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Intentional Undergraduate Leadership Development Through the Establishment of a Center of Excellence for Leadership at Gardner-Webb University

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Consultancy Project & Report

Organization:	Gardner-Webb University College of Education
Project Title:	INTENTIONAL UNDERGRADUATE LEADERSHIP DEVELOPMENT THROUGH THE ESTABLISHMENT OF A CENTER OF EXCELLENCE FOR LEADERSHIP AT GARDNER-WEBB UNIVERSITY
Candidate:	James E. Rennie
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Defense Date:	June 28, 2022
Authorized by:	Dr. Jeffrey Hamilton

Approval

This consultancy project was submitted by James E. Rennie under the direction of the persons listed below. It was submitted to Gardner-Webb University College of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

Dr. Dale Lamb, Faculty Advisor
Gardner-Webb University

Date

Dr. Jeff Hamilton, Associate Professor
DEOL Program Coordinator

Date

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This project would not be possible without the support of my loving wife of 45 years. She has not only supported me in my recent entrance into my “third career,” but she has also encouraged me to keep striving towards new and different heights. When we moved to North Carolina 3 years ago, she anticipated and longed for a life of leisure, instead of the continued fast-paced grind that represented our life in Florida. Her unwavering support and consistent cheering have demonstrated true love and selflessness. I can only hope that I can return the favor in the years ahead.

I also want to thank Dr. Joseph Moore, the former Department Chair of Social Sciences at Gardner-Webb University. He was gracious enough to entertain my thoughts during an initial lunch and courageous enough to hire me as an unproven, adjunct instructor. For the past 3 years, I have fallen in love with undergraduate teaching and the necessity to equip and motivate the future generation of leaders. Part of this has included several international students, who will hopefully return to their countries and provide exceptional leadership in the years ahead. I am hopeful that my efforts in the classroom have provided a small glimpse into my soul and the value I place on higher education and its role in the global community. I am starting to realize that our Lord’s comments about “well done thy good and faithful servant” are directed at the group of exceptional faculty and staff members I have discovered at this university. Thank you for letting this “rookie” join your team.

Abstract

INTENTIONAL UNDERGRADUATE LEADERSHIP DEVELOPMENT THROUGH THE ESTABLISHMENT OF A CENTER OF EXCELLENCE FOR LEADERSHIP AT GARDNER-WEBB UNIVERSITY. Rennie, James E., 2022: Consultancy Project, Gardner-Webb University.

Similar to most universities in the United States, Gardner-Webb University lists leadership development in their students as a high priority. The first two sentences in the Gardner-Webb University strategic plan state,

The mission of Gardner-Webb University is to prepare graduates for leadership and service in their professional careers and in their personal lives. Rigorous and innovative degree programs, combined with distinctive experiential learning opportunities, shape students into thinkers, doers, and world-changers. (Gardner-Webb University, 2021a, p.

1)

There are several key words in these sentences that warrant further discussion. First, leadership development is an instrumental aspect of the core mission of the university. Second, the strategic plan highlights “distinctive experiential learning opportunities,” as an essential element of mission fulfillment, yet there is currently not an identified or intentional program to teach initial leadership principles; allow students to practice and refine their skills; and most importantly, measure the results. The purpose of this project is to propose a Center of Excellence for Leadership at Gardner-Webb University to help synchronize current leadership efforts across the campus and to highlight the need to intentionally measure the results of leadership development. The director of this center will be an individual who wakes up every day thinking about the effectiveness of the university’s leadership programs. This discussion will concentrate only on

the undergraduate population since there are additional complexities associated with the graduate community.

Keywords: leadership development, experiential learning, measurement of results, intentionality

Table of Contents

1	Introduction	1
1.1	Project Purpose	1
1.2	Project Qualification	2
1.3	Project Complexity and Impact Assessment.....	3
1.3.1	Project Complexity	3
1.3.2	Project Impact	4
1.4	Project Charter	4
2	Project Objectives	6
2.1	Outline of Partnering Organization’s Objectives.....	6
2.1.1	Objectives	6
2.1.2	Success Criteria.....	7
2.1.3	Risks.....	7
2.2	Outline of Student’s Objectives	7
2.2.1	Objectives	7
2.2.2	Success Criteria.....	8
2.2.3	Risks.....	8
3.	Project Scope	8
3.1	Definitive Scope of Work	8
3.2	Project Benefits.....	8
3.3	SMART Goals	9
4	Disciplined Inquiry	12
4.1	Introduction and Theoretical Framework	12
4.2	Hypothesis.....	19
4.3	Research Questions	19
4.4	Literature Review.....	19
4.5	Methodology	30
5	Continuous Improvement Systems	37
5.1	Continuous Improvement Planning	37
5.2	Continuous Improvement Actions	38
5.3	Continuous Improvement Feedback	38
5.4	Continuous Improvement Implementation	39
6	Deliverables	39
6.1	To Partnering Organization From Candidate.....	39
6.2	Deferred Deliverables	40
7	Communications Plan	40
7.1	Communications Plan Development.....	40
7.2	Stakeholder Engagement Plan	42
8	Risks.....	43
8.1	Mitigation and Contingency	44
8.2	Constraints	45
9	Budget	45
10	Analysis and Recommendations	50
11	Reflection	56
11.1	Professional Learning	56
11.2	Personal Development	57

Appendices

Appendix A – Final Presentation	59
Appendix B – CITI Certification	70
Appendix C – Project Charter	71
Appendix D – Undergraduate Survey Results	76
Appendix E – Undergraduate Faculty Survey Results	83
Appendix F – Alumni Survey Results	90
Appendix G – Community Leader Survey Results.....	95
Appendix H – Carnegie Elective Classification Framework.....	101
References.....	104

1. Introduction

1.1 Project Purpose

Gardner-Webb University (GWU) is a vibrant, Christian-based, liberal arts university located in a rural setting in North Carolina. The student body is diverse and comes from 28 countries, 44 states, and 93 of 100 counties in North Carolina. The university maintains several extracurricular clubs and fields 22 NCAA Division 1 intercollegiate sports. (Gardner-Webb University, 2021b). It is a small university that is really doing “big things” for its undergraduate population.

While there are several opportunities for leadership development across the campus, there is not a holistic approach that spans all aspects of the university. For example, a football player will clearly have the opportunity to practice his leadership skills on the gridiron, but he may not understand or appreciate the need to lead in the classroom. Similarly, there are a few colleges and departments that emphasize leadership development through their curriculum, but the students do not hear similar messages from other parts of the university. Additionally, the university does not have an accepted definition of leadership attributes or of how to assess student progress.

The purpose of this project is to identify an organizational structure, mindset, and roadmap for increasing the intentionality of leadership development across the campus. Most effective leadership programs defy the notion that leaders are simply born but rather highlight the value of leadership education as transformational in the undergraduate experience. The programs identified in a fully operational Center of Excellence (CoE) for Leadership will teach, refine, and measure the leadership development of students.

There are two significant challenges to this project. First, the university is similar to most large organizations, and there is an inevitable struggle for effective synchronization across the campus. In many ways, colleges and departments may find themselves competing for viability and sustainability. It is only natural that an element of the organization will want to maximize the effectiveness of a certain program that they have designed and executed. More than likely, there will be some reluctance to “share” concepts and processes that produce results. Similarly, the crosstalk between the various aspects of the organization will not usually occur voluntarily, unless there is a forcing function. The CoE for Leadership will be an ideal venue for synchronizing the various leadership programs and processes across the campus. The second challenge for this project is funding. This report will highlight two successful leadership centers at other universities, each one established only after receiving a substantial endowment from an alumnus. Since the university does not currently have access to similar funds, this project will propose an incremental approach to a smaller CoE. As more funds become available and student results highlight effectiveness, this organization can expand its capabilities.

One final point to keep in mind throughout this project is the potential opposition to the creation of an additional center for the university. If you study organizational structure,

you will encounter a “mixed bag” of reviews concerning a CoE. There will be many people on campus who will argue the lack of necessity for an additional organization. Many current leaders may feel this new organization could drain funds and require sharing of ideas and innovations with this center; only to feel they have lost control of the outcome. To remain effective, any CoE will need the following. First, a well-defined charter that clearly articulates roles and responsibilities. Second, a well-defined organizational structure that describes the CoE’s relationships to other organizations on campus. Finally, an organizational structure that facilitates collaboration and synchronization and creates a synergistic effect across the university; therefore, in the absence of a chief of staff function at the university, I will propose that the CoE for Leadership report directly to the President. This is the only way this organization will achieve buy-in across the campus and enable the necessary concentrated emphasis on leadership. After all, the university needs a revitalized leadership culture that encourages undergraduate students to strive to reach their highest leadership potential.

1.2 Project Qualification

During an initial course in the DEOL program on organizational structure, I gave a presentation on CoEs. In a follow-up discussion with my instructor, he suggested this topic could make a good consultancy project. This was exciting for me because I had previous experience in the initial startup and operation of a CoE for Logistics. In 2004, I was in the military, leading our organization’s Strategic Deployment Division. My colleague oversaw the organization’s Logistics Distribution Division. During periods of increased operations tempo, a member of the Logistics Distribution Division would augment our staff to ensure a seamless connection between deployment and distribution. This staff augmentation became more routine, and after a few weeks, we both discussed the concept of co-locating our offices into a CoE. The staffing of the concept was surprisingly easy because both of our bosses were very supportive and knew there would be tremendous synergy from this physical combination of offices. In fact, my colleague’s boss insisted that both of us travel together when we accomplished site visits. It was a great illustration of a CoE that produced results.

As I continued to investigate the possibility of leveraging my previous CoE work into a consultancy project, my enthusiasm continued to grow. GWU has a strong desire to prepare undergraduates to assume leadership positions in all aspects of society, yet there does not appear to be an aggressive intentionality to educate, train, and measure leadership development. A quick glance at other academic institutions provided some necessary background on the “art of the possible.” Two leading universities that have created CoEs for Leadership were noteworthy. Namely, the University of Michigan and its Sanger Leadership Center and Rice University and its Doerr Institute for New Leaders. Both centers exemplify the value of a concentrated emphasis on undergraduate leadership development. A key element of these centers is the concept that leadership can and should be taught and that great leaders are not born, they are developed.

This project represents a methodology for the university to increase its intentionality with undergraduate leadership development. This analysis was not requested by the university, nor suggested by a prominent group of faculty or alumni. Rather, this is

essentially an unsolicited proposal for the university to consider. I would not say the university is failing in its efforts to produce leaders, rather the school is not as intentional as it should be, and there are no current objectives or measurement tools to gauge success. Similar to most important organizational change proposals, there will be resistance to the concept. In the absence of a large donation, the creation of this center will require potentially difficult financial decisions. Money is the lifeblood of most organizations, and this university is no different. The goal of this project is to tell a compelling story of the benefits of establishing a CoE for Leadership.

1.3 Project Complexity and Impact Assessment

It is important to determine the complexity and the anticipated impact of a project before starting the analysis. This is a simplistic way of determining the “return on investment for the broader effort. For this project, the assessments of complexity and impact were summarized through the following matrices.

1.3.1 Project Complexity

Figure 1

Project Complexity Matrix

Criteria	Score 1	Score 2	Score 3	Score 4
Delivery Time (months) – 10%	1-6	6-12	12-18	> 18
Stakeholders 20%	Internal & within single org area	Internal across >1 area	Mainly external	Internal & external
Operational change - 15%	Very minimal	Some new processes/re-training	Significant restructure	Major change/restructure
Contract complexity - 20%	No new contracts required	Single contract	Multiple contracts	New contracts/suppliers
In-house expertise - 20%	Have done this before many times	Have done this before once or twice	Have done similar, but not the same	Not done this before
Dependencies 15%	Very minimal links with other projects	Links with other projects but little impact	Links with other projects	Other projects depend upon this project

Using the Project Complexity Matrix, this project registered a score of 15 of 24 points. The true value of this project ultimately lies in the ability to synchronize undergraduate leadership education and training across the campus. As the CoE matures, the processes and outputs will grow in complexity. Additionally, the amount of integration with the local community for programs such as mentoring

may drive the degree of complexity further to the right on this matrix. As shown, this project initially grades slightly higher than average on the complexity scale.

1.3.2 Project Impact

Figure 2

Project Impact Matrix

Criteria	Score 1	Score 2	Score 3	Score 4	Score 5
Strategic Contribution	Contributes indirectly to the org. mission	Contributes indirectly to >1 strategic themes	Contributes directly to 1 strategic theme	Contributes directly to >1 strategic theme	Very significant strategic impact
ROI	4-5 years	3-4 years	2-3 years	1-2 years	<1 year
Operational Effectiveness	Improves work of small group < 6	Improves work of large team >5	Improves work of whole dept.	Some improvement across organization	Significant improvement across organization

Using the Project Impact Matrix, this project registered a score of 11 of 15 points. This assessment is conservative, and I fully anticipate the impact could move significantly to the right when the CoE is fully operational. As previously mentioned, the university strategic plan highlights the importance and potential impact of effective leadership preparation.

1.4 Project Charter Information

The project charter is the cornerstone of the action research process, and all aspects of the project rest on this building block. Kloppenborg et al. (2019) eloquently defined this document as follows: “The project charter is a document issued by the project initiator or sponsor that formally authorizes the existence of a project and provides the project manager with the authority to apply organizational resources to project activities” (p. 63). In essence, the project charter is the formal agreement between the project manager and the organization on key items such as objectives, deliverables, and associated timelines. Since this project is more of an unsolicited proposal rather than a mutually agreed-upon analysis of leadership programs at the university, this charter represents anticipated actions and processes associated with the establishment of a CoE for Leadership. This charter contains seven sections, five of which are discussed below. The full Project Charter is found in Appendix A.

Section 1 – General Project Information

This section contains the macro-level summary of the project, such as title, project sponsors, project manager, and a brief description of the project. In this case, the project sponsor is the academic advisor, Dr. Dale Lamb, and the overall project host is the manager of the DEOL Program, Dr. Jeff Hamilton. Since there is no formal

approval from the university to analyze this concept, the Project Charter description highlights the hypothetical nature of this proposal.

Section 2 – Project Participants and Roles

The people listed in this section represent the leaders in key areas of the project. These include various academic and support entities. One of the first leaders interviewed was the provost, Dr. Ben Leslie. The CoE for Leadership will have a broad brush across the campus and will interact with academic, athletic, and club organizations. Since the primary mission of the university is education, the provost was briefed to understand the basic concept. Initial reactions were positive, and he could see the CoE providing leadership training to supervisory personnel on the faculty and staff in the future, after maturation. The provost's office is also instrumental in the academic approval process associated with the CoE. The other major participants outlined in this section include essential support organizations, such as technology, finance, and facilities. They are crucial in determining requirements and ultimately a rough order of magnitude estimate for resources.

Section 3 – Stakeholders

This section of the charter identifies groups that will likely be affected by the establishment of a CoE for Leadership. Kloppenborg et al. (2019) defined stakeholders as, "People and groups who can impact the project or might be impacted by either the work or results of the project" (p. 4). Stakeholders are vitally important because they can either embrace and help the project or become an obstacle to the final effort. The university does currently have existing leadership development programs scattered throughout the campus, but they are not synchronized and do not measure the progress of the student. To start the bridging process, this analysis included initial coordination with the College of Business, the Student Development Office, and the College of Education. If a CoE for Leadership is ever established at GWU, it will only be effective if it routinely works with, for, and through multiple agencies on the campus.

Section 4 – Project Purpose Statement

This section of the Project Charter is important, and besides providing an overarching objective of the project, it highlights resources, deliverables, and milestones. An intangible result of the establishment of a CoE is the increased leadership emphasis across the campus. This is essentially a modification to the university's culture and reflects an awareness of increased intentionality towards leadership development. This shift in focus will require additional resources, and the charter highlights the importance of identifying these requirements. The last two parts of this section in the charter deal with expected results and the timeline for their delivery. This Project Charter was initially written in June 2020; since that time, a few of the dates in the timeline have shifted to the right. The initial proposal described a fully approved and funded center by the spring of 2022. After further analysis, this timeline was deemed unrealistic and the project was shifted to a 3-year, incremental approach, starting in the fall of 2023. This new timeline accounted for the requisite time associated with senior leadership's initial approval of the concept.

Section 5 – Communication Strategy

This section deals with initial and recurrent information to and through all stakeholders. Besides the anticipated series of briefings and electronic correspondence, this section will highlight the anticipated formal approval process for the CoE charter and core processes. The modified timeline should afford ample opportunity to fully staff these documents, but it will require a concerted effort. The creation of this new center involves a change in the organization, and effective and routine communication is essential for success.

2. Project Objectives

2.1 Outline of Partnering Organization's Objectives

2.1.1. Objectives

Objective 1. The first objective from the organization is to increase intentionality about teaching and exercising leadership principles. As mentioned previously, the first sentence in the university strategic plan states, “The mission of Gardner-Webb University is to prepare graduates for leadership and service in their professional careers and in their personal lives” (Gardner-Webb University, 2021a, p. 1), yet there is not an objective or metric to accomplish this reflected in the strategic plan. Additionally, there is no guidance in the academic catalog or individual department instruction manuals to facilitate this result. The university's goal of producing future leaders is excellent and vitally important, but it should be stressed more throughout all aspects of the educational experience. This analysis will highlight the role of the CoE for Leadership in the overall student population as well as those who elect to dive deeper into advanced leadership development activities.

Objective 2. Currently, the university does not have an accepted description of the leadership attributes it expects its undergraduates to attain during their course of study. There are numerous definitions and attributes of effective leadership, but these are not specifically identified by the university. There is an old saying, “if you fail to plan, you plan to fail.” The university is not necessarily failing to produce leaders, but it does not have any standards or measurement tools in place to determine effectiveness. A more deliberate approach to leadership development will be beneficial. This report will outline desired leadership attributes and some suggested methodologies for undergraduate students to obtain these skills.

Objective 3. Offer programs of experiential learning for those students who want an increased emphasis on leadership development. Not every student will want to take extra time to participate in optional workshops or coaching, but for those who volunteer, their leadership development should be significantly increased. Rice University's Doerr Institute for New Leaders (2021) highlights the effectiveness of this approach in its mission statement:

Our goal is to elevate the leadership capacity of Rice students and to improve the practice of leader development in higher education.... We help develop all students who want to increase their capacity to lead, no matter how young or inexperienced they might be. (p. 1)

2.1.2 Success Criteria

The university's stated goal is to prepare students for leadership in their personal and professional lives, and this can ultimately be quantified in a few different ways. First, after the CoE establishes a student leadership metric, this can be measured year over year to analyze improvement. Second, the potential growth in participation in the CoE can reflect the increased intentionality and emphasis on leadership. This includes the number of students participating in the volunteer programs, the number of support personnel, and the number of leadership coaches. Additionally, one of the initial benefits of the CoE is to be the primary focal point for leadership activities across the campus, through their consolidation of the various leadership program descriptions on the CoE website. As the university continues to formalize its leadership development programs, I am confident that student success will breed additional participation by both students and faculty. Kolditz et al. (2021) highlighted the necessity of increasing formal leadership development programs: "In the best case, what's supposed to build leadership abilities is more often focused on professional or career development, such as training on how to interview well or to network effectively" (p. 8).

2.2.3 Risks

There are no anticipated or identifiable risks to the university from the implementation of this project. If the university never establishes a CoE for Leadership, campus life will continue as is.

2.2 Student's Personal Leadership Objectives

2.2.1 Objectives

Objective 1. My first objective was to develop and refine the processes associated with action research. Although I have been in the workplace for several years, this is my first attempt at a formal research project. It has been interesting to combine many of the quantitative and qualitative aspects of research into this effort. Undoubtedly far from perfect, it has been a great place to start.

Objective 2. My second objective was to increase leadership development intentionality and coordination across the university. Higher education is not exempt from organizational "stovepipes," and this university is no different. Besides the benefit of increased collaboration, the various departments and schools could aid in the accomplishment of the university mission statement if they collectively increase emphasis on leadership development.

Objective 3. My final objective was to refine my understanding of best practices from leading universities associated with leadership development. It is always helpful to cast a wide net to ascertain what could work in an organization. Since “leadership” is such a broad topic, it has been professionally rewarding to look at various efforts by other institutions of higher education.

2.2.2 Success Criteria

In many ways, my personal success in this project is directly linked to the university. Besides being a student in the university’s doctoral program, I am also an employee as an adjunct instructor of undergraduates. I routinely experience the leadership acumen of the students and try to incorporate leadership principles and discussion items into my classroom sessions. Even if the CoE for Leadership is never developed, I am hopeful the university can still strive to increase its intentionality in leadership development. I would feel somewhat successful in this project if the university’s senior leadership made a concerted effort to challenge all instructors to emphasize the routine discussion of leadership, regardless of the subject.

2.2.3 Risks

The only identifiable personal risk is my potential insatiable desire to see the establishment of the CoE for Leadership. This is the type of project that is easy to pour your heart and soul into, and the investment in time could be immense.

3. Project Scope

3.1 Definitive Scope of Work

This project recommends the establishment of the CoE for Leadership at the university. This new organization will increase the intentionality of the leadership development focus at the university and offer comprehensive voluntary programs for undergraduate students. A core element of this initiative is the establishment of a leadership measurement metric for undergraduate students that can be measured routinely across the student population. This tool will enable university leaders to ascertain the effectiveness of the leadership programs including those led by the CoE. This concept was poignantly described by Howard (2013) when he said, “You should measure things you care about. If you’re not measuring, you don’t care and you don’t know” (p. 1).

3.2 Project Benefits

There is an expectation that after project completion, the quantity and quality of leadership development across the campus will significantly increase. In addition, the following benefits are also expected:

- consolidated and synchronized listing of all university leadership programs
- focused leadership programs that include voluntary and leadership certification
- enhanced and focused community and alumni partnerships
- standardized leadership measurement tool
- leadership speaker series and undergraduate led annual leadership conference

- enhanced campus-wide leadership culture

3.3 SMART Goals

The goals for this project were modified significantly after conducting an initial analysis. During discussions with senior university leaders, it became apparent that the original timeline for the establishment of the CoE for Leadership had to be modified. Instead of a fully operational CoE being available approximately 18 months after project initiation, the new timeline accounts for the lengthy staffing process associated with an academic initiative of this scope. The macro-level description of the project is as follows:

Phase 1 – Virtual Leadership Center (“Crawl” – August 2023)

Phase 2 – Initial CoE Standup (“Walk” – August 2024)

Phase 3 – Final CoE Standup (“Run” – August 2025)

Figure 3

SMART Goals

Goal	Deadline
Describe/link all GWU leadership programs on CoE website	August 15, 2023
Establish leadership measurement tool for undergraduates	October 15, 2024
Increase leadership training 10% by end of 1 st semester IOC	December 15, 2024
Observe 25% increase in leadership measurement tool	May 15, 2026
Apply for Carnegie Leadership Classification	August 15, 2026

These goals are further developed in Figures 4-6.

