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Higher Education Student Leadership Program

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Consultancy Project & Report

Organization:	Gardner-Webb University College of Education
Project Title: REDESIGN	HIGHER EDUCATION STUDENT LEADERSHIP PROGRAM
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Defense Date:	October 26, 2022
Authorized by:	Cheryl Jenkins, Director of Student Leadership and Service

Approval

This consultancy project was submitted by Heather Harrison 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.

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Date

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Abstract

HIGHER EDUCATION STUDENT LEADERSHIP PROGRAM REDESIGN. Harrison, Heather, 2022: Consultancy Project, Gardner-Webb University.

Leadership development programs have increased over the past 2 decades. Institutions of higher education have found value in giving students the tools to ignite and showcase soft leadership skills such as communication, time management, and self-awareness within the workplace and to gain better employment post-college through leadership development programs. Research shows that students value programs that include workshops and tools from diverse authors and presenters, mentorship, and assistance with connecting with their peers. Leadership development programs are delivered through the curriculum in the classroom, programs designed through student affairs offices or centers, and students engaging in leadership positions on campus, such as resident assistants, Greek life, and student government associations. The Sophie Lanneau Women's Leadership Development Program was developed in the 2000s and was designed to give students the ability to gain leadership skills while attending Meredith College; however, in the past few years, the program was not utilized. This project aimed to redesign the Sophie Lanneau Women's Leadership Development Program to ensure it provides students with relevant information that allows them to grow personally and gives them tools to engage in a diverse world. Research for this project was conducted via interviews and focus groups to understand what leadership skills students and staff want to develop, the program's specific design elements, and how it should be structured.

Keywords: leadership development, higher education, college students, student development, student affairs

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1. Introduction

1.1 Project Purpose

The purpose of this project was to redesign the Sophie Lanneau Women's Leadership Development Program, which is housed in the Student Leadership and Service (SLS) office at Meredith College (MC). The SLS office consists of one director, two assistant directors, one administrative assistant, and a few student assistants. In 1 academic year, the SLS office can host a minimum of 40 events, which creates difficulties and time constraints for team members when trying to implement and update programs. The SLS office strongly desired to give students leadership tools and recognized the benefits of the Sophie Lanneau Women's Leadership Development Program.

The Sophie Lanneau Women's Leadership Development Program was initially developed in the 2000s; the program had not been utilized in the last few years and had not been updated since its first design. The SLS office desired to update the program to ensure it was diverse, relevant, and enticing to the current student population. A significant challenge the SLS office faced was finding the time and staff to focus on data collection, leadership program research, and program design to ensure the program became a more integral part of the SLS office.

Terms and Definitions

SLS office: Student Leadership and Service office

MC: Meredith College

1.2 Project Qualification

When I selected my project, I examined my values, and my desire to give students experiences to grow and develop in a college setting rose to the top. My passion for leadership development drove me to seek out the SLS office at MC to investigate if they had any goals or projects they needed assistance in accomplishing. As I spoke with the office director, I realized that redesigning the Sophie Lanneau Women's Leadership Development Program met the criteria of being a project. Redesigning the program was a goal they wanted to accomplish for several years because student engagement in the program was shallow, but the office did not have the employee capacity to do so. The project's start date was January 2021 and concluded in October 2022. I utilized focus groups and interviews to collect data to ultimately rebuild a leadership program that was data-driven, inclusive, relevant, and enticing to the current MC student population. As I completed the project, I improved several leadership skills, such as self-awareness, communication, data collection, and confidence.

1.3 Project Complexity and Impact Assessment

The Project Assessment Matrix scored the project as medium based on its complexity and impact of the project. The goals of the complexity and impact score are designed to assist me in understanding the project scope, objectives of me and the partnering organization, and the magnitude of the overall project.

1.3.1 Project Complexity

The complexity score was 14 and was based on five criteria: delivery timeline, operation change, contract complexity, in-house expertise, and project dependency on others. Due to the program being a redesign, the great thing is that there was some content knowledge in the office, and no new contracts were required for the project goal. However, some content training may need to be conducted based on the presenter's comfort level of topics, but they will positively impact campus partner relationships and stakeholders (see Appendix A).

1.3.2 Project Impact

The impact score was 10 and was calculated based on three criteria: strategic contribution, return on investment, and operational effectiveness. Redesigning the Sophie Lanneau Women's Leadership Development Program could have a beautiful impact on the department, deliver leadership development to students, and assist the SLS office in fulfilling the college's mission (see Appendix B).

1.4 Project Charter Information

A project charter was a critical piece of the puzzle when completing the consultancy project. The charter served as a contract between me and the partnering organization. It outlined the specific goals I planned to accomplish to complete the project, how the goals would be achieved, and who would be involved. It ensured that the partnering organization and I had a mutual understanding. As the charter was completed, the Gardner-Webb consultancy project advisor and the partnering organization were involved (see Appendix C).

2. Project Objectives

2.1 Outline of Partnering Organization's Objectives

2.1.1. Objective

The SLS office at MC engaged in this project and redesigned the Sophie Lanneau Women's Leadership Development Program because they greatly wanted to create a more relevant and data-driven program with which students would engage. They understood the desire and impact a leadership program can have on college-age students; however, their office did not have adequate time to research, evaluate, and redesign the program while executing other programs and traditions from that office. This project fits into the SLS office's work because their goals are to develop leaders' abilities; give students an understanding of themselves, others, and the community; and help students participate in civic engagement outside the MC community.

2.1.2 Success Criteria

The SLS office at MC considers this project a success by

- Receiving a completed redesign of the Sophie Lanneau Women's Leadership Development Program that is inclusive, relevant, and manageable for the SLS staff to implement. The program materials included

workshops and presentations from diverse voices for the current and future MC population.

- Increasing student engagement with the redesigned Sophie Lanneau Women's Leadership Development Program.
- Changing the program name to be more inclusive.

