

Leadership Literature Review Notes

Project: Building Leadership Capacity in Undergraduate Student.

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THIS DOCUMENT CONTAINS:

1. ALTC OCCASIONAL PAPER NOTES ON LEADERSHIP (GENERAL)
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1. COPIED FROM THE ALTC WEBSITE:

http://www.altc.edu.au/system/files/documents/grants_leadership_occasionalpaper_andersonandjohnson_nov06.pdf

Burns (1978), who researched schools, and is cited in several proposals, offers a definition that is perhaps more applicable to the political domain: "leadership is exercised when persons ... mobilize ... institutional, political, psychological and other resources so as to arouse, engage, and satisfy the motives of followers."

Leadership is about change (or influencing others to effect change) and is assumed to be acquired through training or experience. The origin of leadership is an elusive topic. Leadership can be authoritarian (top down) or democratic (top up).

References to the nature of leadership listed in the applications include: *personality theories* stating that leadership depends on traits that are either inherited or emerge in early life development; *role theory* holding that leadership is behaviour associated with a particular context or position; assumptions that the capacity for *leadership can be taught*; and that *leadership capacities are universal*, anyone is capable of exercising leadership. Most proposals adopt a position closer to the latter end of this list, assuming that leadership is related to context and that it can be taught. "The Carrick Institute position is that academic leadership is a highly specialised and professional activity"; the clear implication is that it can be taught.

Leaders are change oriented; they have a variable time perspective, a vision of what needs to be, and help to create a culture of enthusiasm for change. Ramsden (1998) and Kotter (1990) are both important sources for our applicants; Ramsden applies to academe Kotter's idea that management and leadership are complementary processes and equally necessary for the success of an organisation:

Excessive management produces compliance, passivity and order for order's sake; it discourages risk-taking and stifles creativity and long term vision. But excessive leadership without the compensating force of strong management produces inconsistent, delayed and off-budget results, while emphasising change for change's sake.

Leadership can be *transformational* (where leadership exhibits values, inspiration, trust and exemplary practice; there are clear goals, teachers are involved and responsibilities may be delegated) and *transactional* (see Ramsden "Learning to Lead in Higher Education" 1998 for a clear definition).

Ramsden is assuming that leadership is inherent in organisations. It is rarely a matter of chance when directions change or things are done better; some body or some bodies have been influential. This view pervades most of the literature and underpins most of the proposals; but it still leaves open many questions – what gives rise to leadership; is there a knowledge-base associated with it; how should leadership for better teaching operate in the multi-purpose, federally structured organisations that are universities; and how does all of this link with students who ultimately are the sole object of all these projects?

Leadership can be a characteristic of individuals or organizations. Yuki (2002), who is cited several times, defines leadership as "a complex social influence process where individuals at all levels of the organisation influence the choice of objectives and strategies, the organisation of work activities, the motivation of people to achieve the objectives, the development of skills and confidence, and the maintenance of cooperative relationships both within the organisation and with people beyond the organisation."

Underlying a few proposals is the *trait theory* or the assumption that there are characteristics for leadership deeply embedded in the personalities of leaders and that with the aid of appropriate methods such as questionnaires and correlation analysis these can be identified and built into an instrument that will be useful for predicting, selecting, promoting and even teaching leaders.

In contrast to trait theories the idea of '*situated learning*' is frequently mentioned: this involves the two notions that different strategies for learning may be needed depending on the setting; and that there will be interactions among the target group as well as between them and the leader.

Proposals for advancing leadership capability generally involved some sort of teaching programme or learning through experience or combinations of both. The teaching strategies included workshops, writing assignments and case-studies, discussions and focus groups, mentoring, the creation of communities and net-works (some electronic), structured programmes of teaching, and seminars and conferences.

Yuki (2002) who developed a *three-fold classification of leadership behaviours*: Task-oriented e.g. organising work activity to improve efficiency; Relations-oriented e.g. providing support and encouragement; Change-oriented e.g. encourage and support innovators.

Universities remain diverse institutions of schools and faculties each having distinct cultures and a major allegiance to a disciplinary or professional authority outside the university. Curriculum is influenced by, 'dictated by' in some professional faculties, these agencies. The knowledge and skills imparted to students derive from the methods and traditions of the academic disciplines or the services provided by the professions. The idea of a common pedagogy for higher education tends to be assumed by some university management and teaching agencies. But the professions and disciplines, backed by some research, are liable to argue that pedagogy should arise from the nature and vocabulary of the subject matter.

Faculties are autonomous in some important respects including curriculum. Quite apart from the point about disciplinary culture and pedagogy there are likely to be in these institutions no clear ways for communicating about teaching methods and the dissemination of innovations from outside the faculty. This is reflected in the applications, where most of those assuming a 'centre out' model for dissemination are smaller institutions.

http://www.altc.edu.au/system/files/documents/grants_leadership_occasionalpaper_stephenmarshall_nov06.pdf

Universities must train leaders to be effective and offer organizational environments in which leaders can perform well.

Perspectives on Leadership – a single model for all situations is a flawed model. When leadership is a product of traits or personalities, then these people are appointed into leadership roles. There tends to be little support for this notion, but the approach is embraced in building leadership in higher education.

A second approach is examining behaviors of those in leadership positions and is based on two dimensions: The first, "task-oriented behaviour", is behaviour that is concerned with the achievement of group goals. The second, "people/relationship oriented behaviour", is behaviour concerned with maintaining and strengthening the group itself. Leadership behavior is contextual.

1. "**Power and influence**" theories, construct leadership as being associated with the use of power. According to Weber (1945), Etzioni (1961), French & Raven (1968), and House (1984) leaders lead (or influence others) by exercising the power they possess due to their:

- (a) position (legitimate power),
- (b) ability to provide rewards (reward power),
- (c) ability to threaten punishment (coercive power),
- (d) knowledge and expertise (expert power); and
- (e) personality (the extent to which others like or identify with them) (referent power).

Leaders are people in positions of formal responsibility within the organization.

