One page topic memo - due 9/25

Focus Question: What self-perceived skills/attributes have students gained from holding leadership positions in college?

Principal Investigator: Amanda DeCosta

Secondary Investigator: Lindsay Ferguson

Secondary Investigator: Jolene Fitch

What kind of study is it?

* Exploratory – Babbie (2011) states that exploratory studies are done to: “satisfy the researchers’ curiosity. . . test feasibility of undertaking a more extensive study . . .develop methods in subsequent study” (Babbie, 2011, p. 95). This exploratory study is being done to satisfy a course requirement.
* Review of some literature – Some of the article to start:
  + Shertzer, J. E., & Schuh, J. H. (2004). College Student Perceptions of Leadership: Empowering and Constraining Beliefs. *NASPA Journal (National Association Of Student Personnel Administrators, Inc.)*, *42*(1), 111-132.
  + Azdell, G. L.*College student leader development: A study of perceptions of leadership skills and abilities of senior students.* , 161. Retrieved from http://search.proquest.com/docview/889926401?accountid=14214. (889926401; ED522249).
  + McCormick, M. J., Dooley, K. E., Lindner, J. R., & Cummins, R. L. (2007). Perceived growth versus actual growth in executive leadership competencies: An application of the stair-step behaviorally anchored evaluation approach. *Journal of Agricultural Education, 48*(2), 23-35. Retrieved from <http://search.proquest.com/docview/61869387?accountid=14214>
  + Haber, P. (2011). *Perceptions of leadership: An analysis of college students' understandings of the concept of leadership.* University of San Diego). *ProQuest Dissertations and Theses,* Retrieved from http://search.proquest.com/docview/892750311?accountid=14214. (892750311).

Significance

If we can understand:

* how student define leadership
* what the relationship between prior leadership experience and influences are with leadership participation in college, and
* how undergraduate leaders perceive their growth in leadership skills and attributes

We can then

* develop strategies as higher education professionals to encourage leadership participation from more students and
* better target training programs to address student leaders perceived areas of strengths and weaknesses.

Theoretical Perspective

* Constructivism as a Paradigm (pg. 436 Broido and Manning) which informs the theoretical perspective
* Postmodernism Theoretical Perspective (Babbie p. 9 and Broido & Manning p 438-9)
* Methodology - Phenomenology (p. 325-326 Babbie)

Qualitative methods used

* Semi-structured Interviews
  + At OCC in Amanda’s RHD Office
  + One hour long session
  + On September 24th, at 7pm
  + Sampling Method: A resident at OCC from Hall Council responded to Amanda’s email and agreed to participate (name is not given for confidentiality reasons).
  + Roles of the investigators
    - Recruiting participants – Amanda DeCosta
    - Reserving and setting up space – Amanda DeCosta
    - Acquiring recording equipment – Lindsay Ferguson
    - Conducting interview – Jolene Fitch
    - Observing – Amanda DeCosta, Lindsay Ferguson
    - Transcribing interview – Amanda DeCosta, Lindsay Ferguson
    - Coding – All investigators
    - Method of writing and contributions – Divide sections of proposal between all investigators.
* Sample questions – See attached

Concept map of project--9/25 – See separate email.

Sample Questions: (we might not use all of these questions but we will ask as many as time allows)

1. What semester/year are you into at this point?
2. How would you define leadership?
3. What were some of your leadership experiences before college?
4. Describe an example of how you were a leader prior to starting college.
5. In that role, what skills, personal characteristics, and tasks made you a leader compared to others around you?
6. What were some of your strengths as a leader in that role?
7. What were some weaknesses?
8. Why have you chosen to be a leader in college and what did you hope to gain from your experience(s)?
9. Please describe your leadership role that you hold in college and what skills, personal characteristics, and tasks made you a leader compared to others around you.
10. How long have you been a leader in college?
11. What are your strengths now as a leader compared to you as a leader pre-college?
12. What are your weaknesses now as a leader compared to you as a leader pre-college?
13. What leadership training has OCC provided to you?
14. Has the OCC training enhanced your skills as a student leader and if so how?
15. What would help you further improve your leadership skills?
16. What would help you sustain your growth in leadership skills?
17. What advice would you give new student leaders?