cindy confirmed that her experiences have had a great influence on her leadership behavior. She remembered that her father always told her that making mistakes and discomfort were part of life, and there was no point in trying to avoid them because mistakes and discomfort make people learn and grow as individuals. Cindy associates making mistakes and discomfort with leadership. She also realized that life could be full of surprises, and she could not afford to give up at the first sign of discomfort. One experience that created discomfort for her happened when she was in her teens and her father became ill. She contended it was hard for her to look after her ailing father while looking after the household and going to school. She learned through experiencing hardship that if she wanted her family to remain intact, she had to be strong. Cindy confirmed that besides looking after her ailing father, she also had to find a job, and looking after her own expenses such as buying herself a car without receiving any financial support from her family. In the end, hardship taught Cindy the importance of certain disciplines such as working hard, accepting responsibilities, and valuing personal commitment all of which she associates with influencing her leadership behavior.

Cindy confirmed that she had also learned from her mistakes. She stated,

> By nature, I am a trusting soul, and for many years I took people at face value, so what they said is what I believed. Over years I have learned that it is not always conscious hypocrisy, but there is likelihood that what they say I either don't fully understand, or what they do, I don't fully appreciate.

Cindy indicated that she had worked with some individuals who said they would do something one way but ended up doing something in a very different way. The case in point is when Cindy moved from a student affairs role as a career counselor to a faculty supervisory role at Central College of Education and was told by some of her supervisors that all of her vacation and sick time benefits would transfer to her new role. But after her transfer was completed, she realized that she had lost all of her vacation and sick time benefits. She acknowledged what she learned from the above experience was "don't go after what you want to hear, go after what the truth is in as much as you possibly can get." In addition, she has learned to "cautiously" and not to "blindly" trust people. She believes the above experience also taught her a lesson about integrity that she should not make any promises unless she is willing to stand by her words and fulfill her promises. She stated that when she realized that she was going to lose all of her vacation benefits despite being told otherwise, her supervisors ended up losing their integrity. Cindy considers integrity an important aspect of leadership. To maintain her integrity in her organization, Cindy makes sure that her actions match her words and promises.

Joanna explained that one of her experiences with leadership started when she was a college student. As a member of the student government at her university, she felt responsible for speaking up on behalf of students regarding issues that were important to them. She contends that when the university decided to raise the tuition rate, she realized that she needed to take some action. Given her conviction that a tuition increase was going to adversely affect many students' financially, she helped organize a protest in front of the State Capitol to let university administrators and the state government bodies know about the students' concerns: "I was on the student government at my university when we put together a protest at the state capitol…it was the first time that I grasped onto an issue that I believed in, and I had the courage to stand up for

it." She believes her action took courage as she had never participated in any form of organized demonstration. She associates showing courage, taking action, and standing up for what she believes in with her leadership behavior. Joanna asserted that if it were not for her experience to serve as a member of the student government, she might not have had the opportunity to participate in protests for a cause that was important to her.

Alena talked about one of her experiences which taught her a lesson about leadership. When she was an English teacher, she realized that most of her students associated writing assignments with receiving certain grades, as opposed to improving their writing skills. To encourage her students to think about improving their writing, and not to throw away their papers after they had received a grade, Alena decided to change her method of teaching and implemented a new grading system for her students' writing assignments. Contrary to what was considered to be normal practice in her department, she decided to incorporate a new grading system that encouraged her students to pay less attention to grades and more attention to improving their writing. Instead of giving students a fixed grade, Alena would write feedback on student papers and would give the papers back to them so "they had an opportunity to rewrite and resubmit, and I noticed that they were then improving their writing because they were taking the time to go back and to look at the comments and to use the comments." Alena contended that only after her students had a chance to resubmit several versions of their papers, she would attach a final grade to their papers which in most cases ended up to be a higher grade than if her students had not had a chance to resubmit their papers. Although Alena's new teaching practice had a positive influence on her students' writing, she realized that some of her colleagues were accusing her as allowing her students to cheat by letting them rewrite their papers. Alena asserted that many of her students were not taking some of their teachers seriously and were talking about

their ineffective teaching practices because “they were just kind of putting up with classes, it was all about compliance and just following and learning the game and what the teachers wanted to get through.” She associated her taking action and changing her teaching practices to positively influence her students’ writing with leadership. Alena stated that what she learned from this experience was that unless she took action to change her teaching practices, she would not have been able to influence her students to improve their writing, and it was because of this experience that “I started taking classes in educational administration and thinking about leadership.”

In summary these participants believe that they learned about leadership through their experiences. Paula learned about leadership when she became the head of the girls’ patrol and got involved in athletics in grade school; as a teenager, she learned about leadership when she was the captain of her school’s baseball team; in college, she learned about leadership when she became the treasurer of the sorority club; and as an administrator of student affairs, she has learned about leadership through strategic planning and decision making. Michael’s experience with leadership started in 6th grade when he became the student body president and later as a teacher and administrator. Cindy’s leadership experience started when she was sixteen years old and became responsible to look after her ailing father; as an administrator, Cindy learned about leadership through demonstrating personal integrity. Joanna learned about leadership when she was a college student and a member of student government at her university through showing courage, taking action, and standing up for what she believed in. Alena learned about leadership when she decided to change her teaching practices and go against the established grading system in her school in order to improve her students’ writing skills. These participants indicated that they kept learning about leadership as they took new responsibilities and that their actions and

decisions were influenced by their past experiences. Most participants stated that challenges had also influenced their leadership behavior.

Leadership is Influenced by Challenges

Some participants acknowledged that somewhere along their path to learning about leadership, they faced some challenges that profoundly influenced their leadership behavior. Paula discussed three challenges that influenced her leadership behavior. She asserted that dealing with student affairs can be challenging at times because she has to take into consideration the needs of both students and their parents when a situation arises on the campus. She contended that a situation happened in the residence hall involving some students that required her department to take some actions. She stated that while dealing with the situation at hand, they neglected to inform the students' parents in a timely fashion which consequently ended up upsetting some of the parents. Paula explained that the ineffective communication between her department and some of the parents whose children were involved in the situation posed a challenge for her because "I think we should have got information to parents quicker than we did because when we heard from the parents they were not happy that we didn't get the information to them." She stated that the above situation helped her learn about the importance of establishing a line of communication with all constituents who are involved in a given situation. In this case she contended that they needed to take the parents' concerns into consideration as quickly as they tried to rectify the students' situation at hand. She associates effective communication with leadership.

In another case Paula faced the challenge of getting one of her directors to show up at work on time "I had a director that drove me crazy because she couldn't get to work on

time…finally we got to a point we tried all kinds of things to hold her accountable to getting to work at eight o'clock." She confirmed that her director's tardiness caused a challenge for her because she decided that she either had to fire the director or "I had to get over it whether she is going to be here at eight o'clock or not." To find a solution Paula asked herself whether the director was doing a good job or not despite being tardy. After realizing that the director "was very good at what she did…how she might stay till six, it wasn't a question about her putting in the time, or her competency…I had to let it go" because that wasn't the only thing "there are a lot of other things that are more important." Paula stated that this situation influenced her leadership behavior because she learned how to switch her mindset and realized that in order "to get the full potential from people, I have to work to their strengths, not my strengths." She also admitted that the above challenge provided an opportunity for her to realize that she didn't want to be judged by one of her own weaknesses because "if someone wanted to focus on something about me that was a weakness, and they only focused on that weakness, then I would probably never meet their expectations." Paula learned to turn the above challenge into an opportunity to the point that she now tries to focus more on her staff's strengths than on their weaknesses in order to encourage them to perform at their highest level.

Paula stated that she faced another challenge that influenced her leadership behavior, and in the process, she managed to learn about the importance of having a balance in life. When her partner was diagnosed with cancer, Paula had to look at what was important in her life. She realized that she had turned into a "workaholic," and she needed to change her work habits and how she spent the next year of her life. "I realized that I didn't want to spend it at work; I wanted to have a better balance in my life." Despite the challenge of dealing with her partner's illness, coupled with her busy work schedule, Paul realized that the only way to spend more time with

her partner was to cut back on her work and create a balance between her work and home life. She associates having a balance in life with good leadership behavior. She believes that having a balance in her life has been helpful to her as a leader "because I model it for my staff; I don't expect them to be here late hours because I think if you are not healthy at home, you are probably not healthy at work."

Michael indicated that when he was starting as an administrator at a community college, he faced a challenge that taught him a lesson about leadership. He was working with a new vice president "trying to sort out a new kind of curriculum" for their department. He stated that instead of questioning some of the decisions that the vice president was making "I just accepted everything…I think I was buying into some of her weaknesses, and just going along with that. Later on both of us ran into some problems with the president." Michael admitted that he overlooked the importance of critical questioning when it comes to making strategic decisions. He considers not questioning the new vice president created a challenge for him that he had to overcome because "it caused some bumps in the road" in terms of working with the new vice president. In another situation, when Michael was the Chief Academic Officer at a different community college, he faced the challenge of solving some problems that "didn't get solved in a timely way because I kept saying we will get to this, or we will get to that." He stated that because of the staffing issues he felt overwhelmed and ended up delaying the resolution of some other issues. He contended that instead of prioritizing some of the problems that his department was facing, he ended up focusing on the staffing issues which didn't help him in the long run because "some things never did get really satisfactorily dealt with." Michael admitted that the delay in resolving more important issues created a challenge for him, but also helped him learn a lesson that "I am never going to let that problem happen again." He believes the above challenge

taught him the lesson that prioritization is an important aspect of good leadership behavior. He acknowledges that in his current position he takes into consideration the importance of prioritization, and he avoids blindly accepting decisions that might negatively affect his department. Michael contends that he keeps learning something new about leadership as he experiences new challenges and considers such challenges as opportunities to make better decisions.

Jennifer explained that when she got her first job as a program director for an after school children's program, at the age of twenty two, she faced a challenging situation that influenced her leadership behavior.

> One of my memories of leadership from that time is, I had just teenagers working for me as camp counselors, and one of them came running in one day with a child; she was frantic, absolutely out of control frantic, because she had a child with her whose eye ball was bleeding, and I remember at that moment thinking, ok, I can't freak out too, even though I had never seen anything like that, I have to stay calm. I have to calm down the child, I have to calm down the counselor who was supposed to take care of the child, and that is when I knew that a big piece of leadership is exhibiting self control when you need to.

She believes that the above situation pushed her out of her comfort zone because she had to make a decision in an emergency situation she had not experienced before. Nonetheless, she stated that it was because of this unexpected event that "I learned a lot about, I think, myself. What skills I am most comfortable with in leadership and those skills that I find most difficult." She contends that the above situation taught her a lesson about the importance of staying calm and collected. She considers her ability to stay calm under pressure as one of her strengths. She acknowledged that the above situation helped her realize the importance of listening to her instincts when it comes to making decisions in emergency situations. Jennifer confirmed that she managed to calm the camp counselor and consequently sought medical assistance for the injured child in a timely

fashion mainly by being able to stay calm herself. She stated that the above experience pushed her out of her comfort zone which helped her become a more effective leader because "you can't get the kind of change in a person that you need to really transform them into an effective leader unless you create experiences that you kind of push them out of their comfort zone." She associates going beyond a comfort zone with leadership development.

Joanna stated that she faced several challenges that influenced her leadership behavior. As a teenager she ended up living with an alcoholic mother who was not able of looking after her younger sisters "so I pretty much raised my younger two sisters." She found living with an alcoholic mother very challenging because "I didn't have anyone to guide me." Nonetheless, Joanna admitted that living with an alcoholic mother was also a catalyst for her leadership learning because it gave her a sense of conviction and determination that she not only had to look after her younger two sisters but also to finish her high school if she had any chance to go to college. Joanna associates the challenge of acting out of conviction and determination with leadership. She contended that when living with her alcoholic mother, she became convinced that she had to start college soon after finishing her high school. After finishing high school at the age of sixteen, Joanna enrolled at a college studying towards a bachelor's degree. Once in college she admitted that she tried to have fun by getting involved in parties. "I was getting a bachelor's degree in beers and boys." She stated that her lack of concentration at school negatively affected her grades. Realizing that she may not be able to graduate from college due to her poor grades, and "because of some family drama, I felt that I needed to quit school and move back home to help take care of my younger sisters." Caught between the idea of going back home to live with her alcoholic mother and continuing her education despite her poor grades, Joanna decided to quit school and took her withdrawal paper work to her advisor's office. What happened next

created a challenge that changed Joanna's course of life and taught her a lesson about leadership. Joanna's advisor "who was also my favorite teacher, refused to sign my withdrawal paper" because she regarded Joanna's willingness to quit school as nothing but an excuse not to commit herself to finishing her school. As a result, "she slammed the door in my face, and for some reason that was a pretty big wake up call to me and within a week I had all of my missing assignments in my hand, and I was at her door." Joanna admitted that she was so affected by her advisor's reaction that she decided to commit herself to earning her bachelor's degree instead of quitting school. She remembered her advisor telling her that if she spent half as much time studying as she spent partying she would be able to finish her degree. To help Joanna finish her degree, her advisor spent time counseling her. "She fueled in me an interest for helping other students the way that she helped me." In the end Joanna managed to finish her degree as she had planned. She asserted that living with an alcoholic mother, raising her two sisters, and finishing college without parental support created some challenges in her life that were difficult to deal with; nevertheless, those challenges eventually taught her a lesson about the importance of commitment and self discipline which she considers to be associated with leadership.

Cindy contended that one of the biggest challenges in her life that influenced her leadership behavior happened when her mother passed away, and she decided to accept the responsibility to look after her ailing father at the age of sixteen. She indicated that her mother's death created a challenge and discomfort in her life that she didn't think she was ready to handle at the time, but "there is a phrase in my family: when was the last time you grew without discomfort?" Cindy explained that despite the great challenge that her mother's death and her father's illness had caused for her family, she became determined that this was an opportunity for her to look after her ailing father in order to hold her family together. She believes that the tragic

loss of her mother created a situation in her life which helped her realize that she had to accept certain responsibilities in order to hold her family together.