2. "**Social Exchange**" theorists, on the other hand (e.g., Blau, 1964; Burns, 1978; and Kouzes & Posner, 1987) argue that leaders are afforded the opportunity to lead to the extent that they are able to fulfill followers' expectations. They use their knowledge, skills, abilities, networks, and resources to satisfy the expectations of others. Central among these "social exchange theories" are Burns' (1978) notions of *transactional leadership*, or leadership specifically aimed at meeting the self-interest of followers, and *transformational leadership*, where leadership is aimed at challenging and transforming followers' expectations and inspiring them to transcend their own self interests for the good of the organisation. According to Bass (1990), transformational leaders exhibit:

- (a) *charisma* (i.e., they provide vision and a sense of mission, they instill pride, and in return gain the respect and trust of followers); and
- (b) *inspiration* (i.e., they communicate high expectations; they use symbols and their own example to focus efforts; and express important purposes in simple ways).

Anyone in the organization may be in a position to lead.

3. According to Bolman and Deal (2003) "every organisation develops distinctive beliefs, values and patterns [of behaviour]. Many of them are unconscious or taken for granted, reflected in myths, fairy tales, stories, rituals, ceremonies and other symbolic forms" (p. 244). Those who become known as leaders within organizations do so because they fulfill roles and assume responsibilities that the group values and recognises as leadership within their organisational context.

Leadership development from this perspective, therefore, must **assist individuals to develop a deep understanding of the nature of organisational culture, and of the ways in which individuals can act to "mould, reshape and transform culture in line with institutional objectives"** (Middlehurst, 1993, p. 37).

Little of the literature on leadership in higher education focuses on the issue of *developing* leadership capability (see for example, Moses and Roe, 1990; Green and McDade, 1991; Middlehurst, 1993; Fender, 1993; UCoSDA, 1994; Ramsden, 1998; Marshall, 2001; Wolverton, Ackerman & Holt, 2005) and even less on the *development* of leadership capability in *learning and teaching*.

Developing *leadership* for learning and teaching is often treated (and organised) as a separate activity from developing one's professional capability as a *teacher and learner*, and focuses upon those already appointed to formal positions of responsibility in teaching and learning (although some target those likely to succeed) rather than all members of the university community. It is often understood as something that takes place in-service; just-in-time, and via a variety of loosely-coupled (if at all) interventions such as seminars, conferences, training programs, where participation in such programs generally remains voluntary, and typically focused on developing the capability of individuals, rather than both the individuals and the organisational contexts in which they are to operate.

Applying other approaches to leadership to the teaching and learning context then: leaders of learning and teaching: (a) have a particular set of qualities or characteristics that enable them to be effective in their role; (b) engage in particular task-oriented and people-oriented behaviours; (c) adopt different patterns or styles of behaviour to meet the needs of different situations; and/or (d) seek to challenge and transform followers' expectations.

Marshall suggests: an essential part of the process of developing leadership capability in learning and teaching is to develop an active community of scholars working to resolve these dilemmas. To develop leadership capability in learning and teaching is to focus on developing the capability of *all* those involved in planning, implementing, or evaluating learning and teaching and/or the organisational environment in which learning and teaching occurs.

There is clearly a wide range of individuals in higher education institutions who exercise leadership roles in relation to learning and teaching. First, there are those in, or likely to be appointed to, formal positions of leadership responsibility (e.g., Program Coordinators, Heads of Department, Deans of Faculty, PVC/DVC (L&T)). Second, there are mainstream academic staff or those with no formal responsibility for leading and managing learning and teaching, outside their roles as convenors of individual units of study. Third, there are the host of professional staff who do not hold academic appointments but who are actively involved in the planning and decision making processes associated with the development of the organisational contexts in which learning and teaching occurs (e.g., department / faculty / central administrators; student learning service professionals, librarians, IT specialists, facilities managers, and laboratory managers/technicians).

As Kotter (1990) has observed, the “bottom-line” of leadership is to effect change (p.6). But before one can develop a direction for change, or a plan, structure, or strategy to realise a change, one needs to develop a keen understanding of the current and likely future state of affairs within and outside one’s organisation. To do this, individuals need highly developed skills in organisational and environmental analysis. Opportunities for individuals to develop the knowledge and skills necessary to identify and assess current and likely future strengths, weaknesses, opportunities and threats in their organisation’s goals, strategies, infra-structure, and practices in relation to learning and teaching, would be of particular benefit.

2. AU UNIVERSITIES - TEACHING LEADERSHIP

Central Queensland University

The primary aim of the Student Mentor and Leadership Program is to assist first-year students at Central Queensland University (CQU) to make a successful transition to university through their first year of study. Individual students are matched with Student Mentors, who use their university experience to assist new students in their Mentor Group. This process enables students to develop a sense of belonging and to build the vital academic and social networks necessary for successful integration into university study. An additional aim is to assist Student Mentors to develop and demonstrate transferable skills such as leadership, group work and communication skills, in a supportive environment.

The Student Mentor and Leadership Program, which began in 1996, links approximately 1,450 on-campus regional and 600 distance education first-year students (Mentees) with 270 experienced second and third-year Student Mentors. In 2005, 91% of all first-year on-campus regional students were linked with a Student Mentor. On-campus mentor groups comprised approximately 5 to 8 students per group and approximately 4 to 5 students per distance education (DE) mentor group. Involvement in the CQU Student Mentor and Leadership Program is voluntary. However the University encourages all new students to make the most of this student support program during their first year at University. All on-campus students (full-time/part-time) studying at CQU regional campuses and delivery sites are linked with Student Mentors during the University’s orientation program. All students studying externally, who apply for a Student Mentor, are linked by the end of week one of the term. Mentors provide a variety of peer support to assist first-year students with their transition into university study. Mentors draw on their experience of successful study to assist first-year students to access information and services within the University and develop effective study habits.

The program is supported University-wide, though responsibility for its operation belongs with Student Services and the Division of Teaching and Learning Services. Staff from all areas assist in the facilitation of the comprehensive Student Mentor training program at the start of the year. Each Faculty and Campus awards an annual cash prize for the ‘Mentor of the Year’.

Student Mentors are expected to:

- attend the three mentor training and debriefing sessions held throughout the year
- be proactive in contacting their mentees at least four times per term for the whole academic year
- attend the majority of orientation sessions with their group. Distance Education Mentors are not expected to attend orientation for obvious reasons but some do attend the Distance Education Orientation sessions and mentor training activities.

