Is a graduate program in leadership studies feasible?

Bill Sakkab
Is a Graduate Program in Leadership Studies Feasible?

by

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SENIOR PROJECT:

IS A GRADUATE PROGRAM IN LEADERSHIP STUDIES FEASIBLE?

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THE GRADUATE PROGRAM IN
LEADERSHIP STUDIES

THE PHILOSOPHY

It is wrong to suppose that we can design a process that will start with a specific group of young potential leaders and end with finished products. What we can do is to offer promising young people opportunities and challenges favorable to the flowering of whatever leadership gifts they may have. Some will become leaders, partly from what we enabled them to learn and from challenges we set before them, partly from the self-knowledge we helped them achieve. Beyond that, time and events will teach them. Mistakes and failures will teach them. And with respect to the final outcome, especially in the case of the greatest leaders, a decent humility should remind us that their emergence is a marvel and a mystery. (John Gardner)

It is the philosophy of the Graduate program in Leadership Studies that effective leadership education is built on two pillars: an interdisciplinary education and experience in leadership positions. Through an interdisciplinary degree program, students will enhance their base of knowledge about leadership and another chosen discipline of the student's interest. The Leadership Studies program is intended to be integrated with a solid grounding in another discipline of study that will include the following choices: education, history, organizational behavior, philosophy, political science, psychology, and sociology.

To accommodate this wide range of disciplines, the curriculum is divided into three competency areas: natural sciences and mathematics, social sciences and the humanities, and applied areas. An interdisciplinary education will give students the vision and flexibility to adapt to the many leadership roles they will encounter. For example, from history students learn to see themselves and what they are doing in historical perspective and develop a vision that bridges the past with the future. From philosophy, students will learn to understand the values upon which decisions are made. In turn, leaders may then develop the values of their followers and build commitment to the shared general principles of organizations and social systems. They are prepared to deal with others who may have different values without losing direction. From the behavioral sciences, students learn how social, political, and economic systems behave and interact and how to influence these systems.

Yet, an interdisciplinary education alone is unfocused. Only through direct
leadership experience and observation of others can students integrate their development into meaningful leadership competencies that leave the learner prepared to engage the world from a new perspective and continue the life-long process of leadership development. The student is expected to bring an experiential base in their chosen discipline to which this process of leadership development may be applied. Therefore, students should have several years of work-related experiences. Moreover, the learner will continue to integrate study and reflection with leadership practice while enrolled in the graduate program. The implication is that students would work and participate in the graduate program at the same time.

The graduate program in Leadership Studies is a two-year program. Students who complete the program earn a MA in Leadership Studies and another discipline as chosen by the student. The curriculum is composed of four core courses that include the following: History, Process and Theories of Leadership, Ethics and Leadership, Leadership in Cross-Cultural Perspectives, and Leadership for the Future: Revolutionary Changes. Students continue their course work in various contexts of leadership, competencies of leadership, and specialty courses related to their chosen discipline. All students must take three integrative courses: Senior Thesis/Research Project, Case Studies/Simulations in Leadership and Seminar in Leadership Behavior. All courses within the graduate curriculum integrate five themes in design and content: moral imagination and judgement, critical thinking and problem solving, communication, multi-cultural perspectives and service to others.

This philosophy was adapted from several sources. I excerpted parts that are included in this philosophy from the Jepson School of Leadership Studies Overview. In addition, I excerpted ideas from Dr. Sam Meredith’s articulation of a philosophy for his course, Approaches to Political Leadership, at Blackburn College.
GRADUATE CURRICULUM FOR LEADERSHIP STUDIES PROGRAM

All courses will assume an interdisciplinary approach in both design and content. Some courses, depending on their nature, will emphasize some disciplines more than others.

CORE COURSES

History, Process and Theories of Leadership
This course introduces students to historical concepts used in the study of leadership, examines how the history of leadership is shaped by great men and women and challenges students to critically evaluate a diverse sampling of contemporary theories of leadership. Drawing from a diverse body of literature including classical and historical works, psychology and political science, the course traces leadership from ancient civilizations through the 20th century. Students will learn how leadership scholars go about constructing their theories and gain a basic understanding of the processes underlying applied theory building. (Source: Dr. Karin Klenke’s syllabus)

Ethics and Leadership
In this course students will learn to think about the moral responsibilities of leadership. Students will study how moral values and assumptions shape the concept and practice of leadership. They will also discuss the moral obligations of leaders and of followers, the role that values play in constructing a policy or a vision, and the way in which leaders shape the moral environment. (Source: Dr. Joanne Ciulla’s syllabus)

Leadership in Cross-Cultural Perspectives
Students enhance their awareness of cross-cultural differences; become more aware of their own cultural perceptions, values and behavior and how they affect their leadership style; and learn more appropriate cultural perceptions. This course also relate cross-cultural awareness to the essential aspects of effective leadership for the present and future. This course will also explore the specific challenges faced by leaders of different culture or ethnic backgrounds. Discussion will include the external and internal factors impacting diverse leadership. (Source: Lori Schlosser, Southern Illinois University at Edwardsville).