2.2 Student's Personal Leadership Objectives

2.2.1 Objectives

When I was completing this project, I desired to gain a better understanding of what a successful leadership program is comprised of. I also wanted to ensure that students of color felt represented in the program while on MC's campus. Lastly, I wanted to increase my data collection skills to understand the different forms of data collection and how to apply them successfully.

2.2.2 Success Criteria

The success of my personal objectives was met as I completed this project. Over the course of completing the project, I read and analyzed several leadership programs and researched all styles of leadership programming. I understood how students viewed leadership on college campuses and developed a program that spoke to research. I also recommended a program that highlights authors of color and diverse backgrounds to ensure that students of color saw themselves in the work. Lastly, I analyzed data collection methods and utilized a method that worked for this project completion. I also found that I was more confident and willing to contribute in leadership meetings at my workplace institution when we were discussing data collection and analysis of data.

3. Project Scope

3.1 Definitive Scope of Work

This project redesigned the Sophie Lanneau Women's Leadership Development Program within the SLS office at MC. The redesign ensured the program design and content delivered were diverse, relevant, and inclusive to ensure students gained leadership skills and learned to put them into practice. This program could be utilized by any current MC student, which would allow them to gain and practice leadership skills to ensure they have a productive impact on MC's campus and post-graduation. Studies show that students with skills such as effective communication, adequate problem-solving, self-management, and interpersonal skills have a much smoother transition into the workforce than students without such skills (Osmani et al., 2015). Completing this project not only gave students tools for success post-graduation, but the SLS office within MC could reach a departmental goal of ensuring that students develop leadership abilities and grow in their understanding of self, others, and community. Once the redesign was complete, I provided the SLS office with a full program design outlining the new program structure, modules for each category within the structure, and program evaluations within MC's learning management system. The program design provided is a recommendation for the

SLS office, and moving forward, they can choose when the program would be implemented on campus.

3.2 Project Benefits

This project was beneficial because it filled a need within the SLS office to revamp an existing program to ensure its success. Completing this project gave the SLS office insight into what tools of leadership students value, and a roadmap was provided to the SLS office to assist them in providing students with those tools. It also allowed students to voice their opinions about leadership success, which could create some buy-in for the program. Ultimately, the proposed program would guide students to develop and refine their leadership skills at MC to ensure they had developed the soft skills necessary to succeed at MC and post-graduation in a diverse world climate.

3.3 SMART Goals

SMART Goals	Metrics for Measurement	Deadlines
Data Collection: Focus Group	The goal was to collect data from 10 to 20 students who interacted with the SLS office via focus group. The metrics for measurement were received feedback from at least 10 students.	July 1, 2022
Data Collection: Interview	The goal was to interview five to 10 staff who had worked with the Sophie Lanneau Women's Leadership Development Program. The metrics for measurement were received feedback from at least five staff.	May 1, 2022
Develop a leadership program based on data collected to ensure students gain leadership skills they can utilize within and outside the MC community.	Provided program design to the SLS office.	October 1, 2022
Increase engagement with the program redesign	This goal would be measured by a feedback survey from students who enroll in the redesigned leadership program. These metrics will not be available until post-program implementation.	The SLS office will be responsible for tracking and evaluating data when they choose to implement the suggested program design.

4. Disciplined Inquiry

4.1 Introduction and Theoretical Framework

Leadership development programs in higher education had become a vital piece for student success. This project redesigned the Sophie Lanneau Women's Leadership Development Program to increase student engagement with the redesigned program. The redesign reflected concepts from three leadership frameworks: Developing and Supporting Student Leadership (DaSSL), 70-20-10, and Kirkpatrick Four-Level Model; and a few leadership programs that were designed to summarize how successful leadership development programs existed at higher education institutions.

The DaSSL framework is inclusive of acknowledging all arenas in which leadership development has occurred, even if not explicitly stated. The framework consists of five concepts to ensure a successful program design: purpose, people, positioning, practice, and progress, referred to as the 5 Ps. To support the success of the 5 Ps, practitioners who design the programs must also include four components: (a) an action plan and a reflection tool to ensure the program has a straightforward design of success and a tool to receive feedback; (b) good practice principles and guidelines to ensure the program has a clear set of goals to accomplish and a vision for the program development within all aspects of the design; (c) case studies to give examples of the designs of other programs and which tools they desire to utilize to provide a roadmap for the practitioner's program development; and (d) the supporting values resource is unmatched (Skalicky et al., 2020).

The 70-20-10 framework is a defined leadership framework that showcases the build of a leadership program in percentages. First, 70% of the framework involves students having challenging and impactful growth experiences. They aimed to utilize and practice their learned skills to ensure they can positively impact the workforce. This portion of the framework challenged the students' thinking, pushed them to develop innovative ideas, and assisted them in developing a professional mindset. The 20% portion of the framework included coaching and social learning. The 20% allowed students to grow and receive feedback in a safe yet challenging environment. Students can ask questions and receive feedback to ensure they have vast knowledge. Lastly, the 10% piece of the framework was training (Franzen, 2020).

Lastly, in the Kirkpatrick Four-Level Model, Kirkpatrick stated four components of evaluation that need to occur every time to ensure success: reaction, learning, behavior, and results. Applying this model to leadership programs evaluated the students' learning (Kirkpatrick, 2007).

The frameworks above are utilized in several leadership programs to ensure students gained practical, challenging, and relevant leadership skills. The programs also created space for the students to reflect and implement their knowledge. In addition to reflecting and implementing leadership skills, programs that included a mentor-mentee element in the design increased the student's probability of completing the program significantly. Leadership programs gave students tools to be successful as they matriculated through institutions of higher learning. They provided students with soft skills such as effective

communication, conflict management, and critical thinking that employers look for in their ideal candidates. To ensure I had a clear picture of which framework or combination of frameworks would work best for the redesign, qualitative data collection was utilized. The table below outlines each framework and how it influenced the program design.