In addition to the development of valuable communication, leadership and group working skills, Student Mentors also receive:

- 10% discount on textbooks purchased at the CQU bookshop
- additional professional development sessions (held online for mentors studying at a distance)
- certificate acknowledging their contribution signed by the Vice Chancellor
- a conspicuous red T-shirt to identify them as Student Mentors.

The help received from a Student Mentor can make a significant difference to a student’s first year at university by providing basic but essential advice about studying at Central Queensland University. Mentors can assist students with things such as how to:

- understand lecture timetables and the examination process
- access relevant library resources, computers, and other support services provided by CQU
- find their way around the university
- obtain relevant information about all aspects of university life.

Curtin University

John Curtin Leadership Academy <http://community.curtin.edu.au/studentdev/jcla.cfm>

The John Curtin Leadership Academy is named in honour of Australia's World War II Prime Minister, John Curtin, after whom the University is named. Participants are selected on the basis that they have the potential to embody John Curtin's values of Vision, Leadership and Community Service.

The Academy has been designed to address three questions:

1. What do clubs and societies need to know to operate successfully?
2. What do students need to know to be successful in their club or society and later career?
3. What are employers looking for when they consider a student as a potential employee?

It should also help our participants get the job they've always dreamed about. The program runs across two semesters, with two intakes per year. It begins with a 4-day residential workshop "Foundations of Leadership" and the final semester begins with a 3-day Advanced Workshop. In addition there are regular seminars or Modules during each semester organised at a time convenient to all participants. Each semester participants work on a group project that provides a benefit to the community, and reinforces the skills learned during the workshops and at the module seminars. Each semester concludes with a Poster Presentation, which report the progress made with these projects. Future employers are invited to attend the presentations, as this allows them to evaluate the integrity of the participants and to consider them as a potentially valuable asset to their organization. In order to be considered for the Academy, students must either be nominated by a Curtin club or society president, or by a Curtin staff member.

Flinders University

Innovation and Enterprise Leadership Program <http://www.flinders.edu.au/careers/innoentprog.html>

More than 50 undergraduate and postgraduate students attended the inaugural Innovation and Enterprise Leadership Program hosted by the Careers and Employer Liaison Centre during 2004. Due to the success and feedback from the students, the Innovation and Enterprise Program will be running again this year. The two-day intensive workshop is targeted at developing the hands-on skills of those students who are thinking about, or have, an enterprise or innovation idea or prospect that they want to start or develop further. Several industry leaders presented papers at the workshop, including representatives from the Department of Trade and Economic Development, Ernst & Young, CAMMS, Flinders Technologies, and AusIndustry. To complement the presentations, the students were arranged into teams to develop and present a business or innovation proposal to a Specialist Business Panel for constructive ideas and advice.

La Trobe University

Infinity Leadership Program <http://www.latrobe.edu.au/students/leadership/>

Infinity Leadership Program is for students and recent graduates of La Trobe University aspiring to leadership roles. It provides an opportunity for participants to utilise and develop their knowledge of leadership and to extend their skills and experiences by putting leadership into practice. It also gives more opportunities for students to engage with La Trobe alumni and staff. The Infinity Leadership Program consists of three components:

- Attendance at a two day workshop retreat
- A series of leadership seminars by guest speakers
- Completion of a community project

The program is open to undergraduate students who have completed at least two semesters of study, postgraduate students and recent graduates. International and Australian students from across all faculties currently studying at any La Trobe campus* are welcome to apply. Entry is based on a combination of criteria including evidence of previous community engagement, academic record and interview performance.

Monash University

Centre for Sustainability Leadership http://csf.org.au/index.php?page_id=8

There are hundreds of thousands of young people across the globe who can imagine a different, more sustainable future, but don't know how to go about creating it. The Centre for Sustainability Leadership is designed to bridge this gap by empowering young people to make their communities more sustainable. *We've tried to get people in positions of power to care, now we're going to get people who care into positions of influence.* The Centre for Sustainability leadership has two main programs:

The Centre for Sustainability Leadership Fellowship Program.

A scholarship based eight month fellowship for top emerging sustainability leaders which includes weekly workshops, creating innovative sustainability projects, retreats and being mentored by top leaders. Graduates are supported by an Alumni Program and communicate sustainability widely through the Speakers Bureau. The Fellowship Program started in Melbourne in 2005, will expand to Sydney in 2008 and to cities around the globe in 2009.

The Global Future Sustainability Leaders Program.

A free online sustainability leadership program available to young people across the globe which uses technology such as streamed video based lectures with global experts, podcasts which teach key sustainability leadership skills, and study groups bring young people to a global classroom. This program will be launched in early 2009. The Centre also provides support to young people trying to make their communities and workplaces more sustainable through monthly newsletters and podcasts which develop sustainability leadership capacity. Our Speakers Bureau provides passionate and informed young sustainability leaders to speak at events, schools and workplaces. This work is supported by:

- Advice and support from **sustainability leaders** across the globe
- **Volunteers** based in Melbourne as well as remotely
- **Interns** who continually improve and update all aspect of our program
- **Partner organisations** who provide expert support in all areas of operation
- Individual **donors**
- The Centre for Sustainability Leadership **board**

- The Centre for Sustainability Leadership **advisory board**
- The Centre for Sustainability Leadership **Management team**

RMIT University

Student Leadership Program <http://www.rmit.edu.au/browse:ID=y37l0yadihtz#other>

Participating students undertake action, training and reflection as they navigate a pathway through three stages with each stage taking one semester to complete. The stages are:

1. **Personal leadership** - This stage focuses on personal development i.e. strengths and weaknesses, goal setting and exploring your leadership style
2. **Team leadership** - This stage focuses on what you bring to a team, as well as an understanding of team learning and group dynamics.
3. **Transformational leadership in practice** - This stage focuses on practicing leadership skills such as mentoring, conflict resolution change and motivating others.