Leadership For the Future: Revolutionary Changes
This course seeks to inform and prepare students for the revolutionary changes that will take place in our world during the next thirty years. Specifically, this course will consider the demographic revolution, financial revolution, technological and informational revolution, business revolution, environmental revolution, and societal revolution. Students will discuss and reflect on what must the leaders of
today do to prepare for the revolutions of tomorrow. (Source: Center for Strategic and International Studies, Washington DC)

INTEGRATIVE/EXPERIENTIAL

Senior Thesis/Research Project
Students would identify a high-priority problem in one sector of one’s regular life activities which is of personal interest to the student and may pursued during the semester/year. The solution should benefit a significant number of people and the probability of arriving at this solution is feasible within a semester/year. The student’s plan should require him/her to work with and through people so that a solution may be found for this problem. The student should assume that his/her plan would be implemented. A report of the plan, the implementation process, results and steps which might have improved this process should be presented within the conceptual framework of leadership studies. (Source: Barbara Kovach, Rutgers University). Ideally, the student will also learn about the determinants of his/her own efficacy as a leader. (Source: Ronald A. Heifetz, Harvard University) A weekly seminar emphasizes integration of the theory and practices of leadership.

Seminar in Leadership Behavior
In order to understand who leads, students must first have the opportunities to assess who they are in a variety of settings. This includes assessments of their personality, styles of learning and dealing with others, and their personal and professional goals. An understanding of the influences of family, education, friendships, etc. is essential as well as an assessment of why they have chosen their particular professional goals and leadership studies as their particular field of study. The implications of these choices for their future leadership potential will be discussed. In addition, an understanding of their world, national, and local situation is essential to an understanding of their leadership potentials. (Source: Cheryl Mabey, Mount St. Mary’s College).

Case Study/Simulation Seminar
This course emphasizes how students may assess their leadership style and improve their leadership competencies through a series of intensive leadership case studies and simulations. Students have numerous opportunities to receive personalized feedback on their actions and choices in the various leadership scenarios. They experience firsthand issues such as ethics, communication, motivation, decision making, planning, and delegating responsibility. (Source: Center for Creative Leadership)
All of the following courses are those that may be elected by individual students for their respective discipline in addition to Leadership Studies.

COMPETENCIES

Natural Sciences and Mathematics

Critical Thinking and Methods of Inquiry
In this course, students will be thinking about thinking. The course emphasizes the ability to think critically and explore questions from a variety of intellectual perspectives. Since leadership studies is multi-disciplinary, students must need to know how to use the research and research methods from several disciplines, but also how to assess the strengths and limitations of different disciplines and methodologies. Leaders are often presented with information from a variety of sources and in areas where they have no expertise. They must have skill in making judgements about information and arguments. Leaders also need to know how to present persuasive arguments. (Source: Dr. Joanne Ciulla’s syllabus)

Other courses that might be offered in the natural sciences or mathematics include those chosen from Biological Science, Chemistry and Biochemistry, Geosciences, Mathematics or Physics.

Social Sciences and Humanities

The Psychology of Followers and Leaders: Why Do They Lead and Why Do They Follow?
An attempt to understand the motives for why one leads and/or follows will be the theme of this course. What factors (external and internal) affect this dynamic will also be examined. For example, is it a conscious choice made by an individual or are there uncontrollable factors that cause some to lead and others to follow. (Source: Dr. Sam Meredith, Blackburn College)

Leadership and Group Dynamics
The purpose of this course is to help students develop a conceptual framework and practical understanding of how groups function and to further develop their leadership skills in the context of groups. Students will learn a variety of methods of observing groups and analyzing small group processes and apply these observational methods and group concepts to the study of leadership in groups. An analysis of intra-group dynamics and intergroup behavior and intergroup conflict will be presented. Other topics include group performance, group decision making, and group effectiveness, especially in terms of their causal relationship to leader behavior and leadership style. (Source: Dr. Karin Klenke's syllabus)
Contemporary Methods of Conflict Resolution: Mediation & Negotiation
Understanding principles and dynamics of achieving workable unity. Discussion of negotiating techniques and ethical issues related to use of such techniques by leaders. Use of simulations and exercises to practice skills for resolving conflicts. (Dr. Joanne Ciulla’s syllabus and Overview of the Jepson School Curriculum)

Power and Leadership
An in-depth analysis of how power and politics influences the exercise of leadership. Students will examine the different definitions of power and distinguish between leaders and power holders. Specific questions that will be considered include the following: what means do leaders use to gain power, how do they exercise power, and to what ends do they exercise power. These and other questions about power will be considered across a variety of leadership settings. (Source: John Gardner, On Leadership)

Policy and Problems of Leadership
How to create and assess policy directions, which includes awareness of substantive issues relevant to leadership, both those relevant to particularized situations and those that take into consideration more global concerns; how to assess these and to formulate leadership objectives that are realistic, practical, effective, and which promote the best in human and community life. (Source: Cheryl Mabey, Mount St. Mary’s College).