Phase 1 Virtual Leadership Center (“Crawl”)

Objective: Single identification point for current/future leadership programs

Timeline: Initial operating capability, August 15, 2023

Resources: one full-time director, one part-time administrator

Figure 4*Phase 1 (“Crawl”)*

Major Task	Sub Tasks	Owner	Due Date
Establish website	Consolidate current GWU programs	CoE	August 15, 2023
	Define GWU leadership vision	CoE	August 15, 2023
	ID leadership “snippets” for students	CoE	August 15, 2023
Create Roadmap	ID types/frequency of activities	CoE	October 15, 2023
	ID core leadership objectives	CoE	October 15, 2023
	ID leadership measurements	CoE	October 15, 2023
Create CoE Charter	Purpose, objective, MOP/MOE	CoE	October 15, 2023
	Synchronize with Strategic Plan	CoE	May 15, 2024
Finalize CoE Funding	Requirements for Phase 2	CoE	October 15, 2023
	Requirements for Phase 3	CoE	October 15, 2024

Phase 2 Initial Stand-up (“Walk”)

Objective: Open the doors of CoE, offer a limited menu of activities

Timeline: Initial operating capability, August 15, 2024

Resources: one full-time director, one full-time administrator, one part-time assistant director, one part-time leadership instructor

Figure 5*Phase 2 (“Walk”)*

Major Task	Sub Tasks	Owner	Due Date
Conduct student orientation	Requirements from CoE Roadmap	CoE	August 15, 2024
	Develop leadership measurements	CoE	August 15, 2024
Quarterly leadership series	Build/execute speaker plan	CoE	August 15, 2024
	Identify funding sources	CoE	August 15, 2024
Quarterly student activities	Build/execute activity plan	CoE	August 15, 2024
Initiate voluntary programs	Start high priority workshops	CoE	August 15, 2024
	Start high priority certifications	CoE	August 15, 2024
Refine academic programs	Purpose, objective, MOP/MOE	CoE	October 15, 2023
	Synchronize with Strategic Plan	CoE	May 15, 2024
Finalize CoE Funding Plan	Requirements for Phase 2	CoE	October 15, 2023
	Requirements for Phase 3	CoE	October 15, 2024

Phase 3 Final Stand-up (“Run”)

Objective: Refine programs and activities, offer a full menu

Timeline: Initial operating capability, August 15, 2025

Resources: one full-time director, one full-time assistant director, one full-time administrator, one part-time leadership instructor, one part-time data analyst

Figure 6*Phase 3 (“Run”)*

Major Tasks	Sub Tasks	Owner	Due Date
Execute coaching program	Develop methodology	CoE	August 15, 2025
	Identify funding source	CoE	August 15, 2025
	Recruit qualified coaches	CoE	August 15, 2025
Plan/execute Leadership Conf.	Develop topics	CoE	December 15, 2025
	Invite speakers	CoE	December 15, 2025
	Secure logistical support	CoE	December 15, 2025
Refine leadership programs	Leadership workshops	CoE	August 15, 2025
	Crisis Management drill	CoE	August 15, 2025
Finalize alumni support	Coaching assistance	CoE	August 15, 2025
	Workshop assistance	CoE	August 15, 2025
Finalize community involvement	Coaching assistance	CoE	August 15, 2025
	Workshop assistance	CoE	August 15, 2025
Execute leadership measurement	Use tool from Phase 2	CoE	Mar 15, 2026
Carnegie Leadership Award	ID project officer	CoE	August 15, 2025
	ID/meet milestones	CoE	August 15, 2026

4. Disciplined Inquiry

4.1 Introduction and Theoretical Framework

4.1.1 Introduction

GWU is a private, Christian-based institution of higher education. The undergraduate student body is diverse and comes from over 23 foreign countries, 43 states, and 90% of the state-wide counties. The university offers multiple degree options for the undergraduate population and provides extra-curricular activities in the form of NCAA Division 1 athletics and various clubs. The mission statement of the university clearly articulates an objective of producing leaders able to influence all aspects of their lives. The statement reads,

The mission of the University is to prepare graduates for leadership and service in their professional careers and in their personal lives [Italics added for emphasis]. Rigorous and innovative degree programs, combined with distinctive hands-on learning opportunities, shape students into thinkers, doers, and world-changers. Forged within a supportive and diverse Christian

community, our students emerge ready to impact their chosen professions, equipped with the skills to advance the frontiers of knowledge, and inspired to make a positive and lasting difference in the lives of others. (Gardner-Webb University, 2021a, p. 1)

Since the first statement clearly articulates the institutional desire to produce leaders, the next logical question is how effective is the university in this process? Are there subordinate objectives that are measurable? Is there an intentional curriculum where students advance in their leadership journey and are instructed in fundamental leadership attributes? Do students have an opportunity to practice leadership principles in a safe and controlled environment? Finally, do undergraduates leave the university with a tool kit of personalized leadership techniques? This university, similar to many other higher education institutions, overtly describes a desire to produce leaders, but simply listing an objective on a mission statement does not guarantee the desired results. This potential disconnect was highlighted by a recent study of leadership development curriculum:

As the Harvard Business School has noted, although a majority of U.S. colleges and universities include leadership development as a goal and refer to leadership in the mission, there is a gap in the number of institutions that are actually measuring leadership and leadership development as an outcome. (Delbert & Jacobs, 2021, p. 1)

4.1.2 Theoretical Framework

In 1974, Chris Argyris and Donald Schon developed a concept of learning entitled theory of action. Essentially, this theory describes the relationship between an individual's thoughts and their subsequent actions. These two men identified five elements of this theory:

1. Action strategies – Behaviors in which we engage to manage our immediate surroundings.
2. Consequences for self – The end effects for ourselves of our action strategy.
3. Consequences for others – The end effects for others of our action strategy and their response.
4. Governing values – Constancies that we seek to keep within acceptable ranges.
5. Action strategy effectiveness – Extent to which our behaviors (our action strategies) lead us to confirm the “rightness for us” of our governing values (Dick & Dalmau, 2000).

These five elements were further categorized into two types of theories of action, namely espoused theories and theories in use. The theorists expanded on these definitions as follows: “*Espoused theories* are those which we know about which we espouse to ourselves. *Theories-in-use* are the theories of action implied by our behavior; they are more likely to be unknown to us” (Dick & Dalmau, 2000, p. 2). The principal concept from this theory is that learners approach a problem with

two sets of actions. This includes actions we have used previously and have been emphasized during numerous encounters. The second set of actions are those that are held deeper inside us and may unintentionally influence our activity under the correct circumstances. Therefore, these two initial concepts are foundational in the discussion of learning theory and its relationship to leadership development.

In 1976, Chris Argyris expanded on these initial thoughts by creating the double-loop learning theory. After further review of the original theory of action, Argyris (1976) felt there was a need to specifically connect effective learning influences with responsible leadership education: “Leadership has been defined as effective influence. To influence effectively, a leader requires online, repetitive learning about his influence. To solve ill-structured, complex problems, a leader also requires online, repetitive learning about how well substantive issues are being explored. Effective leadership and effective learning are intimately connected” (p. 29). In simplistic terms, Argyris was saying that good leaders must understand what influences them in their various encounters with problem-solving. If prospective leaders are not forced to confront their embedded personal action traits, they will never achieve their highest level of performance. Many proponents of the double-loop learning theory equate the concept to two different thermostats in a room. The single-loop thermostat merely achieves the desired room temperature set on the dial, but a double-loop thermostat would go much further in environmental analysis and look at whether the set temperature is best for the conditions. As highlighted in a publication of higher education specialists, this concept is revolutionary: “Double loop learning calls for changing the objective itself. Indeed, double-loop learning is not only about changing the objective, but involves questioning the assumptions, objectives, and perceptions, as well as ways of approaching problems” (Cartwright, 2002, p. 1). This mindset emphasizes the intentionality of learning and not merely accepting the status quo.

In fact, Argyris (1976) further defined the most effective approach to problem-solving as the need to unlearn deeply held values.

Picture human beings who have programmed themselves to behave in ways that are consistent with four governing values or variables. These are to

- achieve the purpose as the individual has defined it
- win, not lose
- suppress negative feelings
- emphasize rationality (Argyris, 1976, p. 29)

One look at this description and you see a prospective leader who wants to approach problem-solving in a minimalist manner. The objective is to win and not lose and to do this in a rational or accepted manner. This might be fine for a military leader who is charged with winning the big battle, but it is not appropriate for a leadership development program at a university. Higher education should afford the student the opportunity to learn basic principles, expand on initial understanding, and test theoretical applications through practical

exercises. The clear implication is that higher education should recognize that failure is indeed possible, and the prospective leader may learn more by failing at first. Former President Barack Obama highlighted this sentiment when he said, “You can’t let your failures define you. You have to let your failures teach you” (Alfred, 2020, p. 4). Effective leadership development should encourage realistic scenarios, ideally in unfamiliar circumstances, that increase the likelihood of failure. The traditional methodology of instructing leadership is to simply assign leadership textbooks or lectures. These approaches do not realistically test understanding or underlying values. The better approach is to place prospective leaders in experiential learning situations that require innovative thoughts. Argyris (1976) expanded on these two competing concepts and labeled them Model 1 and Model 2.

Model 1 learning associates the prospective learner with the single-loop thermostat. When confronted with a problem, the individual defaults to the previous setting. There is a minimal interface with the broader environment, and the learner simply goes with what has worked before. Figure 7 from Argyris ‘s (1976) writings, highlights salient aspects of this limited viewpoint. Notice how the learner tries to control the situation so they do not lose, and they have minimal external involvement, minimal risk-taking, and high defensiveness. All these lead to decreased effectiveness and missed opportunities. Unfortunately, Model 1 learning is the likely approach taken by most leadership programs at the typical university. As highlighted in Figure 7, the leadership lessons learned by the student are not beneficial.

Figure 7*Model 1 – Argyris Single-Loop Learning*

Governing Variables for Action	Action Strategies for the Individual and toward his environment	Consequences on the Individual and environment	Consequences on learning	Effectiveness
Achieve purposes as the individual perceives them	Design and manage environment so the individual is in control over the factors relevant to him	Individual is seen as defensive	Self-sealing	Decreased effectiveness
Maximize winning and minimize losing	Own and control task	Defensive interpersonal and group relationships	Single-loop learning	
Minimize eliciting negative feelings	Unilaterally protect self	Defensive norms	Little public testing of theories	
Be rational and minimize emotionality	Unilaterally protect others from being hurt	Low freedom of choice, internal commitment, and risk-taking		

In Model 2, Argyris (1976) delineated the differing viewpoint of double-loop learning. This model affords the prospective learner the opportunity to engage with other participants and to receive inputs and even challenges to their initial mindset. Argyris highlighted this as,

Model 2 couples articulateness and advocacy with an invitation to others to confront one's views and possibly to alter them in order to reach a position that is based on the most valid information possible and to which everyone involved can become internally committed. (Argyris, 1976, p. 31)

Notice the significantly different approach to learning depicted in Figure 8, primarily the lack of risk aversion and defensiveness and high engagement with the surrounding environment.

Figure 8

Model 2 – Double-Loop Learning

Governing Variables for Action	Action Strategies for the Individual and toward his environment	Consequences on the Individual and his environment	Consequences on learning	Effectiveness
Valid Information	Situations or encounters are designed to enable participants to originate actions and experience high personal causation	Individual is experienced as minimally defensive	Disprovable processes	Increased effectiveness
Free and informed choice	Task is controlled jointly	Minimally defensive interpersonal relations and group dynamics	Double-loop learning	
Internal commitment to the choice and constant monitoring of the implementation	Protection of self is a joint enterprise and oriented toward growth	Learning oriented norms	Frequent public testing of theories	
	Protection of others is bilateral	High freedom of choice, internal commitment, and risk-taking		

Argyris (1976) highlighted the primary benefit of the Model 2 approach to learning: “Many of the problems confronted and resolved under Model 2 conditions were serious problems that might have never been confronted at all under Model 1 or, had they been confronted, might have been less effectively resolved” (p. 42). Clearly, Model 2 learning enables the prospective leader to experience more inputs in their internal problem-solving matrix, and this will help in practical leadership development. Another major result of Model 2 is the feeling of involvement and ownership from all stakeholders. The ability to effectively solve problems and work towards inclusion is an important leadership skill to master. A practical connection between Argyris’s double-loop learning and effective leadership was highlighted in the widely accepted book, *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations* (Kouzes & Posner, 2017).

Kouzes and Posner (2017) identified five practices of exemplary leadership. There are a few common themes among these attributes, such as examining all possibilities, increased collaboration, and experimenting or testing possible solutions. All of this points directly to Argyris (1976) and his double-loop learning theory. Here is the list from Kouzes and Posner:

1. Practice 1: Model the Way
 - a. Clarify values by finding your voice and affirming shared values.
 - b. Set the example by aligning actions with shared values.
2. Practice 2: Inspire a shared vision.
 - a. Envision the future by imagining exciting and enabling possibilities.
 - b. Enlist others in a common vision by appealing to shared aspirations.
3. Practice 3: Challenge the process.
 - a. Search for opportunities by seizing the initiative and looking outward for innovative ways to improve.
 - b. Experiment and take risks by consistently generating small wins and learning from experience.
4. Practice 4: Enable others to act.
 - a. Foster collaboration by building trust and facilitating relationships.
 - b. Strengthen others by increasing self-determination and developing competence.
5. Practice 5: Encourage the heart.
 - a. Recognize contributions by showing appreciation for individual excellence.
 - b. Celebrate the values and victories by creating a spirit of community.

This may appear to be nothing more than a simple list of effective leadership traits, but this is a practical illustration of double-loop learning. Implied throughout all of Argyris’s (1976) theory is the need for intentional and engaging instruction, thinking, and activity. This intentionality allows both the student and the instructor to embrace the learning environment and appreciate the developing opportunities.

4.2 Hypothesis

GWU is very interested in undergraduate students being adequately prepared for a lifetime of leadership, both in their personal and professional lives. This concept is clearly embedded at the beginning of the university's mission statement. Although there are leadership events, programs, and courses on the campus, there is not a synchronized and holistic approach to leadership development. In simplistic terms, the current leadership programs do not maximize leadership development. The university does not formally teach leadership development or measure the success of their programs, so the intentionality and follow-through do not facilitate optimum results. Increased and intentional leadership development will increase leadership attributes in the undergraduate population.

4.3 Research Questions

Those universities that have instituted formal leadership development programs have all documented the benefits for their student population. In this report, the following questions will be addressed:

1. Is there a difference in student leadership development between students who participate in a formal program and those who simply attend courses in their academic discipline?
2. Can a concentrated CoE for Leadership impact the broader undergraduate population and change the leadership culture on campus?
3. Can a CoE for Leadership be adequately resourced to allow ample student participation in formal programs?

4.4 Literature Review

In 2006, the dean of the University of Michigan Business School and a colleague founded the Ross Leadership Initiative. This organization was a leading-edge attempt by a university to intentionally dedicate a program toward the development of leadership. Instrumental in their approach were the concepts of active learning through practical experience. The founders of the Ross Leadership Initiative embraced three fundamental tenants:

1. Experiential, enabling students to learn leadership by practicing leadership.
2. Designed to meet the demands of today's world of work.
3. Informed by practice-oriented research generated by Michigan's innovative faculty (Sanger Leadership Center, 2021).

It is important to take note of several vital elements of this mindset. First, the program is based on practical leadership, through various controlled experiences. This takes leadership development from a textbook to real learning situations. Second, this leadership program strives to remain relevant to the surrounding environment. Any good curriculum will constantly be reevaluated to provide the best opportunity for student success. Finally, this university leadership program is supported by several facets of the University of Michigan faculty. This may be a leadership program directly embedded in the Business School, but it is not solely a Business School sourced

program. All three of these attributes emphasize the concept of intentionality across the entire campus. Effective leadership development does not just happen, rather it takes a dedicated and continuous effort from the entire team. This focus is effectively captured on the University of Michigan leadership website: “Developing as a leader is a lifelong growth journey, where you make the most progress with a growth orientation, clear goals, intentional experiments (and acceptance of failures!), and lots of feedback” (Sanger Leadership Center, 2021, p. 4).

In 2015, the University of Michigan was the blessed recipient of a large donation from a Business School graduate, Ross Sanger. Mr. Sanger led a highly successful life in the corporate world, principally with General Mills. Since retirement from that organization, Mr. Sanger has served in key leadership positions with several leading organizations across multiple disciplines. A common thread throughout his career has been a passion for leadership development and the associated culture of organizational success. Using his donation as the cornerstone of a new program, the University of Michigan established the Sanger Leadership Center. The mission statement of this organization clearly reflects its core values:

At the Sanger Leadership Center, we believe that leadership is a skill, like reading or math, that everyone can learn. We seek to democratize the leadership development process by providing students, alumni, and external affiliates with the bold ideas, transformative experiences, and inclusive communities needed to self-guide and accelerate leadership development. (Sanger Leadership Center, 2021, p. 4)

A key foundation to this leadership development program is the underlying thought of experiential learning.

Ashford and DeRue (2012) conducted important research on the role of experiences in learning, and much of this work has been instrumental in developing the leadership development programs at Michigan. These two authors have become known for the concept of mindful engagement. This seminal work described the correlation between learning from experiences and translating those principles and skills into long-term lessons. The key is to be deliberate in all phases of the learning process, including before, during, and after the experiential event. Ashford and DeRue highlighted the importance of framing experiential learning within appropriate boundaries.

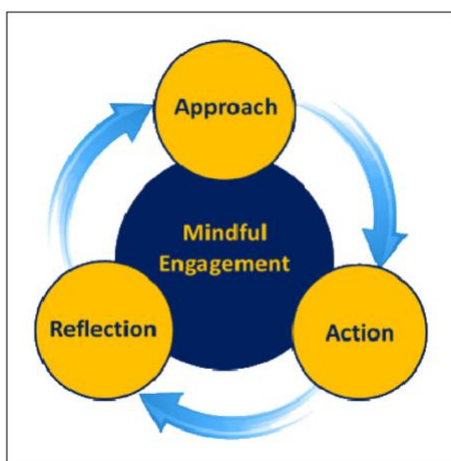
Experience is a funny thing. We widely recognize that leadership primarily is learned from experience. However, people do not automatically learn from experience. A particular experience can have all the ingredients for leadership development; novelty, high-stakes responsibilities, change, interpersonal and cultural diversity, complex organizational boundaries; but still the person can come away from the experience with no lessons learned or even the wrong lessons. To maximize the developmental value of any experience, individuals must approach and go through their experiences mindfully. Mindfulness is a “state of being” where people are actively aware of themselves and their

surroundings, open to new information, and willing and able to process their experience from multiple perspectives. (Ashford & DeRue, 2012, p. 148)

Think of an energetic, hard-charging student who is taking a traditional leadership course in the classroom. This individual may tend to be risk-averse to failure or even the perception of failure. This is especially true if there is a course grade associated with behaviors and performances from the academic leadership experience; however, if this same student is placed in a nonthreatening environment where instructors introduce the exercise, observe performance, and provide constructive feedback, the likelihood of long-term learning is substantially increased. To address this dynamic, Ashford and DeRue (2012) devised a model of this mindful engagement process.

Figure 9

Mindful Engagement



There are three distinct phases of approach, action, and reflection.

In the approach phase, key concepts and expectations are established before the learning experience begins. Undoubtedly, this would include an overview of sequence, methodology, and role-playing, if applicable. Probably the most important part of the approach phase is to emphasize the opportunity for learning. Ashford and DeRue (2012) discussed two general “windows” in which most people view activities. Psychologists typically call this a learning orientation or performance orientation. Ashford and DeRue elaborated,

It begins with how people approach situations. Rather than focusing on what can be learned from a particular experience, people all too often focus on either avoiding failure or proving to others that they can meet performance expectations. Yet, learning sometimes requires failure and mistakes. This often involves individuals engaging in experiences where they do not yet have the skills to perform effectively. (p. 149)

Besides establishing the proper mindset, it is important to identify objectives during this phase. Ideally, the learner can understand the desired outcomes from an activity and can develop or maintain an open approach to learning. For some people, this mindset will be difficult to adopt, but recognizing these inhibitions upfront and addressing them early are vital for a positive outcome for the student.

The second phase of mindful engagement is the action stage. To have an effective experiential learning activity, the activity leaders should create an environment that balances the requirement for performance and the need to foster learning. For example, in aviation, the effective simulator instructor will highlight the proper procedures while simultaneously emphasizing the importance of learning. Imagine a prospective aircraft leader failing to adequately perform a key emergency procedure. If the simulator is advanced enough, the fledgling airman could see the catastrophic results of their decisions in the activity, but just as important is the instructor who can stop the learning activity and explicitly discuss the events and ask the student, “what did you learn?” Ashford and DeRue (2012) listed three key aspects of the action phase: active experimentation, feedback seeking, and emotion regulation.

Active experimentation is an integral part of experiential learning and is instrumental in leadership development. In essence, the leaders are trying to foster an atmosphere and actions where the student is experimenting with the required changes they may have to make for effective learning. Ashford and DeRue (2012) emphasized this point as, “Leadership development requires change, and the practice of active experimentation enables individuals to test the impact of changes in behavior, thought, and attitude. As individuals learn from their experiments, they can make further adjustments as they go forward” (p. 150). Imagine a leadership student signing up to practice being more aggressive in interpersonal relationships. They can participate and help design some activities that would work on these personal shortcomings. The key thought again is the intentionality of developing a particular leadership skill set.

The second attribute of the action stage of mindful engagement is seeking feedback. It is common knowledge that timely and pertinent feedback is instrumental in effective leadership development. The operative words here are timely and pertinent. Timeliness depends on the student’s ability to sincerely hear and process the feedback they receive from a learning activity. Timeliness also depends on the leader’s ability to correctly determine when and how to provide effective feedback. A key reason to determine the proper timing and methodology for feedback is that many students do not want to hear specific feedback, and similarly, many leaders do not necessarily want to deliver difficult news. The intent of this step is for both the student and the instructor to establish expectations for effective feedback and to form a pseudo “contract” to deliver and receive appropriate feedback. Ashford and DeRue (2012) wrote,

Because people often worry about hurting others’ feelings, creating tension or conflict in groups, or coming across as overly judgmental, people often do not share important feedback with others. As a result, individuals are left in the dark regarding how their leadership impacts people and situations unless they actively

seek out and solicit feedback from others. Active requests for feedback enable those who might have otherwise been reluctant to share their input, putting them in the role of responding to an initiation from someone else. (p. 150)

If this learning agreement is adhered to, feedback can transition from a sporadic and limited tool to a purposeful part of the learning activity.

The last element of the action phase of mindful engagement is emotion regulation. As most of us have experienced, emotions can be powerful and impact the learning environment. If a student becomes too elated during a learning activity, they may lose focus and miss a subsequent development opportunity. Also, if a student gets too “down” and inner focused, they may unintentionally withdraw from the learning activity. There is a delicate balance between understanding, harnessing effective emotions, and using emotions to hide or inhibit deep learning. To navigate through this potential minefield, Ashford and DeRue (2012) recommended three concrete steps:

1. Regular “booster shots” that reinforce a learning mindset. This includes a recommitment from all parties concerning the intentions of the learning activity and the positive results of feedback.
2. Make routine discussion of emotions an integral part of the learning activity.
3. Construct opportunities for students to discuss their emotions off-line and away from the formal learning activity. This can facilitate processing deep emotions and help channel them towards a positive input in the learning process.

The third and final portion of mindful engagement is reflection. This process is sometimes referred to as looking backwards to move forward. The concept of an after-action review is a common occurrence in today’s military forces. These after-action review sessions can vary in length and process, but they usually require the learner to identify a certain number of positive and negative “take-aways” from the formal activity. The key to this process is an honest and open dialogue in a controlled setting. Reflection needs to be structured and focused on learner behavior and a comprehensive dialogue centered around the initial objectives of the leadership exercise. As a former military pilot, I remember lively reflection meetings after each training flight, and they started with a recap of the planned flight profile. In fact, these sessions were usually informal in format but structured in content. If a pilot was in a formal upgrade category, most of the reflection comments were entered into a training folder and documented for further review.

Mindful engagement is a key attribute of leadership development and highlights a prospective leader’s willingness and readiness to learn. DeRue called this readying for growth:

Readying for growth is about preparing oneself to learn in complex, dynamic environments. It includes three specific steps. First, is building an awareness of strengths in context. Second, is identifying specific, learning goals. Finally, developing a learning mind-set. To be effective, leaders must simultaneously

balance the stability required for execution with the change required for innovation. Leaders must balance the need for internal collaboration and community with external performance pressures from outside the team. (Ashford & DeRue, 2012, p. 151)

Now that we have discussed the theoretical framework of double-loop learning and the need for intentionality through mindful engagement, let us continue this dialogue with a discussion on measuring effective leadership.

Several years ago, I was listening to a senior military leader poignantly discuss with his staff the importance of mission identification and measurement. This leader challenged his subordinates to help clearly identify what mission areas they should concentrate on and how to specifically measure their organizational progress. His words were few but to the point. He said, “What is it we should be doing, and how well are we doing it?” These same two questions can and should be addressed by every university that espouses to develop leaders. If the intentionality to address these two questions is not present, a university is not likely to succeed.

Indeed, a common claim made by institutions of higher education, at least in the U.S., is that “we make leaders.” Clearly defining what such a developmental process might entail, however, remains an ongoing challenge for universities, and measuring the extent to which they are succeeding in reaching this noble goal is both difficult and rare. Without a firm commitment to honest and rigorous measurement, no institution can hope to make consistent progress in developing students as leaders. (Brown & Varghese, 2019, p. 35)

This sentiment was described by key leaders at the Doerr Institute for New Leaders at Rice University.

Founded in 2015, the Doerr Institute was formed to increase leadership awareness, education, and practical exercises for the campus. Ann and John Doerr presented Rice University with an integral gift to establish this center, and in a few short years, it has become a leading CoE for leadership in higher education. Since its inception,

The Doerr Institute has operated according to four “first principles:”

1. Leader development should be considered a core function of a college or university.
2. Leader development initiatives should be evidence-based approaches, rather than simply following the latest fad or long-beloved method.
3. Leader development initiatives should employ professional leader developers, not just well-intentioned but untrained volunteers.
4. Rigorous measurement of desired outcomes, not just body counts, should preside over any serious development enterprise. (Brown & Varghese, 2019, p. 36)

This concept of clearly identifying program objectives and then measuring results is paramount to an effective leadership development program. Absent these concrete measurement tools, the program is simply claiming to produce student leaders. The key to the Doerr Institute's leadership development is a deliberate and intentional methodology that is based in empirical research. As you would expect, this is not a simple or 1-step process.

Evaluating a program is a complex process that involves multiple phases, such as working closely with stakeholders to articulate objectives; pilot-testing instruments [e.g. surveys, behavioral exercises, observation rubrics]) that will be used for data collection; disseminating results to the key stakeholders at strategic times [e.g., mid-program, end-of-program]); and closing the evaluation loop; integrating findings from current evaluation efforts to amend existing plans and program objectives [if necessary]. (Brown & Varghese, 2019, p. 37).