Framework	Program Design
DaSSL	This framework influenced how data were collected to ensure I utilized a method that would provide a clear understanding of what students and staff desired to learn, which influenced the program's vision and goals.
70-20-10	The program included six advisors in total for the program. These advisors would have the ability to grade virtual assignments as students submit and provide feedback to students. They would also be an available resource for students to assist in program completion as well as a campus resource while at MC, which is pulled from the 20% portion of the framework. The program was also designed in great detail to ensure the advisors and module presenters had all tools necessary to implement the program successfully, which speaks to the 10% training section of the framework.
Kirkpatrick Four-Level Model	Each module would include a reflection for students to complete. The module evaluation would collect data pertaining to what the student learned from the module and how they would implement what they learned. The program would also include a pre-program evaluation to understand what skills and leadership understandings the students bring into the program. Lastly, once students completed the Silver Leaf Level and the Gold Leaf Level, they would complete a post-program evaluation to provide data about what they learned during their time in the program. The SLS office can utilize the pre- and post-evaluations and compare the data to ensure the program is meeting its goals and is successful. They would also utilize the evaluation responses to edit and pivot the program as needed.

The data collection method I utilized during this project was qualitative data. It is a tool for research that utilizes words as data. Before this style of data had a name, it originated from anthropologists and psychologists who desired to collect data by talking to others and interviewing them in the field. Two significant publications contributed to qualitative data becoming relevant: *The Discovery of Grounded Theory: Strategies for Qualitative Research* by Glaser and Strauss (1967) and *Toward a Methodology of Naturalistic Inquiry in Educational Evaluation* by Guba (1978). Each publication contributed by providing the theoretical framework for this style of data collection and acknowledging the importance of collecting data in an authentic environment. Qualitative data collection

is based on the understanding that every person has their reality, and asking open-ended questions allows the researcher to understand a person's experience (Creswell, 2015). To gain adequate information, I first reviewed all program documents, including advertisements and program materials. After I understood how the initial program was designed, organized, and utilized, I conducted individual interviews with the director and two assistant directors within the SLS office, which outlined their vision for the redesign, how they wanted to engage with students, and how their office would manage the program once it was complete. In addition, I spoke with some staff members who served as mentors for the program in previous years about their experience. I also hosted two focus groups with students to give them a clear picture of what the current program consisted of and to gain an understanding of what leadership skills they wanted to gain from a leadership program.

4.2 Research Questions

1. What skills and strategies would students like to develop through leadership programming to ensure they gain tools for success on a college campus and post-graduation?
2. How does the SLS office desire the leadership program redesign to be structured to positively impact current MC students?

4.3 Literature Review

The literature review consisted of research centered around theoretical frameworks that exist in leadership development programs and how the concepts work together to create a successful program. Specifically, the research showcased how leadership programs are structured on college campuses, how programs existed on the academic affairs side versus the student affairs side, and what tools and program components students found most valuable. Several peer-reviewed articles were utilized that compared several college leadership programs that showcased and discussed the pros and cons of success. The research found that students who participated in leadership programs were most successful when the program had a clear vision and specific goals. Also, the program needed to include staff or faculty advisors to support students through the program and provide positive and supportive feedback. Lastly, the program must be challenging, provide students with practical leadership skills, and give them opportunities to practice those learned skills (see Appendix D for full literature review).

4.4 Methodology

I utilized a basic qualitative research design to understand what leadership skills students desired to gain when they were students at MC and what type of experience the SLS office wanted to give students centered around leadership development and student engagement. I conducted semi-structured interviews with staff and conducted focus groups with students.

After I analyzed and organized the data based on common themes from the students and staff, I designed a program that would support the data collected and the peer-reviewed research. The program would be referred to as LEAD MC. The site supervisor and I felt that name was concise and told students specifically what the program topic was. The

program mission, program goals, and outcomes were developed because we know from the DaSSL framework that successful programs have a specific direction. The mission, program goals, and outcomes also reflected the data collected from staff to ensure creating connections for students to their peers and the office to students. Students who chose to engage with LEAD MC would be given a welcome orientation to ensure they have a clear picture of the program, expectations, and how they could complete the program successfully. LEAD MC would be a self-paced program to ensure all students have the opportunity to engage in the program and allow SLS staff and advisors to manage the program more easily. The program would consist of two tiers: Silver Leaf Level and Gold Leaf Level. Silver Leaf Level is divided into five categories: Gender in Contemporary Society, Social Justice, Leadership Concepts, Social Problems in Perspectives, and Activism and Community Organizing, with three modules to complete in each category. Each category would include content from diverse authors and subject matter; student feedback showcased that they value diverse voices and want to learn from different perspectives and platforms such as podcasts, articles, and videos. The Gold Leaf Level would include community service, one additional module from each category in the Silver Leaf Level, and a final reflection project that showcased what students learned during LEAD MC, and students could receive feedback from advisors. Lastly, the Kirkpatrick Four-Level Model emphasized the importance of gaining data to evaluate programs, so each level and module ended with a post-program evaluation to ensure students gained tools that aligned with student success and program outcomes. The SLS office could also utilize the feedback from the program evaluations to improve LEAD MC for the future.

5. Continuous Improvement Systems

5.1 Continuous Improvement Planning

Based on the research and data collected, I identified two major challenges and identified actions to mitigate those challenges.

Challenge	Action	Implementation Plan
Leadership program redesign	Collected data from students and staff to determine which style of leadership programs students would like to participate in and provided a program that is relevant to the student population	Completed program redesign based on data collection and research
SLS staff has a high workload and staff turnover	Designed a program that allowed the SLS team to implement the program and would gain assistance from campus partners for support	Created a program that is manageable for the SLS office to implement based on created modules

5.2 Continuous Improvement Actions

The deliverables that I had given MC provided them with a completely redesigned leadership program. For next steps, they will begin conversations within their office to develop an implementation timeline. Once a timeline is proposed, they will present the program redesign and implementation timeline to the college Executive Leadership Team for their approval. Once the program is approved by SLS and the Executive Leadership Team, they will implement it.

5.3 Continuous Improvement Feedback

I recommend that once the SLS office chooses to implement the program redesign, they utilize the pre- and post-program evaluations to ensure the program is meeting their program goals or outcomes. I encourage that they consistently review data and utilize the program advisors to ensure program success and adapt the program if needed.