Leadership and Change
This course will consider the idea of change across different contexts. Issues to be discussed for all contexts will be overcoming resistance to change, identifying types of resistance to change and what are the appropriate responses, the change process, developing the felt need for change, and the idea of change vision. (Source: Dr. Gill Hickman’s syllabus and Dr. Shively, Wake Forest)

Decision Making
Students are first exposed to a description and analysis of decision-making theories, models, and techniques. Then, students engage in creative problem solving and assess the different types and sources of information used in the decision-making process. Other topics discussed are group versus individual decision making and the effects of values on leaders’ decisions. (Source: Dr. William Howe’s syllabus and Overview of the Jepson School Curriculum)

Vision Setting
The cognitive process of creating a vision will be examined. The importance of leaders being able to express the vision through their own behavior, explain the vision to others, extending the vision to a variety of situations, and expanding the vision to a broad range of circumstances will be emphasized. Students will also explore the relationship between culture and vision. How the behavior of a leader affects the effectiveness of his/her vision will be analyzed. (Source: Rosenbach & Taylor; Marshall Sashkin)
Other classes that might be selected in the Social Sciences include those chosen from Anthropology, Geography. In addition, special topic courses may be taken in Political Science, Psychology, or Sociology as they are offered. Specific classes might include Women and Politics, African-Americans in Politics, Industrial Psychology, Social Psychology, Collective Behavior and Social Movement, and Organizations in Modern Society.

Applied Options

Establishing Effective Communication
Students learn principles and techniques of effective communication within the context of the leader's and follower's roles, e.g. psychological principles of communication, listening effectively, non-verbal behaviors, patterns of miscommunication, principles of upward and downward communication, understanding communication flow, and barriers to communication. (Source: Lori Schlosser, Southern Illinois University at Edwardsville)

Other classes that might be selected in the Applied Options include those chosen from Communication Studies, Mass Communications and Social Welfare.

CONTEXTS

Leadership in Commerce
A primary theme of this course is how the manager may be an effective leader. Students will examine models for gaining productivity through commitment rather than control. They will also examine how values and behaviors can build commitment and develop teamwork. Also, students will examine when and how to involve followers in decision-making and how to encourage the greatest productivity for the least managerial effort. (Source: Center for Creative Leadership)

Leadership Within Political Systems
Informal and formal processes by which power and authority are exercised and leadership is selected within a political system in various settings. Examination of leadership in basic processes and institutions of government through case study of legislative issues. (Source: Overview of Jepson School Curriculum & Dr. Richard Couto's syllabus)

Leadership and Education Systems
Exploration of leadership in and of our educational system. Contexts considered include public/private schools, urban/rural schools, and co-ed/single-sex schools. Students will also analyze current issues facing our educational system and identify leadership gaps. A particular emphasis will be placed on educational leadership within the university setting.
Leadership in Community and Voluntary Organizations
Examination of leadership in non-profit sector organizations ranging from United Way to small neighborhood associations. Differentiation of leadership roles within organizations by structure, size, membership, and mission. Examination of responsibility for leadership as it pertains to voluntary organizations (Source: Dr. Richard Couto’s syllabus and Overview of Jepson School Curriculum)

Understanding Leadership in Formal Organizations
Includes a study of various forms of organizational behavior; the ability to assess and understand their inner workings, goals, and assumptions; the ability to see where they are adaptable and where they are not; and practice in both organizing and working to change given organizations. (Source: Cheryl Mabey, Mount St. Mary’s College) Also, there is a focus on leadership theory and research within and across formal organizational settings such as public/private, profit/non-profit, professional/non-professional, and unitary and multi-divisional. Examination of rational, natural, and open systems and how leadership differs in each system. (Dr. Gill Hickman’s syllabus and Overview of Jepson School Curriculum)

SELECTED ISSUES IN LEADERSHIP STUDIES

International/Global Leadership Perspectives
Students explore how the cultural and economic interdependence between advanced and emerging nations will affects international leadership. In this perspective, leadership is the force that maintains stability, initiates change, and discerns shifting pressures for stability or change. International study of leadership examines how diverse societies organize themselves to assure these functions and how they establish the categories (ethical, social, etc.) that constrain these functions. This study in turn provides an effective ground for a critique of leadership practices and the assumptions that underlie them in our own culture. (Source: Alternate proposal for a Jepson School for International Studies and Leadership in World Affairs by Dr. John Outland)

Other possible topics that might be offered on a rotating basis include Gender and Leadership.
SENIOR PROJECT OVERVIEW

Well before the Jepson School of Leadership Studies ever opened its doors, everyone from scholars to employers were engaged in a vigorous debate about whether leadership could be taught. Some suggest that this program is not appropriate at the undergraduate level and it should be reserved as part of a graduate program. However, the advent of the Jepson School has now refined this debate. The question now has become whether a graduate program is a possibility. With this in mind, the focus of my senior project is on the feasibility of a graduate program in Leadership Studies. Specifically, the original goal of my project was to answer the following questions:

(1) Is a graduate program in Leadership Studies feasible?
(2) If yes, then is the establishment of a graduate program in Leadership Studies feasible at the Jepson School?
(3) What would the curriculum of a graduate program in Leadership Studies look like?

The first step I took to begin answering these questions was to devise a research method to collect information from experts in the field of Leadership Studies. More specifically, I wanted to obtain information about current and future Leadership Studies programs that these experts are involved in as well as gather their personal thoughts about the feasibility and nature of a graduate program in Leadership Studies. I decided to first conduct interviews with those involved in the original planning of the Jepson School of Leadership Studies. I had three goals in these meetings; to obtain contact names of experts in the field of Leadership Studies, to learn about their own personal thoughts about a graduate program and to discover if a graduate program was part of the original planning or current/future
plans of the Jepson School. With the advice of Dr. Gill Hickman, I identified Dr. Zeddie Bowen, Dean Howard Prince, former Dean Stephanie Micas and Dr. John Roush as University of Richmond administrators who I should plan to interview.