A key element to these programmatic measurements is the proper perspective of the ultimate customer. It is not the university, but rather the respective students. Although the institute does not work with a student for an excessive period, their measurement techniques are able to provide individual feedback and overall population trends. To accomplish this feat, the institute has a separate measurement team that does not get involved in the day-to-day operations of the institute but rather focuses only on measuring student effectiveness.

To establish the appropriate criteria to measure outcomes, the institute turned to Kirkpatrick's (2009) taxonomy (Kirkpatrick Partners, 2021). The four levels include

1. Level 1: Reaction – The degree to which participants find the training favorable, engaging, and relevant to their jobs.
2. Level 2: Learning – The degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the training.
3. Level 3: Behavior – The degree to which participants apply what they learned during training when they are back on the job.
4. Level 4: Results – The degree to which targeted outcomes occur because of the training and the support and accountability package (Kirkpatrick Partners, 2021).

Since the institute concentrates on individual leadership improvement rather than measuring the organizational progress, it concentrates on the first three levels of the taxonomy. Additionally, the institute concentrates on formative assessments with an internal perspective; this provides an opportunity to continually improve the quality of the development program.

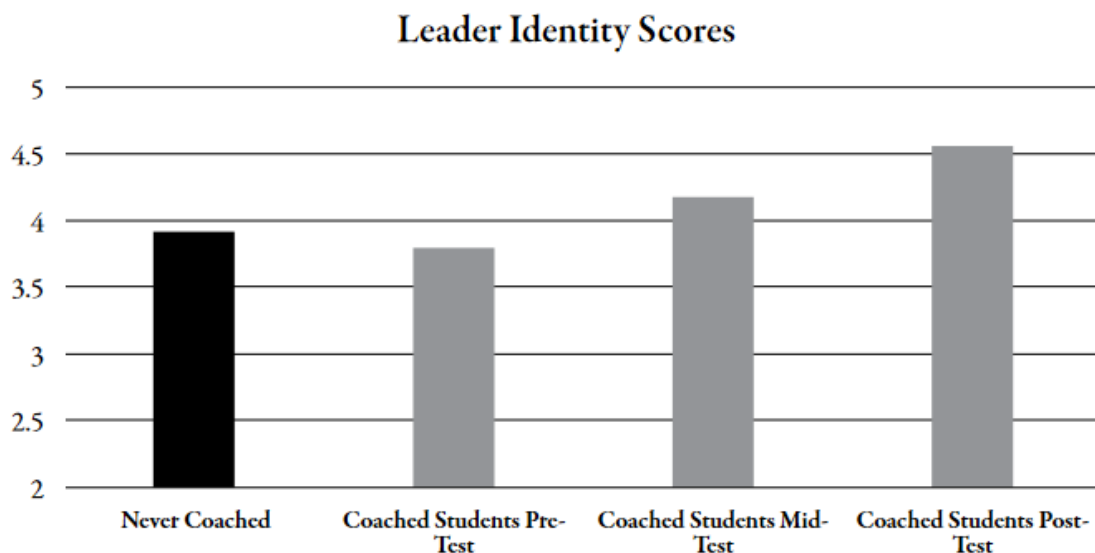
The Doerr Institute has three major programs for leadership development. First, they have a successful mentoring or "coaching" program using Houston area civic leaders. Second, the institute offers a peer group discussion centered around a common theme,

such as gaining confidence in leadership opportunities. Finally, the institute offers a more focused, individualized program for each student. These sessions concentrate on key leadership traits and provide instruction and measured feedback for each candidate. The students begin with an emotional intelligence assessment and then develop a personalized leadership development plan. The format of the plan is standardized across the institution and provides avenues for goal setting and measurement in key leadership areas. Throughout these various programs, the institute collects data and provides feedback to the student. A few examples of the type of data collected include

1. Reaction-level data: Students provide feedback on every interaction they have with a coach.
2. Pre-post developmental change data: Students complete a multi-item Authentic Leader Identity Scale before and after each semester of coaching. This tool is a self-scoring assessment of vital leadership skills and is widely known throughout the community as an important aspect of leadership development. The questions in this scale contain a 5-part response and range from disagree strongly to agree strongly. These statements are
 - a. I see myself as a leader.
 - b. I feel confident to lead when opportunities arise.
 - c. I have a desire to pursue roles in which I can be a leader.
 - d. I have a clear understanding of my strengths as a leader.
 - e. I feel confident enough in my personal convictions that I would assert them even if it meant disagreeing with friends, teammates, or colleagues.
 - f. I am comfortable expressing an unpopular position when I feel it is appropriate.
 - g. I act in ways that are consistent with my values.
 - h. I understand the ways that my weaknesses as a leader can affect others.
 - i. I have a clear sense of my values and core beliefs (Brown & Varghese, 2019)
3. Comparative data: The institute also administers some of these student surveys across the campus, and this provides valuable feedback on the effectiveness of their leadership development programs. For example, the embedded graphic highlights the positive effect of the formal leadership development programs, as reflected in the widespread utilization of the Authentic Leader Identity Scale.

Figure 10

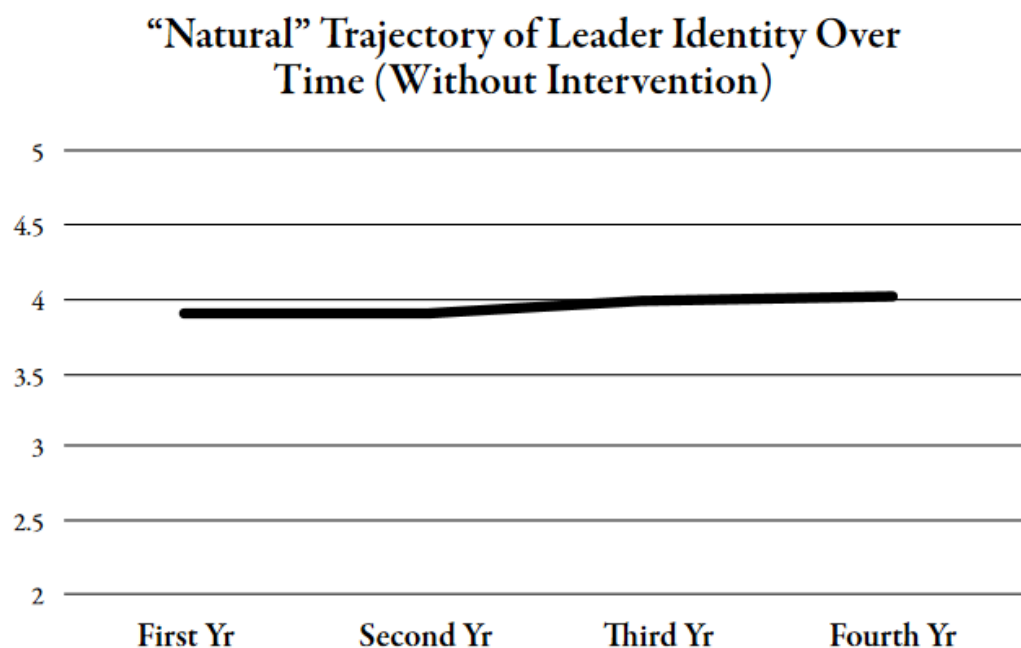
University-Wide Leader Identity Scores (Brown & Varghese, 2019)



4. Independent observational data: During a period of instruction, the institute reaches out to people who know the leader candidates well, such as a roommate or friend. The institute asks them for noticeable observations of any changed behavior and seeks responses about specific program goals. Additionally, the institute solicits information on two miscellaneous behavioral changes in the student learner that were not formally identified as an objective. These data identify secondary effects of the leadership development program and have validity due to lack of dependency as a variable of the survey (Brown & Varghese, 2019).
5. Behavioral data: The institute also uses a campus-wide, pre-graduation exit survey to develop an emergent leadership experience. This tool factors in available campus leadership positions held by students during their time at the university and assigns a weight of difficulty to each student position. Subject matter experts across the staff enable these responses to be codified. The embedded graphic below highlights the common expression of leadership development across the campus. The data were obtained from 2,200 students who did not participate in any of the leadership development programs at the institute.

Figure 11

University-Wide Emergent Leadership Experience



The “flat line” characteristic of this depiction highlights the lack of leadership development progress across the campus, outside of the Doerr Institute. This was poignantly summarized as follows:

Essentially, these data indicate that after four years of an elite college education, without purposeful intervention, students graduate with little more in terms of leader identity than they had as seniors in high school, expressing almost the same degree of self-confidence, self-awareness, and self-categorization as leaders that they had when they began their college education. (Brown & Varghese, 2019, p.41)

We have discussed the theoretical framework of the double-loop learning theory, the need for intentionality in mindful engagement, and the need to measure leadership development effectiveness as highlighted by the Doerr Institute. The final segment to discuss is the best organizational structure to synchronize these aspects of leadership development. Most universities have a traditional structure of academic departments and support entities. If leadership development is a core mission across the campus, the structure should be modified to create an organization that spans all aspects of the university.

I once worked for a chief of staff of a large organization, and he routinely asked his staff, “Who wakes up every morning thinking about this issue?” Said another way, “who acknowledges a prime responsibility to facilitate and foster a key issue?” This question is very pertinent to undergraduate leadership development at GWU;

unfortunately, there is not a single office that concentrates solely on leadership development for undergraduate students. There are several academic departments and staff agencies that perform portions of leadership development, but there is not a single organization that hangs a shingle with this moniker. Since training and the production of leaders is a key aspect of the university's mission, it is appropriate that GWU establish an organization that "wakes up" every day thinking about leadership development. Numerous business and educational organizations have determined that establishing a separate CoE is an ideal method of coordinating efforts across traditional organizational boundary lines and thereby producing a synergistic effect.

As organizations get more complex, teams are often working in silos, not sharing their knowledge, despite the parallel evolution of various skills. CoEs identify these areas and bring together internal resources so they can be shared among groups. This brings more organization efficiencies, but also creates more consistent customer experience across the organization. (Hou, 2021, p. 3)

A CoE for leadership development would provide a central focal point for all aspects of leadership activities across the campus. This CoE does not need to "own" all leadership programs, but it would be helpful if the center had visibility of all leadership activities across the university. This organization can be a primary entry point for students and faculty seeking information on leadership development programs. If done correctly, the CoE will help establish metrics and standards of effectiveness as well as encourage participation from a diverse faculty. Some widely accepted attributes of an effective CoE include

1. Executive buy-in: To function well, CoEs first need buy-in from the top to get them planned and implemented.
2. Cross-discipline team members: CoEs also need to bring together people who are **cross-disciplined** and whose experience touches the core area in multiple ways.
3. Consistency and governance: A consistency and governance plan are other key features of an effective CoE.
4. Shared resources: An important logistical consideration, CoEs must have a system of shared resources. (Hou, 2021).

All these attributes highlight the importance of collaboration and a shared vision across the organization. The key point in this list of effective attributes is executive buy-in. A CoE for leadership should ideally be an independent, stand-alone organization that reports directly to the university president or a chief operating officer equivalent. Higher education tends to operate in several diverse and disjointed "stovepipes," and the best way to achieve organizational effectiveness is for all elements to work together. Most likely, this will only happen if senior leadership endorses and encourages participation in the CoE. Remember, the ultimate objective is broader and more intentional participation in leadership development across the entire campus.

Since a CoE for Leadership at GWU should be an additional, stand-alone organization, it is vitally important to clearly describe the structure, purpose, and oversight. A few organizational consultants described seven key steps to **establishing** a COE:

1. Determine a charter for the COE.
2. Determine the overall scope and general areas of responsibility.
3. Identify sponsors and likely participants.
4. Determine the working structure between the COE and the rest of the organization.
5. Define roles and responsibilities.
6. Define the key metrics to communicate the value proposition and accountability.
7. Develop a communications plan (Patel & Andrews, 2010).

The common theme in these seven steps is to clearly delineate the role and expectations of the CoE and how the organization's processes will be measured and governed. Practically, since start-up and operating funds for the CoE will be challenging, I anticipate a phased approach of implantation at the university. This can be equated to a crawl, walk, and then run methodology. This is discussed more in the resources section of this paper, but an emphasis on leadership development should not necessarily wait until a large CoE for leadership can be established at the university. As Argyris (1976) described in his double-loop theory of learning, the university should continue to expand opportunities for experiential leadership development. The goal is to expand and synchronize existing leadership programs and to increase the intentionality and implementation of leadership development measurement.

4.5 Methodology

This action research project utilized mixed methodologies consisting of qualitative and quantitative analysis and relying on expert testimonies as already described in the literature review section. In totality, all three aspects are woven together throughout this report, similar to the depiction of the three equal lengths of an isosceles triangle. This section discusses both the qualitative and quantitative aspects of this research and when combined, should “paint a picture” of a holistic analysis of the problem and lead towards a discussion of recommendations. In their comprehensive book on mixed methodologies, Royse et al. (2016) elaborated on this concept: “High quality mixed methods studies take advantage of both ‘sides’ for synergistic purposes. That is, they offer more than two unconnected studies carried out side by side or in sequence” (p. 94). Therefore, the objective is to capture pertinent quantitative data and build the qualitative analysis from themes and trend information.

4.5.1 Quantitative Analysis

The problem I will tackle in my research project deals with leadership processes/ programs at GWU and how they can be modified to be more effective. In this project, I intend to capture adequate quantitative data to show a perceived shortcoming in existing leadership programs. I anticipate using this information to establish workable themes, which can be further investigated through interviews

and observations. Stated another way, the efficacy of this project will hinge on the results of quantitative data, obtained across a wide spectrum of current and former GWU students as well as select faculty and community members.

In practical terms, the anticipated result of this analysis will be a “requirement” to improve leadership education and training at GWU. This project will subsequently propose the creation of a CoE for Leadership to help fill the anticipated shortfall. Additionally, to remain credible, it will be necessary to provide basic estimates of resources (facility, human, and capital), time to completion, and course of instruction for the CoE for Leadership.

The primary method of obtaining analytical data will be using surveys across a convenience sample population of four select GWU groups. These groups all had some affiliation with the university leadership development, even if in an informal manner. These groups are

- undergraduate students
- current faculty
- alumni
- community leaders who have worked with GWU students

The primary intent of these surveys was to establish the correlation of undergraduate leadership development through existing programs at the university. An underlying theme of the survey questions was the determination of intentionality with leadership development. Was successful leadership simply “caught,” or was it rather “taught” throughout the campus.? All four of these groups received surveys with a 4-point Likert scale. The questions were designed to force the respondent to register an opinion, either positive or negative, and did not allow a neutral response. All the surveys were distributed and collected electronically through the Qualtrics analytical tool on the university website. The surveys for each sample population were distributed and received anonymously and were representative of the broader population.

The first group to analyze was the undergraduate students at the university. As the ultimate “customer” in the educational process, this is a good starting point. The survey questions for this group were

1. What is your current class?
2. GWU’s Mission Statement mentions “Student preparation for leadership...” How well do you feel your current curriculum prepares you to lead?
3. How often do your instructors talk about leadership principles in the classroom?
4. Do you currently have any courses where you are purposely practicing leadership techniques?
5. Are you involved in an extra-curricular activity where leadership principles are emphasized?

6. Would you sign up for an official course for credit that discussed leadership principles?
7. Would you be interested in participating in informal (no credit) leadership programs such as leadership labs, mentoring programs, or leadership seminars?

The summary analysis of this group is discussed in Section 10 of this report, and the complete undergraduate surveys can be found in Appendix D.

The second group to analyze was the current university undergraduate faculty members. Their responses were invaluable in rating student leadership capabilities and commenting on the efficacy of the university's leadership programs. The survey questions for this group were

1. How many years have you taught undergraduate students at GWU?
2. GWU's Mission Statement mentions "Student preparation for leadership..." How well do you feel the university is doing in achieving this objective?
3. How would you rate the critical thinking skills of your current students?
4. How would you rate the communication skills of your current students?
5. How would you rate the ability to work in a group of your current students?
6. How would you rate the initiative of your current students?
7. Do you believe it would be beneficial to GWU undergraduate students if there was a formalized Center of Leadership at the college?

The summary analysis of this group is discussed in Section 10 of this report, and the complete faculty surveys can be found in Appendix E.

The third group to analyze was GWU alumni. This population provided a unique perspective of leadership preparation they received as undergraduates, compared to the required leadership skills they have observed in the workforce. The survey questions for this group were

1. GWU's Mission Statement mentions "Student preparation for leadership..." How well do you feel your GWU undergraduate education emphasized leadership?
2. How well do you feel your GWU education prepared you to be a leader in your community?
3. How well do you feel your GWU education prepared you to be a leader in your workplace?
4. Should GWU require formal leadership instruction for each undergraduate student?
5. Do you believe it would be helpful to the GWU students if there was a dedicated leadership center that offered leadership instruction and experiential (practical) exercises?

The summary analysis of this group will be discussed in Section 10 of this report, and the complete alumni surveys can be found in Appendix F.

The final group to analyze was community leaders who have hired GWU graduates in the past. The intent was to try and ascertain from an impartial audience the extent of leadership skills exhibited by university graduates. The primary difficulty with this survey was determining how to gain access to this population. Ultimately, I attended a campus job fair and gathered contact information that allowed me to distribute anonymous surveys. The survey questions for this group were

1. Approximately how many GWU graduates have you worked with?
2. How would you rate GWU graduates' critical thinking skills?
3. How would you rate GWU graduates' communication skills?
4. How would you rate GWU graduates' ability to work in a group?
5. How would you rate GWU graduates' initiative?
6. Would you hire a GWU graduate again?

The summary analysis of this group is discussed in Section 10 of this report, and the complete alumni surveys can be found in Appendix G.

During any analysis using surveys, it is always important to ensure the data of a sample population is representative of the larger population. In simplistic terms, most sample populations should be representative, providing the sample remains random and not manipulated. For example, the surveys used in this discussion were designed to query certain groups affiliated with GWU and the university's leadership programs. In all four groups, I randomly emailed as many contacts as possible, rather than selectively identifying certain individuals. For undergraduate students, it would be wrong to send surveys only to those students who are directly involved in the student leadership development programs associated with university clubs. The data obtained through this methodology would clearly be tainted.

An additional methodology to determine data quality is to use the chi-square goodness of fit analysis. This essentially compares expected results against observed results in relation to an original hypothesis. To illustrate this for a portion of one survey, I used the data associated with undergraduate students and their responses to the question of the frequency of professors talking about leadership principles. At the start of this quantitative analysis section, I hypothesized: Current undergraduate curriculum programs at GWU do not really maximize leadership development. Leadership development is not directly taught to students nor are the results of leadership development ever measured and analyzed.

Using the question of intentional discussion of leadership in the classroom, I would anticipate the breakdown of observed and expected of the 39 respondents as follows:

Figure 12

Goodness of Fit Description and Calculator

☒ Frequencies ☐ Proportions

	Observed	Expected			
never	2	10			
sometimes	20	16			
routinely	11	8			
very frequently	6	5			

Significance Level:

☐ 0.01

☒ 0.05

Note. This model is using a significance level of .05.

The next step is to plug these values into a chi-square formula and the results are defined as follows:

Chi-Square Calculator for Goodness of Fit

Success!

The data below should be self-explanatory. The only thing to note is that if you want to redo the calculation, you should press the "Restart Calculation" button (rather than using your browser back button).

The Chi² value is: 8.725

	Observed	Expected	Difference	Difference Sq.	Diff. Sq. / Exp Fr.
never	2	10	-8.00	64.00	6.40
sometimes	20	16	4.00	16.00	1.00
routinely	11	8	3.00	9.00	1.12
very frequently	6	5	1.00	1.00	0.20
					8.725

The Chi² value is 8.725. The *p*-value is .03318. The result is significant at $p < .05$.

In simplistic terms, the data associated with this hypothesis are valid and useful for analysis with the original hypothesis (Social Science Statistics, 2022).

4.5.2 Qualitative Analysis

In this qualitative description, I briefly highlight how I used the following tools:

- interviews
- observation and fieldwork
- pertinent documents

In many ways, the first two steps were accomplished simultaneously rather than strictly sequentially. As I began my research, I started conducting some preliminary interviews with university leaders to ascertain their initial viewpoints on the leadership culture, leadership undergraduate programs, and their receptivity toward a new, leadership center. In this series of interviews, I conducted meetings with a cross-section of university leaders to include the Provost, Office of University Counsel, Director of the Center of Personal and Professional Development, Acting Director of the Office of University Advancement, and Dean of the School of Business.

All these interviews were helpful in determining the “lay of the land” on campus and provided a key perspective on various organizational approaches to leadership development.

Besides these interviews, I conducted background research on universities that currently have a formal leadership development program. This was extremely helpful to view other institutions and how they approached this topic. I finally narrowed down my initial searches to the following institutions:

- United States Air Force Academy, Center for Character and Leadership Development
- University of Michigan, Sanger Leadership Center
- Rice University, Doerr Institute for New Leaders
- University of Richmond, Jepson School of Leadership Studies
- Furman University, Shucker Center for Leadership Development

All these initial interviews lasted between 30 and 45 minutes, and I used the following questions to start an open dialogue:

1. How did you determine there was a requirement for a leadership center? Did you distribute a survey to the faculty and/or staff?
2. Who does the leadership center report to? Why was it placed in this position?
3. Would you characterize your leadership center as the primary focal point for leadership development at the university?
4. Does the leadership center offer programs to faculty and staff as well as students?
5. What is the primary source of funding for the leadership center? Were alternative sources of funding explored?
6. What are the strengths of the leadership center? Are there any shortcomings?

7. Do you have plans for expansion?
8. Do you have any external partnerships, such as community and private industry?
9. Do you produce any leadership products, such as a periodical or social media?
10. Do you host a routine leadership forum? If so, who is the target audience?
11. If you were starting this program again, would you recommend doing anything different?
12. Can you describe a “success story” from your leadership center?

Besides initial interviews, I also was able to observe one leadership center in action. Prior to the pandemic, I did visit the Air Force Academy in Colorado and met with one of their key leaders. There were several helpful data points from this visit, including a tour of the facility, a review of their courses of instruction, and a dialogue about student products and processes. This included the annual leadership forum and an innovative multi-media center that students use for presentations and projects. Additionally, I was able to participate in a comprehensive virtual tour and discussion at Rice University’s Doerr Institute for New Leaders. This visit included a lengthy presentation from their staff data analysts on the need for and methodology of measuring student leadership development progress.

In summary, the information I gleaned from these initial conversations, observations, and documents was very helpful. These data points were instrumental in narrowing and refining my vision for a GWU leadership center. As a result, I came away from this portion of my research with a few key attributes of an effective CoE for Leadership.

- Effective leadership development is more than an academic course for credit.
- Leadership development can and should be measured for students.
- Effective leadership development includes experiential activities.
- Every student, regardless of major, should have the opportunity to participate.
- The upcoming Carnegie leadership classification will be an important tool to increase leadership development intentionality across a campus.
- Simply saying that a university develops leaders without a program to accomplish this goal is not sufficient.

Merriam and Tisdell (2016) highlighted the value and synergistic effect of the mixed methodologies approach to action research: “In its broadest sense, research is a systematic process by which we know more about something than we did before engaging in the process. We can engage in this process to...address a localized problem” (p. 5). This report highlights my attempt to understand more about leadership development at GWU and how a CoE for Leadership should help rectify any current shortfalls.

5. Continuous Improvement Systems

5.1 Continuous Improvement Planning

Mark Miller (2022) is Vice President of High-Performance Leadership at Chick-fil-A, and he recently wrote a book entitled *Smart Leadership: Four Simple Choices to Scale Your Impact*. The first choice Miller mentioned is the need to confront reality. In a section of the book labeled “Never Stop Pursuing,” the author emphasizes the importance for organizations to routinely look into the mirror and assess exactly where they are on their planned journey. This is not something the organization does once but is a process that continues long-term. Miller said,

To confront could be misconstrued as a singular event, do it and check it off. We can never stop seeking what is true about our world. Our reality is constantly in flux, dynamic, never static. Therefore, we must always pursue the current reality with a dogged determination. When we find what is true about our leadership, our team, and our world, we must be willing to confront it, again and again and again. (p. 36)

For the university, it should confront the reality that it really does not know if it is effective in producing leaders.

A complicating factor of this project is that it is essentially an unsolicited proposal, and the intent is to prepare a report that highlights current shortfalls and then offers an acceptable solution. I will not know if this project will be accepted by the university until I meet with senior leadership. I am encouraged by several meetings I have conducted with faculty members, but this is not an official acceptance of the concept. The intent of this section of the report is to identify the formative and summative assessment processes as this project is implemented. Since this is still speculative at this point, I will merely discuss some macro-level milestones for evaluation.