Participants will be required to complete the following in each "Stage" of their leadership journey:

- **Practical leadership experience** - Minimum of 15 hours voluntary service in accredited RMIT groups and/or an approved external community group
- **VET training** - Two nationally-accredited competency-based training modules (from Frontline Management) that students can put towards a formal qualification. This will run over 3 days and assessment is encouraged but not compulsory.
- **Leadership development workshops and forums** – Several sessions covering leadership and career development topics. Participants will also attend special leadership events and forums.
- **Mentoring** – Involvement in the SLP mentoring program as a mentor or mentee

Participants must attend an induction event at the commencement of each stage where they will receive an induction kit and leadership schedule. Participants are highly encouraged to attend the SLP Graduation celebration to be held at the end of semester where certificates will be presented. SLP participants must complete a minimum amount of training, volunteer service and special projects in each stage of the program. The overall commitment is approximately 50 hours per semester. This is just over 2 days of your life! The complete program runs over 3 stages and to get the maximum benefit, it is suggested that these be done over successive semesters in an 18-month block.

What do SLP graduates come away with?

- **Leadership experience** – Through the many training and development opportunities, participants develop a deeper understanding of their leadership capabilities in a modern global context.
- **Networks** – As an RMIT SLP 'graduate', participants will have worked alongside other student leaders, made new friends and been exposed to a range of new opportunities and networks
- **Accredited training** – those who are assessed competent for the VET training modules, will be able to put this towards a formal qualification and can display this on their resume
- **RMIT Leadership Certificate** – Once each stage is completed, participants will receive a leadership certificate signed by the RMIT Vice Chancellor:
 - Bronze -Completion of SLP Stage 1: Personal leadership
 - Silver - Completion of SLP Stage 2: Team leadership
 - Gold -Completion of SLP Stage 3: Transformational leadership in practice

Each student's leadership journey is unique. Whilst there is a huge benefit in experiencing all three stages, a number of participants may only be able to complete one or two stages as this meets the needs of their leadership development. That's fine! In exceptional circumstances, SLP participants can also apply to suspend their SLP leadership journey for a semester due to other pressing commitments or study pressures. Students previously involved in leadership programs or leadership training may feel they have a case to progress directly into Stage 2 of the program. SLP staff can assess these individual cases for progression. In addition, if students have previously completed the Frontline Management training modules offered through the SLP program, exemptions for these units can be obtained with the appropriate evidence.

University of Melbourne

Student Ambassador Leadership Program <http://www.services.unimelb.edu.au/live/salp/>

The Student Ambassador Leadership Program (SALP) is an extra-curricular program which provides opportunities for young people to create networks and develop their qualities and skills via active engagement within the University and volunteering within the wider community.

SALP aims to:

- challenge students to realise their goals and explore new ideas
- create supportive networks that aid students in their endeavours
- promote and support volunteerism amongst students
- empower students with a variety of valuable skills
- establish projects that address needs in the University and community
- foster positive relationships between University staff and students

University of New England

Vice Chancellor's Student Leadership Program <http://www.une.edu.au/tlc/students/programs/vcsalp/>

The Vice Chancellor's Student Leadership Program is an extra-curricular course for students which runs once every Semester for one morning per week. The objectives of the course are to develop and enhance:

- a lifelong learning approach to leadership;

- effective communication skills;
- conflict resolution strategies;
- the practical skills of leadership;
- understanding of the distinction between leadership and management;
- appreciation of different leadership styles;
- knowledge of employer expectations of leadership;
- the principles of strategic thinking and planning;
- emotional intelligence; and
- personality types.

The course is designed to enhance the leadership skills of students already in leadership positions and those aspiring to leadership in their chosen professions. Placements are competitive and require written applications supported by referees.

On successful completion of the Vice Chancellor's Student Leadership Program, participants will be presented with a certificate signed by the Vice Chancellor, and recognition will be shown on their academic transcript.

University of Notre Dame (Sydney campus)

Newman Program http://www.nd.edu.au/news/media-releases/2007/November/20071105_SydneyCampusLaunchStudentLeadershipProgram.shtml

The Sydney Campus will launch the Newman Program for student leaders from the beginning of 2008. The aim of the program is to engage senior university students who have the potential to become future leaders of commerce, civic life, education, the arts and industry in our society and immerse these students in a program that will nurture their spiritual, social and civic awareness. The program draws its name and inspiration from Englishman John Henry Cardinal Newman's writings on the 'Idea of a University'. Students will be assigned a mentor who is a leader in their own professional and/or spiritual community. Students and mentors will meet regularly to discuss their progress at university, to set future goals and to engage in mature discussions about current issues. Guest speakers, culturally broadening experiences, retreats and engagement in university activities also form part of the program. Sydney Campus Minister, Anthony Crook, conceived the idea to enable students to expand their horizons. "It is important that we allow students the opportunity to develop their sense of self, their leadership skills and view of the world in tandem with their academic endeavours. We hope that it will enable them to grow into leaders in their professional communities who are respected for their unique gifts beyond their academic achievement," he said. Deputy Vice Chancellor, Mr Peter Glasson added, "This program fits harmoniously within our mission as a Catholic university. The promotion of educational experiences beyond the academic is something we are constantly working towards, through our comprehensive admissions system and other programs within the University." Mr Crook confirmed that the application process was underway and that a cohort of approximately 10 students would be selected early in 2008. "We hope the program grows with the support of the University community and the professions it seeks to prepare leaders for," he said.

University of Sydney

The aim of the Talented Student Program (TSP) is to offer students of exceptional merit, particularly those whose talent is broad-based across science, additional challenging material to enable them to maximise their intellectual growth and potential. For more information see the web site: www.science.usyd.edu.au/student/undergrad/tsp/index.shtml.

The TSP was developed in response to the Faculty recognising a need to engage, challenge, encourage and extend the best students, within the framework of a recognisable degree and the Faculty's resources. The Faculty wished to: encourage students to both focus and expand their interests; to form a community of scholars which can interact effectively across their own disciplines and with society; to develop their teamwork, **leadership** and interpersonal skills.

There are two main aspects of a student's involvement in the TSP:

- students can have greater flexibility in their choice of study, beyond that normally allowed by degree rules
- they have a mentor (a member of the academic staff) who assists them in choosing from the great range of academic and research options.