During the early stages of my senior project, I actually met with all of the aforementioned individuals except for Dr. Zeddie Bowen whom I met in the latter stages of my senior project. Several important developments occurred in my senior project as a result of these early meetings. First, I received important contact information for experts in the field of Leadership Studies whom I might contact for their opinions on the feasibility of a graduate program and what shape one might take. Dean Prince also offered the names of several people and colleges that are involved in leadership education. Dr. Micas shared with me a list of those people who participated in last summer's Leadership Education Conference hosted by the Jepson School and suggested that I consult the book, *Leadership Education 1990: A Source Book*, a comprehensive work published by the Center for Creative Leadership and edited by Miriam Clark and Frank Freeman. Dr. Roush also provided me with names of several schools that presently have Leadership Studies programs. Second, each of my interviews afforded me the opportunity to gain insights into whether a graduate program in Leadership Studies is indeed feasible. Several common issues about a graduate program seemed to develop from these interviews; the most important elements of a graduate program, the resident status of students, the necessity to individualize the program, and core courses. As a result of these interviews, I developed a standard set of questions that I would later use to guide my research. Lastly, these first interviews prompted me to the next step in my
research plan. I became convinced that the most effective way to answer my proposed research questions would be to contact those who are actively engaged in the study of leadership beyond the University of Richmond. It would not suffice to simply interpret and analyze leadership texts and source books.

The next step I took was to send letters to experts in the Leadership Studies field asking them to share their thoughts about the feasibility and composition of the curriculum for a degree-awarding graduate program. I sent a cover letter and brief questionnaire to 11 participants in the Leadership Education Conference (see appendix). I anticipated a strong response rate based on their active participation in the Jepson School. This first mailing was sent in late February. I had asked each person to respond by March 21. During the week of March 21, I placed follow-up phone calls to those who did not respond. To this date, eight people responded to my letter either by phone or letter.

The information that I received was very helpful. The responses from Dr. Karen Ristau of St. Thomas College and Col. George Forsythe were particularly insightful. Dr. Ristau encouraged me to more closely explore the idea of graduate students having work-related experiences before entering the program and offered persuasive reasons for a part-time graduate program. Col. Forsythe emphasized that study and practice be linked and that the design of a graduate curriculum should be interdisciplinary in nature as a means to maximize personal development of the students. Overall, all of the people who responded to my letter felt that a Leadership Studies program was feasible. However, their ideas of what the curriculum would look like varied.
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<tr>
<th>NAME OF EXPERT</th>
<th>FEASIBLE</th>
<th>MOST IMPORTANT ELEMENTS</th>
<th>FULL/PART TIME</th>
<th>SKILLS</th>
<th>INDIVIDUALIZE</th>
<th>CORE COURSES</th>
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<td>George Forsythe</td>
<td>Yes</td>
<td>DNA, Multi-disciplinary</td>
<td>Part-Time</td>
<td>Moral Reasoning, Communication, Leading Change,</td>
<td>Yes</td>
<td>Reluctant to Specify</td>
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<tr>
<td>U.S. Military Acad.</td>
<td></td>
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<td></td>
<td>Self-Management</td>
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<td>Bonnie Pribush</td>
<td>Yes</td>
<td>Mix of Theory and Application</td>
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<td>Communication, Visioning, Team Planning</td>
<td>Yes</td>
<td>Leadership Theory, Values, Intern</td>
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<td>Franklin College</td>
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<td></td>
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<td>Karen Ristau</td>
<td>Yes</td>
<td>Prior Work Experience, Ethics, Psychog., Organizational</td>
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<td>Communication, Problem Solving, Conflict</td>
<td>A Mix</td>
<td>Ethics, Vision, Power &amp; Freedom,</td>
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<td>Resolution, Critical Thinking</td>
<td></td>
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<td>Cheryl Rude</td>
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<td></td>
<td>Solving</td>
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* Jim Hunt, Joe Rost, and Jim Wiek each responded but did not answer the questionnaire.

During the weeks while I waited for these responses, I had pursued two other opportunities to collect additional information. First, to gain a better historical perspective of the planning of the Jepson School, I examined Jepson School planning documents. This file belonged to Dr. Bowen and I learned that it was the only centrally located file of Jepson School planning documents. I obtained valuable information that indeed showed that explicit reference had been made to a Masters programs at the Jepson School. For example, in the sketch of an alternate proposal to the Jepson School of Leadership Studies, the Jepson School for International Studies and Leadership in World Affairs proposal mentioned the possibility of a Master's program. Even more interesting is that Bob Jepson himself mentioned in correspondence with Dr. Morrill that a self-contained graduate program might be in the near future if the demand be present (see appendix). This information positively answered my research question about whether a graduate program in Leadership Studies would be feasible at the Jepson School; in fact, it already had been considered a long-term possibility. From these planning documents and interviews with Dean Prince, Dr. Roush and Dr. Micas, the more appropriate question seemed to be when a graduate program might exist rather than will it exist. This was a
significant finding in my senior project as I concluded that a graduate program in Leadership Studies was indeed feasible since it had already been considered in the future plans of the Jepson School.