5.4 Continuous Improvement Implementation

The goal of the redesign was to ensure the program design and content were delivered with diverse, relevant, and inclusive content to ensure students gained leadership skills and learned to put them into practice. Based on the deliverable, I believe the program consisted of a few critical concepts that the SLS office should be aware of:

- program consisted of media platforms of diverse voices
- students valued both in-person and virtual module options
- students valued the SLS team and advisor interaction

6. Deliverables

6.1 To Partnering Organization From Candidate

I provided MC with a redesigned leadership program. The redesign included a program outline, program modules that can be delivered virtually or in person, and pre- and post-program evaluations. The entire program redesign was curated and published in a learning management system (see Appendix E).

6.2 Deferred Deliverables

Based on my initial project charter, the one deliverable that was deferred was me implementing the leadership program, which would have allowed me to fulfill the student engagement goal. After I gained a clearer understanding of the project and expectations, I believed there was not enough time to develop and implement a program. I also left the institution, which impacted my ability to implement the program. However, my partnering institution plans to develop an implementation plan in the near future.

7. Communications Plan

7.1 Communications Plan Development

The communication plan was developed quickly because MC is a small private institution, and I had direct access to stakeholders. The program was housed in a specific office, and I initially contacted the assistant director in the SLS office, who was responsible for implementing the program, and all staff members in the office. However,

once the team member who facilitated the program left the institution, I primarily worked with the director, provided a summary of data, and ensured she had a clear picture of the program's success criteria based on the director's needs. Most communication was conducted via Zoom and emails.

7.2 Stakeholder Engagement Plan

Due to the program already existing in the SLS office and the desire to redesign the program was already a department goal, I had stakeholder engagement from the professional staff members in the office. However, stakeholder engagement was critical when collecting data from students. Working at the institution gave me some established connections and allowed me to create buy-in with student leaders because we had interacted before. To create further buy-in from students, I provided insight into the program's goals and created open-ended focus group questions, which showcased my desire to listen and be transparent.

8. Risks

8.1 Mitigation and Contingency

Risk Assessment		
Risk	Level	Mitigation Plan (if high or medium)
COVID	Medium/ High	COVID had been occurring since 2020, which means a large portion of the MC student body had not experienced the SLS office in its full capacity. To mitigate that, I collected data from the current student body and students who engaged with the SLS from 2018-2020.
Staff turnover	High	Staff turnover affected the SLS office in several ways. Staff turnover took time away from the project sponsor, and institutional knowledge was lost. To mitigate this, I interviewed two former assistant directors who worked in the SLS office and they agreed to engage with research and be available if I had questions or concerns.
Student engagement	Low	Students already engaged with the SLS office through many different traditions.
Program data	Medium	Data for the program redesign were not available based on staff turnover, and things had not been digitized; however, this was mitigated by using broad SLS office data in some cases.
Higher education leadership program research	Medium	An abundance of data did not exist for leadership programs in higher education spaces.
Job status change	Medium	If I were to transition jobs, I would find a way to ensure I still had access to MC's email until the project was complete.

8.2 Constraints

A couple of constraints were encountered as the project progressed. The first challenge was data collection. Due to the program being inactive for several years prior to the beginning of this project, there were no data on student program compilation or program satisfaction from the student perspective, and none of the current student population was aware of the program. The constraints were mitigated by providing an overview of the program to all students who participated in the focus group so they had some familiarity with the program before the questions began. Another constraint that came into play was staff turnover. While I was completing the project, the assistant director in the SLS office who was responsible for implementing the program left the institution; however, the director was able to provide some insight based on her experience with the program in years past and through archived documents of the program design. I also left the institution in the spring semester, so there had to be a small shift in communication; however, since COVID was occurring, there was already a virtual platform set up to ensure proper communication and data collection.

9. Budget

The budget that was established for this project was small. A budget line already existed for the program, so no additional funds needed to be requested. This project only utilized \$100 for prizes for focus group participants, which was managed by the SLS office. Also, the online learning management system that was utilized to build the virtual course shell is an expense built into the institution's budget.

10. Analysis and Recommendations

Engaging with students and staff to gain insight produced some wonderful results. I utilized the interview and focus group data and pulled out several common themes.

Interview With Staff

I utilized semi-structured, open-ended questions with staff who work in the SLS office or had interacted with the Sophie Lanneau Women's Leadership Development Program. I interviewed seven MC staff members, and their feedback was summarized in three major themes: student connection, program topics and design, and program management.

- **Student Connection**

The SLS office desired to connect with students in many ways to ensure they develop as leaders during their time at MC. With the redesign, they wanted the program to give students a quality leadership experience that assists them in growing and developing into fantastic leaders and wanted the program's goals to align with the office's mission of helping students find their place at MC. Lastly, the program would assist students with connecting to the institution, peers, organizations, and office programs.

- **Program Topics and Design**

Staff valued several leadership topics and how they are presented:

- social justice
- self-awareness

- social change
- hands-on application
- virtual and in-person workshops
- cohort model

- **Program Management:**

The SLS team and staff at MC at times felt overwhelmed with work responsibilities and were very vocal about this program being impactful but also designed in a way that was manageable for the SLS office and any staff who volunteered to advise this program.

Focus Group With Students

The data gathered from 12 students can be organized into three major themes: diversity, program design, and mentorship.

- **Diversity**

Students highly valued diversity and inclusion work at MC. They saw the value in gaining information and ideas from diverse and unique voices. Students desire the MC campus to be a place of acceptance, openness, and support for all and have those principles embedded into the program. Lastly, all students who participated in the focus groups advocated for the program's name to be changed for inclusivity.

- **Program Design**

Students expressed very similar ideas for the program redesign. They desire the program to be self-paced, including in-person workshops to create connections with their peers and online modules. In-person workshops would be held at the 10 a.m. hour on Wednesdays or Fridays to ensure more student engagement. Lastly, they enjoyed the idea of a program consisting of two levels but desired to have approximately 20 total requirements in the first level and believed community service should be a component of the second level.