As mentioned in Section 3 of this report, Project Scope, the creation of a CoE for Leadership is planned for three distinct phases:

Phase 1. Virtual Leadership Center (“Crawl”). This phase will only commence after initial concept approval by the university senior leadership (see Section 7 Communication/Engagement Plan). The intent of this phase is to establish a single website that champions all campus leadership processes and programs while the larger CoE concept is being staffed. The primary metric for continuous feedback is whether the various departments and key organizations across the campus participate in this virtual center. The objective is to raise the intentionality of leadership development by increasing the focus on current programs and painting a picture of the future. To proceed to the next phase, the formative assessment will need to show positive results.

Phase 2: Initial Stand-up (“Walk”). During this phase of the project, the center starts the high-priority programs, such as group workshops and coaching. These

programs are the “nuts and bolts” of the center, and they are instrumental toward mission effectiveness. Also in this phase, the university should define and implement leadership measurement attributes for undergraduate students. It will take a few years to establish a baseline, but this will ultimately be a good feedback mechanism for the center.

Phase 3: Final Stand-up (“Run”). During this phase, the center will continue to refine the programs started in the previous phase. Additionally, the center can plan and execute the annual student-led leadership symposium and begin the application process for the Carnegie Elective Leadership classification. At the end of this phase, the summative assessment will be the existence of the proposed programs and an increase in leadership attributes in participants in the center.

5.2 Continuous Improvement Actions

As mentioned in the previous section, the intent is to routinely monitor and measure progress in leadership development. Assuming the center is established as proposed, these mechanisms will be an integral part of the organization. If we step back for a moment, we can discuss improvement actions for the university if the CoE is not accepted. These are items the organizations should consider, to at least increase the focus and intentionality of leadership development across campus.

1. Discuss and define the desired leadership attributes for university undergraduates. This is necessary because the current GWU mission statement does not delineate exactly how students should be able to lead.
2. Closely associated with a definition of desired attributes is the need to measure student leadership development progress. This can be done without the creation of a leadership center, but it may be more challenging.
3. Strong consideration to apply for a Carnegie Elective Leadership designation when it becomes available. If nothing else, the mere application process will help show strengths and weaknesses in the current university leadership programs.

5.3 Continuous Improvement Feedback

Continuous feedback to the students, faculty, and leadership staff will be essential to maintain and improve leadership development. The objective is to find a happy medium of tools and frequency to provide useful feedback. Undoubtedly these processes will be refined, but at the onset, the anticipated methodologies include

Formative Assessments

1. Leadership survey discussing the desired leadership attributes and the overall CoE programs and processes.
2. Student leadership scores on the defined leadership measurement tool. Again, this may take a few years for detailed baselines, but initially, it should provide helpful feedback.

Summative Assessments

1. Student leadership scores on the defined leadership measurement tool will be helpful to define trends in the overall leadership development program.
2. Anecdotally, the number of participants in the voluntary leadership programs at the Center will also be a useful data point. Since the primary programs will not be for academic credit, the student participation rate will indicate a degree of Center effectiveness. “Word of mouth” advertising can be somewhat temperamental, but it is directly related to organization viability and sustainability.

5.4 Continuous Improvement Implementation

The CoE for Leadership represents a significant change for the university. As everyone knows, change is hard for individuals but especially for large organizations. Any university is organized along bureaucratic lines across faculty, support, and athletic departments. This leadership center is designed to cut across these boundaries and train students across all elements of the campus. Said another way, this center will most likely “step on some toes” of current organizations. Miller (2022) described the importance of effective leadership in spearheading this change:

Leaders understand to their core that they are ultimately accountable for their ability to channel the resources, activities, hearts, and minds of people to create a better tomorrow. ...I see many leaders stuck in action (translated: they are busy but not going anywhere) because they are unwilling to embrace this fundamental idea: leaders are supposed to create change. (p. 189)

Probably the best way to implement this change and then to routinely assess its effectiveness is to invite a third-party assessment team to evaluate leadership development at the university. One possible source of evaluation could be team members qualified in leadership classification, such as in the developing Carnegie program. Additionally, if the leadership center coaching program is operational, there will be several community leaders who are qualified to perform assessments. The most important aspect of continuous improvement is to do it continually and to earnestly approach the process with a desire to improve.

6. Deliverables

6.1 To Partnering Organization From Candidate

Since this report is an unsolicited proposal, the deliverable dates for the major milestones are all in the future. Additionally, the total time from initial concept approval from senior leadership until full operational capability is approximately 3 years. Figure 13 represents a list of anticipated deliverables to the organization.

Figure 13*Deliverables to the Organization*

	Due Date
Consolidated Website of GWU Leadership activities	August 2023
Leadership Roadmap	October 2023
Center of Excellence Charter	May 2024
Initiate leadership programs in new student orientation	August 2024
Develop quarterly speaker program	August 2024
Initiate certification programs	August 2024
Develop coaching programs	May 2025
Execute coaching programs	August 2025
Develop alumni support programs	August 2025
Execute campus-wide leadership measurement scale	March 2026
Submit Carnegie Leadership Award Proposal	May 2026

6.2 Deferred Deliverables

See comments in Section 6.1 regarding deferred deliverables.

7. Communications Plan**7.1 Communications Plan Development**

The establishment of a CoE for Leadership will require effective communication during all phases of the planning and execution. Since this center represents a new proposal for the university, the initial review and approval process will be the first communication challenge. This will require an aggressive informal communication plan, plus adherence to the established review and approval process. Because the center is designed to cast a broad net across the entire campus, this initial communication effort will not fit “neatly” into existing governance. As mentioned previously in this report, the center should report directly to the university president, so it does not get associated solely with one department and thereby limit potential student participation. During initial conversations with the provost’s office, it became evident that the closest review and approval process was their current system for vetting new courses and curricula. In the absence of other directives, this is a good place to start.

As a minimum, it is anticipated there will be an initial concept briefing presented to the president and the president’s cabinet. Assuming successful completion of this milestone, I would anticipate a further staffing process similar to new academic proposals. This process is codified in a guiding document entitled *New Academic Program Development: Principles, Priorities, Process, and Incentives* (Gardner-Webb University, 2021c). An overview of this process is as follows:

The review process outlined below provides for a 12-month approval timeline under optimal circumstances. Programs requiring significant capital investment (e.g., facility upgrade or construction, equipment purchases and installation), additional faculty, and/or a complex pre-accreditation review process will take longer to review and launch. Wherever possible, the next stage in the review process will begin prior to the close of the previous stage to expedite the process. (Gardner-Webb University, 2021c, p. 1)

Since the CoE will not be teaching any classes for academic credit, it is anticipated this timeline could be condensed. If necessary, this approval timeline will coincide with Phase 1 of this report. Figure 14 depicts the representative process as outlined in this university document.

Figure 14

New Program Proposal Development Schedule

	Event	Week 1	Week 2	Week 3	Week 4
August	<i>Call for Concepts</i>	Provost Announcement	Proposal Development		
September					
October	<i>Proposal Deadline/Admin Review</i>	Proposals Due	President/Provost Approval		
November	<i>Preliminary Analysis Period</i>	Department Endorsement	Preliminary Analysis Document (PAD) Assigned		
December		Finances Vetted		PAD Submitted	
January	<i>Faculty Review Period</i>	Grad Council Dept Approval	DCP Council UCC Approval	Grad Faculty Approval	Faculty Mtg. Approval
February	<i>Administrative Review</i>			Admin Review Comm	
March	<i>Prospectus Development</i>	Prospectus Author Assigned	Prospectus Development		
April					
May					
June					Faculty Mtg. Approval
July	<i>Trustee Approval</i>		Trustee Consideration		

Although not necessarily required for approval of the center, the elements of a substantive change prospectus could be helpful in packaging all the required information for the formal approval process. This is a comprehensive university document that contains essential elements of a change proposal. An example obtained from the office of the provost identifies the major sections of this document:

- Abstract
- Determination of need for the change
- Required information for the specific substantive change
- Faculty qualifications
- Library and learning resources
- Student support services
- Physical resources
- Financial support
- Evaluation and assessment processes for the change
- Appendices (Gardner-Webb University, 2021c).

Again, this staffing is the primary objective of Phase 1 of the proposed CoE for Leadership. Ideally, a preliminary concept brief will be approved prior to the start of the academic year in August 2023, and this will enable the center director to have a head start.

7.2 Stakeholder Engagement Plan

The importance of a stakeholder is often overlooked. DuBrin (2016) emphasized the value of embracing everyone who has an interest in the organization. He eloquently described the synergistic effect of really getting everyone on board:

A corollary of taking into account the needs of all stakeholders is that the leader helps people achieve a common goal. Leadership researcher Peter G. Northouse explains that leaders need to take into account their own and their followers' purposes and search for goals that are compatible to all. When many people work toward the same constructive goal, they build a community. (p. 182)

In essence, the CoE for Leadership hopes to rally the entire university community to increase the leadership culture across campus and increase and measure leadership skills for undergraduate students. Figure 15 represents the basics of a stakeholder engagement plan. The success of this center is directly tied to effective and perpetual communication throughout this group.

Figure 15*Stakeholder Engagement*

Stakeholder	Item to Deliver	Why it is needed	When	Delivery Method
<i>GWU Senior Leadership</i>	CoE Charter	Delineates key tasks and processes	May 2024	Electronic and Briefing
<i>GWU Faculty</i>	CoE Charter and leadership tools	Increase intentionality and support the CoE	May 2024	Electronic and Briefing
<i>GWU Athletic Department</i>	Leadership tools and measurements	Encourage athlete participation and increase campus leadership culture	August 2024	Electronic and Briefing
<i>GWU Undergraduates</i>	Leadership processes, products, and tools	To assist students, achieve their potential and fulfill primary mission of the university	August 2024	Electronic and Briefing
<i>GWU Student Development</i>	Partnership in leadership processes, products, and tools	To assist increasing leadership intentionality across the campus	August 2024	Electronic and Briefing
<i>CoE Coaches (mentors)</i>	Defined roles, processes, and rules of engagement	Coaching program will be an integral part of the CoE program	August 2025	Electronic and face to face
<i>Community Leaders</i>	Information and benefit of CoE and ways to participate	The success of the CoE hinges on effective community endorsement and participation in the program	August 2025	Electronic, briefing and face to face

8. Risks

Due to the nature of my project, there are no major risks to the institution concerning the primary mission of the university; however, there are some risks to the establishment of this leadership program, and the result will be primarily a loss of opportunity across the campus. These risks are outlined and assessed below.

8.1 Mitigation and Contingency

Figure 16

Mitigation and Contingency

Risk Description	Mitigation Plan (what to do to avoid the risk occurring)	Contingency Plan (what to do if the risk occurs)	Impact (what the impact will be to the project if the risk occurs)	Likelihood of occurrence (e.g., %, or high/medium/low)
Phase 1 – Creation of comprehensive Leadership Center website is not completed or approved.	Informally collect, categorize, and synchronize all university leadership programs across the campus. Create web design but do not post.	Continue with Phase 1 activities, concentrate on comprehensive Roadmap and Center of Excellence Charter.	Medium	Medium
Phase 1 – Initial funding not approved for full-time Leadership Center Director and admin support staff (part-time).	Identify a funded university academic member to function as Deputy Director of the Leadership Center on an interim basis.	Seek additional duty faculty/staff member to perform initial staffing duties until funding is secured.	High	Medium
Phase 1 – Leadership Center Charter is not completed or approved.	Aggressively pre-staff the concepts through informal visits by the Center Director. Identify benefits and return on investment for all stakeholders. Shoot for approval as a formal verification of the completed charter.	Continue with previously approved Phase 1 activities until the Charter is modified, re-staffed and finally approved.	High	Medium
Phase 2 – Key programs are not finalized or approved. (Such as seminar or mentoring).	Prioritize the staffing of these programs and clearly identify return on investment to the university community.	Continue with complete and funded programs.	Low	Low

Phase 3 – Campus-wide leadership assessment measurements are not completed or approved.	Aggressively staff the benefit of establishing a standardized leadership metric for all departments and schools.	Continue with approved and funded programs.	Medium	Medium
Phase 3 – Baldrige Award nomination is not complete or approved.	Continue with approved and funded programs.	Consider submission in the next award cycle.	Low	Low

8.2 Constraints

The primary constraint to this project is the acceptance of the concept of the CoE for Leadership and the potential inability to fully fund, staff, and embrace the organization. The anticipated timeline is adequate for incremental development, and a major *roadblock* is likely if the center does not receive high-level support from the senior leadership at the university. If necessary, adjustments can be made to the project timeline to address these constraints.

8.3 Assumptions

The following assumptions were made regarding this project:

- The desire to produce leaders of character will remain a major tenant of the university mission statement.
- Most departments and schools across the campus are interested in facilitating the leadership growth of undergraduates.
- The CoE for Leadership will only reach its full potential if the organizational structure reports to a university leader, such as the president.
- If students are positive about their experience with the center, reputation will assist in sustainment and improvements.
- Campus-wide focus on leadership development will be increased once the center is fully operational and highlighting programs and affiliated measurements.
- A successful community mentorship program will increase the positive interaction with the surrounding region.
- A standardized leadership measurement scale for the university is necessary to track actual leadership progress among undergraduate students.

9. Budget

Funding for this project is a key consideration toward mission success. As a private, liberal arts university, GWU is heavily dependent on student enrollment for its operating budget. The establishment of a CoE for Leadership is an additional cost that will require substantial funding for operations and sustainment. This section will identify a rough order of magnitude of anticipated resourcing requirements.

During research for this project, I investigated several higher education institutions that currently have a leadership center. Most of the centers were established through a large donation from an alum or were supported by a separate university endowment fund. The methodology for this report is to identify basic and minimal costs for the establishment of the center and not provide a recommended source of funding. These estimates represent the bare minimum capabilities associated with this center, and the numbers can deviate significantly in the future.

These estimates were obtained in consultation with the following offices:

- Associate Vice President for Human Resources (GWU)
- Associate Vice President for Business and Finance (GWU)
- Associate Vice President for Technology Services (GWU)
- Senior Associate Director – Doerr Institute for New Leaders (Rice University)

The major sections of this section include

- Funding Assumptions
- Facility Costs
- Personnel Costs
- Operational Costs
- Technology Costs

9.1 Funding Assumptions

- The CoE for Leadership will not teach courses for academic credit.
- CoE programs will be open to all undergraduates, regardless of academic major.
- The intent is for the student to participate in programs free of charge.
- Funding for the CoE will come from university operational funds, revenue offset from select certification programs, and community donations or endowment funds.
- All coaches in the One-on-One and Group Coaching programs will be International Coaching Federation certified. The individual coaches will bear this cost.
- Student attendance at the CoE is strictly voluntary, and enrollment sustainability will depend on “word of mouth.” As a planning factor, this budget will be based on 50 students attending during Phase 2 and 75 students during Phase 3.

9.2 Facility Costs

Although facility and real property costs can be considerable, the university finance office does not identify these costs by department or individual organization. For the purposes of this report, the following office requirements will be discussed:

- Director's Office
- Assistant Director's Office
- Administrative Support work area
- Adjunct Instructor Office
- Data Analyst Office
- Classrooms (2)
- Small Conference Area

9.3 Personnel Costs

This estimate will be separated into two sections. Part 1 is the estimation of direct university personnel costs associated with the CoE for Leadership. The director position in this example is like any other university leader who reports directly to the university president. Part 2 will be anticipated personnel costs associated with external leadership coaches.

Figure 17

Estimated University Personnel Costs

Time Period	Position	Full/Part-time	Estimated Salary	Estimated Benefits
Phase 1 Aug 23 – Jul 24				
	Director	Full-time	\$60,000	\$18,000
	Administrative Support	Part-time	\$12,500	\$3,750
				Total = \$94,250
Phase 2 Aug 24 – Jul 25				
	Director	Full-time	\$70,000	\$21,000
	Administrative Support	Full-time	\$28,000	\$8,000
	Assistant Director	Part-time	\$35,000	\$5,250
	Adjunct Instructor	Part-time	\$4,000	0
				Total = \$171,250
Phase 3 Aug 25 – Jul 26				
	Director	Full-time	\$85,000	\$25,500
	Administrative Support	Full-time	\$50,000	\$15,000
	Assistant Director	Full-time	\$28,000	\$8,400
	Adjunct Instructor	Part-time	\$4,000	0
	Data Analyst	Part-time	\$15,000	\$2,500
				Total = \$233,400

Figure 18*Estimated Coaching Costs (Phase 3 – Aug 25 -Jul 26)*

Program	Students per year	Cost per student	Total
One-on-one (see Note 1)	25	\$775	\$19,375
Group (see Note 2)	50	\$400	\$20,000

Note 1. One-on-one coaching contains four sessions of 1.5, 1.0, 1.0, and 1.0 hours in length. Coaches receive \$150 per hour plus 1 hour of preparation time per student, at \$100 per hour. The total cost per student is \$775.

Note 2. Group coaching contains 10 thematic-based programs. Each program contains five sessions, each 1.5 hours in length. The group consists of five students, each costing \$400. Preparation time for the coach is factored into this cost.

9.4 Operational Costs

Operational costs include numerous expenses associated with running an active organization. These include supplies, travel, postage, copier, advertising, professional development, software expense, and stipends. For the CoE, there will also be a requirement for administration of leadership assessments. The university finance office was only able to provide a generalized estimate of these costs:

- Phase 1 \$15,000 (based on a similarly sized center at the university)
- Phase 2 \$20,000 (adjustment based on anticipated growth)
- Phase 3 \$30,000 (adjustment based on anticipated growth)

Additionally, the CoE will be administering leadership assessments; most of these are already established, but they do have a minor cost. An estimate for this expense is \$75 per student; therefore, in Phase 2, this expense is estimated at \$3,750, and during Phase 3, this expense is estimated at \$5,625.

9.5 Technology Costs

The CoE will need to have good connectivity with the Internet and will also need the capability to process data associated with assessments and trends. The following estimates represent a starting point for this portion of the budget, and undoubtedly this will be refined as the center matures.

Figure 19*Estimated Technology Costs*

	Quoted Price	Quantity	Estimated Total
OFFICES			
Dell Optiplex 7090 w/5-year warranty & 22" monitor	\$1,025.00	4	\$4,100.00
HP Deskjet 6055e Deskjet Printer	\$160.00	4	\$640.00
Fortinet Desk Phone	\$200.00	4	\$800.00
			\$5,540.00
ADMIN SUPPORT WORK AREA			
Dell Optiplex 7090 w/5-year warranty & 22" monitor	\$1,025.00	1	\$1,025.00
HP Deskjet 6055e Deskjet Printer	\$160.00	1	\$160.00
Fortinet Desk Phone	\$200.00	1	\$200.00
			\$1,385.00
CLASSROOM SPACES			
Samsung Flip 85" Interactive Display	\$2,700.00	2	\$5,400.00
Estimated freight	\$300.00	1	\$300.00
Wall Mount	\$350.00	2	\$700.00
Dell Optiplex 7090 micro w/5-year warranty	\$890.00	1	\$890.00
Cables & Miscellaneous Hardware	\$75.00	2	\$150.00
Electrical	\$100.00	2	\$200.00
Fortinet Desk Phone	\$200.00	2	\$400.00
			\$8,040.00
CONFERENCE MEETING AREA			
Samsung Flip 75" Interactive Display	\$2,200.00	1	\$2,200.00
Estimated freight	\$175.00	1	\$175.00
Wall Mount	\$350.00	1	\$350.00
Dell Optiplex 7090 micro w/5-year warranty	\$890.00	1	\$890.00
Cables & Miscellaneous Hardware	\$75.00	1	\$75.00
Electrical	\$100.00	1	\$100.00
HP Deskjet 6055e Deskjet Printer	\$160.00	1	\$160.00
Fortinet Conference Phone	\$450.00	1	\$450.00
			\$4,400.00

9.6 Revenue Generation

There are currently a few programs on campus that provide completion certificates to both undergraduates and adult learners. These models could form the foundation of a revenue generation source for the CoE for Leadership. Obviously, there will need to be extensive coordination with other departments to ensure minimal duplication.

An additional source of potential revenue comes from donations, grants, endowments, and ultimately investments. As the leadership center matures, these opportunities should increase. Since these programs are still in the embryonic stage, this discussion will be deferred until a later date, but this concept is directly tied to the vision outlined in the university strategic plan. Some salient points include

- Primary Area 2 – Strengthening GWU’s financial base
- Commitment 2 – “We will increase and diversify the sources of revenue needed to sustain the growth and strengthening of our vibrant, comprehensive University” (Gardner-Webb University, 2021a, p. 2).
- Objective 9 – “We will revise our organizational culture such that a business model pervades throughout, allowing the institution to generate revenues in the same manner as our peers and competitors” (Gardner-Webb University, 2021a, p. 3).

Although revenue generation is not the primary purpose of the leadership center, this could be an invaluable method of sustainability.

10. Analysis and Recommendations

This section elaborates on the results of the quantitative and qualitative analysis introduced in Section 4. As a reminder, there were four sets of surveys released to current undergraduates, current faculty, alumni, and community leaders who have had an interface with GWU alumni in the workplace. The questions were introduced previously, and this section highlights the primary summary points from each set of surveys.

10.1 Analysis

Undergraduate Survey: In this type of analysis, there are a few key analytical terms that can provide useful insight. The two most prominent terms are mean and mode.

Mean:

The most common type of average that is computed. It is simply the sum of all values in a group divided by the number of values in that group. ...Assuming data that has passed the goodness of fit test (see the end of this section), the sample means reflected in these charts are the measure of central tendency that most accurately reflect the population mean. (Salkind, 2017, p. 52)

Mode: “The most general and least precise measure of central tendency, but it plays an important part in understanding the characteristics of a special set of scores. The mode is the value that occurs most frequently” (Salkind, 2017, p. 64).

Summary items from undergraduate analysis:

- Respondents represented a good cross-section of lower and upperclassmen.
- Many students did feel the current curriculum prepared them to lead. Mode was “effective” response, followed closely by “highly effective.”

- Having said that, the responses to the previous question on curriculum effectiveness do not correlate well with the following two questions on classroom leadership discussions and practicing leadership techniques. For example, students responded 56% of the time that instructors never or sometimes (less than 25% of class time) discussed leadership principles in the classroom. Similarly, even though the highest response to the question of practicing leadership techniques in classes was two or more classes, the preponderance of answers (59%) was “one or no course” responses. Both responses reflect a lack of specific intentionality in the infusion of leadership instruction in the curriculum.
- It is interesting the mode for Question 5 dealing with leadership emphasis in extra-curricular activities was overwhelmingly “high.” An obvious example is participation in collegiate athletics, where essential elements of teamwork, delineation of roles, and communication are important for effectiveness.
- The next two questions deal with the willingness of students to participate in formal leadership training. Question 6 highlights training that is a formal part of the curriculum, where students earn credit. Question 7 asks about student interest in leadership training as an additional program. In both cases, the student response is somewhat guarded, reflecting a stronger desire to take leadership training if done for credit. These responses indicate the perception that students feel their committed time is already maximized, and they are not excited about adding an additional requirement. These responses do not obviate the question of potential benefit from formal leadership development across the curriculum (see Appendix D for specific questions and results).

Faculty Survey: Despite a fairly low number of faculty respondents (22 total), most of these individuals have over 10 years of experience at the undergraduate level. This should lend credibility to this sample population. A quick summary of salient points in this survey follows:

- Question 2 deals with faculty perceptions on achieving the stated university objective of student preparation for leadership. Overall, the responses were almost evenly split between partially achieving but not consistently and achieving on a consistent basis. Although 68% of respondents mentioned some form of meeting the objective, this mixture highlights the lack of a standardized leadership development measurement tool.
- The next four questions address common attributes of effective leadership development programs. These same attributes will be also asked in the remaining surveys.
 - *Critical thinking skills:* There was a 50% split between below and above average compared to other college students.
 - *Communication skills:* Almost another 50% split between below and above average compared to other college students.
 - *Ability to work in a group:* The respondents here did indicate that GWU students do interact well in a group setting (76%), with the highest response reflecting “slightly above average” group participation skills.

- *Initiative*: Almost a 50% split between above and below average. The mode was evenly split in these responses.
- Question 7 was looking for the level of support among faculty members for the creation of a CoE for Leadership at GWU. Many respondents (62%) did believe this would be beneficial to the university.

A basic summary of this sample population is an overall feeling of effectiveness for current leadership development programs at the university, but when diving into specific leadership attributes, the level of support goes down. Intentional measurement of specific leadership attributes would go a long way toward clarifying these responses (see Appendix E for specific questions and results).

Alumni Survey: Information from alumni will provide a unique perspective on the effectiveness of leadership preparation at the university. The survey questions for this sample were designed to focus on leadership effectiveness personally, in the workplace, and in the community.