TSP students receive personal supervision by academic staff, and students often engage in individual studies (eg joining research groups within the Faculty, or engaging on a problem with small numbers of fellow students who have a shared interest in the subject). Students can take TSP activities for credit or not for credit. An example of the former case is tackling a significant, multidisciplinary problem (eg salinity) from a Faculty-wide perspective. Topics such as 'salinity' are chosen as they are high-profile issues of national importance, which cover all branches of science and can only be addressed by a multidisciplinary approach. First year TSP students, in small groups, led by a third year TSP student, investigate discipline-specific aspects of the larger problem (eg developing salt-tolerant plants), and report their results orally at a public 'TSP showcase' at which individual TSP projects are presented as posters.

Science Mentoring and Leadership Program <http://www.science.usyd.edu.au/cstudent/ug/smlp.shtml>

Expanding on the success of the [Science Students' Transition Workshop](#), which has run before the commencement of semester one every year since 1997, the Science Mentoring and Leadership Program was introduced in 2009 to help new students acclimatise to university life and meet some really interesting and helpful people within the Faculty of Science. The Science Mentoring and Leadership Program is for first-year undergraduate students enrolled in a Science degree, or a double degree involving one major from the Sciences. The meetings you attend as part of this program provide an opportunity for you to meet other first-years, senior students and academic researchers within the Faculty of Science. These mentors have time to listen to your questions and chat about the possibilities for your future. Whether you're interested in finding out about clubs and societies; photocopy cards; online assessments; or research and scholarship opportunities: You're guaranteed to discover much more about life in the Faculty of Science and where you could be heading over the next three years.

In coming to the mentoring meetings you will meet the people you see in the hallways and know more about how science happens and who is responsible. You'd be amazed at how much information you can find out in just a couple of hours, and yet the benefits are far more enduring. You may even decide to become a mentor yourself!

University of Western Australia

AIESEC <http://www.news.uwa.edu.au/content/aeisec>

What is AIESEC?

AIESEC is the international student platform for young people to discover and develop their potential. Present in over 800 universities and encompassing over 22,000 members, AIESEC is recognized by the United Nations as the world's largest student organization. Focusing on leadership development, AIESEC offers over 5000 leadership opportunities each year to facilitate the Global Internship Program, which sees the exchange of over 4000 students each year to live and work in another country. AIESEC is an organization that activates leaders, creating a network of global change agents that have a positive impact on society.

Research Confirms AIESEC Members Are Unique Leaders.

ROTTERDAM, January 12, 2007 — A research paper recently presented at the International Positive Psychology Summit in Washington DC, United States, shows that AIESEC members possess distinctive leadership strengths.

The research study conducted by David J. Pollay, Founder and President of the Momentum Project and Master of Applied Positive Psychology from the University of Pennsylvania, backs up the claim that AIESEC has been making since its inception in 1948—that its members develop strong and unique leadership characteristics.

Recognized by the United Nations as the largest student organization in the world, AIESEC offers 5000 leadership opportunities on local, national, and international level to its 22,000 members annually.

Pollay's research shows that AIESEC leaders possess distinct leadership characteristics when compared to the peers their age and education. It strengthens the argument of how AIESEC has been – and still is – developing leaders with unique set of strengths valued across culture.

"AIESEC leaders scored significantly higher than their peers on the dimension of hope, curiosity, perseverance, leadership, teamwork, fairness, zest, bravery, forgiveness, and perspective," said Pollay, an AIESEC alumnus himself.

Sixty-two national presidents of AIESEC or their recently elected successors – who was elected by the general membership of their country to serve for one year – took part in the research. All of whom are young adults, 48 of them have a university degree.

Participants were asked to do questionnaire based on the VIA-IS (Values In Action Inventory of Strengths) test on-line. VIA-IS is a 240-item self-report questionnaire that uses a five-point Likert scale to measure the degree to which respondents endorse strength-relevant statements about themselves. The score of the AIESEC sample were compared to 17,400 respondents of the same age and education in the United States.

The test developed by Dr. Christopher Peterson, and Dr. Martin E.G. Seligman in 2001, two of the most notable researchers on Positive Psychology. The same test has been taken by more than 600,000 people around the world to measure their leadership strengths profile.

David Pollay's research paper was presented in the 2006 Gallup International Positive Psychology Summit in Washington DC, the United States. Positive Psychology seeks discoveries of how individuals might lead a more positive and productive life around their strengths.

AIESEC in Numbers: Over 97 countries, 800 universities, 5000 leadership positions, 3500 exchange partners, 4000 global internships, 22000 members.

To find out more information about the research check out: <http://www.aiesec.org/leaderresearch>.

University of Western Sydney

ASPIRE http://www.uws.edu.au/scholarships/find_a_scholarship/leadership_program

Aspire is a unique professional development and personal enrichment program that's been specifically designed by the University of Western Sydney to cultivate and enhance the leadership qualities of our most gifted high school students. The Aspire program is a practical response to the need for higher levels of professional skills and better leadership capabilities, over and above academic excellence, that more and more prospective employers are looking for in graduates. This is what makes Aspire so different, because it aims to produce successful professionals rather than just graduates.

Aspire will build upon your existing qualities and skills by encouraging you, and giving you the needed support, to become an actively interested and engaged community member, as well as providing valuable networking opportunities for you now and in the future. By being a part of Aspire you will have the opportunity to get involved in:

- Aspire Programs - seminars, workshops and welcome retreat
- Internships and other relevant work experience
- Campus life through University Service
- Volunteering through Community Engagement
- Social events, networking, and having fun

As an Aspire Scholar you will enjoy exclusive privileges and have unique access to the following:

- Recognition of your participation with a Certificate
- Valuable networking opportunities within the professional community
- Invitation to an exclusive Vice Chancellor's function
- VIP Invitations to UWS Open Days and other annual events
- Exclusive members-only entry and use of the Aspire website (Virtual Community) and content, providing you with 24-hour access to the latest learning, event notification and knowledge opportunities
- Aspire Member discounts and gifts
- Our Aspire magazine sent to you quarterly
- Pod casts and Blogs of Aspire workshop presentations

Aspire is an invitation-only opportunity for young, talented people with leadership abilities and ambitions, to become part of an elite group of high achieving undergraduate students. Only the very best qualify for selection. Students are invited to Aspire on the basis of their UAI score (a minimum UAI of 90) as well as their personal qualities, leadership potential, motivation and non-academic achievements such as community service or engagement. A very high UAI in itself is not enough, as students whose personal interests and achievements are limited are less likely to be invited. Students also need to be Australian Citizens or Permanent Residents of Australia, who are entering their first year of undergraduate studies, with the added motivation to undertake a series of activities and programs to develop their professional skills. To be considered for the Aspire program you need to demonstrate the following attributes and experiences:

- You have been active in and made a significant contribution to your school or been involved in community activities.
- You have shown initiative or leadership.
- You communicate well.
- You enjoy engaging with other people.
- You are ambitious and keen to contribute in your chosen field.
- You care about what is happening in your community, your country and the world at large.