- **Mentorship/Advisorship**

Mentorship and guidance in the program were priorities for students. They enjoyed the idea of a mentor or advisor they could seek out for support within the program. They also expressed the desire to have some mentors/advisors outside the SLS office be people of color.

Based on research and data collection, I have detailed a program design. The chart below outlines how the program elements align with the data collected. A detailed program design recommendation is shown in Appendix E.

Data Summary Themes	Program Design Recommendation and Details
Student Connection	In order to establish connections with students, the program consists of modules that could be in-person and virtual. Each student who elects to participate in the program would be required to attend an orientation. This provides the SLS office the opportunity to connect with each student who has an interest as well as give the students the program tools for success.
Program Design and Topics	The program is designed as a self-guided leadership program in which students complete modules within five categories. The program consists of two tiers: Silver Leaf Level and Gold Leaf Level. The Silver Leaf Level is divided into five categories: Gender in Contemporary Society, Social Justice, Leadership Concepts, Social Problems in Perspectives, and Activism and Community Organizing, with three modules to complete in each category. The program also consists of pre-program assessment and post-program assessment to ensure adequate data collection occurs.
Program Management/ Advisorship	The program consists of a total of six advisors: three who are housed and work in the SLS office and three campus partners. The advisors work with the learning management system to track the student's progress and support students and guide them to success. Students utilize the learning management system to assist the office in tracking program completion and give the SLS office more support.
Diversity	The first step in ensuring the program was diverse was a name change. Renaming the program from Sophie Lanneau Women's Leadership Development Program to LEAD MC provided clarity, aligned with other campus initiative verbiage, and allowed the program to feel more inclusive by removing women; because all students who attend MC do not identify as women. The program also highlights voices from people of Black, White, and Latino backgrounds as well as topics centered around politics, LGBTQIA+ experiences, personality assessments, social justice, and intersectionality.

11. Reflection

11.1 Professional Learning

This project stretched me professionally in ways I did not imagine. Initially, when I took on this project, I thought I had a clear idea of how the program should be redesigned. However, I had to drop any preconceived notions and utilize the data and research to create a program that would be successful for my partnering organization and the students. What I appreciated most about the data collection and program redesign process was that I was able to design a program that genuinely showcased diverse voices through many different media platforms. Through this program redesign, my goal and desire were to give students a program where they learn leadership skills and feel as though their feedback and suggestions were listened to. Also, I learned how to view problems "from the balcony" to ensure that as a leader, I received a clear picture of the problem, brainstormed multiple solutions, and proposed the solution that would solve the root issue.

11.2 Personal Development

I view leadership significantly differently and from a transformational lens now. Understanding how leaders lead in different arenas has pushed me to give leaders and supervisors more grace and compassion. I have also been much more intentional in developing my self-awareness within the workplace and personally. Taking time to reflect and debrief my day allows me to assess my wins and losses and gives me a roadmap for what to accomplish or work on for the next day. Gaining greater emotional intelligence and engaging in transformational leadership allows me to brainstorm departmental goals and utilize campus partnerships to create a more student-focused environment.

Appendix A

Project Complexity Chart

Criteria	Score 1	Score 2	Score 3	Score 4
Delivery Timescale (months) – 10%	1-6	6-12	12-18	>18
Stakeholders - 20%	Internal and within single organizational area	Internal across more than one business area	Mainly external	Internal and external
Operational change - 15%	Very minimal	Some new processes and possible some re-training	Significant restructure of processes and work areas	Major change/ large scale restructure, outsourcing
Contract complexity - 20%	No new contracts required	Single contract with known supplier	Multiple contracts with known suppliers	Contract(s) with new suppliers(s)
In-house expertise - 20%	Have done this before many times	Have done this before once or twice	Have done similar before, but not the same	Have not done anything like this before
Dependencies- 15%	Very minimal links with other projects	Links with other projects but little impact	Links with other projects upon which this project depends	Other projects depend upon this project

Score: 14

Appendix B

Project Impact Chart

Criteria	Score 0	Score 1	Score 2	Score 3	Score 4	Score 5
Strategic Contribution	None	Contributes indirectly to the org. mission	Contributes indirectly to >1 strategic theme	Contributes directly to 1 strategic theme	Contributes directly to >1 strategic theme	Very Significant strategic Impact
ROI	>5 years	4-5 years			1-2 years	<1 year
Operational Effectiveness	None	Improves work of a small group of staff < 6	Improves work of a large team of staff > 5	Improves work of whole department	Some improvement across whole organization	Significant improvement across whole organization

Score 10

Appendix C
Project Charter



Doctor of Organizational Leadership Program

CONSULTANCY PROJECT CHARTER

1. General Project Information				
Project Title:	The Sophie Lanneau Women's Leadership Development Program Re-Designed			
Project Host(s):	Cheryl Jenkins: Director, Student Leadership and Service (SLS)			
Project Sponsor (GWU):	Dr. Elizabeth Jones, Faculty Advisor – Gardner Webb University DEOL Program			
Project Manager:	Heather Harrison, M.Ed	Date:	12/17/2020	
Project Description	The objective of this project is to re-design and assist in implementing <u>The Sophie Lanneau Women's Leadership Development Program</u> . This leadership program will be implemented at a small private women's college and will provide leadership tools that students will utilize inside and outside of the classroom.			
2. Project Participants and Roles (add or delete lines as needed)				
	Name	Role	Telephone	E-mail
Project Manager:	Heather Harrison, M.Ed	Project Manager	(336) 971-7307	Hharri1989@gmail.com
Team Members:	Cheryl Jenkins	Site Supervisor	(919) 760-8338	jenkinsc@meredith.edu
	1 staff member from SLS	Focus Group		
	3-5 Meredith College Students	Focus Group		
3. Stakeholders (e.g., those with a significant interest in or who will be significantly affected by this project)				
Meredith College, staff members who work in the SLS office, student who engage in this leadership development program, Dr. Jean Jackson, and campus partners are stakeholders.				