In summary these participants assert that their leadership was influenced by their challenges. The situation involving some students in the residence hall helped Paula learn about the importance of effective communication; she also learned from her director's tardiness that she could get more productivity from her staff if she focused more on their strengths rather than on their weaknesses; her partner's cancer helped Paula realize the importance of having a balance in her life. As a new administrator Michael learned about the importance of critical questioning after he blindly accepted his supervisor's decisions; as Chief Academic Officer he learned about the importance of prioritization and solving problems in a timely fashion. As a program director for children after school Jennifer learned about the importance of exhibiting self control while staying calm when making decisions in emergency situations. As a teenager living with an alcoholic mother, Joanna gained a sense of conviction and determination to look after her sisters, and as a college student not doing well in school, she learned about self discipline and commitment. Cindy learned how to stay strong and positive after her mother's death in order to accomplish her goals. These participants confirmed that their challenges influenced their leadership behavior.

Summary to Leadership as a Progressive Learned Behavior

All participants contended that their leadership learning was an ongoing journey of self discovery and learning from their experiences and challenges. Most participants indicated that their journey of leadership learning started early in life and that it had continued in their adult life. All participants believed that experiences and challenges were integral aspects of their

leadership learning process. These participants learned something about leadership due to their experiences or challenges that subsequently influenced their leadership behavior. Their collective experiences helped them learn about organizing, communicating, making decisions, negotiating, accepting responsibilities, valuing integrity, committing to a cause, showing courage, and taking action. Their collective challenges helped them learn about communicating, focusing on peoples' strengths, having a balance in life, critical questioning, solving problems, prioritizing, staying calm, exhibiting self control, training, self discipline, self conviction, and determination. These participants believe that their leadership behavior may be changed over time depending on what new experiences and challenges they may face in the future. The experiences and challenges that helped these participants learn about leadership occurred at different stages of their lives or career. This in turn illustrates that these participants learned about leadership in a progressive fashion and they expected to keep learning about leadership through new experiences and challenges as they progressed in life as well as their career paths.

The Effect of Formal Leadership Education on Leadership Behavior

All participants stated that their formal leadership education had an effect on their leadership behavior. It provided them with an opportunity to learn about different theories of leadership and to apply their knowledge to enhance their leadership learning process. They learned about their strengths and weaknesses through the process of application and self reflection. They contended that the process of application and self reflection in turn helped them with their personal growth and leadership development. The effect of formal leadership education on leadership behavior is the second structure that emerged from these data. The participants' formal leadership education contributed to the structure of the effect of formal leadership education on leadership behavior in two ways: (a) The effect of theory and application

of theory on learning about leadership, and (b) the effect of formal leadership education on leadership development. To better understand how formal leadership education affected the participants' leadership behavior, I will develop each theme through their voices.

The Effect of Theory and Application of Theory on Learning about Leadership

Most participants stated that their formal leadership education introduced them to different leadership theories. They also contended that besides learning about different theories, they had the opportunity to apply their knowledge in their school and work settings which influenced their learning about leadership. Paula asserted

> If my mind wasn't stretched to think about some of these different theories and why some leaders would do it this way and some would do it that way, and what is the difference, big leaders, how they have lead, then I might not have tried some things, you know. So, I think that there is no doubt that my leadership education has influenced the type of leader that I am.

Paula's statement indicates that learning about different leadership theories was an important factor in affecting her leadership behavior. Nonetheless, most participants argued that an important factor which influenced their learning about leadership was the opportunity to apply their knowledge in real settings. The opportunity to apply their knowledge came in two forms. In their school settings they learned about leadership by getting involved in different school projects such as writing self reflection essays; case study discussions; working in teams; or participating in on campus seminars, workshops, and leadership events. They associate these school projects with their leadership development. In their work settings they learned about leadership by applying their knowledge through interaction with their constituents. Paula attested to the importance of school projects in facilitating her learning about leadership. She argued that an important aspect of introducing students to involvement in school projects is to give them an

opportunity to exercise their leadership skills and experience firsthand in how they are doing in a given project.

> If they don't do well, give them the feedback of what they did or didn't do well, then give them another project…I think part of it is you have to give them experiences. And if they don't get experience, then they are not going to grow from that and build self confidence in that.

She associates her school projects and firsthand experience in real settings with her learning about leadership.

Paula asserted that in her work setting, "I would say I still have a collaborative style" based on a participative theory of leadership in which a leader takes others' input into account when making decisions. She became familiar with this style of leadership during her formal leadership education. As a leader who thinks she does not have all the answers, "I try to bring different heads to the table other than just my own so that I understand how other people might approach a situation." She contends when it comes to writing difficult letters "whether they are employment letters, or whether they are student conduct letters, I very rarely write a letter without getting input from other people. I say I need fresh eyes on this." She confirmed that getting input from people in her organization has been critical for her decision making. She believes that by using a collaborative approach to making decisions, she has managed to learn from other people in her organization. She associates collaboration with her learning about leadership.

Michael asserted that he was already on his way to leadership "before I started my Ph.D. program" He was an administrator at a community college when he started his formal leadership education. He believes that his formal leadership education has affected his leadership behavior because it helped him to frame "in a more realistic way the kinds of things that I was already

doing, and also introduced me to ideas, textbooks, faculty members, and professors…they really made me think more about what I was doing." Michael's formal leadership education introduced him to some of the leadership theories "that I was not aware of." He also got involved in some school projects such as writing self reflection papers, discussion groups, working in teams, and participating in hands on leadership projects which enhanced his learning about leadership. He believes that his formal leadership education has had a positive effect on him as a leader because "had I not pursued an advanced degree, I would have missed things…that stimulated me and helped me to become a better leader…and kind of growing without someone giving me feedback." He asserted that the type of guidance and feedback he received from his professors and classmates helped him improve his knowledge of leadership, and the actual application of his knowledge influenced his learning about leadership.

Michael confirmed that his formal leadership education increased his awareness of "how I had to apply" the theories. He believes that eventually the outcome of his formal leadership education was demonstrated through applying his knowledge in a work setting. He explained that he was doing "leadership things before I got into the program, but I didn't know that that was what I was doing; later I found out that, ok, this is the way I prefer to act as a leader, and that is called stewardship." In a sense he believes his formal leadership education put a name to the things that he was already doing as a leader and confirmed that some of the theories resonated with his own leadership philosophy. Michael asserted that his formal leadership education gave him ways to think about different aspects of his leadership skills at work. "It gave me methods and ways to approach difficult employees; it gave me tools and ways to think about those kinds of things." He stated that what affected his learning about leadership wasn't so much that he was reading a book or the instructions given in a book, rather "It was a synthesis of theory and

practice, and an emerging feeling that I was doing the right thing." He contends that his formal leadership education affected his learning about leadership because "it gave me guidance" in terms of how to think and how to apply certain leadership knowledge in real life settings. He asserted that he is more of a transformational or stewardship leader in his work setting, "I thought in a stewardship kind of way, what is it that I can bring to help others?" He associates stewardship as a leadership characteristic in which a leader accepts responsibility to serve others in an organization by setting the right example. In terms of being a transformational leader, Michael contends that one of his objectives as a leader is to be attentive to the needs of his staff and make sure that they have all the resources to do their jobs while helping them reach their leadership potential. He contends that he always tries to promote leadership in his organization and that is something that his formal leadership education helped him to learn.

Cindy also indicated that her formal leadership education had affected her learning about leadership, and it provided her with a "wider range of tools, you are exposed to more ways in which to lead, models of leadership." She believes that her formal leadership education was more than just a theoretical learning process "it was a practical application piece." She contends that in her school setting, the practical application piece of her formal leadership education came in the form of peer mentoring and "there was always group activity that the group got together each month." Some of the group activities she got involved in included: working on different group projects, peer mentoring, and case study discussions. Cindy maintains that it was through both learning about different theories of leadership and group activities that she learned how to hone her leadership skills. She contends another factor that helped her learn about leadership was that her classroom environment was a safe environment for her to apply her leadership skills and "to

get some feedback" from her classmates and professors. Like Paula and Michael, Cindy also believes that receiving feedback has played an important part in her learning about leadership.

Cindy asserted one of the lessons she has taken from her formal leadership education is that as an administrator she needs to create a safe environment for her constituents to provide or receive honest feedback. She admits that can be challenging at times, but it is through giving and receiving honest feedback that she can learn what may or may not work when it comes to her leadership skills. She contends that she follows a servant leadership model in her work setting as it resonates with her faith and personal leadership philosophy. She believes her role as a leader is to put the needs of her constituents, organization, and community first, and not to act out of self interest. As an administrator in a Christian based university, Cindy adheres to servant leadership model because she knows it is the right way to lead people and "this is what I believe I am capable of doing." She is convinced that her formal leadership education has broadened her perspective of leadership and helped her realize what type of a leader she wanted to be in terms of dealing with people in her organization.

Jennifer contended that her formal leadership education introduced her to different theories of leadership and that her studies at Yale shaped her leadership behavior because they taught leadership "in a lot of subtle ways." One way to teach leadership was "to socialize us through exposure to world leaders to see ourselves and feel comfortable in situations that I might not have been exposed to if I had not gone to an ivy league school." As part of their leadership training program, Yale organized white table cloth dinner events for students and invited some dignitaries and community leaders to participate in such events. The purpose of these events was to teach students about leadership and how to act and communicate with their invited guests.

Jennifer confirmed that the participation in such events helped her learn about proper etiquette in speaking, listening, asking questions, and how to present themselves in a group setting. She confirms that she learned about leadership theories and organizational change, but it was through the participation in other activities such as the leadership event mentioned above that she learned about leadership. Jennifer contended that her formal leadership education facilitated her learning about leadership by allowing students to form cohorts and work in groups. A cohort was made of a small of group of students who would work together as a team for a given period of time to accomplish certain tasks or projects. She contended that working in a cohort made her learn about team work, responsibility, and accountability. She believes that when students work in groups they tend to learn from one another by accepting certain responsibilities for accomplishing a given project and that other members of the group may hold them accountable to make sure that they fulfill their responsibilities. She associates working as a team, accepting responsibility and being accountable with her learning about leadership.

Joanna explained that what contributed to her learning about leadership wasn't necessarily the textbook knowledge but "the dialogue with the faculty who were teaching me and learning from their experiences, and the rich dialogues we would have as a class." She contended that the students in her doctoral leadership program came from different ages and background. "I would be in a class with everyone from the twenty some year old resident assistant to fifty-five, sixty year old college vice president, or a college dean." Joanna believes the diversity of her classmates as well as some of her faculty members contributed to rich conversations which affected her learning about leadership. She was exposed to people who had developed their own way of thinking about leadership due to their knowledge and real life experiences. Joanna explained how working on her dissertation also affected her learning about leadership. Given that

she was using diversity as a topic in her dissertation, Joanna decided to work with a committee member who was not only an expert in the field of diversity but also came from a diverse background "and helped me get through my dissertation." She explained during a diversity lecture that her committee member was giving in a classroom, she was profoundly affected by the way he spoke to his audience and "not many of my professors got my attention in that way." Joanna explained that her committee member spoke so passionately about his experiences that she started questioning her own values in terms of what type of a leader she wanted to be. She contends that working with this committee member affected her leadership behavior. "I knew that he cared about what I cared about, and he would push me to make it great, and he did." She stated that if it were not for her committee member's caring and guidance she would not have finished her dissertation. Joanna believes besides learning about different theories of leadership, her formal leadership education provided an environment for her to meet very inspiring people who cared for her education and eventually helped her finish her dissertation. She believes the caring of her professors affected her leadership behavior to the point that she adopted a transformational approach to leadership. In her work setting Joanna strives to help her staff to develop their talents so that they can reach their potential in terms of becoming leaders in her organization. Joanna believes she is a leader who tries to find talents and help them become leaders themselves. She contends her way of thinking about leadership has been affected by her formal leadership education and the type of people who helped her become a leader herself.

In summary these participants' formal leadership education provided them with an opportunity to learn about different theories of leadership as well as being able to apply their knowledge in real settings which affected their learning about leadership. Most participants had prior leadership experience before entering their formal leadership education. Their formal

leadership education incorporated different school projects and leadership training activities which promoted their learning about leadership. Based on their personality, interests, and experiences these participants had adopted their own way of leading people. Most participants indicated that their professors and classmates had also affected their learning about leadership. Paula has a collaborative style which is based on the participative theory of leadership. Michael's formal leadership education helped him to put a name to what he was doing as a leader and provided ways to think about different aspects of his leadership skills. He associates leadership with stewardship and believes in a transformational style of leadership. He associates transformational leadership with changing his work environment by empowering his constituents to make decisions. Cindy's formal leadership education incorporated peer mentoring and an environment to share feedback to influence her learning about leadership. She considers herself to be a servant leader. Jennifer's formal leadership education was cohort based which helped her learn about teamwork, responsibility, and accountability. Joanna's learning about leadership was affected by diversity of her class and the continual rich dialogue among students and their faculty members. Like Michael she believes in a transformational style of leadership.

The Effect of Formal Leadership Education on Leadership Behavior

Most participants stated that their formal leadership education opened the door of opportunity for them to reflect on some of the theories that they were being exposed to and think about their leadership styles, decision making, and values. Paula asserted "when I think about leadership education and the programs I have been through, probably one of the biggest factors is that it gives you time to reflect and to think specifically about styles, decision making, and values." She believes it was during her formal leadership education that she found time to reflect by writing about leadership and "it is helpful to write about it and not just think about it in your

head…to see whether you are going about leadership in a systematic way…or what kind of decision making process you are going to use." She contends that one of the biggest values of her formal leadership education was "really having specific reflective time to contemplate and to think about leadership." Paula confirmed that reading the book 'Reframing Organizations' helped her contemplate different organizations and the different types of human resources. Then you start thinking about where you fit in them and which one is a more powerful framework for you, which one you are more attracted to more, where your decision making comes from, and that is reflection." She associates self reflection with leadership behavior. Paula asserted that her formal leadership education allowed her to look at "where I was, and where I wanted to be, and the type of leader I wanted to grow to be, to develop." She believes that her formal leadership education helped her as a leader because she had an opportunity to get involved in not only different school projects, but more importantly, in self reflection. Nonetheless she also believes that learning about leadership can happen as a result of some unexpected situations that may come up outside of a school setting for a leader. Paula contended that she had to deal with a student's death recently, and "that is not something that you plan for but it is something that happens and you respond to." She believes this incident helped her develop as a leader because she had to make some important decisions not based on her prior planning but based on her instincts. Nonetheless, she believes that her formal leadership education also prepared her to think about situations before they happen so that she can plan in advance. "If something like that will happen, I think I want to do this first or that second." She likens thinking about situations before they happen with reflection. She believes her formal leadership education gave her a tool to make decisions with more confidence because she had learned about theories as well as how to apply her knowledge in different settings. Paula contended that she makes decisions with more

confidence if the decision making process she goes through resonates with one of the leadership theories she has studied. In a sense, she believes her formal leadership education provided her with a tool to become a more effective leader because she could use her knowledge of theories combined with her collaborative approach to leadership as a guiding principle to make decisions with more confidence. She associates her confidence in decision making with her leadership development.