University of Wollongong

The University of Wollongong (UOW) has an objective to 'facilitate the transition from the student experience to graduate life and career' (UOW Strategic Plan 2005-2007). To achieve this objective, a suite of programs, resources and services is in place to ensure that UOW graduates are ready for working life. The Management Cadetship program is one of a number of experientially based programs to aid transition to working life. It is aimed specifically at providing high-achieving Year 12 students with an opportunity to develop their leadership skills through work experiences across a wide range of University activities during their tertiary studies. Further information about the Management Cadetship Program is available at: <http://www.uow.edu.au/about/scholarships/cadet/>.

The Management Cadetship is a five-year program open to High School graduates. Appointment is competitive and is conditional upon achieving a UAI score sufficient for a first-round offer of a place in an appropriate undergraduate degree (normally a Commerce or Arts program). Applicants are required to submit a formal written application addressing selection criteria and, if short listed, attend an interview where they present an overview of a challenging project in which they have been involved. Successful applicants are employed by the University on a full-time basis under a five-year fixed term contract, while undertaking part-time study. During this period they follow a pre-defined rotation plan through a number of central administrative divisions of the University including Personnel, Financial Services, Marketing, External Relations, Student Administration and Internal Audit. During the final two years of the program, cadets undertake a specialised placement relevant to their degree major which gives them an edge in becoming a 'young professional' in their graduate field.

Cadets receive an annual salary with increments each year, plus an education allowance covering course fees and an annual book allowance. Cadets are allocated 10 hours study leave per week during session to attend lectures and tutorials. Cadets are provided with support at a number of levels to ensure that they maintain adequate progress in both work placements and academic studies. The Manager, Professional & Organisational Development Services monitors their overall progress throughout their program. In each of their work placements, cadets report to a supervisor according to local unit work practices. Cadets are also paired with a mentor who is usually an existing long-standing UOW staff member.

In the last eight years the University has achieved outstanding results in terms of graduate outcomes; for graduate employment, graduate starting salaries and participation in further study. Employer surveys on the quality of our graduates are very favourable.

This successful performance overall is reflected in the cadetship program. Each year, the cadetship attracts a high number of enquiries from Year-12 candidates. Most cadets go on to secure excellent positions in their chosen field. These have included highly competitive postgraduate cadetships and permanent roles. The cadets create a positive impression in the minds of prospective employers of UOW graduates more generally.

More Leadership Programs at University of Wollongong

Australian Student Leadership Conference <http://unicentre.uow.edu.au/getinvolved/leadership/UOW029892.htm>

Business Leadership Team <http://unicentre.uow.edu.au/getinvolved/leadership/UOW057812.htm>

Student Community Impact Team <http://unicentre.uow.edu.au/getinvolved/leadership/UOW054303.htm>

Cultural Leadership Team <http://unicentre.uow.edu.au/getinvolved/leadership/UOW054307.htm>

Environmental Leadership Team <http://unicentre.uow.edu.au/getinvolved/leadership/UOW054304.htm>

Global Poverty Project Team <http://unicentre.uow.edu.au/getinvolved/leadership/UOW054305.htm>

3. LEADERSHIP PROGRAMS AT U.S. UNIVERSITIES:

University of Maryland: <http://www.academy.umd.edu/AboutUs/mission.html>

Not long ago, leadership studies focused on presidents and generals, CEOs and executive directors, and assumed that leadership was a trait that some people have and others do not. More recently, leadership development professionals, scholars, and others have begun thinking about leadership in much broader terms. Increasingly, leadership is viewed as occurring at all levels of organizations and communities, and not as an innate "trait" but as a set of approaches and abilities that can be taught. Less emphasis is being placed on leaders per se, and more on the complex interaction between leaders, followers, and groups. Quality leadership, as we define it, is a complex, interactive process that is inclusive and ethical, respects individuals, and produces quality results. In addition, we believe that:

- Leadership is a process, not simply a position or a title.
- Leadership should be shared by men and women of all colors, creeds, religions, sexual orientations, abilities, and ages.
- Principled leadership can transform society for the good of all people.
- To sustain a democracy, all people must exercise some form of leadership or engaged civic participation.
- Leadership can and should be taught and developed.
- Leadership theory and reflective practice belong together.

- Developing excellence in leadership among all people can create a more just, equitable, and thriving society.

Our programs, which implement our vision of transforming leadership locally, nationally, and worldwide, are tailored to the diverse audiences we serve. Our vision of transforming leadership worldwide led us to found and provide a home for the International Leadership Association (ILA). ILA is a membership organization that hosts an annual conference and provides opportunities for virtual networking and access to a number of publications. Our dedication to strengthening and transforming leadership and institutions within the United States is anchored in our Center for Leadership and Organizational Development (CLOE), which offers consulting, training, assessment, and coaching services to governmental, nonprofit, and for-profit mission-driven organizations. Our commitment to helping the state of Maryland become a demonstration site for excellence in government and civic life within a pluralistic society is realized in the programming of The Howard Peters Rawlings Center for Public Leadership, which serves state and local elected officials and community leaders as well as University of Maryland undergraduates. In addition, the Academy serves undergraduate students through its own academic programs and courses and through curricular development and staffing of graduate programs offered by the School of Public Policy. Primary among these are highly selective programs:

- The College Park Scholars Public Leadership Program, a living-learning program for freshman and sophomore students.
- The Rawlings Undergraduate Fellowship Program, part of the Howard Peters Rawlings Center, for a diverse group of juniors and seniors who have demonstrated leadership ability.