As a result of this finding, I began to conceptualize what a graduate program in Leadership Studies would look like. However, I first thought to articulate, in general terms, my own philosophy of a graduate program. I wanted to be sure that as I began to actually determine what classes would be included in the curriculum, a general theme(s) fully integrated all of the classes. In this philosophy, important considerations were given to the curriculum in terms of its interdisciplianry approach and integration of five themes; moral imagination and judgement, critical thinking and problem solving, communication, multi-cultural perspectives and service to others. After articulating this philosophy, I then worked on the actual graduate curriculum.

I consulted the book, Leadership Education 1990: A Source Book, for a comprehensive listing of courses and programs in leadership studies and development. I read about each program (there are well over 150) and made notes on those programs that most relevant to a graduate program in Leadership Studies. Essentially, I plucked those ideas that fulfill the needs of what I feel to be important to a sound graduate curriculum based on the philosophy I had articulated for the program.

While examining the wide range of leadership courses and programs, I noted the contact names of those who were involved in courses or programs that seemed most applicable to my research. Once again, I mailed out a cover letter and brief
questionnaire. During the last week of March, I sent an additional 21 letters. I did not anticipate a strong response rate because the was a "cold" mailing; none of these people had an established relationship with the Jepson School. As of this date, I have received responses from six people. However, I had the opportunity to interview three of these six people (one in-person, two phone-interviews). These interviews provided me with more information. They were opinions which reflected a less enthusiastic attitude about a graduate program than those I had collected previously.

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<th>NAME OF EXPERT</th>
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<th>SKILLS</th>
<th>INDIVIDUALIZE</th>
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<td>Llas Mets Northwestern</td>
<td>Yes</td>
<td>Organizational, Curricular</td>
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<td>Leadership Theory, Psychology Sociology, Research Project Writings of Great Leaders</td>
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<td>Robert Shively Wake Forest</td>
<td>No</td>
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<td>N/A</td>
<td>N/A</td>
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</tr>
</tbody>
</table>

* Weston Agor and B.J. Avolio each responded but did not answer the questionnaire.

Consulting with my notes from the various texts and documents (e.g. *Leadership Education 1990: A Source Book*) and the gathered opinions of experts, I eventually composed a proposed full two-year graduate curriculum in Leadership Studies (see appendix). The philosophy which I had articulated was the vehicle from which I made judgements about what type of courses I wanted to include in the curriculum. The actual analytical and decision processes I underwent to create the curriculum is described later in this paper as they are directly related to the
courses I took in the Jepson School.

**PROBLEMS ENCOUNTERED IN SENIOR PROJECT**

I encountered only a few problems over the course of my senior project. Accordingly, I did not have to revise my original research questions. In fact, I was able to answer my first two questions so quickly that I spent a large amount of time analyzing the information I collected so that I could create a graduate curriculum. However, I did have to wrestle with one important obstacle in my senior project. Basically, I had to decide whether the Leadership Studies curriculum would award a degree in one or two disciplines. That is, would a student earn a MA/MS in Leadership Studies or a MA/MS in Leadership Studies and another discipline. It was an issue raised by several Leadership Studies experts including Dr. Bowen, Dr. Hickman and Lisa Mets formerly of Northwestern University.

Quite honestly, I had assumed that a graduate program in Leadership studies only could award a MA in Leadership Studies, but students might choose to pursue a concentration in another discipline based on accumulated courses in that area. However, I began to reconsider this notion after I encountered the ideas of Dr. Bowen, Dr. Hickman and Ms. Mets. Eventually, I re-organized the curriculum to reflect the requirement that students pursue a MA in Leadership Studies and another discipline. Similar to the reasoning offered by Dr. Bowen and Ms. Mets, I do not believe there is a market for individuals with a graduate degree in Leadership Studies alone. Lisa Mets writes that “it would be very difficult for a student with a Master’s degree in only Leadership Studies to find employment in both the public
and private sectors, and there would very limited opportunities for scholarly careers for individuals with a PhD in Leadership Studies. However, if Leadership Studies is linked with a grounding in a particular discipline, more avenues become available to the graduate of Leadership Studies.” I agree with this reasoning for a interdisciplinary degree program.

One final problem that I had to overcome during my senior project was the initial lack of response to the letters I had sent to Leadership Studies experts. During the first few weeks after mailing the 10 letters to those who had participated in the Leadership Education Conference at the Jepson School, I did not receive many responses. However, after I placed several follow-up phone calls, the response became excellent. In total, seven of the ten people I wrote to responded (though some did not actually respond to the questionnaire).

With this encouragement, I decided to write to an additional 20 Leadership Studies scholars whose names I had obtained from a publication by the Center for Creative Leadership. I did not anticipate as strong a of response since these were people who had not actually participated in Jepson School events. In total, I received a 25% return rate or 5 responses. Due to the high costs of placing phone calls, I decided not to place follow-up calls this time. Although the response to my second mailing was not as high as I would have hoped, I still collected valuable information from Leadership Studies experts with differing perspectives about a graduate program. Thus, the response to my letters which originally seemed to be a problem actually turned out to be quite helpful in my research.
CONTRIBUTING TO THE LEADERSHIP STUDIES FIELD

The idea of a graduate program has been discussed by Leadership Studies scholars at the University of Richmond and beyond. In fact, many of these scholars argue that a graduate program in Leadership Studies would seem more likely to succeed than its undergraduate counterpart. For example, William Rosenbach of Gettysburg College's Department of Management believes a graduate program in Leadership Studies is more feasible than an undergraduate program (see appendix). However, I am unaware of any work that has been done which attempts to conceptualize a philosophy or curriculum for a graduate program in Leadership Studies. For this reason, my senior project distinguishes itself from any other work done in the field.