Michael explained his formal leadership education was a catalyst for his learning about leadership because he was able to immediately apply what he was learning in the program "that helped me to grow and it certainly, later in the program, helped me to refine my thinking." He contends refinement was a process of self reflection to see how he needed to improve as a leader in terms of understanding his strengths and weaknesses. He believes that his formal leadership education helped him to reflect on "some of the things that I was already doing" and realize how he could improve himself as a leader.

> It helped me to continue to strengthen what I felt was already strong, and I think it helped me to take a realistic and hard look at some of my own weaknesses, and try to grapple with those, and try to improve myself as a person, as a leader, as an administrator, and as a teacher.

He believes that one of his strengths as leader comes from his ability to reflect and see where he needs to improve in order to better lead his constituents in his organization. He contended that as he was going through his formal leadership education, he was able to apply his leadership knowledge in his work environment and reflect to see where he needed to improve in order to become a more effective leader. He believes the process of self reflection led to his learning about leadership. Michael confirmed that the combination of going to school and being able to apply his knowledge in a real life setting, as well as reflecting, was a catalyst for his personal

growth and leadership development because he was going through the process of learning, applying, and reflecting all at the same time. He asserted that by reflecting on his leadership role and his effectiveness as a leader, he was then able to refine his leadership behavior because "I was able to step back and say, alright I can do this better, or put finer points on these activities, or leadership type of things." Michael considers refinement as a byproduct of his self reflection which leads to his personal growth and leadership development. He regards his leadership development in terms of an ongoing cycle of learning, applying, and reflecting which influenced his leadership behavior.

Cindy stated one important factor that helped her develop as a leader was that her formal leadership education allowed students to make mistakes while participating in school projects or participating in class discussions. She believes when she feels comfortable to practice her leadership knowledge in a safe environment and is not judged by her mistakes, that becomes a safe environment for self reflection and then refinement of her leadership skills. She believes her formal leadership education created a safe and trusting environment for her leadership learning to occur.

> Theory itself, coursework itself shows its value only if it is applied. If there is a safe place for that deep trust, then I can use so much more of what I have learned in school or on the job. I can apply it because I can afford to make a mistake.

Cindy asserted that her doctoral research work was an important factor for her leadership development. As part of her doctoral research she was looking at the non completion rates of doctoral women students. "I was looking for when the students feel confident in their capability to be researchers." She confirmed that after reading Albert Bandera's and Schlosberg's work who were career specialists, she realized that students' self confidence in finishing their degrees did

not stem from their self esteem, rather it stemmed from their knowing that they were in a safe environment, and felt comfortable to make mistakes and learn from their mistakes.

> The literature that I looked at, the esteem itself didn't come from their confidence in their ability to be good researchers or probably good in anything. It might make them feel good about who they were as people, but not about a skill set, because as Albert Bandera's research indicates, confidence is built from competence. When we have confidence and capability just beyond where we feel comfortable, and being safe enough that we can make some mistakes and learn to refine, the researcher does learn to become what she practices, or he practices; research, because research is leadership.

Cindy asserted that the women researchers she interviewed did not have any confidence in their capabilities as researchers because they felt that they were brought to a point and then were told to go and do their research. They "had not been assimilated into a research model; they didn't feel that they could lead their own research." She confirmed that her formal leadership education had affected her leadership behavior because she felt comfortable to make mistakes while conducting her research, and she was able to learn from her mistakes by receiving critical feedback from her professors and classmates. Making mistakes and receiving critical feedback encouraged Cindy to reflect in terms of what her strengths and weaknesses were, and in what way she needed to improve in order to become not only a better researcher herself but also a more confident leader. She associates self reflection and confidence development with personal growth and leadership development.

Joanna contended one of the benefits of her formal leadership education was "personal refinement, that natural capacity for leadership." She stated, "I was in a leadership program that helped me find myself, and they helped me define who I was going to be…but it is that refinement of your thinking, of your discernment, and your analysis that happens in a Ph.D. program." Two factors that helped Joanna find herself and define who she was going to be included (a) working with great professors, advisors, and classmates who cared for her and were

willing to provide her with critical feedback, and (b) going through the process of self reflection and refinement to see how she needed to improve and what type of a leader she wanted to be. She feels the above factors contributed to her personal growth and leadership development. She contends that by applying her leadership knowledge in a real life setting, she has been able to refine her leadership skills through the process of self reflection and receiving feedback. In her role as a college leader she has learned to self reflect to see where she needs to improve in order to become a more effective leader. She believes the foundation of understanding the importance of receiving feedback and self reflection on her leadership development was laid during her formal leadership education program. She contends that as a leader in her organization, she gives feedback and encourages others to self reflect in order to promote leadership development in others.

Leslie stated that she had several years of leadership experience at different capacities including college leadership before starting her doctoral degree in educational leadership. Nonetheless, she contended that entering formal leadership education was a pivotal point for her leadership development because it was then that she could talk "out loud about all of these experiences and perhaps categorizing those into particular leadership styles or qualities." She acknowledged that it wasn't until she entered the educational leadership program that she learned how to identify what she was doing as an administrator with leadership. "For me it clicked about, oh, these are things I have been doing all along; these are things I can certainly improve on; these are things that I had better go in a different direction." She contends that before entering the formal leadership education, her leadership skills were not labeled. However, after getting familiar with some leadership theories, she managed to put labels to different leadership qualities. Leslie believes in servant leadership model. One of the characteristics of this leadership

model is a leader's commitment to the growth of people whom she or he serves. Leslie abides by this tenet of servant leadership model because she strives to not only develop herself as a person, but also help others to improve as individuals in order to reach their potential.

> And so it is not only continually improving myself, but helping others continually improve as well, and providing that spring board for others as they hone their leadership skills. So, that is how I think the formal educational process, it really helped me identify and hone, and it also expanded my knowledge base obviously of authors, of readings, of journals, of writing about it, so understanding again that there is a lot out there for me to learn about, and a lot more that I need to do continually in order to learn and grow as a leader.

The case in point is when Leslie helped Joanna to finish her Ph.D. She stated that her formal leadership education instilled a great foundation for her leadership development by challenging her to self reflect about "those things you may have known about yourself previously and really hones that, really expands that knowledge, really challenges you to think about that, and most importantly, in my mind, it helps you to apply." Leslie contended that her formal leadership education focused on training individuals for community college leadership. She stated that her professional experiences along with her formal leadership education specializing in community college leadership "has given me some very distinct advantages in understanding organizations, understanding myself better, and understanding other people better." She believes she is a more effective leader as a result of both her professional experiences and formal leadership education.

In summary most participants' formal leadership education provided them with an opportunity to contemplate theories of leadership and reflect on their leadership style, decision making, and values which influenced their leadership development. Paula's self reflection helped her question her values and make decisions with more confidence. Michaels' formal leadership education helped him go through the process of learning, application, self reflection, and refinement which helped him see how he needed to improve as a leader in terms of

understanding his strengths and weaknesses. Cindy's formal leadership education provided a safe and trusting environment for her to make mistakes, self reflect, and refine her leadership skills. Feedback and self reflection helped Cindy to find out about her strengths and weaknesses and influenced her confidence as a leader. Joanna's formal leadership education introduced her to great professors, advisors, classmates, and helped her to go through the process of self reflection and refinement to see how she needed to improve and what type of a leader she wanted to be. Leslie's formal leadership education helped her put label on her leadership skills and laid the foundation for self reflection which challenged her to think about what she was doing as a leader. These participants alluded to the importance of their formal leadership education and self reflection in their leadership development.

Summary to the Effect of Formal Leadership Education on Leadership Behavior

In summary these participants stated that their formal leadership education was a catalyst for learning about different theories and applying their knowledge in real settings which affected their leadership behavior. They participated in different on campus projects and activities and learned from their teachers as well as classmates. They adopted different leadership styles based on their interests, knowledge, and experiences. These participants consider self reflection and refinement as two important aspects of their leadership development. They learned through the process of self reflection about their strengths and weaknesses, how to question their values, how to make decisions, and learn from their mistakes. They confirmed that their formal leadership education wasn't the only factor but a major factor in helping them learn about leadership and affecting their leadership behavior. These participants' formal leadership education provided them with an opportunity to learn about different theories, self reflect, make decisions, learn from their mistakes, select their leadership style, and apply their leadership knowledge in a variety of

settings. This in turn illustrates that these participants' formal leadership education had positively affected their leadership behavior both during their formal leadership education process and in their respective organizations as college leaders.

The Influence of Mentorship and Role Modeling on Leadership Behavior

These participants described mentorship and role modeling as important aspects of their learning about leadership, and their mentors and role models had played a role in influencing their leadership behavior. They also confirmed that they learned about leadership by being role models themselves and mentoring others in their organizations. They described mentorship as an advising relationship in which a mentor responds to a mentee's questions and/or offers constructive feedback and advice based on the mentor's experience and wisdom. In addition, these participants asserted that role modeling was as important as mentorship when it came to learning about leadership. They described role modeling as an observational relationship in which they observed their leaders' actions or behaviors to see whether or not they wanted to emulate their leaders' actions or behaviors. Three aspects of mentorship and role modeling contributed to their leadership behavior. These three aspects will deal with (a) mentorship and role modeling as two important components of leadership, (b) developing self confidence, and (c) taking responsibilities and initiative. To better understand how mentorship and role modeling influenced the participants' leadership behavior, I will develop each theme through their voices.

Mentorship and Role Modeling: Two Important Components of Leadership

These participants asserted that mentorship and role modeling were two important components of their leadership learning. They confirmed that they observed their leaders' actions and behaviors and sought their advice and guidance on subjects that were important to them.

They also realized that in their roles as leaders, other individuals were looking up to them as role models, and they were approached to give feedback and advice to those who wanted to learn about leadership. Michael contends that he has learned about leadership through role modeling and mentorship. He considers Debbie Williams (Pseudonym), the Executive Director of a private foundation, as his role model. He believes Debbie is a leader who has managed to role model honesty, fairness, genuineness, and consistency. Michael tries to emulate Debbie's role modeling and leadership behavior because "she has a dynamic personal style that she has with everybody whether it is the Governor, or a student, she is always smiling, always honest and genuine." He believes that Debbie's role modeling earned her the trust and respect of most of her constituents while working at a community college. He stated that he was in awe with Debbie's role modeling because "she was always fair and honest in her dealing whether it was me or with the lawyer who was representing an angry faculty member; her behavior was always consistent and as straight forward as it could be." He contends that positive role modeling "helped me to reinforce within myself things that I thought were strengths." Michael believes that his strengths lie in being an honest, fair, and genuine person.

In terms of mentorship and its influence on his leadership behavior, Michael considers mentors as individuals whom he trusts and seeks their advice on issues that are important to him. In his current position he considers the Dean of Academic Affairs to be a mentor. He has great respect for the Dean because he provides "fair, no nonsense, and objective feedback that most of the time leads to solving the problem at hand." As an example Michael has had to approach the Dean of Academic Affairs and seek his advice on some complex student appeal cases. He believes that in almost every student appeal situation, the Dean has managed to help him solve the pending problems by advising him "here is the reason why something did or didn't happen"

and explaining the consequences of decisions that do not take students' needs and institutional integrity into consideration. Michael confirmed that once he becomes aware of the reasons why something did or did not happen, and focuses on students' needs and institutional integrity, then he can approach the situation from a viewpoint that helps him solve the student appeal problem. He believes that the Dean of Academic Affairs is a good mentor as well as a good role model for him because he is "calm, clear headed, and always looks at the pros and cons of a given situation," but in the end, he advises Michael to see the issues from the right perspective so that he can make a decision that upholds both the student's and institution's integrity.

Paula stated that some people in her department consider her to be a good role model when it comes to organizing and conducting meetings. She is convinced that people learn and react differently when participating in a meeting. Therefore, to increase staff participation, she always creates a written agenda at least two or three days ahead of time for every single meeting that she holds with her staff. She creates a written agenda not because she needs to use it, but "I know that introverts like to have an agenda…if they don't have that, then they are just reacting in the moment." She believes that some people can go to a meeting without reviewing an agenda, such as extroverts, but this may not be true for the introverts who may need to look at a set of agenda prior to participating in a meeting. Paula contends that she has managed to conduct effective meetings by creating written agendas which help some individuals to actively participate in staff meetings. She stated that some of her colleagues consider creating a written agenda and sharing it with the staff members prior to each meeting as a good role modeling behavior to the extent that "people that participate in meetings that I run have started doing it in the meetings they run." In this case Paula believes that she is role modeling the right behavior by

creating and sharing a written agenda while promoting effective participation in her staff meeting.