- Question 1 deals with reflections of the overall effectiveness of leadership emphasis at the university. Many respondents did rate either effective or highly effective, and the mode was a rating of effective, but 46% did respond as slightly effective or not effective. This even split does suggest a lack of clarity on overall university leadership programs.
- The next two questions deal with respondent perceptions of leadership preparation effectiveness in the community and the workplace.
 - *Community*: The top response was effective (35%), followed by highly effective (27%). Combined, this represents 62% of the respondents, a solid affirmative response.
 - *Workplace*: The mode by a wide margin (54%) was rated effective. This is an important metric for any university since an underlying objective is the ability to succeed in the workplace after graduation. The second and third responses were slightly effective and not effective, each at 20%. It would be interesting to re-canvas the alumni with a level of specificity on leadership traits, such as critical thinking, communication skills, working in a group, and initiative. This additional information could provide some helpful data on leadership emphasis that may need some modification.
- The final two questions deal with alumni thoughts on the value of increasing formal leadership development at the university, first with a general question on the value of this modified emphasis and then a specific question on the value of a center of leadership at the university.
 - *Formal leadership requirement*: The mode in this response reflected a positive viewpoint of this proposal (50%). It is interesting to note the next highest response was “not necessary” to institute a formal program. This question does highlight some challenges associated with a small and simple survey, and it would be interesting to dig a little deeper to see if the respondents would feel different if shown a specific proposal.

- *Creation of a leadership center:* Overwhelmingly, the respondents felt this would add value to the university (88%). A follow-on discussion would be on the structure and programs associated with this additional center (see Appendix F for specific questions and results).

Community Leadership Survey: The purpose of this survey was to canvas community leaders who had experience with university graduates in the workplace. The intent was to ascertain their leadership attributes as a holistic group and to analyze the effectiveness of the leadership development programs at GWU. All the other sample populations shared a formal connection with the university; this population should be less constrained and biased towards official university positions, and these data are anticipated to be helpful. Overall, the respondents were highly favorable of working with GWU graduates, and this provides positive feedback towards the university. Some specific analyses include

- Degree of association with GWU graduates is reflected in the first question. The highest response was under 10 contacts, although this is probably immaterial in the survey results. Most likely, a respondent would reply negatively or positively to this survey if they had strong feelings, even if they only had one GWU contact.
- The next four questions asked community members to rate the leadership attributes of critical thinking, communication, group dynamics, and initiative. Overall, these scores were rated high, and this reflected well on the university.
 - *Critical thinking:* The mode was rated as slightly above average, but many replies (86%) reflected either slightly above or well above average.
 - *Communication skills:* Similarly, the preponderance of replies expressed a favorable rating for this attribute. The mode was well above average and reflected 50% of the total responses. Additionally, the second-highest response was slightly above average, and this was 28% of the total number of replies.
 - *Group dynamics:* Once again the community leaders responded favorably, with the highest response reflecting a well above average ability to work well with a group (56%). Additionally, the second-highest response was slightly above average at 22%.
 - *Initiative:* The community leaders also rated this attribute high, with 44% of respondents rating well above average and another 39% rating slightly above average.
- The final question in the survey deals with a qualitative assessment of whether a community leader would hire a GWU graduate again. The overwhelming response (94%) was yes. This bodes very well for the university and the overall perception of leadership programs at the university.

Of the four surveys of the various sample populations, this one from community leaders was strikingly positive. This is important because it points to successful outcomes associated with the university leadership development programs. If these responses are combined with the other three groups, there is a good foundation to build on. Imagine if

intentional and synchronized leadership programs are instituted and the results measured, how much better all the survey results would be (see Appendix G for specific questions and results).

10.2 Recommendations

In conjunction with the full implementation of the CoE for Leadership, there are a few intermediary steps the university should consider.

1. Increase leadership intentionality: On the university website under academics, it speaks about writing across the curriculum. The intent is for instructors to emphasize writing skills regardless of the subject since it is a necessary skill for college students. Similarly, the university should adopt a mantra of leadership across the curriculum. Every course should have discussions on good and bad leadership in their respective fields of study. For example, an international relations course that discusses the various regions of the world should intentionally highlight global leaders. These can be both historical and current leaders, and there should be a rich discussion where students pinpoint various attributes of these world figures. Additionally, a science or business course could emphasize the key leadership attributes of significant contributors. The object is to totally integrate leadership development with all aspects of the university, not to simply place leadership development in a box, only to be discussed and practiced during a formal leadership course.

Additionally, leadership intentionality can be increased on the university website and the various multi-media announcement boards across the campus. It sounds small, but imagine the impact of leadership tips highlighted when someone first opens the university website or a short, hard-hitting, and eye-catching leadership video played repeatedly in the student center or cafeteria. Also, there would be a significant increase in intentionality if a senior university leader emphasized a specific leadership point each week. It would be revolutionary if this attribute was demonstrated and discussed on the athletic fields, in the classrooms, and in the recreational clubs. As mentioned previously in this report, leadership does not just happen because an organization cites it in its mission statement.

In essence, there is a need for a culture change at the university. Leadership development needs to transition from a skill set that is hopefully caught by undergraduates to a vital skill set that is intentionally taught. Noted organizational culture specialist Edgar Schein (2017) made a poignant comment about the need for intentionality. “Either you manage the culture, or it manages you” (Denison et al., 2012, p. 3). Schein is also famous for his iceberg depiction of organizational culture and how most of the true culture lies below the surface, invisible to most observers. If leadership development is not being discussed and practiced in the visible sections of the organization, it is likely being buried well below the waterline. An increased emphasis on leadership development will be facilitated by the CoE for Leadership, but it can still be emphasized across the campus.

2. Identify desired leadership attributes: There are multiple books on leadership in the university library, and each one undoubtedly identifies the ideal attributes of leaders. The real question for this institution is, what is their objective of undergraduate leadership development? There is no codification of the desired leadership skills or how the school will develop these attributes. To remove this ambiguity, the university should clearly identify the areas of concentration.

An excellent starting point for review is the model of leader competencies, identified at the Doerr Institute for New Leaders at Rice University. The 21 competencies come from seminal research by Lombardo and Eichinger (2009), and they are organized into five themes. These themes and their associated subsets address individual or group relationships. These core competencies in developing leaders represent an intentional architecture, and they would also be beneficial for this university.

- Theme 1: Working With Others
 - Conflict Management
 - Team building
 - Collaboration
 - Delegation
 - Negotiation
 - Development
 - Effective Communication
- Theme 2: Being Aware of Others
 - Cross-Cultural Resourcefulness
 - Ethical Responsibility
 - Empathetic Engagement
- Theme 3: Knowing Yourself
 - Purposefulness
 - Self-Confidence
 - Self-Awareness
- Theme 4: Controlling Yourself
 - Self-Regulation
 - Balance
 - Decision-Making
 - Perseverance
- Theme 5: Knowing Yourself
 - Innovative Thinking
 - Love of Learning
 - Vision Casting
 - Enterprise Initiative (Doerr Institute for New Leaders, 2021)

Again, this list is representative of a list of desirable leadership attributes for undergraduates. This list can easily be modified to contain specific objectives of this university.

3. Apply for the Carnegie Elective Classification for Leadership: This newly established classification will be a watermark for all higher education institutions that are serious about leadership development. Rice University is working closely with the Carnegie Foundation for the Advancement of Teaching and The American Council on Education to codify and refine the application and review process for this designation. The overall concept of this designation reflects a highly refined leadership development tract.

The Carnegie Foundation's Elective Classifications require institutions to undergo a rigorous process of self-study from which they provide evidence of their institutional indicators including assessment of student learning, curricular and co-curricular offerings, faculty and staff rewards and contributions, mission statements, strategic plans, etc. Institutions that demonstrate, through the evidence they provide, an extraordinary institutional commitment, receive the Carnegie Foundation's endorsement as a Classified Institution. (Doerr Institute for New Leaders, 2022, p. 5)

Clearly, this designation will separate those institutions that are serious about leadership development from those that are merely mentioning the concept in visible documents. Attaining this classification will be a tremendous asset for the university and should enable increased partnership with the community and regional leaders. See Appendix H for an overview of this classification.

4. Increase presence at the GWU Charlotte campus: To have a successful leadership center, the university should increase relationships in Charlotte. The coaching portion of the center's programs requires fully certified coaches, and the likelihood of finding a large pool of qualified candidates is higher in Charlotte. Additionally, the center will only grow based on operational funds, and there is a higher probability of receiving community donations and support from this larger metropolis. The magnitude of opportunities was recently highlighted by a regional Chamber of Commerce. "The Charlotte Region is home to nine of the 13 Fortune 500 companies in North Carolina, as well as the top six in the state" (Charlotte Regional Business Alliance, n.d., p. 2). As virtual education expands, there is a good chance that community leaders in Charlotte will be able to have a larger influence on the GWU campus, even if they never leave their offices.

11. Reflection

11.1 Professional Learning

A major lesson learned in this project was the application of action research and the importance of codifying the results. As a longtime employee and student, I have reviewed numerous research products, but I never paid much attention to the format or the type of material in the primary report. Undoubtedly, this process will be refined as I continue in my research endeavors, but the "nuts and bolts" of this project were enlightening. I have always appreciated the need for effective communication, but the

disciplines received from this project will enable me to enhance significantly my capabilities.

The most impactful new “tool” for me was the integration of quantitative and qualitative analytical processes. This was my first time using the Qualtrics analytical program, and I was pleasantly surprised by how relatively easy it is to input requirements and then analyze and display the results. Associated with this quantitative analysis was the synergy of utilizing timely qualitative analytical processes. It was helpful to use the hard data to define trends and then refine my research with targeted interviews.

A final “tool” that I will utilize again is the powerful concept of observation. I was familiar with the establishment of a CoE from my time in the Air Force. A colleague and I started a center, and we witnessed the tremendous effects of synchronizing our offices. When I started this research, I was curious if other universities had already established a leadership center. I was pleasantly surprised when I found out that my alma mater, the Air Force Academy, established a Center for Leadership and Character Development. I was able to visit this organization and learned a great deal from their program. Two other observations that were instrumental in this research were the Doerr Institute for New Leaders at Rice University and the Sanger Leadership Center at the University of Michigan. This report captures a few key points from each of these centers, and this research process highlighted the invaluable aspect of observation.

11.2 Personal Development

I have spent 46 years associated with the military, from college to active duty to a career in federal service. It was refreshing and beneficial in this program to listen to other viewpoints and appreciate diverse leadership backgrounds. I have thoroughly enjoyed our doctoral class cohort, and besides gaining life-long friends, I have significantly expanded my understanding of leadership. In many ways, I did not appreciate the narrowness of my perspectives until I engaged with my classmates. This informal interaction has taught me more than the entire syllabus.

Another area where I have expanded my leadership horizon is the concept of emotional intelligence. I have always thought and even been told that I have “good people skills”; however, after taking a formal assessment, reading more on the subject, and participating in class discussions, I now realize that I was previously only skimming the surface. I may have correctly identified some emotional sensitivities, but I did not do a decent job applying effective leadership principles, such as conflict resolution. This is a vital topic that needs routine refreshment and application, and unfortunately, I usually practiced “conflict avoidance.” Undoubtedly, this is one skill set that will require periodic professional development.

Finally, it was energizing to hear a constant theme throughout the course that leadership can be taught and developed, rather than being an innate skill that someone is born with. This principle was the genesis of this consultancy project. After teaching college undergraduates for 3 years, I have firsthand knowledge of the need and value of

leadership development. Most of the students I have encountered are earnestly trying to figure out “life” and adulthood, and I believe they would welcome practical leadership education and training. I am now a zealot for this objective, and I credit my passion to this doctoral program in organizational leadership.

Appendix A

Final Presentation



INTENTIONAL UNDERGRADUATE LEADERSHIP DEVELOPMENT — ESTABLISHMENT OF A CENTER OF EXCELLENCE FOR LEADERSHIP AT GARDNER-WEBB UNIVERSITY

Jim Rennie

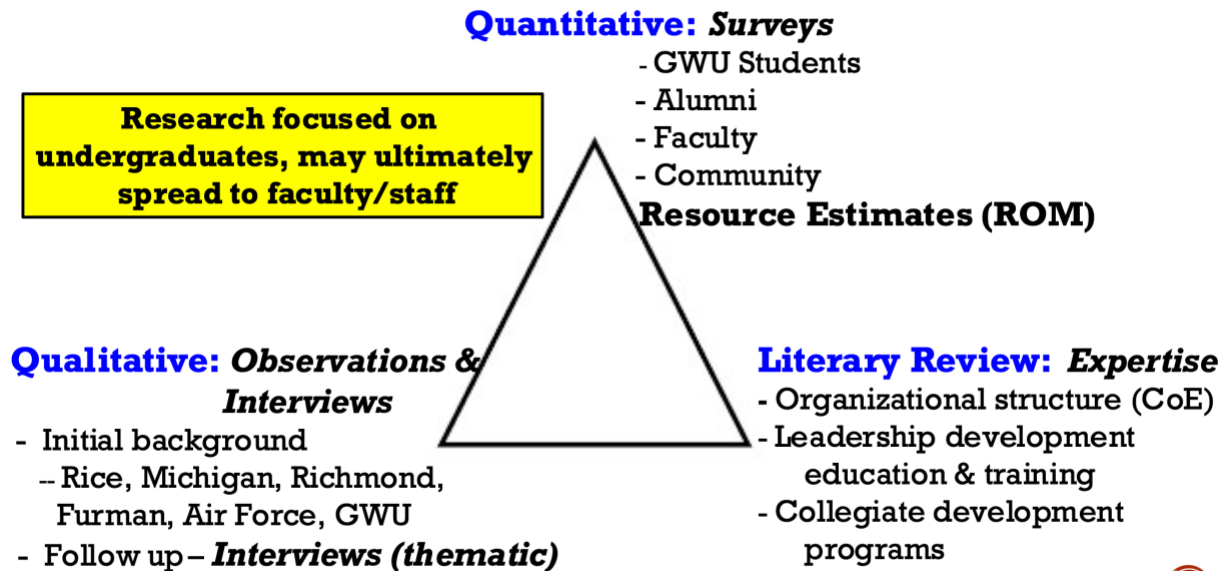


BACKGROUND AND PURPOSE

- **Teaching at GWU opened my eyes to today's students**
- **DEOL highlighted the need for intentionality in leadership development**
- **Mission Statement: "...to prepare graduates for leadership in professional careers & personal lives"**

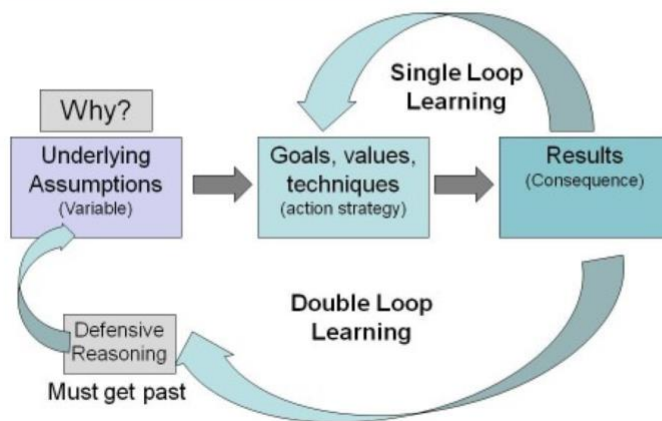


ACTION RESEARCH PLAN



THEORETICAL FRAMEWORK

Double Loop Learning: Argyris & Schön

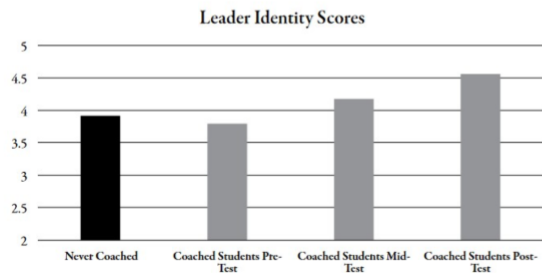


- **Single Loop Thermostat**
 - Merely controls the temperature
- **Double Loop Thermostat**
 - Analyze environment for conditions



"Michigan Model of Leadership"

Sanger Leadership Center – University of Michigan



"4 First Principles"

"Leader Identity Scores"

- Individual surveys
- Comparative data
- Independent Observations
- Behavioral data

Doerr Institute for New Leaders – Rice University

SHAPING THE RESEARCH



- Leadership Development does not "just happen" on its own (**Intentionality**)
- It is important to use multiple learning processes (**Experiential**)
- Measurement of progress is key (**Data Driven**)

APPROACH

▪ **Center of Excellence**



- Leadership Development Focal Point
- Works directly for GWU President
- Not for academic credit
- Certifications
- Professional coaching

▪ **Established in 3 Phases**



- Phase 1 – Aug 2023 – Jul 2024
 - “Crawl” – consolidation & staffing
- Phase 2 – Aug 2024 – Jul 2025
 - “Walk” – IOC – limited students
- Phase 3 – Aug 2025 – Jul 2026
 - “Run” – full menu



SCOPE

Goal	Deadline
Describe/Link GWU Leadership Programs	August 2023
Establish leadership measurement tool	October 2024
Increase leadership training 10% - IOC + 1 Semester	December 2024
Observe 25% increase – leadership tool	May 2026
Carnegie Leadership Application	August 2026

Intentional & Synchronized Leadership Development



ACTIVITIES – COMMUNICATION & ENGAGEMENT PLAN

- Initial concept approval through President's Cabinet
- Formal CoE Charter approval through *New Academic Program Development*
 - 12-month cycle running concurrently with Phase 1
- Stakeholder engagement plan is vital for implementation & sustainment



RISKS & CONSTRAINTS

- **Risks**
 - No direct risks to the institution if CoE is not adopted
 - There are opportunity losses for the university
- **Constraints**
 - Timeline is built for incremental funding
 - Senior leader support is critical for establishment and sustainment

OUTCOME DATA (DELIVERABLES)

<u>Activity</u>	<u>Due Date</u>
• Consolidated website	Aug 2023
• Leadership Roadmap	Oct 2023
• CoE Charter	May 2024
• Student orientation	Aug 2024
• Quarterly speakers	Aug 2024
• Initiate certification programs	Aug 2024
• Develop coaching programs	May 2025
• Execute coaching programs	Aug 2025
• Leadership Measurement	Mar 2026
• Carnegie proposal	May 2026



QUALITY

ASSURANCE

Formative:

- Leadership survey covering CoE programs & processes
- Student leadership scores

Summative:

- Trends identified in student leadership measurements
- Anecdotally – the number of student participants

Utilize outside assessment organization for a holistic review





RECOMMENDATIONS

- **As a minimum – augment leadership culture at GWU**
 - **Increase leadership intentionality**
 - **Identify desired leadership attributes**
 - **Apply for the Carnegie Elective Classification for Leadership**
 - **Increase presence at the GWU Charlotte Campus**



Reflections

- **DEOL Program**
 - **Organizational Behavior, Theory & Practice courses were foundational**
- **Consultancy Project**
 - **Action research methodology was insightful & useful**
- **Personal**
 - **Leadership development emphasis – encouraging & helpful**
 - **Cohort experiences were vital**



Questions?



“How to prepare someone for leadership:

I do it. I do it and you watch.

You do it and I watch.

You do it.

You do it and someone else watches.”*John C. Maxwell*



Backup slides

WHY A CENTER OF EXCELLENCE

- **Central location to coordinate the development of leadership**
- **Synergistic approach to current GWU leadership programs and academic disciplines**
- **Cross-campus initiative to discuss, analyze, practice and implement leadership initiatives**
- **Partner with select student, community and national organizations**
- **Provides concentrated level of emphasis on leadership**



SANGER LEADERSHIP CENTER



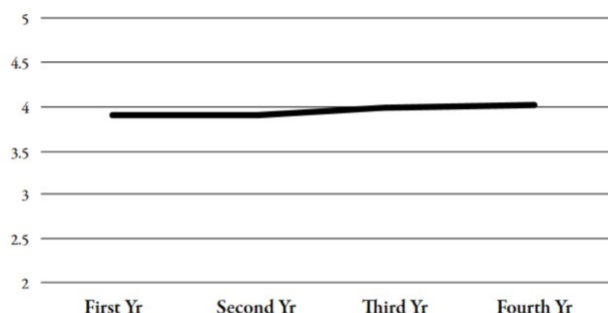
Leadership philosophy

- **Like reading or math – skills & behaviors that *anyone can learn***
- ***Lifelong growth journey*, need clear goals, intentional experiments & acceptance of failures!**
- **Most effective if *data-driven, experiential & action-based***



DOERR INSTITUTE – RICE UNIVERSITY

“Natural” Trajectory of Leader Identity Over Time (Without Intervention)

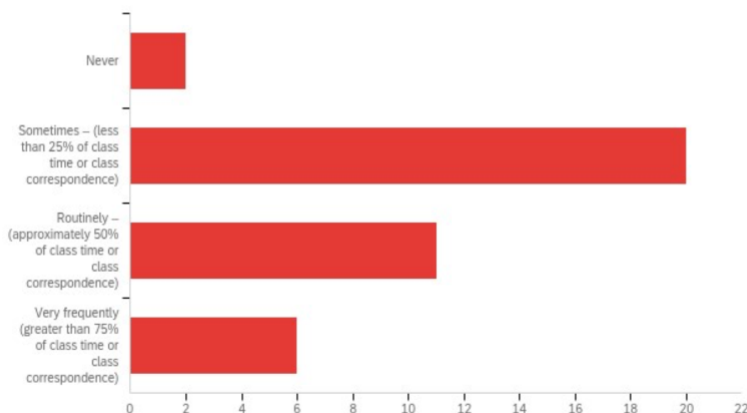


- The value of measuring leadership development
- Minimal progression in undergraduates without undergoing formal training



SAMPLE SURVEY RESULT (A QUESTION TO CURRENT UNDERGRADUATES)

Q3 - How often do your instructors talk about leadership principles in the classroom?



RESOURCES – ROUGH ORDER OF MAGNITUDE

Item	Phase 1	Phase 2	Phase 3
Facility costs	See note 1	See note 1	See note 1
Personnel costs	94,250	171,250	233,400
Operational costs	15,000	20,000	30,000
Coaching costs	N/A	N/A	39,375
Technology costs	19,365	19,365	19,365

Notes:

1. The university does not currently identify facility costs for each organization
2. Personnel costs estimated for a CoE Director working for the GWU President
3. Costs for coaching certification to be borne by the individual coaches
4. Costs represent incremental buildup of the CoE & could be modified if timelines adjust

SAMPLE DESIRED LEADERSHIP ATTRIBUTES


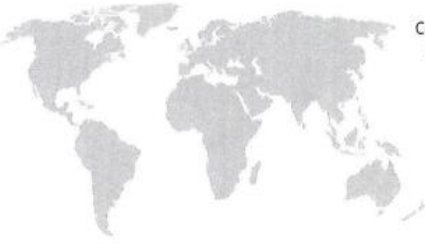

Doerr Institute Leader Competencies

The 21 Leader Competencies are derived from contemporary research on leaders (Lombardo & Eichinger, 2009) and are organized into five themes that pertain either to the individual or to interactions with others.