Additionally, my senior project makes an important contribution to the field of Leadership Studies because it attempts to formally identify what various experts in the field believe to be possible in terms of a Leadership Studies academic program. It is not an informal survey that has undocumented discussions and loosely tied results. On the contrary, the proposed philosophy and curriculum are the culmination of a lengthy research task. My work on the graduate program has laid the foundation for further exploration and discussion of the philosophy and curriculum of a graduate program by Leadership Studies scholars around the country. In fact, requests for copies of my final paper have been requested by a number of scholars whom I have contacted. Perhaps my thoughts about the philosophy and curriculum of a graduate program might spark enough interest in one or more of these scholars that they adopt parts of my proposal for their own
courses or programs. I even have given thought to submitting my senior project to the Center for Creative Leadership so that they might use it in their next publication of *Leadership Education: A Source Book*.

Closer to home, I believe my senior project may be used as a planning document from which important questions may be raised in terms of curriculum and philosophy by those at the University of Richmond who believe a Masters program in Leadership Studies at the Jepson School is a possibility.

**APPLICATION OF THE CORE COURSES TO SENIOR PROJECT**

**CORE COURSE: HISTORY AND THEORIES OF LEADERSHIP**

I believe the History and Theories of Leadership class greatly benefitted me while I worked on my senior project. Perhaps most importantly, this class emphasized the importance of application of theoretical concepts of leadership to contemporary leadership situations. Without this application, I believe the knowledge about the theories of leadership would be only abstract ideas. Thus, I incorporated this idea of application of theoretical concepts to contemporary leadership situations into the philosophy and curriculum of the graduate program.

Within the philosophy, I articulated that students should have spent several years working so as to develop an experiential base from which to apply leadership theories. Leadership Studies experts seemed to align themselves in favor of this type of approach. For example, Catherine Birmingham of the University of North Carolina at Wilmington responded that skills should already be preset at the
graduate level; knowledge should be the pursuit at the graduate level. Moreover, I stated that students would be encouraged to work and attend classes at the same time (i.e. part-time students) so that they may have more opportunities to directly apply leadership theories to real-life leadership situations. Dr. John Roush and Dr. Gill Fairholm, for example, believe that students should participate in such a graduate program on a part-time level (see appendix).

Within the curriculum, I intended for many of the individual classes to have a field project and/or a case study component by which students would be able to directly apply knowledge gained in the classroom to real-life experiences. Also, I incorporated an integrative/experiential section to the curriculum in which students must exercise leadership to solve a high-priority problem and participate in a class that exposes students to a variety of case studies and simulations in leadership.

The History and Theories of Leadership course also taught me to critically evaluate a diverse sampling of contemporary theories of leadership. I performed similar critical evaluations when examining leadership courses and programs that were rooted in various theories of leadership. Through this analysis, I was able to identify those courses and programs that were most in harmony with the philosophy I had set forth for the graduate curriculum. Lastly, I would suggest that the History and Theories course helped me to articulate the philosophy of the graduate curriculum. The course taught me how leadership scholars go about constructing their theories and gave me a basic understanding of the processes underlying applied theory building. In the philosophy, I described a new model for
leadership education that attempts to capture the "spirit" of many of the contemporary leadership theories we studied in class. For example, I covered behavioral and contingency theories, power and influence approaches and transformational leadership. I also incorporated many of these leadership theories into the curriculum as well.

CORE COURSE: CRITICAL THINKING AND METHODS OF INQUIRY

This course was instrumental in the successful completion of my senior project for a number of reasons. First, I learned about different research methods and their limitations in the Critical Thinking and Methods of Inquiry course. Without a doubt, I applied this knowledge of various research methods to my own methods of research. I engaged in two methods of research in my senior project: historical and interpretation of texts and symbols. Using the historical method, I studied the events and planning that led to the conception of the Jepson School of Leadership Studies. My intention was to discover if a Master's Program had been discussed in these planning stages as well as to learn about the opinions of those in the field of Leadership Studies through interviews. Using the method of interpretation of texts and symbols, I analyzed written materials about numerous Leadership Studies courses and programs to gather information and ideas about what a graduate program might look like. These materials came from books (most notably, Leadership Education 1990: A Source Book), various course/program pamphlets and planning documents on the Jepson School. From the course, I was better prepared to gather and analyze information to complete my senior project. I
did not rely on just one method of research but instead pursued two because I realized the limitations of each.

Second, I believe that the course encouraged me to think of critical thinking as the first step towards imaginative thinking. My senior project certainly demanded imaginative thinking in the creation of the philosophy and curriculum of the graduate program. I gathered a tremendous amount of research that I analyzed and interpreted. From this analysis and interpretation, I creatively composed a curriculum and articulated a philosophy for a graduate program in Leadership Studies. I thought about what areas had been highlighted in other university courses and programs and what areas of leadership might not have been emphasized in the creation of the graduate curriculum. The Critical Thinking and Methods of Inquiry course taught me about the role of ideas in leadership and showed me how to develop these ideas through critical thinking. I believe that in my senior project I developed creative ideas about how I would set up the curriculum or what I would include in the philosophy because I was able to exercise effective skills in critical thinking.