Interestingly, Paula contended that she had also learned about leadership from some individuals who were in leadership positions but failed to set the right examples when it came to role modeling. She stated that some leaders in her organization were withholding important information from their staff in order to hold on to their power. She confirmed that some leaders considered information as a form of power and decided that if they kept important information to themselves, they had a better chance to influence others in their departments. Paula indicated that in this case information was being used negatively to hold power "it wasn't that somebody role modeled or communicated effectively, but that they role modeled that they were not communicating effectively." Paula stated that some staff members had lost their trust in their leaders because they failed to communicate important information with their staff. She learned that if she wanted to earn the trust of her staff, she needed to share some important information with them. Paula confirmed that when she shared some important information about her provost meeting with her staff, some staff members appreciated her willingness to share information that was kept from them by other leaders in her organization. In this regard Paula associates sharing important information with her staff members as a form of role modeling that has helped her gain the respect and trust of her staff.

Cindy regards mentorship and role modeling as two inseparable components of leadership. She describes role modeling in terms of setting examples which can teach us something about leadership. She considers the current president of her institution to be an excellent role model. The president has direct communication and regular meetings with

department heads, teams, faculty, and staff. “So I was really seeing her role model communication on unit level, and then individual meetings with me that happened twice a month…she took leadership, so communication in context is a big part of her role modeling.” She also considers the Assistant Vice President of her institution to be a role model. She goes to her any time she needs to clarify something about “the mission of the university and the specific unit that I am being asked to lead.” Cindy believes the Assistant Vice President is always consistent with offering her honest advice about an issue, and she considers every situation in terms of how it can influence student success and institutional effectiveness. Consequently, “I am doing exactly what this current AVP does that I value…it is almost a converse reflection to say that I emulate the person I have valued and most likely want to lead like.”

Like Paula, Cindy contended that she had also learned about leadership from some individuals who were in leadership positions but failed to set the right examples when it came to role modeling. She explained about one of her experiences when she worked in a student affairs role at the Central College of Education. She stated that after fifteen years of service in the student affairs’ department, she accepted a new position in the same school as a supervisor for the placement of the higher education students. Before the transfer she was informed by some of her supervisors that she would carry all of her sick time and vacation benefits to her new position. However, after the transfer was completed, she was told by the same supervisors that she had lost all of her saved up sick time and vacation benefits. She believes that her supervisors did not set the right examples in terms of being positive role models. She asserts that her supervisors’ actions did not match their words, and they did not act with integrity. Nonetheless, she contends that this experience taught her a lesson about role modeling and the value of integrity when it comes to leadership. She lost her respect and trust for her supervisors. She also

learned from this experience that leaders' actions should match their words if they are to earn the respect and trust of their constituents. As a leader Cindy believes that she leads with integrity and has become a good role model for her staff. She contends that she does not make a promise that she cannot fulfill, but if she makes a promise, she will make sure that she fulfills it.

Leslie was very keen to talk about the importance of role modeling and mentorship and their influence on her leadership behavior. She believes that mentorship and role modeling go hand in hand when it comes to learning or teaching about leadership. She considers her grandparents as her greatest role models. She contends that her grandparents always acted with integrity; they never promised anything to a customer that they could not deliver, and if they did make promises, they would make sure that they fulfilled their promises whether it was delivering the quality products or services that their customers expected. Her grandparents were also excellent role models when it came to demonstrating honesty. Leslie asserted that her grandparents never cheated or lied to a customer to increase profit. She remembered that her grandparents advised her that it was better to lose money in business than to make money through cheating or lying to customers. She also learned through her grandparents' role modeling that respect for individuals and rendering good customer service were the pillars of their business success. She did not recall even once that her grandparents treated any of their customers with disrespect "they were always kind, smiling, and treated everyone with outmost respect." Leslie's grandparents advised her that their business success was the result of earning their customers' respect and trust, and that by striving to meet their customers' needs and treat them in an honest and fair fashion they could count on their return business. Leslie's experience in working with her grandparents has taught her a lesson about integrity. She believes that her grandparents were leaders who role modeled integrity and set the stage for her learning about leadership.

Joanna also confirmed that role modeling and mentorship were two components of leadership behavior and that she had learned about leadership through her role models and mentors. She contended "I think a good leader is also someone who models good behavior for other people." She thinks she has worked with some leaders who role modeled good behavior and helped her realize her potential. Joanna confirmed that "perhaps the single greatest influence on her as a leader" was Leslie. Through effective role modeling and mentoring Leslie managed to convince Joanna to finish her Ph.D. and apply for a leadership position in the college. She explained that Leslie is an accomplished and well respected college vice president with a Ph.D. in leadership "who was telling me we have to support and encourage and develop other leaders, and sometimes it is a matter of completing something that you don't feel as necessary but that other people do." Joanna stated that if it were not for Leslie's role modeling and mentorship she would not have finished her Ph.D. She believes in the power of role modeling and mentorship and their influence on her leadership behavior so much that she has decided to become a role model and mentor to others who are willing to learn and put the necessary efforts to become leaders in her organization. As a college leader Joanna is mentoring one of her staff to continue her education in order to be qualified for a leadership position in her department. The above examples indicate that these participants' leadership behaviors have been influenced by their role models and mentors and to varying degrees have managed to influence other people's leadership behavior in their organizations.

In summary mentorship and role modeling have played a role in influencing the leadership behavior of these participants. They learned from their mentors and role models about honesty, integrity, fairness, consistency, communication, respect, and trust. These participants looked up to their role models and mentors as leaders who guided their leadership behavior in

their organizations. They stated that they wanted to emulate the good behaviors that they saw in their role models and mentors alike. Nonetheless, some participants confirmed that they could also learn about leadership from individual leaders who would not set the right examples for their constituents. Cindy learned about the value of integrity and its influence on her leadership behavior when some leaders in her organization failed to fulfill their promises. Paula learned about the value of effective communication with her staff and its influence on her leadership behavior when some leaders in her organization withheld important information from their staff members to enhance their power. These participants have learned how to become good leaders in their organizations by practicing some of the lessons they have learned from their role models and mentors alike. They confirmed that role modeling and mentorship are ongoing aspects of their leadership learning process and that these two components have influenced developing their self confidence as a leader.

Developing Self Confidence

Most participants asserted that mentorship and role modeling had influenced their self confidence, and self confidence influenced their leadership behavior. Paula stated that her mentors and role models had influenced her self confidence, and "I don't think that you can be a leader if you don't have self confidence." She considers her parents as her early mentors and role models. They told me that "I could be anything if I was willing to work hard enough." She regards her father as a role model and someone who helped her gain self confidence because he always worked hard and acted with self confidence. As a leader in her organization, Paula confirmed that she also gained self confidence to change the culture in her organization when she realized that some people were withholding key information from staff members to exercise their power. Given her staff's low morale "I knew right then that it was very important to change that

particular culture about transparency because there was a lack of trust." In this case she felt confident to change the organizational culture because the culture of secrecy and using information as power had proved counterproductive. Paula asserts that she gains self confidence in her leadership abilities when she receives positive affirmation from her mentors and other constituents in her department on "something that I led, or being part of a department…it always feels good when somebody comes and says you know I feel like I did something great because I followed your lead on that." In this regard Paula believes that some individuals in her department may have gained self confidence in their leadership abilities by following her lead or role modeling behavior.

Michael associates role modeling and mentorship with developing his self confidence. He believes he is a more confident leader now as a result of emulating some of his role models' behavior as well as by following the advice of some of his mentors. He asserted, "I know role models when I see them, and then I want to learn from them because I admire some of the things they do." He believes we learn by emulating the characteristics we find fascinating in a role model. He contends that he is a more confident leader now because he observed and emulated his admired role model, Debbie Williams, whose "confident, assertive approach to leadership was something that I found myself emulating as time went on and long after she was gone." Michael used to work with Debbie at a community college. He stated that he also wanted to be like his father because in many ways he shared Debbie's leadership characteristics. "They are great models to pursue and it is like I am doing my very best to be like my father as a leader, or Debbie Williams." He believes that his father and Debbie were excellent role models when it came to honesty, fairness, listening to other people's point of view, not to judge other people, and respecting individuals. Michael is convinced that his father and Debbie Williams became

excellent role models who managed to earn the respect of their constituents because they consistently modeled the behavior that they wanted to see in others. Given Michael's great respect for his role models, he became confident that if he emulated the same characteristics as his role models, he would be able to earn the trust and respect of the constituents in his organization. He confirmed that the reasons he seeks a mentor or looks up to his role models are "to strengthen my current underdeveloped behavior, and to develop as a leader to make better decisions and to increase my self confidence."

Cindy also believes that mentorship and role modeling has a lot to do with developing self confidence. She thinks mentors are there to listen and provide critical feedback which in turn will open the door of opportunity to hear different perspectives while enhancing a person's self confidence to make better decisions. She stated that when she was in her Ph.D. program many students did not finish their dissertations. To make sure that she finished her Ph.D. she along with four other students who were going through that process formed a cohort of five peer mentors to support each other and hold each other accountable until they finished their dissertation. They met each week and led each other through that accountability process, but "the gist of series of meetings was, you could assess the students who said one thing and did another, and they did not complete, but three of us did." She believes that two of her peer mentors who finished their dissertations were excellent role models. They said what they wanted to do and what they wanted to accomplish until their next meeting and "their actions were always consistent with what they said." They provided feedback to one another and held each other accountable if they realized someone was not performing as they had said that they would. The accountability came in the form of questioning one another as well as rendering their support as what each cohort member could do to help one another. Cindy believes that the peer mentoring,

role modeling, and accountability process helped her and the other two students develop self confidence that they would finish their Ph.D. She contends that to develop self confidence sometimes we need to hear critical and honest feedback from our mentors while realizing that they are there to support us to accomplish the task at hand..

> If they don't give me good critical feedback, this was good because this needed help, and this is the way you can do it, then I don't have a base of reference for what is the difference between what is good and bad. How I am supposed to feel good? Self esteem says I am supposed to feel good.

As a child development specialist Jennifer confirmed that the foundation of her self confidence was laid when she was very young. She regards her parents as her role models. Her father told her that she could accomplish any tasks if she chose to apply herself. She believes that her parental support and mentoring gave her the self confidence to make a decision to pursue a career in higher education. She learned through her parental mentorship and role modeling that she should have self confidence in her decision if her instincts told her whether it was a right or wrong decision. As a leader in her organization, Jennifer uses her instinct as a guiding principle to make decisions with self confidence. In her current position she makes decisions based on whether or not it is good for the organization. She stated that if her instinct told her that it was a good decision, then she would go forward with that decision with confidence. When Jennifer became the leader of the Department of Education in her organization, she became in charge of housing the faculty and staff in a new building. She realized that this was a good opportunity to change the culture of the department by bringing everyone together who used to work in different buildings. She made that decision with confidence because her instincts told her that her faculty and staff would be more productive if they worked in close proximity, as a unit, and in a new building.

Joanna's self confidence in her abilities to finish college increased when her advisor who became her role model and mentor at the university took Joanna under her wing and mentored her how to study "she taught me how to write well, she filled in me an interest for helping other students the way she helped me." Joanna believes that she would not have finished her college if it were not for mentoring that she received from her advisor. Joanna respected and trusted her advisor who had become an important role model for her and someone whom she could go to any time she felt she needed to hear her advice. She believes that this experience helped her develop self confidence to not only finish her college but pursue a career opportunity as a leader where she could become a role model and mentor for others in her organization. Joanna indicated that in her current position she considers Leslie as one of her role models and someone who mentored and supported her to finish her Ph.D. She realized that Leslie's mentorship and support was critical in developing her self confidence to finish her Ph.D. that she had postponed.

As a young leader Kelly associates her self confidence with having mentors and role models in her life. In her teenage years Kelly's parents empowered her to take charge in running some family affairs. "I found myself running our household…I did all the grocery shopping for our family." She also was in charge of organizing her family's annual trips. She contends that her parents always supported her decisions. Kelly associates her parental support and empowerment with developing her self confidence when she was young. She believes that her parents were confident individuals who trusted her with making family decisions. She contends that her parents were good role models for developing her self confidence because they never doubted her abilities to look after some family affairs. As a leader of student services Kelly looks up to one of her mentors, the Vice President of student services in one the local colleges who can help her make more confident decisions because "he has the experience, he has done some of the things

that I want to do." Like Michael, Kelly asserted that when she is faced with making a complex decision, she will seek the advice of her mentor whom she trusts and has always managed to help her see the reason why something did or didn't happen by explaining the consequences of decisions that do not take students' needs and the institutional integrity into consideration.

In summary these participants believe that self confidence is a learned behavior and that mentorship and role modeling have a lot to do with developing their leadership self confidence. They have continued to look up to their role models while seeking mentors who can support them and provide them with necessary feedback in order to make decisions with more confidence. They associated their role models and mentors in their early life with setting the stage to develop their self confidence. As adults they find it important to have role models who can demonstrate leadership behaviors that they want to emulate. This makes mentorship and role modeling a catalyst for these participants' leadership and self confident development.

Taking Responsibilities and Initiative

These participants contended that an important aspect of their leadership behavior was to take responsibilities and initiative. They learned from their role models and mentors that taking responsibilities and initiative went hand in hand with leadership. Paula asserted that in elementary school her teachers gave students responsibilities as they went through the ranks. "I learned at a young age that you step up and take responsibility, which I didn't think of at the time, but it is leadership." Paula was given the responsibility to organize students to safely negotiate the schools cross walk. She contends that her teachers mentored her to take the lead and to step up to take responsibilities. She associates taking responsibilities and initiative with leadership "there are people that are willing to go the next step and go beyond what is on the list

of their duties and responsibilities, they take initiative." Paula believes that leaders can role model by taking initiative.

> Maybe you are in a committee meeting and you find that there is a weakness in something that you have been doing, and you see somebody say, you know, I am willing to take that on and give that a shot; that is initiative, any of a leader would probably do that. People that aren't leaders they don't take initiative.

Paula stated that in one of the annual strategic planning meetings in her organization, they identified that they needed to hire a new staff position "that was dedicated to working with students that had been sexually assaulted." She took the initiative to create the new position, and after some research her committee submitted the idea of a new hire to higher administration and convinced them to hire a new staff for this position. She affirmed that her organization hired "a full time person that does this work and we have a network of volunteers." She is certain that if she had not taken the initiative to address this important issue the new staff position would not have been filled "because nobody else was doing it." In this case Paula role modeled how to take initiative to create a new position in her department. She contends that she seeks mentors to learn from their experience so that she can take initiative on something that she may not be good at.