All of our efforts are rooted in a strong emphasis on quality scholarship. Our senior scholars and fellows do research and publish on a wide variety of leadership topics. Research centers, anchored by core Academy Distinguished Scholars, focus on three scholarly areas of study of special interest to us. Our public events highlight knowledge emerging from research, scholarship, and reflective practice. The African American Leadership Center (AALC) focuses on policies and leadership practices of and affecting African Americans, supplementing research studies with technical assistance services to organizations. The Center for the Advanced Study of Leadership (CASL) is dedicated to the development of foundational scholarship in leadership studies. The Transformational Leadership Center (TLC) explores the psycho-spiritual roots of current problems as well as their solutions in changes of mind, heart, behaviors, and structures. In doing so, it seeks out cutting-edge ideas for addressing the challenges characteristic of today's complex, interdependent world. The UMD Leadership Network encourages scholarly exchange between and among faculty, graduate students, and other researchers at the University of Maryland.

Portland State University: http://web.pdx.edu/~salp/salp_saga/leadership_development.php

PSU's mission incorporates teaching students' civic leadership for the promotion of social change. They offer a specialized (minor) degree in leadership at the undergrad level through the Mark Hatfield School of Government, offer independent study of leadership development for credit, hold an annual leadership conference http://web.pdx.edu/~salp/salp_saga/leader_conference.php, maintain a Leadership Steering Committee, and hold leadership lunches at the beginning of each semester. The approach is one to foster the growth of leadership skills for individuals to use within particular contexts/organizations aligned with their social cause and involves a complex network of associations between the university, local government agencies, non-profits, and other regional organizations. PSU's leadership curriculum follows a model of community based service learning.

PSU's model of leadership is one built from the following:

Greenleaf, R.K. (1977). Servant Leadership: A Journey Into the Nature of Legitimate Power and Greatness. New York: Paulist Press. Robert Greenleaf remains the person most associated with the concept of servant leadership in organizations. This book is a collection of a set of his essays written from 1970 to 1977. Greenleaf basically turned the idea of formal leadership upside down, asserting that instead of leaders being in command of others, they are here to serve the common good. The primary focus of each essay is on service to something greater than oneself.

4. CENTER FOR CREATIVE LEADERSHIP: TRAINING YOUNGER GENERATIONS FOR LEADERSHIP

Current trends in an increasingly competitive, global, and technology driven world mean that to be successful organizations must recruit, train, and retain workers who can fill leadership roles. The Center for Creative Leadership suggests that there are too few workers (particularly from Generations X and Y) who are trained as leaders and who can fill these critical roles. The CCL's review of issues about training younger generations to be leaders explores the development needs and learning styles of emerging leaders as different from older workers. Demographically, Generation Xers share a common set of characteristics that should be considered in light of leadership development (Conger 1998; Holtz 1995; Losyk 1997; Munk 1999; Raines 1997; Smith and Clurman 1997). Compared with previous generations:

- They are more ethnically diverse and educated;
- They are more likely to have grown up in divorced or single headed households;
- They began working with technology at a young age and have a higher level of computer proficiency.

These differences are important to consider because in the context of an organization, they represent differences in values and present a primary challenge in leading different generations. For example, studies indicate that younger workers feel fewer obligations to be loyal to their employer (Crainer and Dearlove 1999; Daboval 1998; Tornow 1988). Other differences relate to the perception of authority and behavior as leaders in the workplace (Bertsch 1996; Woodward 1999). Generation Xers are skeptical of authority and are more likely to expect managers and leaders to have earned their superior position (Raines 1997). The CCL suggests that training Generation Xers to develop as emerging leaders could focus on "tactics that communicate authenticity and sincerity" (10). Another difference between generations is that emerging leaders tend to focus on learning new skills due to job instability associated with a changing global market to ensure they have marketable skills that will increase lucrative job opportunities. Organizations can capitalize on this drive for new skills by providing Xers with training that has frequent feedback and that is flexible, self-directed, and entertaining (Caudron 1997; Knight 2000; Salopek 2000).

5. PEER REVIEWED JOURNAL ARTICLE ABSTRACTS ABOUT LEADERSHIP AND UNDERGRADS

"On Leadership" Barry Posner, Biz Ed, May/June 2008, Vol. 7, Iss. 3

The author poses the question, "How can we help all of our students improve and develop the leadership potential they already have?" To answer this question, he suggests that leaders learn through practice, by doing. He suggests assigning students projects where they go out, lead, come back and reflect on the experience of leading. At the heart of leadership, the language of the questions asked influences thinking and behavior. At the department level, the author suggests that chairs and faculty become leaders themselves. For example, at Santa Clara, the business department traded traditional undergraduate and graduate policy committees, in favor of leadership teams. The undergraduate committee became the "Undergraduate Leadership Team," which involves the same faculty members, but with different responsibilities.

"Renaissance College: UNB's new interdisciplinary leadership degree program" Education Canada. Toronto: Winter 2001. Vol. 40, Iss. 4

Renaissance College is Canada's first undergraduate interdisciplinary leadership program. Through a comprehensive interdisciplinary curriculum, students undergo an intensive program - offered over three years and including two Canadian and international summer internships - designed to develop their leadership capacity. Students are exposed to a multitude of perspectives, with seminar courses in areas such as: Comparative Study of World Cultures and Religions; Natural Science, Technology and Society; Cross-Cultural Perspectives of Leadership; the Power of Images; Mathematical and Economic Approaches to Problem-Solving; Citizenship and Community Issues; and Integrative Forums. Forty percent of the courses are electives to be taken outside the College. The program values experiential learning, and defined learning outcomes form the basis for our approach to pedagogy. With the assistance of consultants from Alverno College, a leader in undergraduate education in the United States, we developed eight "Leadership and Learning Outcomes" for our students: discerning and decision-making, problem solving, personal well-being, multi-literacy, effective citizenship, social interaction, knowing oneself, and leadership. The descriptions of each includes a table describing criteria to guide assessment of student performance in three spheres of development: awareness, independence and interdependence. Our educational outcomes are a part of our fundamental commitment to accountability for the best possible practice in teaching students to become effective individuals, citizens and leaders. Of course, key aspects of human existence and leadership are not suited to easy methods of assessment. We have met this challenge head on, defining outcomes like knowing oneself and others (where innovative work in assessment is needed) along with structured problem solving (where assessment methods are better established). While learning outcomes are a key standard against which we measure performance, we recognize the danger of drifting into a mechanistic and rigid curriculum and the need to balance individual student interests with the broad, structured development implicit in the outcomes. We are developing traditional and digital portfolios for students to document the ways in which they have achieved each of the learning outcomes.