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4. Project Purpose Statement
<p>Project Purpose <i>Describe the need this project addresses</i></p> <p>The purpose of the project is to re-design and assist in implementing The Sophie Lanneau Women's Leadership Development Program within the Student Leadership and Service Office. Upon completing this project, I will identify leadership skills students need to develop, create a framework for a leadership program, and assist the SLS team member in implementing the program. Additionally, students who complete The Sophie Lanneau Women's Leadership Development program will be able to identify their leadership style and understand how to implement new leadership skills in a virtual and in-person environment.</p>
<p>Resources <i>Describe the resources made available by the project host for this project</i></p> <ol style="list-style-type: none"> Access to all college documents and research related to The Sophie Lanneau Women's Leadership Development Program <ol style="list-style-type: none"> Program materials History of program Program participation data Contact information of students and staff who are SLS office experts Entire SLS office staff
<p>Project Deliverables <i>List the high-level "products" to be created (e.g., improved xxxx process, employee manual on yyyy)</i></p> <ol style="list-style-type: none"> Review and analyze the current Sophie Lanneau Women's Leadership Program Collaborate with students and staff to gain an understanding of what leadership skills students need to develop and enhance in today's environment Re-design The Sophie Lanneau Women's Leadership Development Program Assist the SLS staff member in rolling out the redesigned program
<p>Project Milestones <i>Project significant accomplishments anticipated over the life of the project with estimated timeline</i></p> <ol style="list-style-type: none"> Research and understanding the history of the current Sophie Lanneau Women's Leadership Development Program (February 1, 2021) Assemble and organize a team of students and SLS staff to understand how they interpret Sophie Lanneau Women's Leadership Development Program and set goals for the re-designed program. (March 1, 2021) Develop a literature review with research-based in student development theory, leadership development theory, higher education leadership programming, and curriculum development and instruction (June 1, 2021) Re-design The Sophie Lanneau Women's Leadership Development Program with feedback from students and staff during the design process. Design completion would include program design, creation of program materials and resources, and marketing materials. (September 1, 2021) Present final program design to a small group of student leaders and the entire SLS office (December 1, 2021) Relaunch final leadership program to the Meredith College community (February 1, 2022) Assist in implementing the leadership program at Meredith College (February 1, 2022-November 1, 2022)
<p>Project SMART Objectives <i>Include 3 to 5</i></p>



Doctor of Organizational Leadership Program

1. Develop an indepth understanding of the current Sophie Lanneau Women's Leadership Program.
2. Create surveys to receive feedback from students about their vision of a successful leadership program.
3. Create a marketing and communication plan to introduce the re-designed program to the Meredith College student body.

Major Known Risks (including significant Assumptions) *Identify obstacles that may cause the project to fail.*

Risk	Risk Rating (Hi, Med, Lo)
Lack of consistency in the student focus group: This focus group will have to exist over the summer so ensuring that students stay engaged will be a concern.	High
COVID-19 creating a barrier for student participation and involvement in campus activities.	Med

Constraints *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).*

A couple of constraints to this project would be funding and SLS office engagement. Meredith College is a small private institution with budget constraints and funding the re-designed program may create obstacles.

Due to the high levels of responsibilities in the SLS office and the limited staff, this leadership program has not received complete support, however, the success of this program depends on the office actively engaging in this process.

External Dependencies *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?*

This projects success does depend on students wanting to be engaged with this program.

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.*

1. Meet with project host once a month to discuss project progress, milestones, and set goals.
2. Meet with project team members at least once a month, potentially more during the 2nd and 4th milestone completion
3. Meet with the entire SLS team once an academic semester to check-in and present project progress



Doctor of Organizational Leadership Program

6. Sign-off			
	Name	Signature	Date (MM/DD/YYYY)
Project Host	Cheryl S. Jenkins	<i>Cheryl S. Jenkins</i>	1/14/2021
Project Sponsor			
Project Manager	Heather Harrison	<i>Heather Harrison</i>	1/14/2020
7. Notes			

Appendix D

Literature Review

Introduction

Leadership development programs have been increasing in popularity over the past 2 decades at higher education institutions (Skalicky et al., 2020). Colleges and universities are finding it necessary to develop student leaders who will positively impact society and build a positive reputation for the institution. Leadership programs are also becoming more prevalent due to the workforce wanting students to develop soft skills such as critical thinking and effective communication, which are necessary to succeed (Maldonato Franzen, 2019). Along with those soft skills, effective writing and the ability to research data and make essential decisions as the workforce changes and evolves are vital (Franzen, 2020). Student leadership programs lack clarity in higher education, and due to the absence of clear goals and expectations, researchers believe that programs are not developing student leaders in a way that employers desire (Skalicky et al., 2020). Franzen (2020) believed universities and colleges are responsible for developing skilled and knowledgeable leaders. Leadership programs and how students develop leadership skills can take on many forms. Leadership development programs are delivered through the curriculum in the classroom, programs designed through student affairs offices or centers, and students engaging in leadership positions on campus such as resident assistants, Greek life, and student government associations. Most avenues in which students receive leadership development opportunities do not define student leadership, which has created an expansive and unique catalog of how institutions develop student leaders. Leadership development has been very siloed and individualistic in the past, focusing on individual leadership abilities and how those skills are utilized. Now, leadership development focuses more

on developing leaders who interact with other leaders and followers within many different environments. These shifts occurred because leadership models and theories began focusing on more holistic and social models versus individualistic ones (Skalicky et al., 2020). Several theoretical frameworks exist for practitioners to develop a successful leadership program for students; however, there is very little research on leadership programs, especially in the higher education space, even though higher education rapidly changes (Dopson et al., 2019). Also, while over 500 leadership programs exist on college and university campuses, very few focus specifically on women's leadership development (Trigg, 2006). The Meredith College Student Leadership and Service office desires to stay relevant to mold strong leaders as society progresses. This project will redesign the Sophie Lanneau Women's Leadership Development Program to increase student engagement with the program. This project outlines three leadership frameworks: Developing and Supporting Student Leadership (DaSSL), 70-20-10, and Kirkpatrick Four-Level Model; and a few leadership program designs to summarize how successful leadership development programs exist at higher education institutions. The research and data will influence how the author redesigns the Sophie Lanneau Women's Leadership Development Program, showcased below.