> Let's say that I have been asked to chair a conference and I don't have an experience doing that, then I would probably find somebody that I knew was really good at it…and try to learn as much as I could from them.

Michael stated that he took the initiative and accepted responsibilities to chair the students' appeals process in his organization when his mentor, the Dean of Academic Affairs rendered his full support and advised him "you just have to give this a shot." He believes that it was because of his mentor's support and confidence in him that he also took the initiative and assumed responsibilities to chair the steering committee for his organization's Higher Learning Commission accreditation program. Interestingly, Michael explained about two situations in which mentorship also helped him to take initiative not to demonstrate certain behavior. "Early

in my career as an administrator I felt that taking on everything that was asked of me without question was the right thing to do." He learned the hard way that if he took on too much, then his work would suffer because he was overwhelmed by too many responsibilities. He contends that after some self reflection and advice from his mentors he decided "you know what, you have overloaded yourself because you didn't say no, and your work suffers, and your people suffer." This was a lesson that helped him to take the initiative to say no to more projects. Also, in his first year as General Education Director he decided to use a baseball in his meetings as a tool to control the flow of discussions and conversations. He advised people in the meeting that only the person who had the possession of the baseball was allowed to talk. Apparently, this exercise backfired and offended some people in the meeting who were schooled in the field of communication. "My communication people told me, 'I am offended that you would even do that… you need to work harder to make this happen than doing something like this…this was not really a good idea.' " Because of this experience and the advice he received from his mentors, Michael "stopped doing it after the second meeting and worked harder to control the group and promote civilized discourse, and it worked."

Mentorship and role modeling also influenced Cindy to take some "major responsibilities" and leadership initiative on her sixteenth birthday. Cindy's parents mentored her that "if you get handed a deal (in life) then just do your best with it, and to not do your best was not an option, that was their leadership model." Cindy indicated that she was handed a deal in life when she was only sixteen years old. Her father suffered from a major stroke leaving him disabled, and her mother died of a massive coronary three days after her father returned from the hospital. As the youngest of six siblings who was home full time, she took the responsibilities and initiative to take care of her ailing father. She was determined to do her best and had to learn

"how to do physical therapy with him, I drove him to the doctors, I had to help him cope with the loss of his wife, my mother." Cindy contends that her parents were good role models in her life because they were responsible individuals who spent time to teach their children about the value of taking care of the family members. She asserts that her parents modeled for her early in life that leadership was engaged through chores and through "initiatives that we have as young adults, responsibilities definitely hone leadership."

In summary these participants associate taking responsibilities and initiative with leadership. They asserted that mentorship and role modeling influenced them to take responsibilities and initiative. They look up to their role models and seek the advice of their mentors and consider their mentors' support and encouragement as important factors in helping them take responsibilities and initiative. Most participants associated their parents as their role models and mentors and believed that their parents set the stage for them to take responsibilities and initiative early in their life. In the process of learning from their role models and mentors, these participants also learned how to become good role models and mentors to their constituents.

Summary to the Influence of Mentorship and Role Modeling on Leadership Behavior

These participants believe that mentorship and role modeling are two important components of leadership behavior. They stated that their mentors and role models played a role in teaching them about leadership. They learned how to be self confident and how to take responsibilities and initiative. All participants argued that self confidence was an important aspect of their leadership behavior. They learned over time that self confidence is a learned behavior and that their mentors and role models helped them to develop their self confidence.

They contended that their role models were leaders who acted and made decisions with self confidence. For some participants their role models and mentors were the same individuals. Most participants regarded their parents as their early role models and mentors. They received support, encouragement, and feedback from their mentors. They had great respect for their role models and mentors and sought their advice to see a different opinion in order to make more confident decisions. These participants took responsibilities in their organizations and they believe their role models and mentors also helped them with taking initiative. All participants confirmed that their leadership behavior has evolved over time as a result of continuously learning from their mentors and role models alike. These participants learned from their role models and mentors at different stages in their lives. Their continual learning from their role models and mentors in their home, school, and work settings set the stage to develop their self confidence, take responsibilities and initiative. This in turn illustrates that these participants' role models and mentors had positively affected their learning about leadership and leadership behavior.

Structural Synthesis

In this section I will provide a definition for each structure as it was defined by the participants and explain how each structure influenced their leadership behavior. These participants contended that leadership was a progressive learned behavior and that they learned about leadership at different periods of their lives. They described progressive learned behavior as a continual process of learning from their experiences and challenges. They asserted that their leadership behavior had particularly been influenced by their early life experiences and challenges. These participants' leadership behavior was also influenced by what they learned from their mentors and role models. For some participants their role models and mentors happened to be the same individuals. This is particularly true when they were young, and they

considered their parents and teachers to be their mentors and role models alike. Over time they found new role models and mentors in their work environments as well as in other social settings who helped influence their leadership behavior. They distinguished their mentors from their role models. They explained that a mentor is someone with whom they have developed trust and respect, and they actively seek their mentor's advice on issues that are important to them. They regarded their role models as individuals whom they respected and wanted to emulate their actions and behavior. These participants stated that although their formal leadership education had a positive effect on their leadership behavior, it wasn't the only factor that helped them become leaders in their organizations. What helped these participants to become leaders in different settings was a combination of learning from their past experiences and challenges, associating with their mentors and role models while continuing their formal leadership education. They indicated that their formal leadership education introduced them to different theories of leadership, helped them self reflect, and provided them with opportunities to improve their leadership skills by applying their leadership knowledge in real life settings. They believe their experiences, challenges, role models, mentors, and formal leadership education collectively provided them with a tool to learn about leadership in a progressive fashion in terms of what it would take to lead other individuals in their organizations. The following provides a synthesis for all three structures to explain how each structure influenced their leadership behavior.

Leadership is a Progressive Learned Behavior

Most participants believed that they started learning about leadership when they were young, and their learning continued at different periods of their lives. They associated their continual learning about leadership with their progressive learning. They considered their experiences and particularly some of the personal challenges that they faced at different periods

of their lives as two important factors that helped influence their leadership behavior in terms of how they communicated, associated with individuals, accepted responsibilities, resolved conflicts, and made decisions. In the following, I will provide a synthesis of some participants' positive or negative experiences that influenced their leadership behavior.

Synthesis of Experience

In this section, I will describe how some participants' experiences may have influenced their leadership behavior within their organizations. Each participant's experiences will be discussed separately; however, when necessary, a cross examination is developed to explain whether or not there are any similarities between some participants' experiences.

Paula's experience with leadership started in elementary school and continued in her adult life. As the head of the girls' patrol she learned how to organize students, instruct safety rules, and maintain discipline. As the captain of her baseball team in junior high she learned how to make decisions, motivate people, and work as a team. As an athlete in high school she learned about the value of integrity and respect in terms of not following the footsteps of her dishonest coach. As a member of her college sorority club she learned how to negotiate, organize, and run events which helped her make some administrative decisions.

Like Paula, Michael's experience with leadership started in elementary school and continued in his adult life. As a student body president he learned how to accept responsibilities, organize events, communicate, and serve students. In this regard Michael's first experience with leadership is similar to Paula's in that both of them led a group of students to accomplish certain tasks. In his first administrative position he learned about the importance of building trust, morale, teamwork, and being proactive in establishing a line of communication with his staff in

order to solve problems in his organization. Like Paula, Michael's experiences have given him a point of reference in terms of how to approach a given situation and more importantly, how to make or not make certain decisions.

Cindy's experience with leadership started in her teen years by accepting responsibilities to look after her ailing father and the household. She learned about the value of personal commitment and the importance of staying positive. As an administrator she learned about the importance of integrity, and how not to trust people blindly when she lost her vacation and benefit times after her transfer to supervisory role. Like Paula, and Michael she learned about the importance of trust and integrity and that leaders' actions should match their words. Cindy and Paula learned about trust and integrity through their leaders' setting bad examples. Michael learned about trust and integrity through self reflection and by following his leaders' good examples.

Joanna's experience with leadership started when she became a member of the student government and decided to participate in organizing a protest against a tuition raise in her college. She learned about the value of commitment and acting out of conviction which helped her understand the importance of showing courage.

Alena's experience with leadership also started in her teen years by accepting responsibilities to look after her ailing father and the household. In this regard Alena's experience is similar to Cindy's in that both of them had to accept certain responsibilities to manage their household while looking after their ailing fathers. As a teacher she learned about the importance of commitment and value of conviction when she decided to change her teaching

technique to positively influence her students' writing skills. In this regard Alena's experience is similar to Joanna's in that both of them showed courage and acted on what they believed in.

In summary these participants' experiences influenced their leadership behavior at different periods of their lives. Paula and Michael started their leadership learning in elementary school by being in charge of a student body. They continued to learn about leadership through experiences that eventually shaped their leadership behavior. When it comes to learning about trust and integrity, Paula, Cindy , and Michael learned from their supervisors' role modeling and their own behavior in terms of what not to do. When it comes to learning about personal commitment, communication, showing courage, decision making, and taking actions Paula, Cindy, Michael, Joanna, and Alena learned through accepting responsibilities and acting out of their conviction. Besides learning from their experiences, some participants ended up learning about leadership through some personal challenges that profoundly influenced their leadership behavior at different periods of their lives.

Synthesis of Challenges

Paula's leadership behavior was influenced by three specific challenges. As a college leader she faced the challenge of communicating in a timely fashion with the parents of some students who were involved in some incidents in her college residence hall. She also faced the challenge of losing a valuable member of her team when one of her directors failed to show up to work on time. She learned about the importance of showing flexibility and focusing on her staff's strengths and not their weaknesses. In her personal life she faced the challenge of spending enough time with her ailing partner. She learned about the importance of having a balanced life by cutting back on her work.

As a college leader Michael faced the challenge of making some important decisions in his department such as allocation of budget, academic and strategic planning, faculty morale and development by blindly accepting his supervisor's decisions. He learned about the importance of critical thinking and questioning. In this regard Michael's challenge is similar to Paula's in that they had to decide how their behavior influenced other individuals in their personal lives or organizations. As Chief Academic Officer he faced the challenge of losing his staff morale by focusing his attention on solving less important problems. Paula's and Michael's challenges taught them a lesson about the importance of prioritization.

Joanna faced the challenge of living with an alcoholic mother while taking responsibilities to raise her younger two sisters and finishing her high school. In college she faced the challenge of either continuing her education despite her poor performance or living with an alcoholic mother. She learned about the importance of commitment and self discipline.

Jennifer faced the challenge of running an after school children program and learning how to handle her frantic camp counselor. She learned about the importance of staying calm as a leader when making decisions in emergency situations. These participants believe that their personal challenges positively influenced their leadership behavior in terms of decision making in their organizations.

In summary these participants contended that their challenges helped them make better decisions. Paula, Michael, Joanna, and Jennifer learned from their challenges how to solve different problems in their personal lives and organizational settings. They became better communicators as a result of facing certain challenges in their lives. Paula has learned how to maintain effective communication with her students' parents, how to keep her staff's morale

high, and how to live a balanced life. Michael has learned how to question his supervisors' decisions, and how to prioritize issues in his department. Joanna has learned how to stay focused on issues that are important to her and how to reach her goals through self discipline, personal commitment, and determination. Jennifer has learned how to control her emotions and stay calm under pressure. Cindy's, Alena's, and Joanna's family conditions created some challenges early in their lives which set the stage for their learning about leadership. They had to learn how to cope with their mothers' death, illness, and alcoholism respectively. While Cindy and Alena became responsible for looking after their ailing fathers, Joanna and Alena had to learn how to cope with raising their younger two sisters. The following will provide a synthesis for the structure of the influence of mentorship and role modeling and their influence on some participants' leadership behavior.

The Influence of Mentorship and Role Modeling on Leadership Behavior

Most participants contended that they learned about leadership in their early lives and that their mentors and role models had influenced their leadership behavior. They considered their parents and teachers as their early mentors and role models. They stated that mentorship and role modeling were two important components of leadership and that their mentors and role models helped them learn about self confidence, taking responsibilities and initiative. In the following, I will provide a synthesis of how these participants' mentors and role models helped influence their leadership behavior, and explain specific leadership lessons that they learned from their mentors and role models alike.

Synthesis of Mentorship and Role Modeling as Two Important Components of Leadership

Most participants contended that at different points in their lives they learned some valuable lessons from either their mentors or role models. They regarded their role models as individuals who set the right examples for them and that they respect and want to emulate their behavior. They associate mentorship with seeking advice from individuals whom they respect and trust on issues that are important to them. They stated that mentorship and role modeling were two important aspects of their learning about leadership because they learned different lessons from their mentors and role models. The following will provide a synthesis of how some participants' leadership behavior was influenced by mentorship and role modeling.

Mentorship and role modeling have played important roles in influencing Paula's leadership behavior. As a college leader she has learned both from examples set by other leaders in her organization, and from being a good role model herself when working with her staff members. In terms of learning from examples set by other leaders, she contended that when some directors in her department used their position as a source of power to influence people and failed to share important information with their staff members, it negatively affected the staff morale. She considers these directors' behaviors to be a sign of poor role modeling which caused some staff members to lose their trust and respect for their supervisors. In this case she learned how to build her staff morale by sharing information. In terms of being a role model herself, she distributes an agenda before each departmental meeting in order to increase her staff participation in weekly meetings. Given her ability to conduct effective meetings by distributing meeting agenda, some of her directors decided to emulate her footstep in order to conduct more effective meetings in their departments.

Michael's mentors and role models also influenced his leadership behavior. When he became a college administrator, he looked up to the college president as a role model because she demonstrated honesty, fairness, and respect at all times regardless of whom she came in contact with. As a college leader he considers the Dean of Academic Affairs in his current organization to be his mentor because he provides expert advice on how to handle student appeal issues. He also considers the Dean to be a role model because he always acts in a calm fashion and looks at the pros and cons of every situation before making a decision.