Appendix B

CITI Certification

		Completion Date 29-Dec-2020 Expiration Date 29-Dec-2023 Record ID 39905536
This is to certify that:		
James Rennie		
Has completed the following CITI Program course:		
<div>Graduate School of Education Research Investigators (Curriculum Group)</div> <div>Graduate School of Education Research Investigators (Course Learner Group)</div> <div>1 - Basic Course (Stage)</div>		
<div>Not valid for renewal of certification through CME.</div>		
Under requirements set by:		
Gardner-Webb University		
		
Verify at www.citiprogram.org/verify/?we80e6e8c-d818-4a46-b08f-f27f129ea5c7-39905536		

Appendix C

Project Charter

CONSULTANCY PROJECT CHARTER

1. General Project Information				
Project Title:	Center of Excellence for Leadership at GWU			
Project Host(s):	Dr. Jeffrey Hamilton			
Project Sponsor (GWU):	Dr. Dale Lamb			
Project Manager:	Jim Rennie	Date: 6/20/20		
Project Description	To establish a hypothetical Center of Excellence for Leadership at Gardner-Webb. The project will encompass all aspects of planning and development, but will stop short of execution. There is an anticipation of briefing the GWU President during the latter stages of the project.			
2. Project Participants and Roles (add or delete lines as needed)				
	Name	Role	Telephone	E-mail
Project Manager:	Jim Rennie	Project Manager	813-545-3567	jrennie@gardner-webb.edu
Team Members:	Dr. Ben Leslie	Provost – oversees teaching, learning, scholarship and research initiatives at GWU.	704-406-3522	bleslie@gardner-webb.edu
	Mr. Steve Serck	GWU Counsel – Comprehensive legal services to GWU – member of President's Leadership Cabinet	704-406-2707	sserck@gardner-webb.edu
	Mr. Scott White	Dir of Human Resources – this initiative may require additional manpower.	704-406-4259	swhite@gardner-webb.edu
	Mr. David Wacaster	Dir of Facilities – this initiative should require additional meeting space	704-406-4330	dswacaster@gardner-webb.edu
	Dr. Jeff Rogers	Dir of Tech Services at GWU – provides comprehensive network security, ops and training	704-406-3249	jrogers3@gardner-webb.edu

	Dr. Woody Fish	University Advancement Division – works with alumni, donors and communities to garner financial support for GWU – anticipate the need for a funding source	704-406-4250	hwfish@gardner-webb.edu
	Mr. Chuck Burch	VP for Athletics this initiative will try to partner with athletic teams to develop leadership skills	704-406-4342	Cburch@gardner-webb.edu
	Mr. Micah Martin	Dir of Center for Personal & Prof development – designed to equip students with necessary skills	704-406-2135	mmartin8@gardner-webb.edu
	Dr. Mischia Taylor	Dean Gobold School of Business – this initiative should partner with GWU/ICC Leadership Academy	704-406-2324	mataylor@gardner-webb.edu
	Dr. Anthony Negbenebor	PACE – Certificate programs for various adult skills – anticipate some connection with the CoE for Leadership	704-406-4000	anegbenebor@gardner-webb.edu
	Dr. Janet Land	Dir of Center of Excellence for Teaching & Learning – I anticipate interface with this CoE	704-406-4410	jland@Gardner-Webb.edu
	Dr. Robert Canoy	Dean GWU School of Divinity – I anticipate interface between the CoE and this program	704-406-4395	rcanoy@gardner-webb.edu

	Mr. Chris Miller, Lt. Gen. (Ret.)	Center for Character & Leadership Development at USAF Academy. I anticipate using him as a point of contact for establishing a CoE for Leadership.	719-333-4904	Christopher.miller1@afacademy.af.edu
3. Stakeholders (e.g., those with a significant interest in or who will be significantly affected by this project)				
GWU School of Business (Leadership Academy), GWU School of Education (DEOL), GWU School of Divinity, Multiple Departments for leadership curriculum coordination, and respective community and corporate leaders				
4. Project Purpose Statement				
Project Purpose Describe the need this project addresses				
GWU has an opportunity to provide concentrated leadership training to students, faculty and staff through the Center of Excellence for Leadership. Current leadership programs at GWU are not coordinated and the university is losing potential synergy from not having a single focal point of leadership education, training and experiential activities. At the core of this vision is the concept that leadership comprises behaviors and skills that can be learned and improved. The intent is to create an atmosphere of active learning that motivates participants towards a life-long journey of leadership improvement. The purpose of the project is to encourage more members of the Gardner-Webb family to learn and experience individualized leadership techniques.				
Resources Describe the resources made available by the project host for this project				
Since this project will remain solely in the planning phase until the GWU President approves a shift in focus, there is no anticipation of direct costs to the university. As part of the planning process, estimated costs for facilities, manpower, education/training materials, IT infrastructure increases, marketing and any additional support requirements, will be fully developed. Additionally, this project will investigate possible sources of funding, to include donations and external sponsorship.				
Project Deliverables List the high-level "products" to be created (e.g., improved xxxx process, employee manual on yyyy)				
<ol style="list-style-type: none"> 1. Recommended list of leadership programs through the Center of Excellence – will address for students, faculty, and staff. 2. Recommended Center of Excellence organizational structure. 3. Recommended leadership products to be developed by Center of Excellence – includes pertinent articles, videos, and leadership training scenarios. 4. Recommended academic, community, and corporate partnerships. 5. Recommended funding methodologies for the Center of Excellence. 6. Proposed marketing tools for Center of Excellence – highlighting purpose, objectives, and benefits. 				

Project Milestones <i>Project significant accomplishments anticipated over the life of the project with estimated timeline</i>	
<ol style="list-style-type: none"> 1. Establish GWU leadership requirements (why do we need a CoE for Leadership – contains survey and interview results) Target Completion: December 31, 2020 2. Visit at least 3 established CoE for Leadership at other Universities Target Completion: April 30, 2021 3. Identify CoE targeted leadership programs Target Completion: April 30, 2021 4. Identify proposed CoE Organizational Structure Target Completion: May 31, 2021 5. Identify possible facility locations Target Completion: July 31, 2021 6. Identify possible funding mechanisms Target Completion: December 31, 2021 7. Produce draft marketing material (Introductory video and brochures) Target Completion: April 30, 2022 8. Gain approval for CoE from GWU senior leadership Target Completion: TBD 9. Codify necessary charters, MOA's etc. Target Completion: TBD 	
Project SMART Objectives <i>Include 3 to 5</i>	
<ol style="list-style-type: none"> 1. Increase formal leadership training across GWU by 10% by the end of the first semester of initial operations. 2. Establish GWU stakeholder leadership forum once a semester – by end of Spring 2021 semester. 3. Integrate all existing GWU leadership programs under the CoE construct – by end of Fall 2022 semester. 4. Conduct first GWU CoE leadership forum by the end of the second semester of initial operations – by the end of Spring 2023 semester. 	
Major Known Risks (including significant Assumptions) <i>Identify obstacles that may cause the project to fail.</i>	
Risk	Risk Rating (Hi, Med, Lo)
Faculty and staff perceptions and buy-in	High
Identify adequate funding sources	Medium
Communication and collaboration between GWU Departments	Medium
Faculty workload (time to dedicate to project)	Medium
Constraints <i>List any conditions that may limit the project team's options with respect to resources, personnel, or schedule (e.g., predetermined budget or project end date, limit on number of staff that may be assigned to the project).</i>	
Lack of enthusiasm by some departments to integrate their existing programs into the CoE for Leadership Significant financial hurdles to establish required infrastructure COVID-19 pandemic impacts the ability to start new university projects	
External Dependencies <i>Will project success depend on coordination of efforts between the project team and one or more other individuals or groups? Has everyone involved agreed to this interaction?</i>	
GWU President has agreed to a preliminary concept analysis but has not approved movement towards execution. Various members of GWU faculty, staff and the student body will need to be approached for their inputs and concerns. Success will improve dramatically if both community and/or corporate sponsors are included in this effort.	

5. Communication Strategy (specify how the project manager will communicate to the Host, Sponsor, Project Team members and Stakeholders, e.g., frequency of status reports, frequency of Project Team meetings, etc.)			
The project manager will identify a comprehensive listing of appropriate GWU personnel to coordinate with on this project. The project manager will also communicate no less than monthly with the project sponsor, and provide a status report to ensure adequate progression. During the latter stages of the planning process, the project manager will produce and disseminate media products, to include an introductory video and a Center of Excellence for Leadership brochure. Updates to other CoE stakeholders will occur as needed, or bi-annually.			
6. Sign-off			
	Name	Signature	Date (MM/DD/YYYY)
Project Host	Dr. Jeffrey Hamilton		
Project Sponsor	Dr. Dale Lamb		
Project Manager	Jim Rennie	/signed//jer/	06/18/2020
7. Notes			

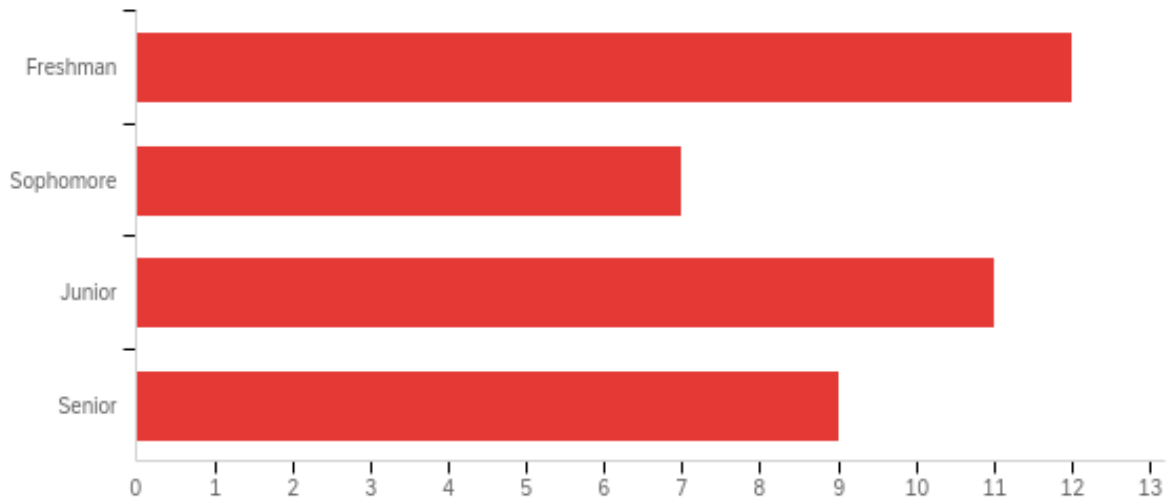
Appendix D

Undergraduate Survey Results

GWU Undergraduate Student Leadership Survey

January 4th 2022, 7:11 am MST

Q1 - What is your current class?



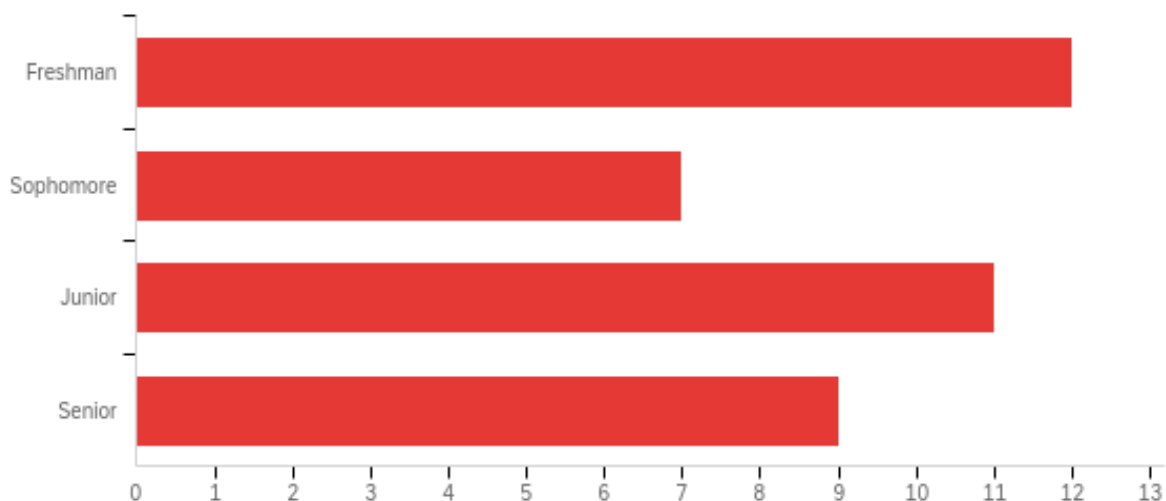
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current class?	1.00	4.00	2.44	1.15	1.32	39

#	Answer	%	Count
1	Freshman	30.77%	12
2	Sophomore	17.95%	7
3	Junior	28.21%	11
4	Senior	23.08%	9
	Total	100%	39

GWU Undergraduate Student Leadership Survey

January 4th 2022, 7:11 am MST

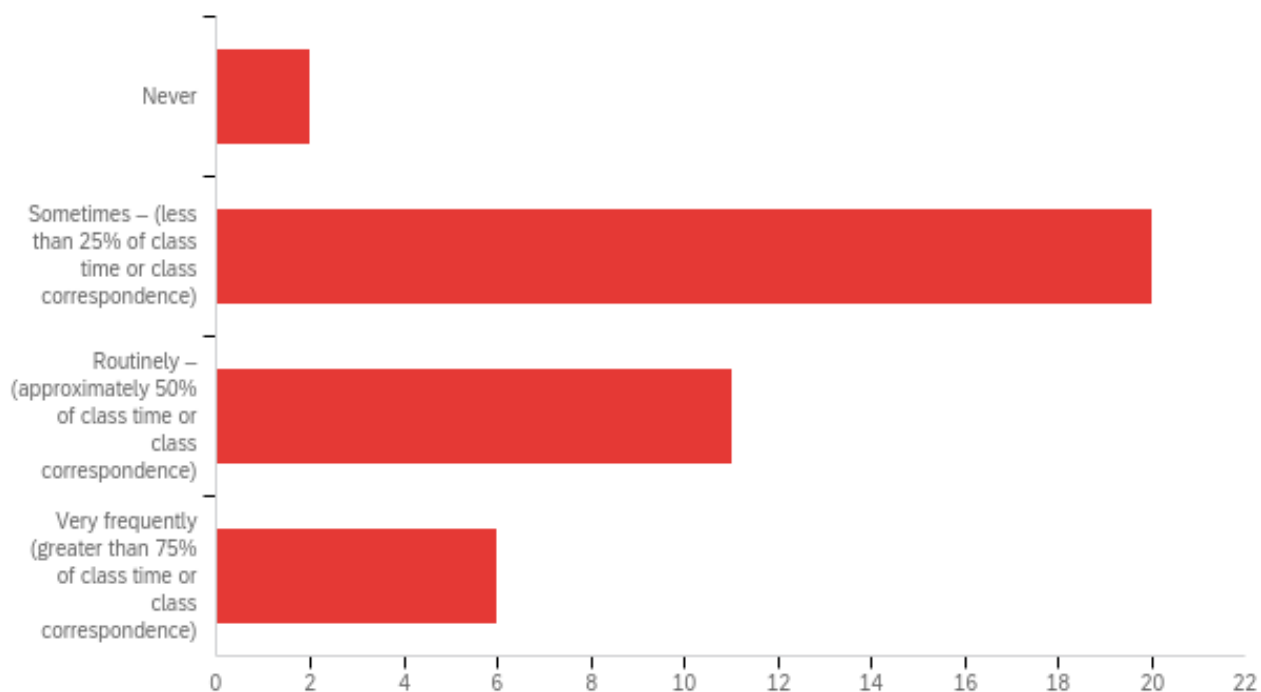
Q1 - What is your current class?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current class?	1.00	4.00	2.44	1.15	1.32	39

#	Answer	%	Count
1	Freshman	30.77%	12
2	Sophomore	17.95%	7
3	Junior	28.21%	11
4	Senior	23.08%	9
	Total	100%	39

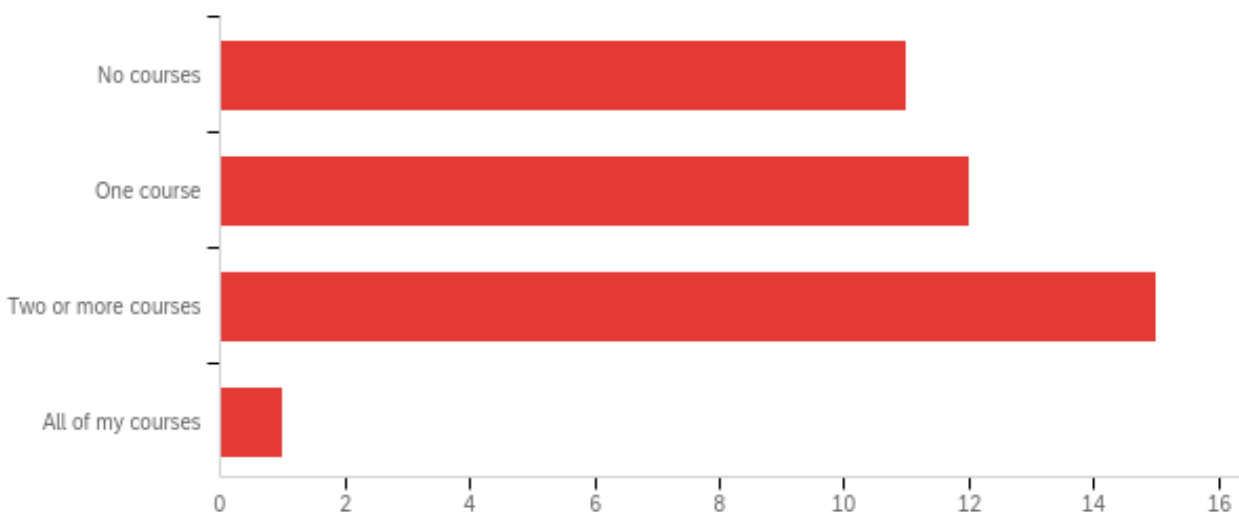
Q3 - How often do your instructors talk about leadership principles in the classroom?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How often do your instructors talk about leadership principles in the classroom?	1.00	4.00	2.54	0.81	0.66	39

#	Answer	%	Count
1	Never	5.13%	2
2	Sometimes – (less than 25% of class time or class correspondence)	51.28%	20
3	Routinely – (approximately 50% of class time or class correspondence)	28.21%	11
4	Very frequently (greater than 75% of class time or class correspondence)	15.38%	6
	Total	100%	39

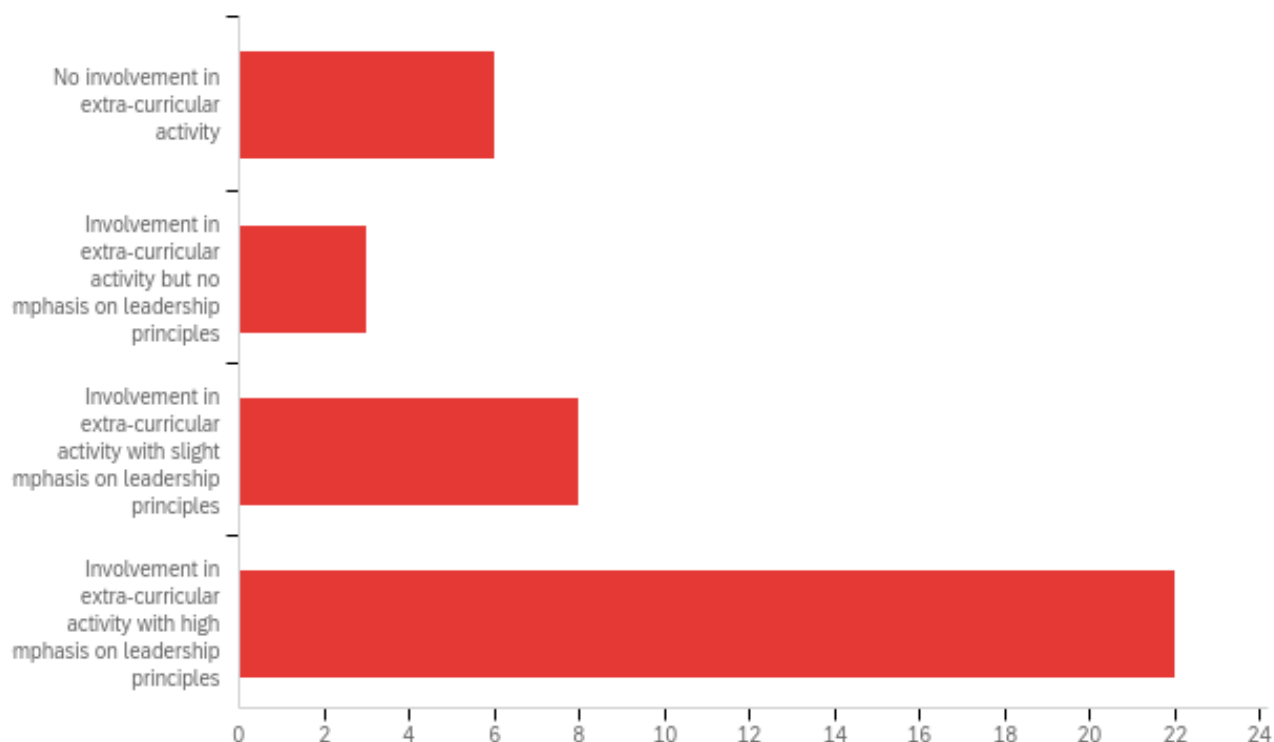
Q4 - Do you currently have any courses where you are purposely practicing leadership techniques?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you currently have any courses where you are purposely practicing leadership techniques?	1.00	4.00	2.15	0.86	0.75	39

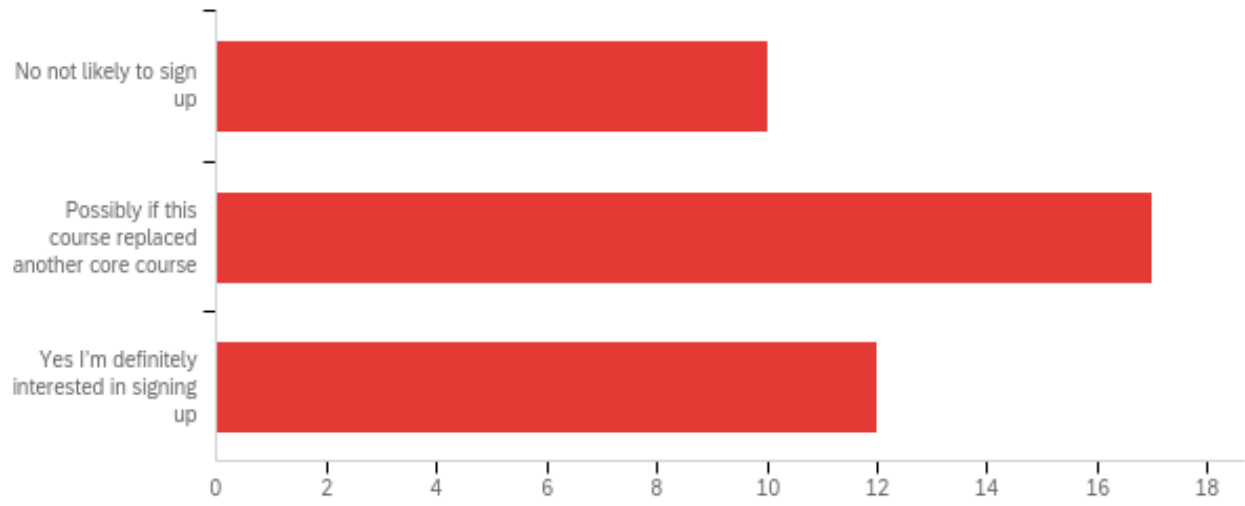
#	Answer	%	Count
1	No courses	28.21%	11
2	One course	30.77%	12
3	Two or more courses	38.46%	15
4	All of my courses	2.56%	1
	Total	100%	39

Q5 - Are you involved in an extra-curricular activity where leadership principles are emphasized?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you involved in an extra-curricular activity where leadership principles are emphasized?	1.00	4.00	3.18	1.11	1.22	39
#	Answer					%	Count
1	No involvement in extra-curricular activity					15.38%	6
2	Involvement in extra-curricular activity but no emphasis on leadership principles					7.69%	3
3	Involvement in extra-curricular activity with slight emphasis on leadership principles					20.51%	8
4	Involvement in extra-curricular activity with high emphasis on leadership principles					56.41%	22
	Total					100%	39

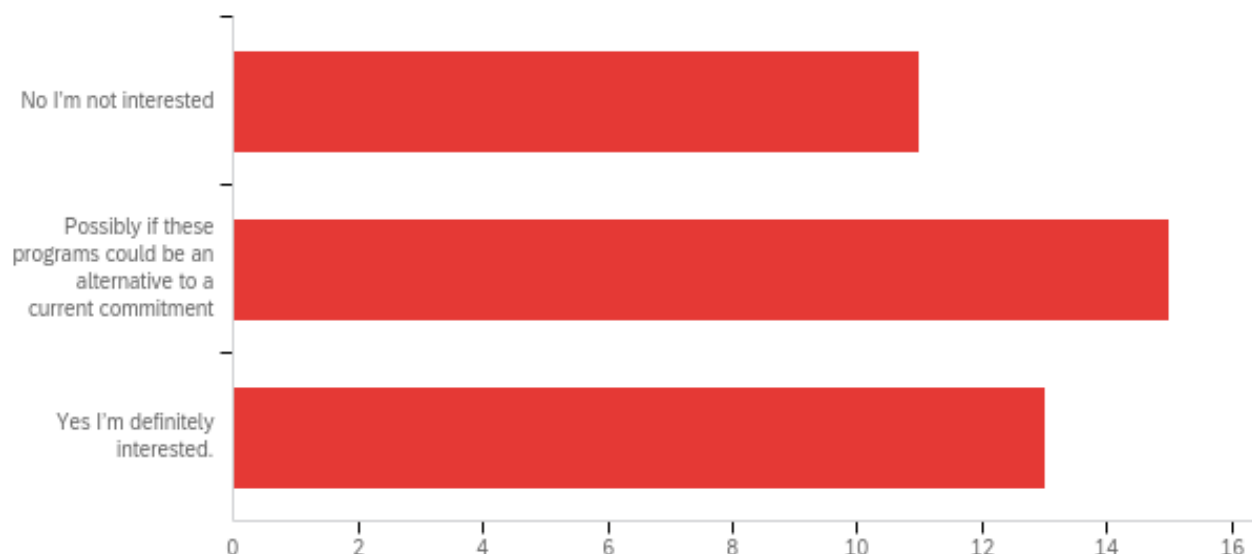
Q6 - Would you sign up for an official course for credit that discussed leadership principles?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you sign up for an official course for credit that discussed leadership principles?	1.00	3.00	2.05	0.75	0.56	39

#	Answer	%	Count
1	No not likely to sign up	25.64%	10
2	Possibly if this course replaced another core course	43.59%	17
3	Yes I'm definitely interested in signing up	30.77%	12
	Total	100%	39