Review of Literature

DaSSL Framework

The DaSSL framework desires a more transparent and reflective leadership development program based on diversity and leadership concepts that can thrive without applying a strict definition. The DaSSL framework is inclusive of acknowledging all arenas in which leadership development can occur, even if not explicitly stated. The framework consists of five concepts to ensure a successful program design; purpose, people, positioning, practice, and progress, referred

to as the 5 Ps. To support the success of the 5 Ps, practitioners who design the programs must also include four components: (a) an action plan and a reflection tool to ensure the program has a straightforward design of success and a tool to receive feedback; (b) good practice principles and guidelines to ensure the program has a clear set of goals to accomplish and a vision for the program development within all aspects of the design; (c) case studies to give examples of other programs' design and which tools they desire to utilize to provide a roadmap for the practitioner's program development; and (d) the supporting resources value is unmatched. Supporting resources will ensure the program's success and assist the petitioners in the program development and implementation (Skalicky et al., 2020).

70-20-10 Framework

The 70-20-10 framework was first introduced in 1980. This framework was designed based on the experiences of industry leaders who believed that learning occurred while combining experiential, social, and formal learning activities. To apply this framework to leadership development programs, the 70-20-10 model must slightly shift. First, 70% of the framework involves students having challenging and impactful growth experiences. The goal is for them to utilize and practice the skills they have learned to ensure they can positively impact the workforce. This portion of the framework challenges the students' thinking, pushes them to develop innovative ideas, and assists them in developing a professional mindset. The 20% portion of the framework includes coaching and social learning. The 20% allows the student to grow and receive feedback in a safe yet challenging environment. The student can ask questions and receive feedback to ensure they have a vast amount of knowledge. Lastly, the 10% piece of the framework is training. This portion provides training programs that focus on specific topics and provide solutions to problems. Training is the topic with the lowest percentage because

situations may not always have a clear or direct solution, so while the student has a beeline of knowledge, they would have to draw on the 70% and 20% portions of the framework to be successful. Also, the training programs must remain relevant and adaptable to ensure relevancy (Franzen, 2020). The main downfall of this model is that it operates in concrete sections, and not all humans learn in these specific capacities (The 70:20:10 Institute, 2019). To ensure the 70-20-10 framework develops a program of success, the Kirkpatrick Four-Level Model must be utilized (Franzen, 2020).

Kirkpatrick Four-Level Model

The Kirkpatrick Four-Level Model expresses three reasons to conduct an evaluation: to enhance the program; gain an understanding of the learning, behavior, and results of the environment; and assess the program effectiveness. Kirkpatrick (2007) stated there are four components of evaluation that need to exist every time to ensure success: reaction, learning, behavior, and results. Applying this model to leadership programs evaluates the students' learning (Franzen, 2020). Kirkpatrick initially created the Kirkpatrick Four-Level Model to evaluate training programs; however, it can be highly effective if implemented correctly with strategic training or leadership programs. However, as practitioners implement the four levels, it is sometimes done incorrectly, so the framework is unsuccessful. Kirkpatrick's son, Jim Kirkpatrick, suggested organizations utilize feedback to ensure accurate data and information are collected (Kirkpatrick, 2017). Analyzing correct data is helpful as it allows practitioners to observe any pitfalls between the learning, implementation, and results portions of the program. Lastly, most practitioners do not focus enough attention on the behavior component of the Kirkpatrick Four-Level Model. That is due to the trainers being extremely focused on implementing the training sessions and the leaders being extremely focused on results; the

application of the trainings is not reinforced, but this piece is vital. If program implementers do not ensure the trainings have been effective in implementation, how can they determine the program's success (Kirkpatrick, 2007)?

Program Designs

Institutions of higher education have developed leadership programs that exist on micro and macro levels. Some programs exist within specific offices and cater to a small group of students. Others are embedded into an institution's culture, so leadership development is taught inside and outside of the classroom (Skalicky et al., 2020).

The Voss Advanced Leadership Undergraduate Experience developed at Fort Hays State University is a year-long intensive leadership development program for students in the leadership studies program (Greenleaf et al., 2017). Each student is paired with a faculty member and a community mentor to ensure success. This program aims to give students an immersive leadership education, increase their knowledge of leadership concepts, and allow them to apply their expertise in the real world. The Voss Advanced Leadership Undergraduate Experience program has been in place since 2016, and to measure the program success, they survey all participants who completed the program. The survey focused on the mentor and mentee relationship, and the results found that half of the participants enjoyed their experience, and half of the participants saw room for improvement. Students who found their experience to be successful enjoyed receiving guidance from mentors. Students who found the experience less successful felt a disconnect in the mentor-mentee relationship due to time constraints. However, all students described the program as successful based on the goals of implementing leadership skills into real work experience and developing lifelong leadership skills (Greenleaf et al., 2017).

The self-leadership program designed in the European Higher Education Area hosts eight

workshops, each 3 hours long presented by university professors (Montalvo-García et al., 2022). The program's goal is to assist students in developing emotional competencies through self-directed learning. Each student should strive to be their best individual self, which the program states will allow them to grow as a leader. The self-leadership program consists of four categories: (a) self-knowledge at the basis for leadership, (b) how my relationships are with other people; (c) key strategies to action, and (d) how I work with others. The group of 63 consisted of master's students, and the study found that students enjoyed the self-paced program and believed the institution should implement emotional competency education for all students. Students who finished the program felt more emotionally intelligent and prepared to tackle complex tasks. The limitations of this study were trying to find a reliable measure of assessment to showcase the program's success. Even though the limitations exist, developing a program that increases students' emotional intelligence and leadership skills improves students' professionalism, assists them in understanding their institution at a deeper level, and puts students' well-being at the forefront (Montalvo-García et al., 2022).