Finally, this course significantly developed my listening, reading, and writing skills. These are skills that I exercised throughout the entirety of my senior project. For example, I listened carefully to those I interviewed so as to fully understand their assertions or statements. I wanted to be able to follow-up with precise questions if I did not agree or understand a point(s) they made. Furthermore, I exercised my listening skills as I tried to analyze their arguments for or against a graduate program. In terms of exercising my reading skills, I did this when reading
about the different Leadership Studies courses and programs. In particular, I analyzed the content of these courses and programs so that I could decide whether specific ideas were applicable to my conception of a graduate program. Lastly, I exercised my writing skills in the articulation of the graduate program's philosophy and curriculum. I tried to construct a sound premise within the philosophy for a graduate program given that there is a on-going debate about whether leadership can be taught. The idea that the study of leadership will offer legitimate knowledge is still debatable among scholars as well. In the writing of the philosophy and curriculum, I attempted to give precise meaning and definition to the graduate program so as to distinguish it from other graduate programs.

**CORE COURSE: ETHICS AND LEADERSHIP**

This course proved to be a particularly important one for me while working on my senior project. Many of the ideas about ethics or values presented in the course are quite pervasive in the philosophy and curriculum of the graduate program. Representative of this fact is that I intend for all courses within the graduate curriculum to integrate the theme of moral imagination and judgement in their design and content. This is stated in the philosophy of the graduate program.

I directly applied what I learned in the Ethics and Leadership class to many different courses in the graduate curriculum. For example, I analyzed the moral obligations of leadership in different contexts in the Ethics and Leadership course. Similarly, I intend to have a discussion about moral responsibility in each of the context courses of the curriculum. In the graduate course, The Psychology of Followers and Leaders, I intend to have discussion about the moral obligations of
followers and leaders and how does a leader think about the welfare and safety of his/her followers. In yet another example, I have incorporated the theme of ethics or values in two more courses that intend to teach students about different perspectives of leadership: Leadership in Cross-Cultural Perspectives and Global Leadership Perspectives. In the Ethics and Leadership class, I learned about the danger of ethical norms being tied to culture or how to make ethical judgements in and about foreign cultures. In the aforementioned graduate classes, I will discuss these same ethical issues.

Finally, I exercised one of the fundamental tenets of the Ethics and Leadership course in the creation of the philosophy of the graduate program. I developed a philosophy for a graduate program in Leadership Studies that was saturated with moral imagination and vision. I thought about what kind of person do I hope might graduate from this program. Should popularity or wealth of a student become the measurement for the program’s success? The idea that leadership can be taught is an innovative and powerful reality. However, with this power comes responsibility. If power (or leadership) is used in the wrong way, it can be terribly destructive. In the philosophy of the graduate program, I have implied that the goals of a leadership studies education are to encourage a leader’s continued service to others through an exercise of moral imagination and judgement. The themes of ethics and service to others are integrated into the design and content of all the graduate courses of the curriculum. The graduate program is not intended to be a training center that churns out a new group of leaders each year. Rather, the philosophy of the program seeks to instill in each student a desire to “accept the
responsibility of leadership and to do so in harmony with the value of service to others” (Quoted from the Jepson School overview).

**CORE COURSE: LEADING GROUPS**

The purpose of this core course is to “help students develop a conceptual framework and practical understanding of how groups function and to further develop their leadership skills in the context of groups” (Klenke syllabus). Due to the nature of my senior project, I did not have the opportunity to observe or participate in groups to study leadership. However, I do believe that the leadership concepts in Leading Groups are very important. Thus, I used my knowledge of leadership and group dynamics that I learned in this course to create a course in the graduate curriculum called Leadership and Group Dynamics. I intend the course to be virtually exact to the concepts discussed in Dr. Karin Klenke’s class. Assuming a psychological perspective to group dynamics, topics to be discussed in this graduate class would include the following: group performance, group decision making, group effectiveness, intra-group dynamics, intergroup behavior. In addition, the class would encourage students to apply observational methods of observing groups to the study of leadership in groups.

**APPLICATION OF THE COMPETENCY COURSES TO SENIOR PROJECT**

**COMPETENCY COURSE: DECISION MAKING FOR LEADERS**

From this course, I gained practical knowledge of decision making through a
consideration of the complexities of the entire decision-making process. I learned that effective decision making requires generating a variety of alternatives from which a particular course of action is selected. Throughout my entire senior project, I was engaged in some stage of the decision-making process. In essence, my entire project was an application of the decision-making process to a real-life experience.

I will apply each step of the decision-making process to various stages of completion of my senior project.

**Identifying a problem:** As I learned in Decision Making, one must identify a clear and defined problem or objective. If this is not done, the decision-making process loses purpose and direction. Thus, I attempted to clearly define my research topic in my original proposal to Dr. Hickman. In the paper, I identified three exact questions that I hoped to answer through my research. I wanted to ensure that these research questions would require specific work to be done that would yield measurable results. The importance of a well-defined objective or goal that directs decision-making was stressed in the Decision Making course.