Q7 - Would you be interested in participating in informal (no credit) leadership programs such as leadership labs, mentoring programs or leadership seminars?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you be interested in participating in informal (no credit) leadership programs such as leadership labs, mentoring programs or leadership seminars?	1.00	3.00	2.05	0.78	0.61	39

#	Answer	%	Count
1	No I'm not interested	28.21%	11
2	Possibly if these programs could be an alternative to a current commitment	38.46%	15
3	Yes I'm definitely interested.	33.33%	13
	Total	100%	39

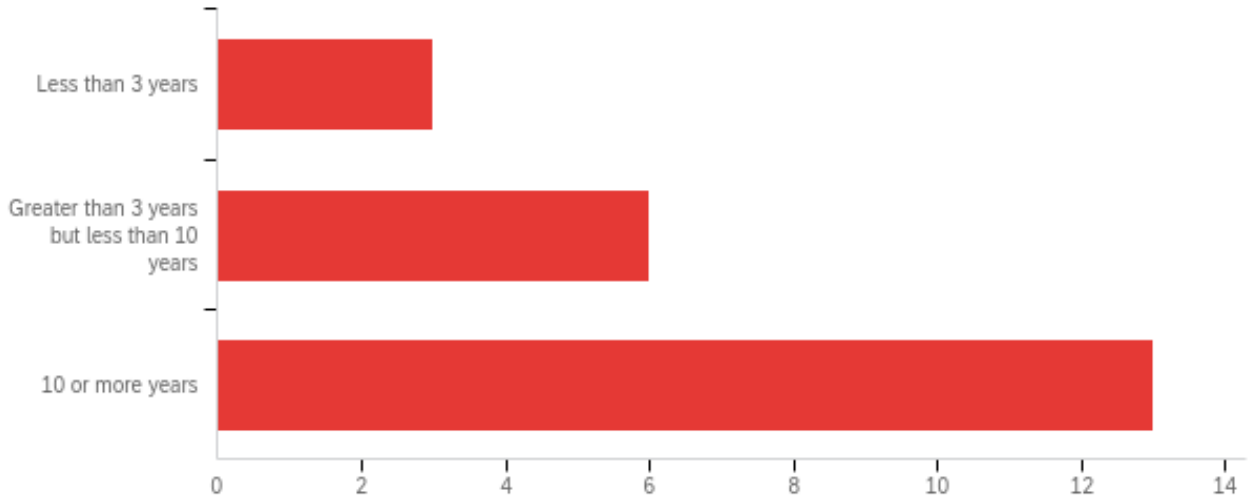
Appendix E

Undergraduate Faculty Surveys

GWU Faculty Leadership Survey -

January 4th, 2022, 7:22 am MST

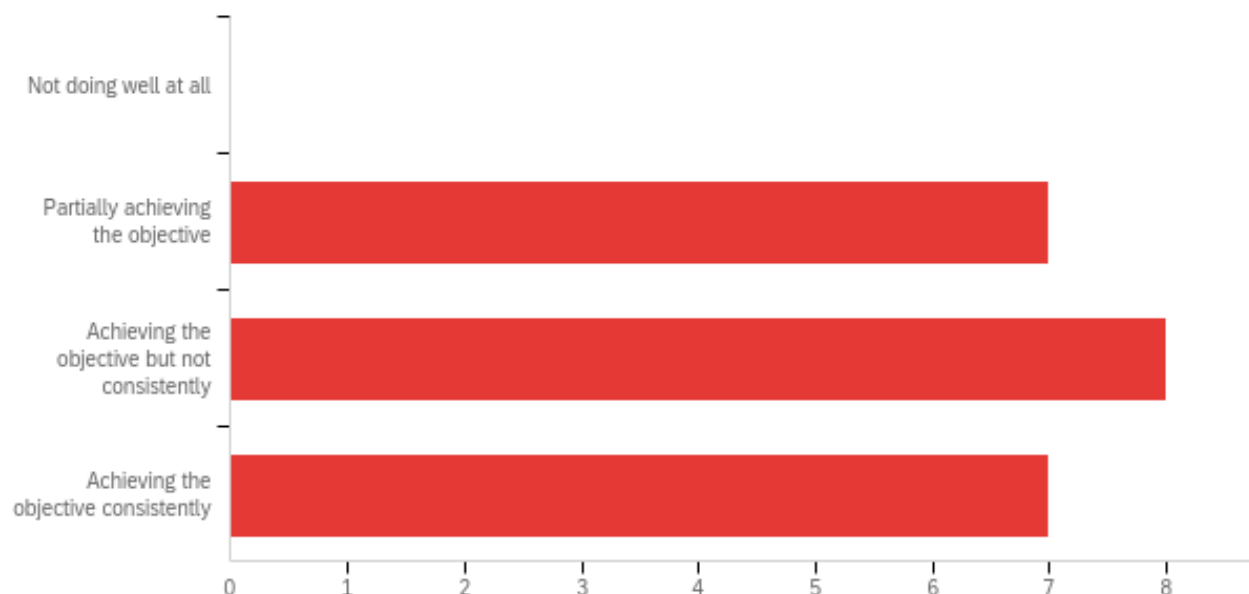
Q1 - How many years have you taught undergraduate students at GWU?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many years have you taught undergraduate students at GWU?	1.00	3.00	2.45	0.72	0.52	22

#	Answer	%	Count
1	Less than 3 years	13.64%	3
2	Greater than 3 years but less than 10 years	27.27%	6
3	10 or more years	59.09%	13
	Total	100%	22

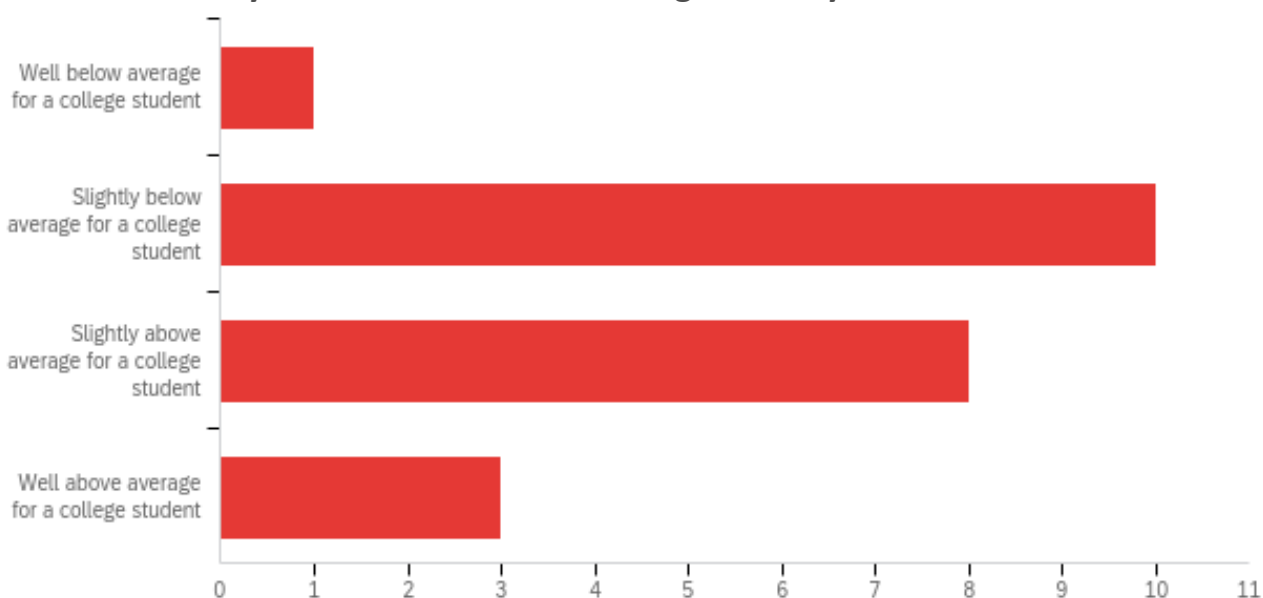
Q2 - GWU's Mission Statement mentions "Student preparation for leadership..."
How well do you feel the university is doing in achieving this objective?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	GWU's Mission Statement mentions "Student preparation for leadership..." How well do you feel the university is doing in achieving this objective?	2.00	4.00	3.00	0.80	0.64	22

#	Answer	%	Count
1	Not doing well at all	0.00%	0
2	Partially achieving the objective	31.82%	7
3	Achieving the objective but not consistently	36.36%	8
4	Achieving the objective consistently	31.82%	7
	Total	100%	22

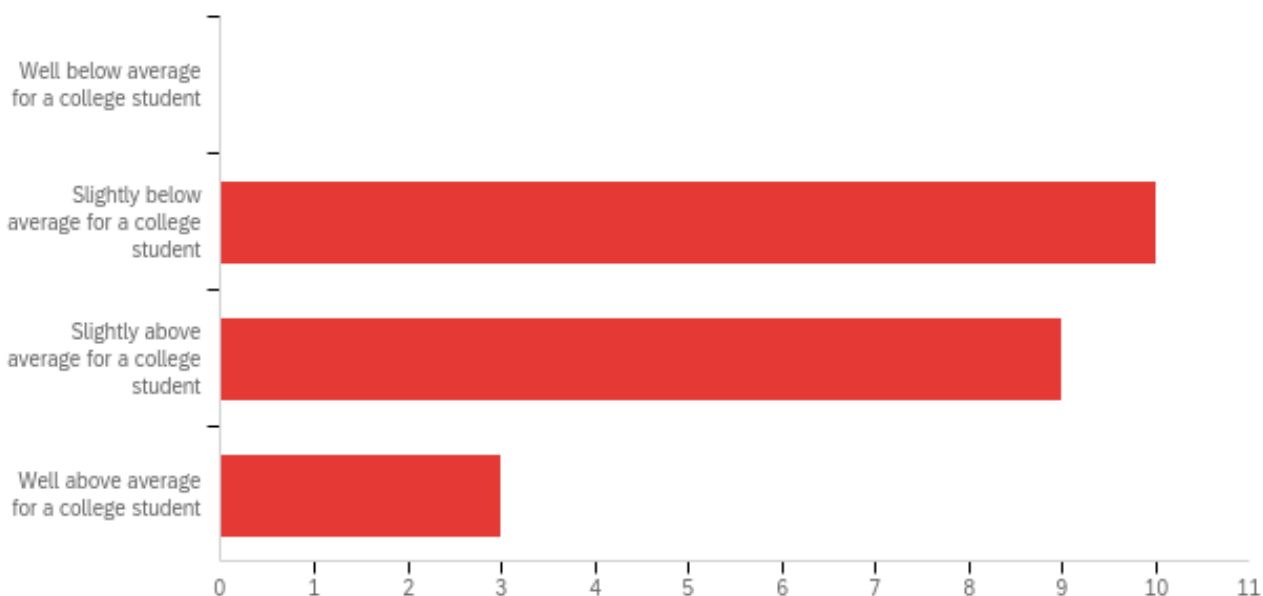
Q3 - How would you rate the Critical Thinking skills of your current students?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate the Critical Thinking skills of your current students?	1.00	4.00	2.59	0.78	0.61	22

#	Answer	%	Count
1	Well below average for a college student	4.55%	1
2	Slightly below average for a college student	45.45%	10
3	Slightly above average for a college student	36.36%	8
4	Well above average for a college student	13.64%	3
	Total	100%	22

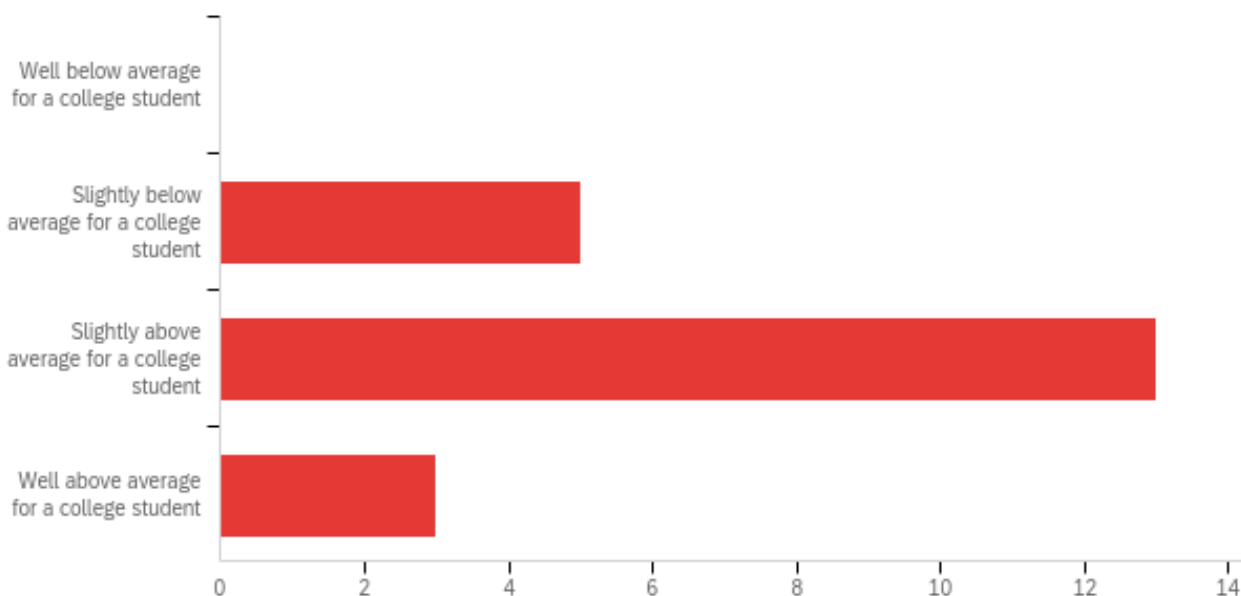
Q4 - How would you rate the Communication skills of your current students?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate the Communication skills of your current students?	2.00	4.00	2.68	0.70	0.49	22

#	Answer	%	Count
1	Well below average for a college student	0.00%	0
2	Slightly below average for a college student	45.45%	10
3	Slightly above average for a college student	40.91%	9
4	Well above average for a college student	13.64%	3
	Total	100%	22

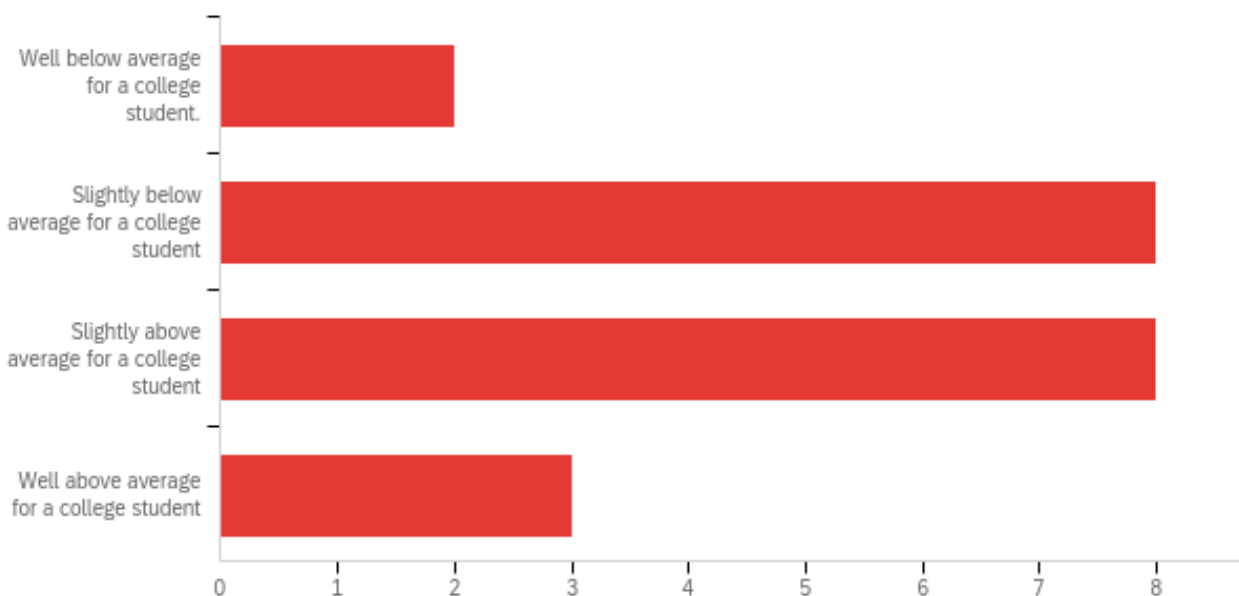
Q5 - How would you rate the Ability to work in a group of your current students?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate the Ability to work in a group of your current students?	2.00	4.00	2.90	0.61	0.37	21

#	Answer	%	Count
1	Well below average for a college student	0.00%	0
2	Slightly below average for a college student	23.81%	5
3	Slightly above average for a college student	61.90%	13
4	Well above average for a college student	14.29%	3
	Total	100%	21

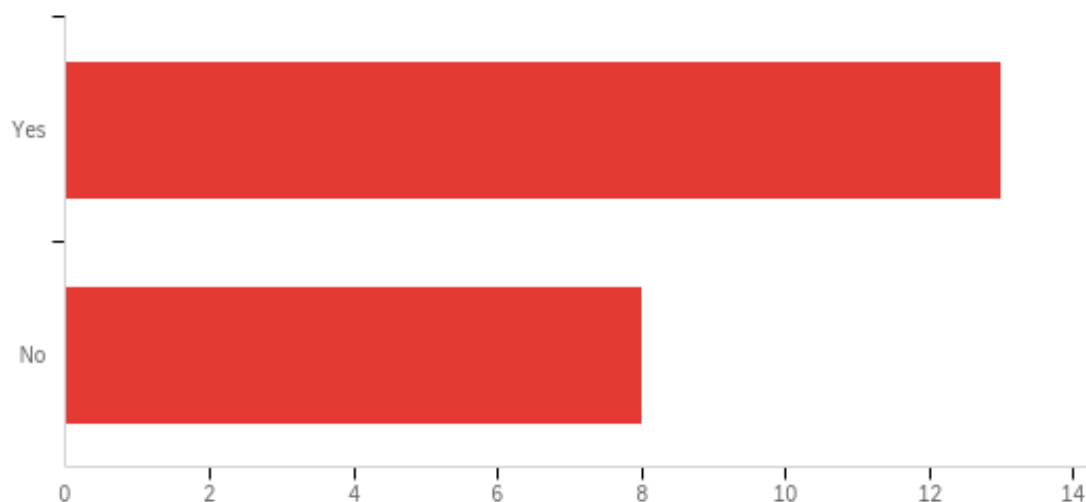
Q6 - How would you rate the Initiative of your current students?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate the Initiative of your current students?	1.00	4.00	2.57	0.85	0.72	21

#	Answer	%	Count
1	Well below average for a college student.	9.52%	2
2	Slightly below average for a college student	38.10%	8
3	Slightly above average for a college student	38.10%	8
4	Well above average for a college student	14.29%	3
	Total	100%	21

Q7 - Do you believe it would be beneficial to GWU undergraduate students if there was a formalized Center of leadership at the college?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you believe it would be beneficial to GWU undergraduate students if there was a formalized Center of leadership at the college?	1.00	2.00	1.38	0.49	0.24	21

#	Answer	%	Count
1	Yes	61.90%	13
2	No	38.10%	8
	Total	100%	21

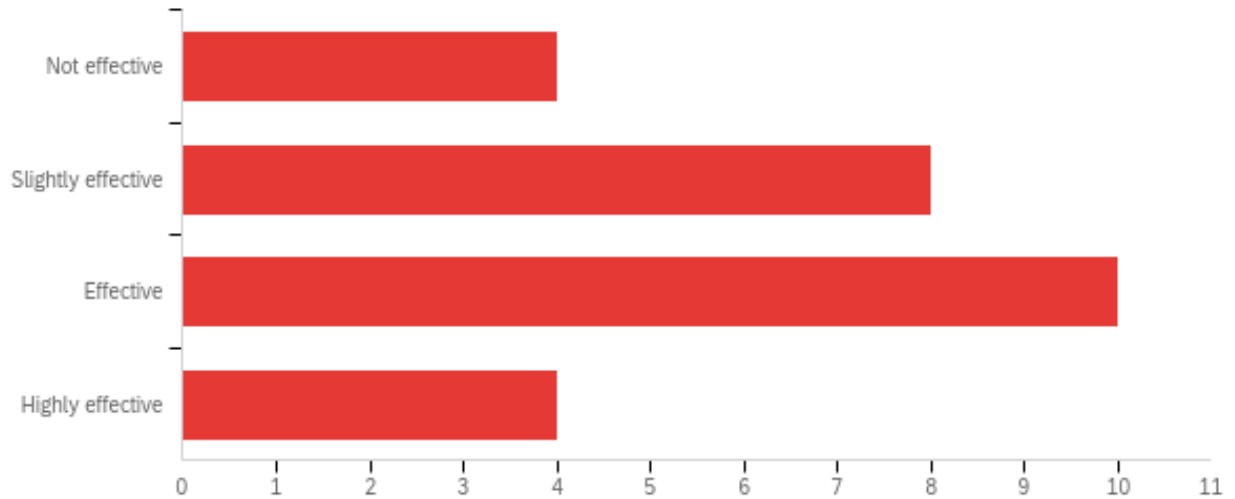
Appendix F

Alumni Survey Results

GWU Alumni Leadership Survey

January 4th, 2022, 7:29 am MST

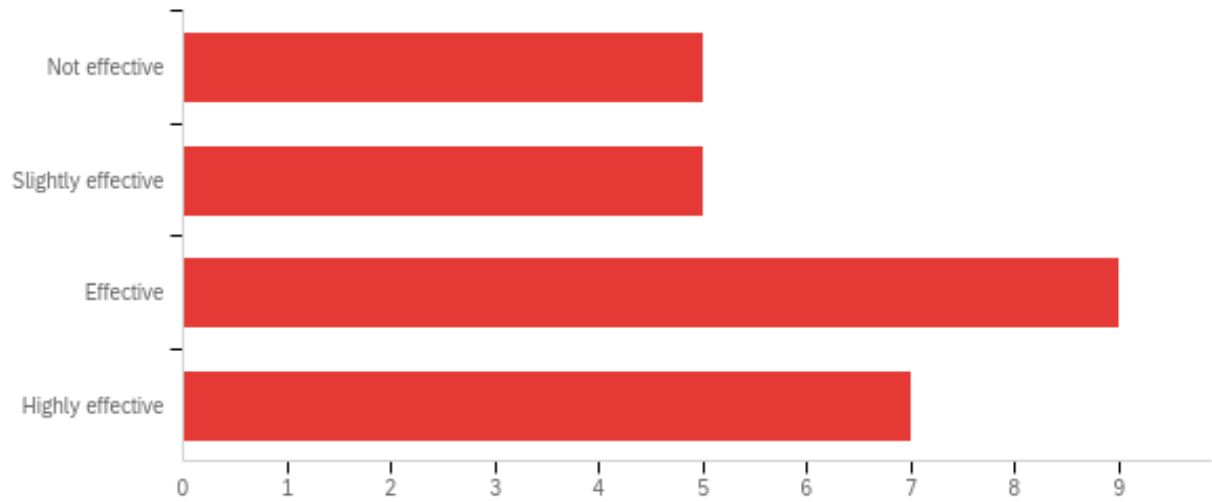
Q1 - Gardner-Webb University's Mission Statement mentions "Student preparation for leadership..." How well do you feel your GWU undergraduate education emphasized leadership?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Gardner-Webb University's Mission Statement mentions "Student preparation for leadership..." How well do you feel your GWU undergraduate education emphasized leadership?	1.00	4.00	2.54	0.93	0.86	26

#	Answer	%	Count
1	Not effective	15.38%	4
2	Slightly effective	30.77%	8
3	Effective	38.46%	10
4	Highly effective	15.38%	4
	Total	100%	26