Cindy considers the current president in her institution to be her role model because she shares information and maintains direct communication with all people in the organization on a regular basis. She also considers the Assistant Vice President in her organization to be her role model because she is consistent in everything that she does particularly when it comes to adhering to the mission of the university. She believes the Vice President offers her honest opinion and looks at every situation from the point of view of how it may affect student success and institutional effectiveness. Paula, Michael, and Cindy have learned from their role models that sharing information is important to build staff morale in their organizations.

Leslie considered her grandparents to be her early role models because they acted with honesty and integrity at all times and that they were always respectful to others and fulfilled their promises. She believes her grandparents influenced her leadership behavior because by demonstrating honesty and integrity they earned the respect and trust of their constituents. In this regard Leslie's perception of a role model is similar to Paula's, Michael's, and Cindy's perception in that in order to earn their trust and respect, their role models had to exude some

behavior that they wanted to emulate. The following will provide a synthesis of how mentorship and role modeling helped influence the self confidence of some participants.

Synthesis of Self Confidence

Most participants stated that their mentors and role models positively influenced their self confidence. Paula considers her parents to be her early role models and mentors. They managed to instill self confidence in her by giving her positive feedback, rendering their support, and encouragement when it came to supporting her decisions.

Michael's mentors and role models helped him develop his self confidence when they encouraged him to be assertive and take initiative to lead projects. He learned from his father's role modeling how to respect individuals, and listen to other people's point of view without rendering judgment. He believes he gained self confidence because he realized that by emulating his mentors and role models he was able to earn the respect and trust of his constituents.

Cindy believes that she gained self confidence to finish her Ph.D. through association with some of her mentors. Her peer mentors' support and critical feedback helped her gain self confidence to finish their dissertation. In this case her peer mentors were good role models because they held their peers accountable, and they ended up doing what they had said that they would. In this regard Paula, Michael, and Cindy managed to increase their self confidence as a result of receiving support and encouragement from their mentors and by emulating their role models' behavior.

Jennifer believes that her father instilled a sense of self confidence in her by telling her that she could accomplish any tasks as long as she chose to apply herself. Like Paula and Michael she considers her parental support and encouragement as sources of building her self confidence

early in life. Jennifer' parents also rendered their full support for making her career decision. They advised her to trust her instincts when making decisions. She uses her instinct as a guiding principle to make confident decisions. A case in point is when she trusted her instinct to stay calm in order to calm down the camp counselor who was acting in a frantic fashion.

Joanna believes her role models and mentors helped her develop self confidence in both finishing her undergraduate degree and her Ph.D. Through constant encouragement and support, Leslie convinced Joanna that she should finish her Ph.D. Through constant support her undergraduate advisor instilled a sense of accomplishment in her to finish her degree.

Kelly's parents who were her early role models encouraged her to take charge of running some family affairs. By rendering their full support and trust for Kelly's decisions, her parents developed a sense of self confidence in her that she was capable in making some family decisions. She feels her parents' support empowered her to make certain family decisions that she had not made before. In this regard Paula and Kelly developed self confidence to make career and family decisions through their parental support and encouragement.

In summary these participants' mentors and role models influenced their self confidence through positive feedback, support, encouragement, and by these participants emulating their role models' behavior. Most participants regarded their parents and teachers as their early role models and mentors but continued to find other role models and mentors in other social settings. Paula's, Kelly's, and Jennifer's parents helped them develop self confidence by empowering them to make decisions when they were young. Michael gained self confidence through emulating his role models who demonstrated confidence themselves. Cindy and Joanna developed self confidence to finish their Ph.D. through associating with their role models and mentors who

instilled a sense of accountability in them and by providing their support and critical feedback. Some participants stated that their mentors and role models influenced their leadership behavior by encouraging them to take responsibilities and initiative.

Synthesis of Taking Responsibilities and Initiative

Paula's teachers encouraged her to accept the responsibility to become the head of the girl's patrol which taught her how to organize and communicate with people. In Junior high her coaches encouraged her to accept responsibility by becoming the captain of her baseball team which taught her how to make certain decisions and work with people as a team. As an administrator, she has taken several initiatives to create change in her organization such as taking initiative to hire a new staff for a position that did not exist in her department.

Michael's role model and mentor encouraged him to take initiative and accept responsibilities to chair the steering committee for his organization's Higher Learning Commission accreditation program. Through mentorship he also learned how not to accept too much responsibility which negatively affected his job performance as an administrator. Mentorship also helped Michael to take initiative to foster effective communication with his staff when conducting a meeting.

Jennifer's parents encouraged her to make decisions based on trusting her instinct such as when she took initiative to house her faculty and staff members in a new building in order to develop a culture of teamwork in her organization.

In summary most participants' role models and mentors helped them take responsibilities and initiative which influenced their leadership behavior. They stated that their mentors' encouragement and support were two important factors that helped them develop self confidence

and consequently take responsibilities and initiative. Paula took responsibilities to head the girl's patrol in her school. She learned how to communicate and organize students. She took responsibilities to become the captain of her baseball team. She learned how to make decisions and work as a team. She took the initiative to hire a new staff for a position that did not exist in her department. She learned how to be proactive. Michael took the initiative to chair the steering committee for his organization's Higher Learning Commission. He learned how to inspire his team members. He took the initiative to say no to extra tasks which negatively affected his job performance. He learned how to use his time wisely. He took the initiative not to use a baseball to control conversation in meetings. He learned to improve his communication skills. The following will provide a synthesis for the structure of the effect of formal leadership education on leadership behavior.

The Effect of Formal Leadership Education on Leadership Behavior

Most participants confirmed that their formal leadership education had positively affected their leadership behavior in their organizations. In the following, I will provide a synthesis of how some participants' formal leadership education affected their leadership behavior and the lessons that they learned from their formal leadership education. These participants' leadership education helped them learn about some leadership theories and how to apply such theories in real life settings.

Synthesis of Theory and Application of Theory

Most participants stated that their formal leadership education had an effect on their leadership behavior by learning about different theories of leadership and through application of some of those theories in their school and work settings. Paula's formal leadership education

gave her an opportunity to participate in different school projects such as working in teams, participating in seminars, and discussion case studies. She follows a collaborative style of leadership which is based on a participative theory of leadership. She believes collaboration can build trust and encourages others to buy into the decisions that they make as a group.

Michael's formal leadership education gave him an opportunity to get involved in some school projects such as writing self reflection papers, discussion groups, and working in teams. He has adopted both a transformational and stewardship style of leadership. As a steward leader he has accepted to take responsibilities to serve his constituents in his organization by setting the right example. As a transformational leader, he tries to be attentive to the needs of his staff by making sure that they have the resources to do their jobs while helping them reach their potential.

Cindy's formal leadership education introduced her to peer mentoring, and working in different school projects such as discussion of case studies. She follows a servant leadership model in her work setting because it resonates with her faith and personal leadership philosophy. She believes her role as a leader is to put the needs of her constituents, organization, and community first, and not to act out of self interest.

Joanna's formal leadership education provided her with an opportunity to get involved in rich dialogues with diverse groups of faculty and students as well as discussion of case studies. She follows a transformational leadership style because she strives to help her constituents to reach their potential.

Jennifer's formal leadership education gave her an opportunity to participate in school projects, community events, and working in groups which taught her how to socialize and interact with different leaders, and more importantly, how to present herself in a group setting.

In summary most participants contended it wasn't necessarily learning about different theories of leadership that affected their leadership behavior, but how they managed to apply their knowledge of leadership in real life settings. Through school projects such as participating in seminars, and discussion case studies, Paula learned how to work in teams. Through writing self reflection papers, discussion groups, and working in teams, Michael started thinking about what he was doing as a leader. Through peer mentoring and providing honest critical feedback, Cindy learned how to create a safe environment for her constituents. Joanna's formal leadership education introduced her to diverse groups of faculty and students which helped her learn about the value of rich dialogues. Jennifer's formal leadership education introduced her to community leaders through organizing events. She learned how to socialize with different people, and work in groups. Paula and Jennifer follow a collaborative style of leadership; Joanna follows a transformational style of leadership; Michael follows both a transformational and a stewardship style of leadership, and Cindy follows a servant style of leadership. The following provides a synthesis of the effect of formal leadership education on some participants' leadership behavior.

Synthesis of the Effect of Formal Leadership Education on Leadership Behavior

Most participants stated that their formal leadership education opened the door of opportunity for them to self reflect on their values, leadership styles, and learn how to make decisions in their organizations. Paula believes her formal leadership education gave her a tool to think about situations before they happen and to understand not only different styles of leadership, but how to put some of these styles into practice in real life settings. When she adopted a collaborative style of leadership, she realized that people responded positively to her leadership style. She learned how to make decisions with more confidence, because learning

about different theories of leadership gave her a point of reference to see if her decisions resonated with a given style of leadership or not.

Michaels' formal leadership education provided him with an opportunity to receive feedback from his professors and classmates which influenced his leadership behavior. He learned how to refine his leadership skills through the process of self reflection which consequently helped him learn about his strengths and weaknesses in terms of how he needed to improve in order to become a more effective leader. He also learned how to deal with difficult employees. He contended that self reflection was a catalyst for his personal growth because he was able to learn, apply, and reflect all at the same time.

Cindy's formal leadership education created a safe environment for students to provide critical feedback and make mistakes which set the ground work for her to self reflect to understand what her strengths and weaknesses were and to see where she needed to improve in order to become a more effective leader and a researcher. Like Michael, Cindy managed to refine her leadership skills through the process of self reflection. She believes her formal leadership education broadened her perspective of leadership and helped her realize what type of a leader she wanted to be in terms of dealing with people in her organization.

Joanna's formal leadership education was a catalyst for her personal refinement. Through self reflection and refinement she learned how she needed to improve in order to become a more effective leader in real life settings. She contends working with great professors, advisors, and classmates, receiving critical feedback, applying her leadership knowledge in real life settings, along with being able to go through the process of self reflection were the hallmark of her formal leadership education that affected her leadership behavior. In this regard, Joanna's formal

leadership education introduced her to similar experiences as Paula, Michael and Cindy. They all learned how to self reflect and refine their leadership skills.

Leslie's formal leadership education helped her to put a label on different leadership qualities and categorize her experiences into particular leadership styles. As a servant leader, she commits herself to the growth of individuals whom she works with and strives to help her constituents reach their potential. Leslie's formal leadership education instilled a foundation for her leadership development by challenging her to self reflect about what kind of leader she wanted to be, how she needed to improve, and how to apply her leadership knowledge. These participants were unanimous in their belief that their formal leadership education had positively affected not only their knowledge of leadership but also their leadership behavior in their organizations.

The Phenomenon

Most participants indicated that they learned about leadership through experience and that their journey of leadership experience started when they were young and continued in their adult life. They believe their parental guidance and role modeling, early experiences in school settings, and the challenges that they faced at different periods in their lives laid the foundation for developing their self confidence to accept responsibilities and take initiative. In terms of developing self confidence Jennifer asserted "where you get it, I think probably it is from early childhood, from a sense of self efficacy, from being successful, trying new things, and learning, always learning." Later in life, these participants relied on their past experiences and the support and feedback of their mentors as a stepping stone to accept different responsibilities which helped them learn more about leadership. Michael asserted

> Even if you are effective just through book learning…leadership training, you know, shadowing, being mentored by other administrators, you may have all the right pieces…and you could be considered by many a good leader, a great leader, but who is to say that you wouldn't be better had you not had those experiences.

Most participants faced several challenges at different periods in their lives which they are convinced helped influence their leadership behavior. Their challenges ranged from living with an alcoholic parent, the loss of a parent, looking after their younger siblings, taking care of their ill parents, disciplining a staff member, balancing their work and personal life, and dealing with emergency situations. Nonetheless, these challenges provided these participants with opportunities to learn about themselves in terms of their strengths and weaknesses and how they needed to improve in order to deal with their given situation. All participants associated mentorship and role modeling with their leadership development. They considered their parents and their school teachers as their early mentors and role models, but they continued to find new role models and seek new mentors who further influenced their leadership behavior. These participants contended that their formal leadership education was not a catalyst for them to become leaders in their organizations as most of them were in a leadership position prior to their starting their formal leadership education. Rather, they believe that their formal leadership education provided them with a tool to learn about and analyze different theories of leadership and helped them to understand how they needed to improve their leadership skills. An important aspect of these participants' formal leadership education was to open the door of opportunity for them to self reflect on their values, leadership styles, and how to make decisions in their organizations. They associated their leadership learning with a continuous journey of self discovery through the process of self reflection.

Summary of Structural Synthesis

Three major structures emerged from the analysis and each structure to varying degrees influenced participants' leadership behavior. The structures include: Leadership is a progressive learned behavior; the effect of formal leadership education on leadership behavior; and the influence of mentorship and role modeling on leadership behavior. Most participants indicated that they learned about leadership at different periods of their lives and that learning has continued throughout their adult life. They asserted that leadership learning is a continuous process of learning from their experiences, mistakes, and challenges. Most participants confirmed that they started learning about leadership when they were young. All but one participant came from stable families and received support and encouragement from their parents. They believe their parents provided them with positive feedback which helped them learn about leadership. Nonetheless, when they reached their teenage years, some participants contended that it wasn't just their positive experiences that taught them some lessons about leadership. In fact, they stated that they learned about leadership when they were experiencing some challenges in their lives. In this regard these participants' early positive experiences and their later challenges in life may have laid the foundation for their leadership development. All participants indicated that mentorship and role modeling were two important factors influencing their learning about leadership. Most believed that their parents were their early mentors and role models which influenced their leadership behavior. At some point in their lives all participants had accepted some responsibilities to accomplish certain tasks and taken initiative to address issues that were important to them. They believe that by accepting responsibilities and taking initiative they may have honed their leadership skills. In this regard they associate leadership with learning through doing or taking actions. All participants had participated in formal

leadership education and they seemed to have had similar experiences in terms of their learning about different theories of leadership. What separates some participants from others is the degree to which they learned specific leadership lessons while going through their formal leadership education. Given that no two institutions may have similar leadership education programs, it remains to determine whether or not some institutions' leadership education programs are more effective than others in terms of their preparation and training of future leaders. All participants were content about their leadership education and confirmed that their leadership education had positively affected their learning about leadership. The question to be answered in future research studies is: Can one of the three structures mentioned in this study affect individuals' leadership behavior more than others?