Research conducted by Dopson et al. (2019) analyzed 32 leadership programs that exist in the higher education field. Dopson et al. found that higher education institutions are expanding, but leadership development programs are not. Dopson et al. suggested that leadership development programs should build on transformational leadership theory and consist of five key components to ensure success:

1. Programs must have a clear direction and vision.
2. Programs should also create space for campus partnership and co-programming.

Campus partnership will ensure a more robust and competency-based curriculum and increase student and stakeholder buy-in.

3. A diverse, inclusive, and current curriculum must be included to challenge student leaders' values and create growth and develop emotional intelligence.
4. Mentorship is key to ensuring the success of a program. The women's leadership program at American University is a coaching program that encourages women leaders to develop leadership skills, develop a community of engaged leaders, and produce strategies to ensure they each can process and address leadership challenges. Students found that they were more likely to complete the program when they had a mentor to lean on for support.
5. A hybrid program of face-to-face instruction and online accessible workshops allows students to create a pace that works best for their schedule (Dopson et al., 2019).

Conclusion

Leadership programs exist at several colleges and universities in academic curricula, student affairs offices, and clubs and organizations; however, there is little research on how effective those programs are. Those programs utilize a wide range of leadership frameworks to ensure students gain practical, challenging, and relevant leadership skills. The programs also create space for the students to reflect and implement their knowledge. In addition to reflection and implementation of leadership skills, programs that included a mentor-mentee element in the design increased the student's probability of completing the program significantly. Leadership programs give students tools to be successful as they matriculate through institutions of higher learning. They provide students with soft skills such as effective communication, conflict management, and critical thinking that employers look for in their ideal candidates.

Appendix E**Deliverable**

MEREDITH COLLEGE LEAD MC

MISSION

This self-directed leadership program helps students explore theories related to leadership and social change. It encourages students to participate in experiences related to individual, group, and community development.

PROGRAM GOALS

Students will:

- Gain personal self-awareness
- Develop soft leadership skills such as communication, critical thinking, self-advocacy, etc.
- Gain the ability to understand diverse communities
- Create connections with their peers, SLS office, and campus departments.

STUDENT OUTCOMES

After participating in Lead MC, students will have a great understanding of self, gain knowledge of leadership skills and how those skills can be demonstrated on campus, and develop a connection to the MC community and the city of Raleigh community.

PROGRAM DESIGN

Three SLS advisors and three campus advisors outside of SLS will oversee and assist with program implementation

LEAD MC Orientation

- Occurs at the beginning of each semester
- Student learns about the program and gets enrolled in Lead MC Brightspace course

Silver Leaf Level

Student will complete 3 modules per category

- Gender in Contemporary Society
- Social Justice
- Leadership Concepts
- Social Problems in Perspective
- Activity & Community Organizing

Gold Leaf Level

Complete all of Silver Level Requirements

- 25 hours of community service
- 1 additional elective from each Silver Level category
- Create a visual presentation about your LEAD MC Experience

SILVER LEAF LEVEL

Must complete all items listed under each category and electives are chosen from the provided list on the Elective document.

Gender in Contemporary Society

Gain an understanding of gender in society

- The Importance of Pronouns
- Read "A Supremely Historic Moment" and answer reflection questions
- Elective

Social Justice

Gain an understanding of human rights

- Visit NC Museum of History and answer reflection questions
- Listen to an episode of "Pod for the Cause" podcast and answer reflection questions
- Elective

Leadership Concepts

Gain an understanding of leadership concepts and your personal self

- True Colors Exercise and answer reflection questions
- Values Exercise and answer reflection questions
- Elective

Social Problems in Perspective

Gain an understanding of social issues in society

- Watch "The Latino List" and answer reflection questions
- Select a current event article related to a social issue and answer reflection questions
- Elective

Activism and Community Organizing

Gain an understanding of how to create change

- Read "How Activists Use Social Media for Good - and You Can Too" and answer reflection questions.
- Get involved in a campus organization
- Elective

Subject

GOLD LEAF LEVEL

Complete community service hours, final reflection, and one elective in each category. Choose an elective from the provided list on the Elective document. The chosen elective must be different from the one you chose to complete in the Silver Leaf Level.

Complete 25 hours of community service and submit form via Brightspace. Form available for download.

Gender in Contemporary Society

- Elective

Social Justice

- Elective

Leadership Concepts

- Elective

Social Problems in Perspective

- Elective

Activism and Community Organizing

- Elective

Program Final Reflection

- Record a visual presentation that answers program reflection questions provided in Brightspace. You can utilize PowerPoint, Canva presentation, etc...to create visual aids. Share and present with a program advisor.

RECOGNITION

In the Spring Semester each student who completes the Silver Leaf Level and/or Gold Leaf Level will be recognized at Celebrating Student Achievement day (CSA Day)!



ELECTIVES

Gender in Contemporary Society

Gain an understanding of gender in society

- Watch "[How to talk \(and listen\) to transgender people](#)" TED Talk and answer reflection questions.
- Watch [Kimberle Crenshaw's Keynote Speech on Intersectionality](#) and answer reflection questions.
- Attend a campus event on the related topic

Social Justice

Gain an understanding of human rights

- Read "[Why Student Activists Care about Social Justice](#)" article and answer reflection questions.
- Ally Activity
- Attend a campus event on the related topic

Leadership Concepts

Gain an understanding of leadership concepts and your personal self

- Complete Effective Communication Activity
- Complete "Discover Your Leadership Style" Activity
- Strong Points Coaching

Social Problems in Perspective

Gain an understanding of social issues in society

- Watch "[If Adults Won't Save the World, we will](#)" Ted Talk and answer reflection questions.
- What does Privilege look like
- Attend a campus event on the related topic

Activism and Community Organizing




Gain an understanding of how to create change

- How to build an effective community
- Bystander Intervention
- Use [Act Local](#) to research an organization on NC and answer reflection questions

Subject

Appendix F

CITI Certification

		Completion Date 03-May-2021 Expiration Date 02-May-2024 Record ID 42142395
This is to certify that:		
Heather Harrison		
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/?w4c35463a-e955-444f-bb0c-455efd7284ba-42142395		

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