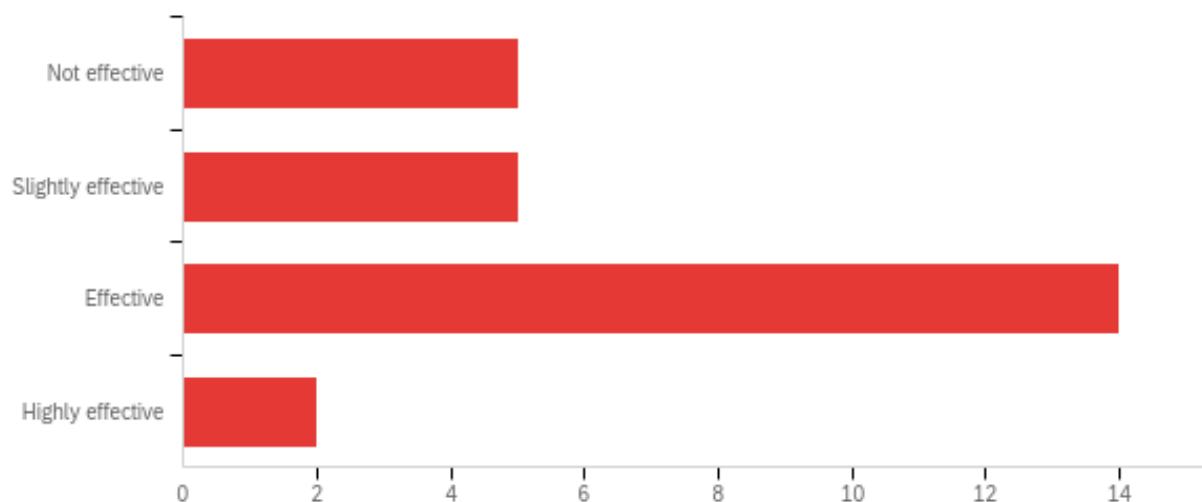
Q2 - How well do you feel your GWU education prepared you to be a leader in your community?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How well do you feel your GWU education prepared you to be a leader in your community?	1.00	4.00	2.69	1.07	1.14	26

#	Answer	%	Count
1	Not effective	19.23%	5
2	Slightly effective	19.23%	5
3	Effective	34.62%	9
4	Highly effective	26.92%	7
	Total	100%	26

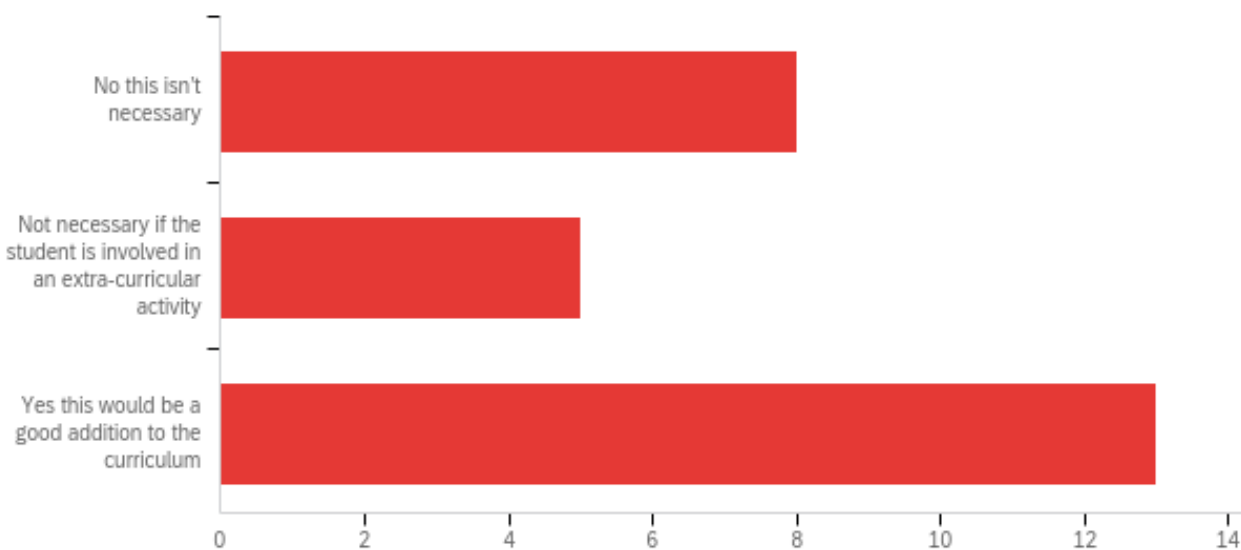
Q3 - How well do you feel your GWU education prepared you to be a leader in your workplace?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How well do you feel your GWU education prepared you to be a leader in your workplace?	1.00	4.00	2.50	0.89	0.79	26

#	Answer	%	Count
1	Not effective	19.23%	5
2	Slightly effective	19.23%	5
3	Effective	53.85%	14
4	Highly effective	7.69%	2
	Total	100%	26

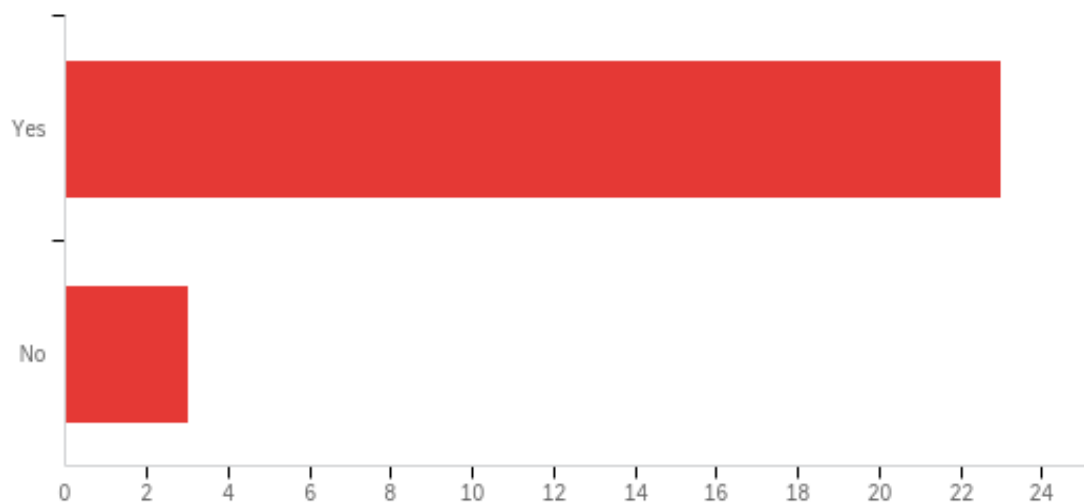
Q4 - Should GWU require formal leadership instruction for each undergraduate student?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Should GWU require formal leadership instruction for each undergraduate student?	1.00	3.00	2.19	0.88	0.77	26

#	Answer	%	Count
1	No this isn't necessary	30.77%	8
2	Not necessary if the student is involved in an extra-curricular activity	19.23%	5
3	Yes this would be a good addition to the curriculum	50.00%	13
	Total	100%	26

Q5 - Do you believe it would be helpful to the GWU students if there was a dedicated leadership center that offered leadership instruction and experiential (practical) exercises?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you believe it would be helpful to the GWU students if there was a dedicated leadership center that offered leadership instruction and experiential (practical) exercises?	1.00	2.00	1.12	0.32	0.10	26

#	Answer	%	Count
1	Yes	88.46%	23
2	No	11.54%	3
	Total	100%	26

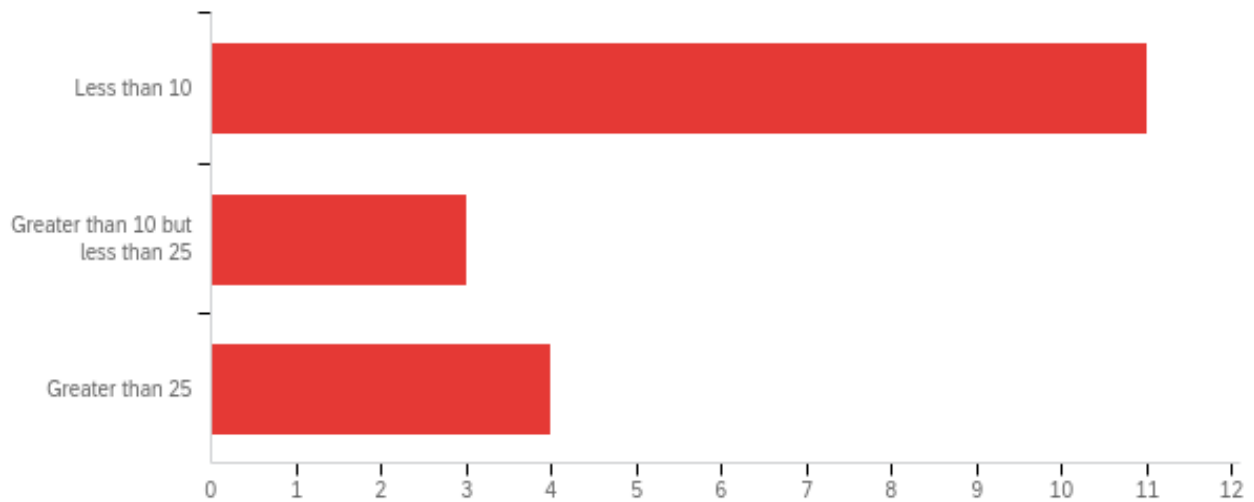
Appendix G

Community Leader Survey Results

GWU Community Leadership Survey

January 4th 2022, 7:26 am MST

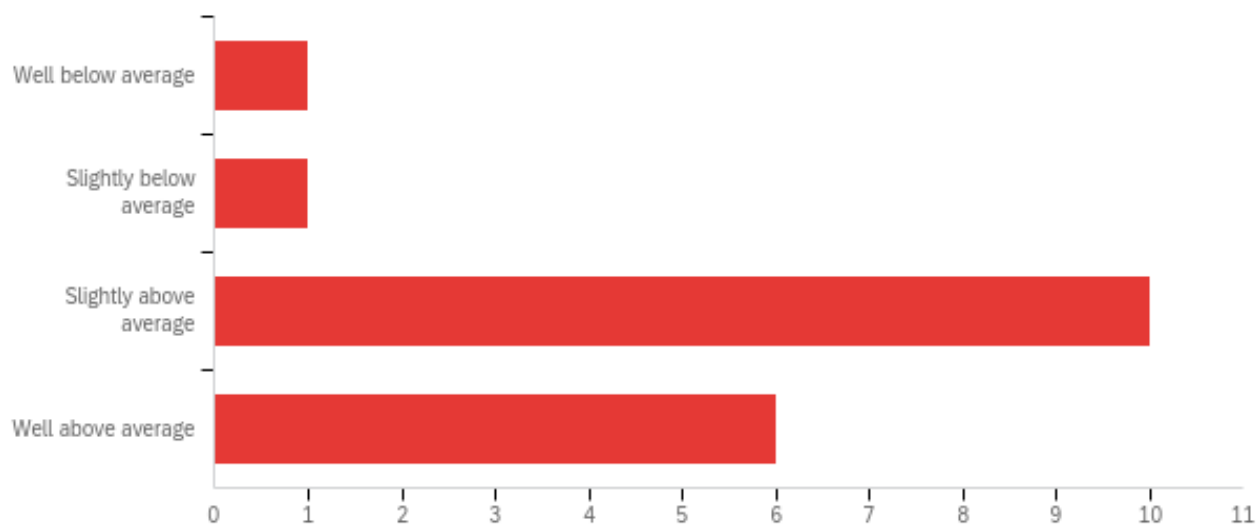
Q1 - Approximately how many Gardner-Webb University graduates have you worked with?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Approximately how many GWU graduates have you worked with?	1.00	3.00	1.61	0.83	0.68	18

#	Answer	%	Count
1	Less than 10	61.11%	11
2	Greater than 10 but less than 25	16.67%	3
3	Greater than 25	22.22%	4
	Total	100%	18

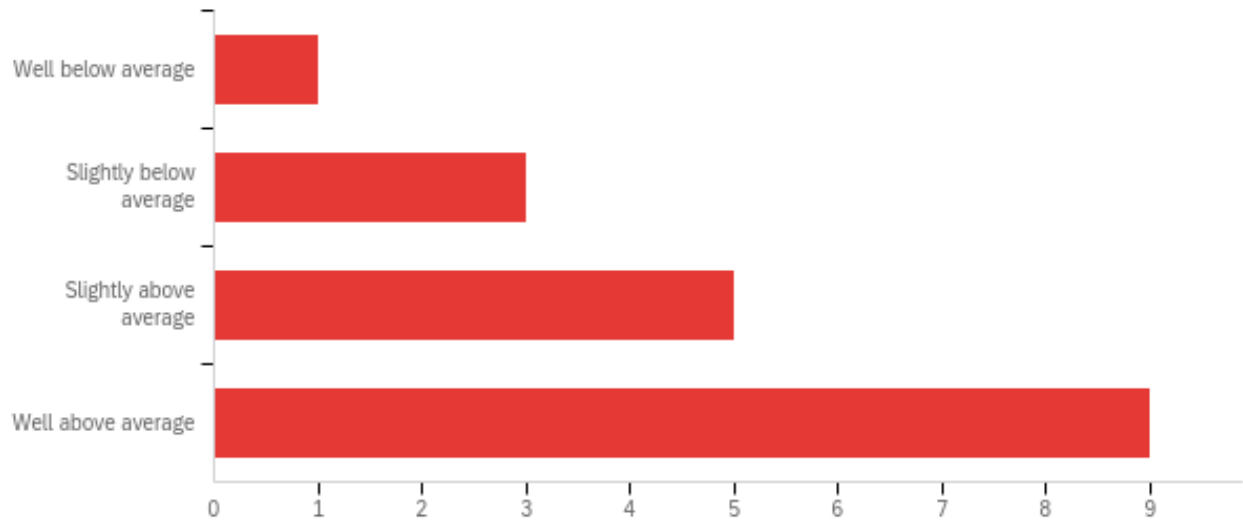
Q2 - How would you rate Gardner-Webb University graduates Critical thinking skills?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate Gardner-Webb University graduates Critical thinking skills?	1.00	4.00	3.17	0.76	0.58	18

#	Answer	%	Count
1	Well below average	5.56%	1
2	Slightly below average	5.56%	1
3	Slightly above average	55.56%	10
4	Well above average	33.33%	6
	Total	100%	18

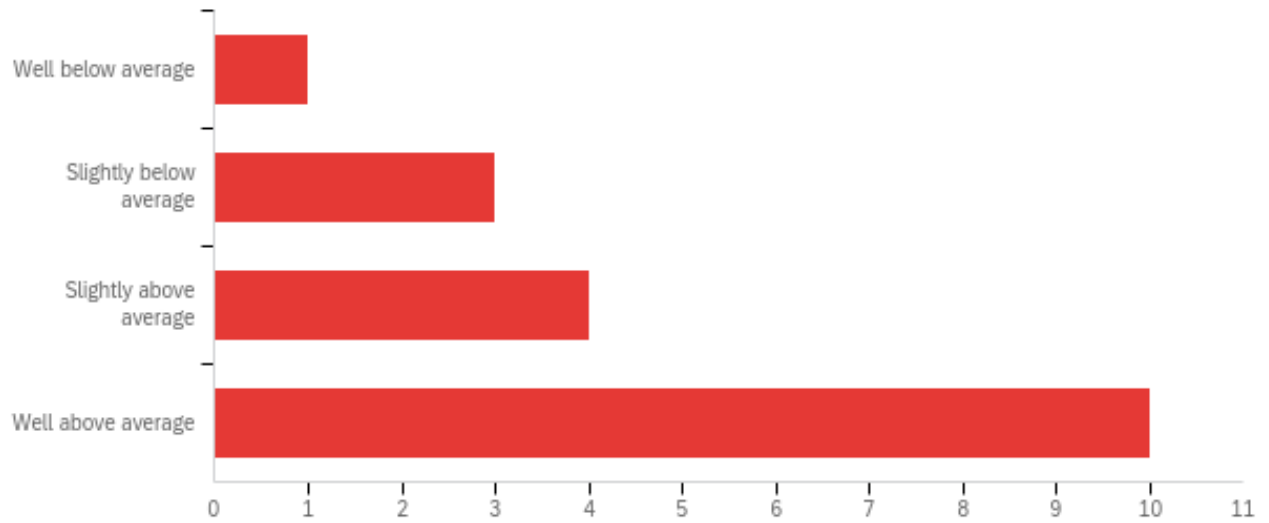
Q3 - How would you rate Gardner-Webb University graduates Communication skills?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate Gardner-Webb University graduates Communication skills?	1.00	4.00	3.22	0.92	0.84	18

#	Answer	%	Count
1	Well below average	5.56%	1
2	Slightly below average	16.67%	3
3	Slightly above average	27.78%	5
4	Well above average	50.00%	9
	Total	100%	18

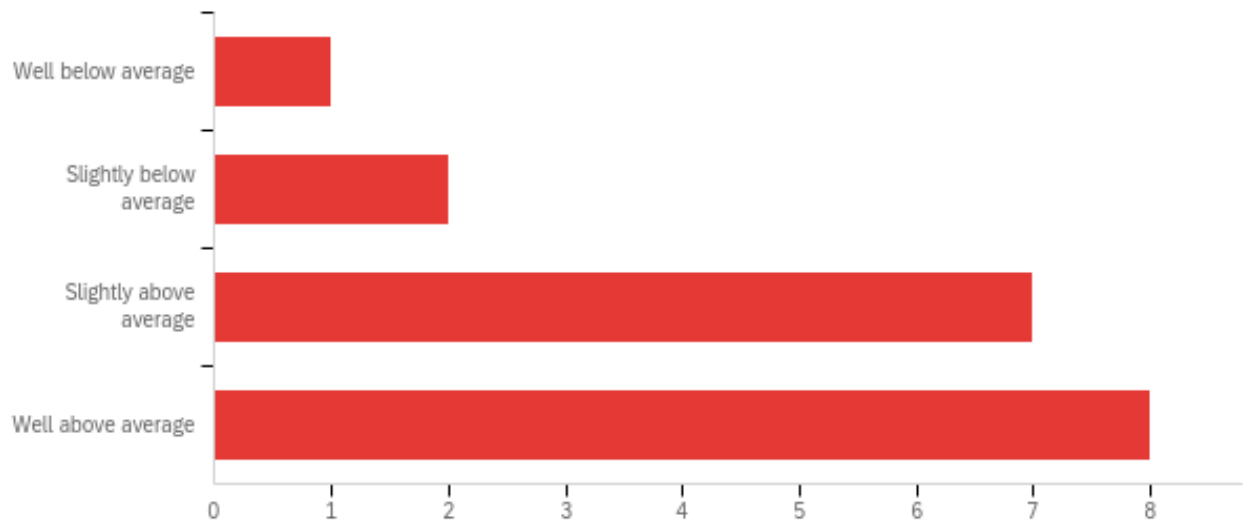
Q4 - How would you rate Gardner-Webb University graduates Ability to work in a group?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate Gardner-Webb University graduates Ability to work in a group?	1.00	4.00	3.28	0.93	0.87	18

#	Answer	%	Count
1	Well below average	5.56%	1
2	Slightly below average	16.67%	3
3	Slightly above average	22.22%	4
4	Well above average	55.56%	10
	Total	100%	18

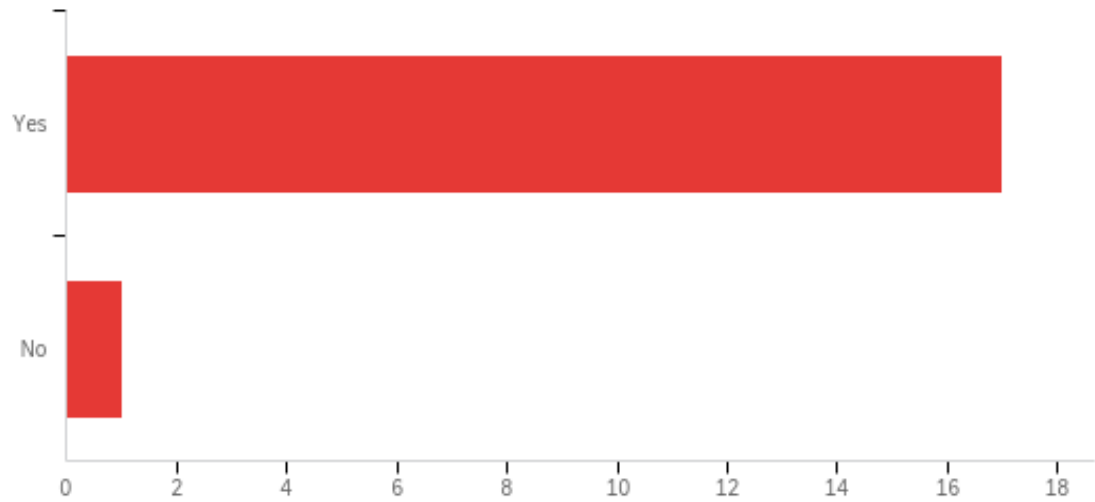
Q5 - How would you rate Gardner-Webb University graduates Initiative?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate Gardner-Webb University graduates Initiative?	1.00	4.00	3.22	0.85	0.73	18

#	Answer	%	Count
1	Well below average	5.56%	1
2	Slightly below average	11.11%	2
3	Slightly above average	38.89%	7
4	Well above average	44.44%	8
	Total	100%	18

Q6 - Would you hire a Gardner-Webb University graduate again?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you hire a Gardner-Webb University graduate again?	1.00	2.00	1.06	0.23	0.05	18

#	Answer	%	Count
1	Yes	94.44%	17
2	No	5.56%	1
	Total	100%	18

Appendix H

Carnegie Elective Classification (Framework)

The framework for the Leadership for Public Purpose classification makes this goal a desired institutional outcome of colleges and universities. It reflects institutional missions that claim to positively impact society. Effective leadership for public purpose transcends functional or instrumental leadership (i.e., personal career or political gain or narrow business or organization outcomes) in pursuit of collective public goods like justice, equity, diversity, and liberty. Leadership for public purpose can be manifest in all realms of social life—private business, public and nonprofit institutions, neighborhood and community life, professional associations, civil and government institutions, religious institutions, and more. Institutions earning the Carnegie classification will demonstrate a commitment to leadership for a public purpose through their investments in leader development; development of ethical and moral judgement; and development of the critical thinking necessary to understand systemic and cultural aspects of power and privilege within which all leadership resides.

Campuses that are committed to leadership for public purpose enhance the learning, teaching, and research mission of their institution by: developing leadership abilities in all institutional stakeholders; contributing to the public scholarly understanding of leadership as a public good and the sociopolitical contexts, systems, and practices within which all leadership resides; and preparing students for lives of leadership for public purpose in their careers, communities, and the broader society.

Throughout the application, schools will have the opportunity to answer all the sections that are applicable to their campus and context in order to provide evidence of their commitment to leadership for a public purpose. No single question will be used as a litmus test to achieve the designation, but campuses will be encouraged to undergo a process of self-evaluation by whichever process they find more effective. The sections found throughout the application are:

I. Foundational Indicators

Foundational indicators are those that best illustrate a broad and deep commitment to leadership for public purpose in the institution's policies, operating norms, and routines, as well as organizational activities and practices. Subsections include:

a. Institutional Identity and Culture

Sample question: Describe how leadership is explicitly a part of your institutional mission or vision. Use direct quotes from the mission and vision as evidence.

b. Institutional Communication

Sample question: Describe how the institution emphasizes leadership for a public purpose as part of its brand message. For example, in public marketing materials, websites, or admissions packets.

c. Institutional Infrastructure and Resource Allocations

Sample question: Describe the structure, staffing, and purpose of the coordinating infrastructure (e.g., center, office, network or coalition of centers) for leadership on your campus. If the campus has more than one center coordinating leadership, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional commitment to leadership.

d. Human Resources

Sample question: Describe the professional development for employees related to leadership that is provided or supported by the institution. Provide examples (e.g., workshops, mentoring, self-directed learning resources, courses).

e. Institutional Assessment

Sample question: Describe systematic campus-wide assessment mechanisms to measure the outcomes and impact of the institutional commitment to leadership.

f. Institutional Alignment

Sample question: Describe how the institution's commitment to leadership for a public purpose directly contributes to student recruitment.

II. Leadership Curriculum

Curricular leadership is integrated into credit-bearing coursework. Curricular leadership may approach leadership from a wide variety of theoretical and educational perspectives (e.g., leader develop-

ment, study of leaders, systems of leadership, leadership in cultural context).

Sample Question: Describe the availability of leadership courses to students.

III. Leadership Co-Curriculum

Co-curricular leadership is integrated into the non-credit-bearing educational activities of the institution. In order for an educational activity to be considered co-curricular it must have well-articulated learning outcomes, clearly structured and developmental approach to learning, and assessment of student learning. Social or extracurricular activities that do not have these essential elements are not co-curricular.

Sample question: Describe the availability of co-curricular leadership offerings to students.

IV. Leadership Pedagogy

Leadership pedagogy is educational methodology in curricular and co-curricular leadership offerings.

Sample question: Describe the training and professional development required of any faculty member offering leadership courses and/or co-curricular leadership offerings.

V. Leadership Scholarship

Leadership scholarship and professional activity reflects the creation of new knowledge about leadership in post-secondary institutions.

Sample question: Describe how the knowledge produced through scholarship and professional activities focused on leadership is used in the institution.

Campuses that complete the application will undergo a transformative self-examination of their current practices, policies, and institutional approach to leadership education and development. Once campuses submit their applications, a panel of expert reviewers will evaluate each one by considering their answers in alignment with their context and subsequently offer their recommendation on awarding the designation of Leadership for Public Purpose.

To access the full application and join the Leadership Reckoning, go to www.doerr.rice.edu.

(Doerr Institute for New Leaders, 2022)

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