CHAPTER FIVE:

CONCLUSION

This Chapter is comprised of four sections. The first section uses the data collected in this study to answer the research questions posed. The second section discusses the results of this study and the relevant literature. The third section develops an argument for the implications of this research for practice. The fourth section provides recommendations for future study.

Answers to Research Questions

Central Question: *Does formal education in higher education leadership programs affect individuals' leadership behavior?*

All participants asserted that their formal leadership education had a positive effect on their leadership behavior. Although this study did not take into consideration the extent in which formal leadership education can affect an individual's leadership behavior, it confirmed that formal leadership education was an important factor in affecting these participants' leadership behavior.

What factors besides leadership education affect individuals' leadership behavior?

Other factors which affected these participants' leadership behavior included: Life experiences, personal challenges, mentorship, and role modeling. In terms of life experiences, these participants indicated that both their positive and negative life experiences such as learning from their mistakes, or working with leaders who failed to set the right examples, had positively influenced their leadership behavior. Some of the positive experiences that influenced these participants' leadership behavior included: Following a leadership style that resonated with their personality and belief system, making decisions based on their intuition, building relationships

with their constituents, accepting responsibilities to accomplish certain tasks, taking initiative and actions for what they believed in, and learning from their mentors and role models who set the right leadership examples. Some participants also went through some unexpected personal challenges that positively influenced their leadership behavior. Some of these challenges included: sudden death or major illness of a close family member, taking responsibilities to look after their family members at a very young age, living with an alcoholic parent, and failing to establish effective line of communication with their constituents which resulted in disgruntlement, loss of trust, and productivity. All participants had managed to learn valuable leadership lessons from their mentors and role models at different periods of their lives. Most participants considered their parents and school teachers as their early mentors and role models. Although this study's purpose was not to ascertain the degree in which each factor may have influenced these participants' leadership behavior, the results elaborate on the extent in which mentorship and role modeling had influenced participants' leadership behavior. The data indicate that mentorship and role modeling were two important factors in developing these participants' self confidence and positively influencing their leadership behavior at different periods of their lives. This study confirms that the majority of the participants learned some valuable leadership lessons by emulating the behavior of their role models at different stages of their lives which eventually influenced their leadership behavior in their respective organizations.

How do the participants perceive their formal leadership education has influenced the culture of their organizations?

The data in this study do not provide any conclusive answers as to whether or not these participants' formal leadership education had influenced the culture of their organizations.

However, they acknowledged that their formal leadership education influenced their leadership behavior to the extent that they could influence some people in their organizations. They managed to adopt certain leadership styles, policies, and procedures that influenced the environment of their organizations. Interestingly, these participants asserted that both the people and environment of their organizations influenced their leadership behavior not that they had to blindly follow the policies or procedures that were in place in their organizations, but how to adjust themselves, take responsibilities and initiative to foster an environment that made it into a better place to work for themselves and their constituents alike. One way for these participants to influence the people and environment in their organizations was to adopt a leadership behavior that earned them the trust and respect of their constituents. Some participants who could not adjust to their work environments or influence the people in their organizations ended up seeking employment in other organizations that resonated with their belief system so that they could positively influence the environment and the people in their organizations.

How do the participants perceive the culture of their organizations has influenced their leadership behavior?

Most participants confirmed that their formal leadership education, experiences, personal challenges, mentors, role models, and work environments influenced their knowledge and way of thinking about leadership which consequently affected their leadership behavior in their organizations. However, before being able to foster any changes in their work environments, they learned the culture of their organizations, how to work with people in their organizations, and earn their trust and respect in order to influence their behavior as a leader. They also had to adapt to any new changes that could arise in their respective institutions. Given that these participants

consider leaders as change agents, and leadership as a progressive learned behavior, it is possible that as they go through the journey of their leadership learning, they may adopt new leadership behaviors and create changes necessary to make their organizations meet their intended goals as indicated by some participants.

Do individuals have to change their personalities and worldviews to foster successful leadership behavior in their organizations?

There was no indication as to whether or not these participants had to change their personalities or worldviews in order to foster successful leadership behavior in their organizations. However, two participants indicated that their formal leadership education had not changed their personalities. Although these participants' formal leadership education may have not changed their worldviews, it had influenced their way of thinking in terms of what leadership meant to them and how they needed to use their leadership knowledge and change their behavior in order to influence people in their organizations. In this regard these participants' views of leadership may have been changed through their experiences and formal leadership education but not necessarily their worldviews.

All participants regarded their leadership behavior as a means to influence people in their organizations. The following will provide a comparison of the research results with the literature to see whether or not the participants' lived experiences correspond with the findings in the literature.

Comparison of the Research Results With the Literature

These participants defined leadership in their own terms. No one had the same definition for leadership. This corresponds with the findings in the literature in which different scholars

have provided different definitions for leadership. This indicates that leadership has different meanings for different people. However, these participants commonly believed that leadership could be defined in relation to influencing and working with other individuals in an organization including their family and school settings. These participants' definitions of leadership correspond with the definition of leadership collectively provided by Goleman, Boyatzis, and Mckee (2002) description of leadership in terms of four dimensions of emotional intelligence: self awareness, self management, social awareness, and relationship management; Bolman and Deal's (2003) definition that leadership can be regarded in terms of building relationships with individuals; Greenleaf's (1977) definition that true leaders have a natural feeling for serving others and that they should be a servant first; and Jaworski's (1998) definition that "true leadership is about creating a domain in which we continually learn and become more capable of participating in our unfolding future" (p. 182). Jaworski depicts his learning about leadership in terms of series of events and experiences that he encountered at different periods of his life. He contends that certain events helped him realize that "this was the beginning of a new life journey for me, a journey that began within me" (p. 35). It is important to note that Jaworski's definition of leadership (that it is a continual learning process as well as a journey of self growth and self discovery) corresponds with the finding in this study that leadership is a progressive learned behavior. All participants asserted that their leadership behavior was influenced by learning from their experiences and challenges at different periods of their lives.

These participants' formal leadership education provided them with opportunities to participate in certain hands on activities and projects, which they felt enhanced their leadership learning. Their formal leadership hands on activities and projects correspond with Herman's (2007) suggestion that in order to foster effective leadership learning, educational institutions

need to incorporate creative applications to their leadership education such as: (a) Combining theoretical application with field experience; (b) developing case studies that require students to see leadership from multiple perspectives; (c) incorporating ideas from systems thinking, scenario planning, coaching and mentoring, and organizational learning; and (d) designing self-directed studies which allow students to learn from their mistakes. All participants believed that the theoretical application of their leadership education was an important factor in influencing their leadership behavior.

In terms of adopting a style of leadership that resonated with their personality and belief system, these participants contended that their formal leadership education enhanced their knowledge of different leadership theories and helped them adopt a specific leadership style that worked for them in their organizations. The leadership styles that they practiced in their organizations corresponded with different leadership theories taught in some educational institutions and described in the literature; they include: Greenleaf's (1977) servant leadership, Kezar et al.'s (2006) transformational leadership, and Northhouse's (2007) collaborative or participative leadership styles. Only two participants acknowledged that they used different leadership styles depending on the situation that they were in. This corresponds with Northhouse's argument that the essence of situational leadership demands that a leader match his or her style to the competence and commitment of the subordinates and the situations. None of the participants reported that they practiced a hierarchical style of leadership in which leaders treat their constituents as subordinates. All participants treated their employees as team members and encouraged them to participate in organizational decision making. A common characteristic that helped these participants to adopt one of the aforementioned leadership styles was their strong belief that they had to work as a team and were willing to serve their constituents in their

organizations based on their personal values. In this regard their adherence to personal values and willingness to serve their constituents corresponds with Russell's (2001) argument that "values constitute the foundation of servant leadership; fundamentally leader values may be the underlying factors that separate servant leaders from all other leadership types" (p. 76). Greenleaf argues that true leaders have a natural feeling for serving others. This indicates that although some of the participants did not identify themselves as servant leaders, they may have practiced servant leadership in one way or another.

Another finding in this study that corresponds with the literature is the influence of early life experiences on these individuals' leadership behavior. Most participants asserted that their leadership learning started early in life and that their early life experiences laid the foundation of their leadership development. This corresponds with Brungardt's (1996) statement that "early experiences in life impact adult leadership potential" (p. 84). Brungardt's assertion that the foundation of individual's leadership development is laid during different stages of a person's development also corresponds with the findings in this study that leadership is a progressive learned behavior. The stages of individuals' leadership development mentioned in Brungardt's study include: Parental support, family influences, opportunities, school setting, mentorship, formal leadership education, experiences, and work environments. These stages also correspond with the findings in this study.

These participants' formal leadership education created a process of developing their social interaction or people management skills such as their abilities to communicate, connect , build relationship, collaborate, influence, empower, inspire, and interact with people in their organizations. This corresponds with Aasen and Stensaker (2007) assertion that the structure of

leadership education programs may stem from two basic training ideologies: one concentrating on building individuals' organizational skills, and the other building individuals' social interaction or people management skills. These participants' ongoing self reflection and its influence on their leadership behavior corresponds with Huber's (2003) assertion that as change agents, leaders need to self reflect, inspire, and collaborate with their constituents to make change possible. The practical application of these participants' formal leadership education corresponds with some of the higher education leadership programs discussed in the literature. All participants' formal leadership education had elements of practical application to varying degrees which helped them gain some hands on experience while furthering their leadership learning. This is particularly true when we compare the outcome of these participants' formal leadership education with that of Newman et al.'s (2007) research and the Administrator Development Academy (ADA) leadership program practiced at the University of Cincinnati. The primary purpose of the University of Cincinnati's ADA program was to allow the participants to put theory into practice, reflect on the outcome, and then to learn and grow from that experience. The notion of leadership being a progressive learned behavior also corresponds with Lashway's (1992) argument that "leadership development is no longer just a front-end one time experience but a lifelong process" (p.2). In this regard these participants' every day work experiences corresponds with Gardner (1990) assertion that leadership is obtained through the context of the normal work day experiences and not necessarily by designing specific training sessions. All participants contended that their every day work experiences had positively influenced their leadership behavior because they kept learning about themselves in terms of what worked and what didn't in their organizations, and how they needed to change as a leader in order to foster an atmosphere of teamwork and collaboration in their organizations.

Research Results not Found in the Literature

While numerous research studies have been conducted in the field of leadership education, few studies have attempted to address the effect of formal leadership education in conjunction with other factors that may have played a major role in influencing these participants' leadership behavior. This study has resulted in a new finding that the effectiveness of these participants' formal leadership education goes beyond specific curriculum design and course implementation, rather the effectiveness of their formal leadership education was augmented by the type of people they came to associate with and the educators they met along the way. These participants learned how to relate their formal leadership education to their past experiences and particularly challenges that they faced at different periods of their lives. In a sense, it was not only the formal leadership education program itself that affected these participants' leadership behavior, such as participating in team projects or hands on experiences, but also the people in their respective leadership programs that made a big difference in influencing their leadership behavior. The progressive nature of these participants' formal leadership learning experience was also made possible when certain individuals who participated in such leadership education programs ended up modeling a behavior and a leadership style that resonated with these participants' leadership philosophy which eventually influenced their leadership behavior. In this regard most participants' leadership behavior was influenced by people whom they considered as their role models whether it was in their formal educational settings, work, or home environments. This raises a question that may have great implications for future research. Can the effectiveness of a formal leadership education program be measured not only by the type of a curriculum that educational institutions put in place, but also by the type of

teachers they hire or students they admit into their programs who can teach leadership through effective role modeling which may consequently influence individuals' leadership behavior?

Most of the existing research takes into consideration curriculum design and course implementation as a guiding principle to determine the effectiveness of one leadership education program versus another. The result of this study indicates that effective curriculum design was an important factor in teaching these participants some lessons about leadership, but more importantly their leadership behavior was influenced by some individuals with whom they came in contact during their formal leadership education. Many participants stated that the people they met during their formal leadership education particularly their professors and classmates had a great impact on influencing their leadership behavior. This study sheds light on Zimmerman et al.'s (1999) finding that despite a record number of formal curricular and co-curricular activities in leadership development programs "few studies have rigorously documented the student, institutional, and community outcomes of these programs" (p. 51). The findings of this study stops short of addressing the institutional and community outcomes of these participants' formal leadership education, but it sheds light on the importance of their leadership education in affecting their leadership behavior. The student outcome of these participants' leadership education program helped them become more self aware of their strengths and weaknesses, the leadership style that they wanted to pursue in their respective organizations, and the influence of some individuals on their leadership behavior.

Brungardt (1996) asserts that "at this time however, very little research has been conducted to study the role formal education might play in leadership development" (p. 85). This study is an effort to address the role formal leadership education may play in affecting

individuals' leadership behavior. Hoyle (2007) contends that not all leadership education programs influence the performance of individuals who participate in such programs in similar fashions. Although Hoyle's study takes into consideration the relationship between what is taught in graduate leadership education programs and the daily practices of school administrators, it does not provide an answer as to what makes one leadership education program more effective than others in terms of affecting individuals' leadership behavior. If indeed the efficacy of current leadership training is doubtful as Rost (1993) suggests, then the answer to what makes one leadership education program more effective than others may not necessarily lie in better curriculum design but rather in leadership education delivery system. The result of this study may shed light on the fact that perhaps a better answer to determine what makes one leadership education program more effective than another in terms of affecting individuals' leadership behavior may rest more with the way the educators teach leadership than the curriculum design and implementation of such designs. In a sense, future research may be able to provide a better answer by shifting attention from the importance of education program such as curriculum design to the educator in the program when it comes to influencing individual's leadership behavior.

The Gap Found Between the Research Results and the Literature.