NASPA Journal, Vol. 36, no. 1, Fall 2000. Book Review by Cynthia Wolf Johnson of *Exploring Leadership for College Students Who Want to Make a Difference* by Susan R. Komives, Nance Lucas, and Timothy R. McMahon

The author reviews a textbook written for undergrads to be used in a variety of contexts concerning the development of leadership skills. The book presents evolving concepts of leadership, emphasizes leadership as a group process, and presents a new framework "Relational Leadership Model." The book provides context for leadership in teams, groups, organizations, coalitions, and communities.

NASPA Journal, Vol. 38, no. 2, Winter 2001 "A Leadership Approach for the New Millennium: A Case Study of UCLA's Bruin Leaders Project" Charles L. Outcalt, Shannon K. Faris, Kathleen N. McMahon, Philip M. Tahtakran, Christopher B. Noll

The current case study investigates the application of a nonhierarchical leadership model at an urban public research university. Following a review of recent contributions to leadership theory, especially with regard to student development, the authors balance discussions of the values on which the program under review is based with descriptions of the practical structure of the program. In addition, they suggest means by which other campuses can tailor this program to their resources, opportunities, and needs. The case study concludes with a discussion of the program's effect on students' cognitive and social development.

A Constructivist Case Study Examining the Leadership Development of Undergraduate Students in Campus Recreational Sports Stacey L Hall; Scott Forrester; Melissa Borsz *Journal of College Student Development*; Mar/Apr 2008; 49(2)

This constructivist case study examined undergrad leadership development. Twenty one students in a campus recreational sports department were interviewed using semi-structured interviews to explore seven themes: organizing, planning and delegating; balancing personal, academic and professional roles; mentor role model and motivating others; problem solving and decision making; communication skills; working with others/diversity; and giving and receiving feedback for analysis.

Getz, Cheryl (2009) 'Teaching leadership as exploring sacred space', *Educational Action Research*, 17:3, 447-461

This paper explores the sacred space of teaching and learning by examining a five year personal inquiry into the study and practice of teaching leadership. The research described exposes the value of engaging in action inquiry as a heuristic in the ongoing process of teaching and learning about leadership. The writing reflects five years of work and explains a parallel process that describes students' learning and the author's own learning and development as a teacher, scholar, and university leader as a result of working together in experiential undergraduate leadership classes. The data used for this research included student interviews, journals, and reflective papers as well as personal insights gained through my own journaling and reflection throughout the five-year period. Real action inquiry requires a disciplined reflective capacity, and it is one way for students and teachers to transform themselves and their organizations.

Newman, Peter, Bruyere, Brett, and Beh, Adam. 2007. "Service Learning and Natural Resource Leadership" *Journal of Experiential Education* 30(1): 54-69.

This paper reports on a study conducted in a service-learning protected areas management class at Colorado State University, Warner College of Natural Resources. The research questions addressed for this paper were "What are the leadership skills needed in today's culture of protected-area management?" and "Can service-learning nurture such leadership characteristics for protected area management undergraduate students?" The researchers investigated and identified the characteristics of effective leadership in the context of natural resource management through a literature review and a brief student survey and, secondly, determined how a service learning component of a protected-area management course could prepare university students for their future leadership responsibilities. The study identifies indicators of good leadership and suggests that service and reflection serve as a way to learn essential qualities of leadership.

"Communicating Across the Curriculum in an Undergraduate Business Program: Management 100 Leadership and Communication in Groups" Elizabeth A. Tuleja and Anne M. Greenhalgh *Business Communication Quarterly* 2008; 71(27)
Educating undergraduate business students in the 21st century requires more than addressing the quantitative side of business; rather, it calls for including the more qualitative "soft skills," such as speaking and writing. This article examines the design, delivery, and effectiveness of an undergraduate program dedicated to leadership, teamwork, and communication and describes this program within the context of the communication across the curriculum movement.

"Transformational Leadership: Practicing What We Teach in the Management Classroom" James Pounder Sept/Oct 2008
Journal of Education for Business

In a Hong Kong study, the author examined the effect on undergrad business students of university business school instructors' exhibiting a transformational leadership style in the classroom. Transformational leadership is one of the central concepts in management, and research has indicated that a positive association exists between this style of leadership and desirable leadership outcomes. Results indicated that transformational classroom leadership was significantly and positively associated with desirable classroom leadership outcomes such as extra effort.

"Educating Women" Mary Trigg, *Liberal Education*, Winter 2006

This article provides a framework for teaching women leadership skills to work for positive social transformation. Leadership development includes: challenge, recognition and support. The article highlights the Leadership Scholars Certificate Program offered at Rutgers, the State University of New Jersey. The program includes three components: coursework, an organization sponsored internship, and a social action project.

Carey, Lois A. (2007) 'Teaching Macro Practice', *Journal of Teaching in Social Work*, 27:1, 61-71

This paper presents a model for teaching an undergraduate social work macro practice course utilizing an experiential learning paradigm. The model provides a campus-based project with social work majors in simultaneous dual roles of students and grassroots leaders, focusing on rape and sexual assault prevention training for college students. This "case-to-cause" framework affords students the opportunity to integrate macro-level theory and practice skills, while conceptualizing the connections between a social problem, social policy, action research, and social action.

GENERAL THEMES OF LITERATURE:

Leadership development entails getting students to: work in organizations within universities, often to assist fellow students; work outside organizations for the greater good or a particular social cause (often in non-profit organizations); develop leadership skills in specific fields for career trajectory.

Research is seriously lacking in the effects of leadership development on careers after uni, or the impact on student learning while in uni. Undergrad leadership programs usually consist of workshops, guest speakers, and community work with partner organizations. Some programs involve students demonstrating pre-existing leadership skills for further development.