Even though the existing literature takes into consideration the impact of life experiences on individuals' leadership development, the participants in this study distinguished between their life experiences and dramatic personal challenges that greatly impacted the course of their lives including their careers which resulted in influencing their leadership behavior. Not all participants had experienced dramatic personal challenges; consequently, they referred to some of their experiences as factors influencing their leadership behavior. However, for those participants who had experienced dramatic personal challenges, they found such challenges as a

catalyst for their personal growth and leadership development and they separated such challenges from their other experiences because the effect of their personal challenges on their leadership development was too profound to ignore. The findings in this study indicate that a life changing event such as the death of a close family member particularly that of a parent, a parental divorce, terminal illness, and living with an alcoholic parent (as experienced by some of the participants in this study) at a crucial stage of an individual's personal development may create a situation that encourages individuals to take certain responsibilities or initiative that can greatly influence their learning about leadership. Some participants in this study attributed their leadership learning to specific incidents in their lives that dramatically influenced their leadership behavior both in their home environments and organizational settings.

Although the literature discusses the importance of certain leadership behaviors and their influence on the perception of students pursuing leadership education, it falls short of discussing whether or not a leader's behavior may have any significant influence on developing the students' leadership behavior. The focus of the literature is mostly on whether or not leadership behaviors influence the perception of students in terms of curriculum design and program effectiveness. In addition, the literature argues about the effect of leaders setting examples and modeling their values in order to shape the cultures of their organizations, but the argument does not extend into finding out whether or not setting examples and modeling one's values has any effect not necessarily on the culture of an organization but on leadership development and behaviors of individuals involved in leadership education programs both within and outside a college setting. The result of this study indicates that some college leaders had managed to influence the leadership behavior of some of the participants by modeling certain behaviors that resonated with the participants' belief system. The notion of looking up to their role models and

emulating their behaviors indicates that some participants learned about leadership through social interaction with their role models in their college settings and work environments alike.

Researcher's Perspective

I decided to get involved in the Higher Education Leadership program in the School of Education at Colorado State University with the purpose of expanding my knowledge of leadership to further my opportunity for career advancement. My preset agenda was that the Higher Education Leadership program was designed to prepare students for administrative positions within college settings, and that a Ph.D. was a ticket for success in achieving my career goal. I regarded the Higher Education Leadership program as a means to learn more about the public higher education system and what it would take to function as an administrator in higher education institutions. This made me focus my attention more on learning about the public higher education system than about myself as a leader. However, it wasn't until later during the program when I was introduced to the leadership class that my perception of what leadership meant and what it would take to be a leader changed. Prior to getting involved in the Higher Education Leadership program, I somehow believed that leadership and management meant the same thing. The participation in the leadership class and the way it was taught changed my views of leadership. The leadership class made me realize that there may be a difference between management and leadership. I have come to realize both through reading numerous management and leadership books and my professional work experience that management responsibilities may differ from leadership responsibilities in many ways. While management can be viewed more in terms of a process of accomplishing certain tasks in an organization without necessarily paying attention to the importance of human relations and development, leadership can be viewed more in terms of a process of self reflection, human relations and personal development. Interestingly,

most participants also associated leadership with a process of self reflection, human relations and personal development.

My formal leadership education program at Colorado State University and this study have helped me go through a personal transformation in regards to furthering my understanding of what leadership means. I have come to realize that being a leader does not need to equate with having a positional authority in an organization. One can demonstrate leadership in variety of settings without having any positional authority. I now regard leadership more of an ability to influence the behaviors of others in many settings so that they want to follow a leader not because they have to but because they want to. This realization resonates with the findings in this study in that many of the participants decided to emulate the behaviors of their role models not because they had to but because they had developed respect for their role models and wanted to follow their behavior. I now believe that I have demonstrated leadership on many occasions both in my personal life and professional work environment and that my desire for career advancement has given way to a desire for personal growth and development. I believe that career advancement can be a natural byproduct of personal or leadership development. In this regard my leadership philosophy resonates with Jaworski's motto of 'synchronicity' in which an unseen intelligent force may bring people together or create the right circumstances at the right time and in the right place. The participants in this study also associated leadership with a journey of their self discovery and personal growth and development. In addition, after listening to the stories shared by some of the participants I have come to realize that some of my life experiences as well as the challenges that I faced at different periods of my life, particularly during childhood, resonated with their experiences and challenges. Prior to conducting this study I always wondered when and where the foundation of an individual's leadership development

may be laid. This study has helped me realize that early life experiences as well as personal challenges can greatly influence individuals' leadership behavior. Surprisingly, I have come to regard my personal challenges and early life experiences as a catalyst for helping me learn about myself and become the person and the leader that I have become today.

Interestingly, my formal leadership education has had a profound positive effect on me in terms of helping me become more conscious of my actions and behavior and how I need to change and lead my life on a daily basis. Like most participants in this study, my formal leadership education opened the door of opportunity for me to discover the leader within me through the process of self reflection. As Barker (1997) asserts, there is a positive relationship between education and human behavior. He claims that "the aim of education is to bring basic assumptions, assimilated values, and predominant behavioral patterns into conscious awareness, and to understand their influences on decision making and human behavior" (p. 360). In this regard my formal leadership education has helped me become more aware of my values and how they may influence my behavior in every aspect of my life. I am convinced that career aspirations was the major reason that drew me to the Ph.D. leadership program; little did I realize that the people whom I came in contact with in the college setting would have such great influence on my way of thinking and leadership behavior. What I have learned most from my formal leadership education is that leadership has more to do with who we are as individuals and how we may influence others around us in terms of helping them grow and reach their leadership potential than what we do as individuals in terms of careers or positions that we hold in organizational settings.

Implication for Practice

Efforts have been made to study different leadership education programs to discuss what makes one program more effective than another. Although it may be difficult to determine the degree in which different leadership education programs affect the leadership behavior of individuals who participate in such programs, the leadership education programs adopted by some institutions such as the University of Pennsylvania Wharton School of Business leadership education program called-LEAD (Leadership Education and Development), or Duke's Leadership Institute program, have proven to be effective in terms of influencing their students' leadership learning. Effective curriculum design and program implementation seem to be important factors in helping students learn about leadership. What needs to be determined is whether or not and to what extent other factors may play a role in influencing students' leadership behavior. Given some of the participants' responses in terms of the influence of their role models on their leadership behavior, and my personal experience in working with numerous individuals in my work and school settings, I have come to realize that a shift of focus in research is needed to better answer what makes one leadership education program more effective than another. Future research may benefit by shifting focus from effective leadership curriculum design to effective teaching techniques and delivery system by taking into consideration the *teacher* and the method that he or she uses to teach and not just the curriculum as a determining factor for measuring the effectiveness of one program against another.

The notion that leadership is a learned behavior indicates that it can also be taught. The result of this study shows that these participants' leadership behavior was influenced by their experiences, personal challenges, family environments, mentors, role models, and formal

leadership education alike. A common characteristic in all of the above factors in influencing these participants' leadership behavior is the importance of *individuals* whom they came in contact with. This study suggests that while the theory of leadership can be taught through curriculum design and course implementation, the practical aspect of teaching leadership may require not only hands-on experience on the part of the student but also through modeling a leadership behavior on the part of the teacher. Most participants in this study repeatedly referred to their role models as individuals who influenced their leadership behavior through setting examples and modeling a leadership behavior that resonated with these participants' personalities and leadership philosophies. These participants followed their role models because they demonstrated leadership through their actions and behaviors. Behavior can be defined in terms of the way one acts or conducts oneself toward others. If leadership can be taught through one's actions and conducts as demonstrated by some of these participants' role models, and if it can be learned through emulating the behavior of individuals whom we may regard as our leaders as demonstrated by these participants themselves, then the implication of this study for future research particularly in the area of fostering an effective leadership educational program is great.

Efforts should be made to enhance the effectiveness of leadership educational programs not only by designing better curriculum such as hands-on experience in an actual setting as suggested by Newman et.al. (2007), or collaborating with the industry as suggested by Siegel (2007), but also by extending more efforts in hiring individual teachers who are capable to effectively teach leadership through setting examples and modeling values that can influence the students' leadership behavior. The presence of a well designed leadership curriculum may prove to be helpful in fostering an effective leadership education only if it takes into consideration the presence of a teacher who knows how to teach such curriculum through setting the right

examples and modeling the right behavior. Reading leadership books, learning about theories, applying one's knowledge of theories in real life settings, sitting face to face with a mentor, receiving support, and experiences can enhance our understanding and learning about leadership, but to become a leader may require that we also learn from individuals who know how to set the right examples and model the right behavior. The difficulty in finding a universal definition of leadership may reside in the fact that not everyone acts and behaves the same way. Individuals get influenced by different behaviors, and they follow different styles of leadership based on what behavior they want to emulate. So the question of what constitutes an effective leadership education program should not just focus on what to teach or how to teach the subject of leadership but who the teacher is. If indeed 82 percent of organizations have difficulty finding qualified leaders as Bass (2001) argues, then organizations including educational institutions at all levels ought to seek individual teachers who can teach leadership not just through lectures and curriculum implementation but mostly through demonstration and actions that are deemed by others as leadership behavior and worthy of followership. We tend to follow certain individuals not necessarily because of what they say, but because of who they are in terms of how they demonstrate their actions and behaviors. We also tend to get influenced by people's actions and behaviors and whether or not they set any examples that we may want to follow. Leadership can be regarded as a demonstration of such actions or behaviors. Therefore, a teacher can be regarded as a leader by demonstrating actions and behaviors that can influence a student's behavior; a leader can also be regarded as a teacher by setting examples and modeling behaviors that can foster followership. The participants in this study both learned from their teachers who were their role models, and they taught their constituents by becoming role models themselves.

If the main gap in fostering an effective leadership education program is in leadership preparation standards and leadership education delivery system of one institution versus another institution as Hoyle (2007) suggests, then to foster an effective leadership education program that can address the leadership problems faced in organizations including educational institutions requires a shift of focus. Future studies need to focus their efforts in finding out the degree in which an individual teacher can effectively teach leadership through setting examples and demonstrating actions and behaviors that can influence individuals' leadership behavior. The participants in this study learned about leadership from individuals in their homes, work environments, and their formal leadership education. This indicates that leadership can be learned in any settings and different individuals can teach us different lessons about leadership. Therefore, the effectiveness of a formal leadership education program should go beyond curriculum design and it may be determined by the degree in which an individual teacher or leader can influence the behavior of his or her constituents. In the end, it is a learner who decides who the leader is and whether or not he or she wants to emulate certain behavior. The formal leadership education is just another avenue for us to find both the leader within and without. The stories shared by these participants and my own experiences are testimony to the above argument.

Recommendations for Future Study

Bass's (2001) argument that "despite thousands of MBA's granted every year 82 percent of organizations have difficulty finding qualified leaders", and Herman's (2007) argument that "despite hundreds of authors writing vast numbers of books and scholarly articles on leadership, despite so many pre collegiate, collegiate and post collegiate leadership courses, programs, think tanks, institutes, and centers offering leadership development and training, we nevertheless

acutely feel a leadership vacuum" indicate that more effective leadership training may be needed in order to meet the shortage of qualified leaders felt in many organizations including institutions of higher education. The inability to effectively train and meet the demand for qualified leaders can have negative implications for organizational growth and success in the future. Given the importance of institutions of higher education in training individuals for leadership positions in organizations, they need to implement leadership training programs that can better address the leadership skills needed to lead in an organization. From the participants' perspective, hands on experiences including those practiced in leadership training programs and in real life settings have proven to be effective in enhancing their learning about leadership. More importantly, these participants were unanimous in asserting that self reflection had greatly influenced their learning about leadership. A crucial aspect of their formal leadership education was to help them self reflect which consequently influenced their leadership behavior. It appears that these participants' leadership education programs were designed to foster self reflection through the process of hands on experiences. They argued that the process of self reflection itself helped them with their personal refinement and leadership development, and that if they did not get a chance to self reflect, they would not have learned much from their mistakes, experiences and challenges. This indicates that a formal leadership education program that incorporates the process of self reflection in its curriculum may prove to be more effective than a program that does not. Future studies can shed light on whether or not and the degree to which self reflection may be used as a guiding principle in terms of effectiveness of one formal leadership education program versus another.

I also argue that if indeed leadership is a progressive learned behavior and this learning can happen in any settings, and at different periods of one's life, then future study needs to take

into consideration the degree to which past experiences and challenges particularly those experienced early in life may either positively influence or hinder individuals' leadership development *despite their formal leadership education*. My argument is based on Herman's (2007) and Bass's (2001) statements and the premise that the difficulty in finding qualified leaders may not stem from a shortage of people participating in formal leadership education, or ineffective training programs, rather formal leadership education provides part of the answer as to why there remains a shortage of qualified leaders in all organizations. This raises an important question for future study. Can a well designed leadership education program which is taught effectively through hands on experience, self reflection, role modeling and setting examples be a solution for fostering qualified leaders? If the answer proves to be negative, then the solution may be found by looking at other factors besides formal leadership education. If the answer proves to be positive, then the solution may be found by looking at whether educational institutions have the right program and the right educators in place to make effective leadership education a reality. The stories shared by these participants indicate that their formal leadership education affected their leadership behavior, but their past experiences and challenges played a major role in laying the foundation for their learning about leadership and behavior. Future study may provide an answer as to what it takes to train qualified leaders and the role educational institutions play to influence individuals' leadership behavior. In addition, future studies can shed light on whether or not leadership behavior needs to be studied in terms of gender differences as opposed to its application in terms of effective leadership teaching, learning, and practices regardless of gender differences. If leadership is a learned behavior, then the notion of studying leadership from the perspective of different experiences, challenges, role models, mentors, and effective education delivery system may prove to be more important than gender differences.

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APPENDIX A:

INTERVIEW QUESTIONS

1. Can you walk me through the journey of your leadership; when and how did it start?
2. How do you define leadership?
3. What are some of the characteristics of good leadership?
4. How do you describe your leadership experience in your organization?
5. In what way your formal leadership education has affected your leadership behavior?
6. What major factors besides leadership education may have influenced your leadership behavior?
7. In what ways your leadership behavior is influenced by the culture of your organization?
8. In what ways the culture of your organization is influenced by your leadership behavior?
9. Can you describe whether there is a relationship between changing one's personalities/worldviews and fostering a successful leadership in an organization?