**Gathering Information:** As I stated earlier in my discussion of the Critical Thinking and Methods of Inquiry course, I used two methods to collect research information. However, how I handled the information that I collected was influenced by what I learned in Decision Making. My search for information was primarily motivated by my need for expert opinions on the topic from which I might develop a set of alternatives for each of my research questions. In the early stages of my information
search, I rarely rejected information as useless. Instead, I stored a great deal of information for possible future use. In fact, once I had what I thought to be a sufficient amount of information from which to make a choice, I still continued to search for better information by following-up with my initial interviewees. However, this search did not last too long as the cost for this additional information in terms of resources (i.e. time) was more than the potential benefits.

**Generating and Evaluating Alternatives:** From the information that I had gathered, I tried to generate as many alternatives as possible to answer each of my three research questions. For my first question about whether a graduate program in Leadership Studies is feasible, I developed only two direct answers that I could choose from: yes or no. However, there were several variants to each yes or no response. If I chose yes, then would I advocate the development of a program right now or wait until the field of Leadership Studies is held less suspect by scholars. If no, then is this a answer of finality or is there ever a potential for a program to exist. I learned that these questions also generated related questions that experts in the Leadership studies field raised; what would the graduate-degree seeker bring to the program? (Dr. Ristau, St. Thomas College) or is there a need for graduate programs in Leadership Studies? (Col. George Forsythe, U.S. Military Academy). Based on my compiled research, I concluded that a graduate program is feasible and should be developed right now for those students with several years of work experience.

The second question about the feasibility of a graduate program at the Jepson School basically generated simple yes or no alternatives. However, the third
question regarding what the curriculum of a graduate program in leadership studies would look like generated an infinite number of alternatives. To sift through all of these alternatives, I simply used my own judgement and personal analysis. In the course about Decision Making, we learned about the judgmental mode where the decision maker arrives at a choice based on experience, values, perception, and intuition (Harrison, p. 50). This seemed to be the most efficient way to compare and evaluate different curriculum alternatives. It was in this judgemental mode by which I developed and refined the curriculum.

Making Choices: For each of the questions, I again used a judgmental decision-making strategy that I learned in the Decision Making course. I tried to make the most informed decision possible for each question based on the information I had gathered. When it came to the creation of the curriculum, I dealt with many of the characteristics of choice that we discussed in the Decision Making course. These include complexity, significance and time constraints. My senior project was complex in terms of the sheer volume of information that was collected and the necessary analysis that had to be done. It was significant in terms of its contribution to the field of Leadership Studies as discussed earlier in this paper. Lastly, my senior project was affected by time constraints in that an undertaking of this sort demands more time from more individuals. By being aware of how these factors affecting my decisions, I was better prepared as a decision maker.

COMPETENCY COURSE: LEADERSHIP AND MOTIVATION

The Leadership and Motivation course helped me understand what
motivates me and allowed me to practice motivating others through role-plays and applied class projects. I learned that motivation has a close conceptual relationship with influence, purpose, goals and direction; all of which are closely related to the concept of leadership.

From the course, I became aware of those factors that motivate me. Most importantly, I am motivated by a desire for change that puts my sense of optimism into action. In this way, I believe my motivation is a result of a positive attitude and desire for change. Hence, my desire to conceptualize a complete graduate curriculum in Leadership Studies was sparked. I am not aware of any other comprehensive framework at the graduate level for Leadership Studies. For me, it is truly motivating to know that my senior project might be very valuable to those in the field of Leadership Studies who eventually begin to plan a graduate program at the Jepson School or some other university.

Such motivation is often explained by expectancy theory. Expectancy theory explains that one’s beliefs that his/her actions will lead to certain outcomes are called expectancies. The valence is a means of measuring the amount of positive or negative value associated with a particular outcome. When applying this theory to my work on the graduate curriculum, I have a high expectancy that a quality senior project will both make a significant contribution to the field of Leadership Studies as well as ensure successful academic achievement in the Senior Seminar class. The value I place on each of these outcomes is very high; thus, the overall effort I exerted in this project is quite high.

In a very practical sense, I applied a theory of motivation to those I requested
information from by offering to provide a copy of the graduate curriculum to those who were interested. It was a simple application of the reward system of motivation. However, on a more subtle level, I tried to apply a second theory of motivation to those I wrote to for expert opinions. I tried to create a sense of shared purpose (i.e. strengthening the field of Leadership Studies) between the expert and myself. I hoped he/she would choose to respond because their perception was that what I was attempting to do is important in the field of Leadership Studies.

Since the nature of my senior project did not allow me to work closely with other people through its duration, I had virtually no opportunity to personally motivate others (i.e. moving people’s hearts and minds). However, I do see much opportunity for the exercise of motivation now that the graduate program has been drafted. My senior project could begin to motivate those in the Jepson School to begin thinking more carefully about the feasibility of a graduate program. Furthermore, one might begin to approach experts in the field beyond the University of Richmond about the feasibility of such a program at their school. An already conceptualized graduate program might motivate other schools to consider experimenting with the ideas of such a program.

**COMPETENCY COURSE: LEADER AS A CHANGE AGENT**

The Leader as a Change Agent course is one that I did not take as part of the curriculum requirement. Briefly, I would like to emphasize that my senior project certainly seemed to important testing grounds of my ability to be a change agent within the educational field of Leadership Studies. Issues that I encountered included resistance to change by scholars who believed a graduate program is not
feasible or needed right now and the idea of developing a felt need for change among those in the field of Leadership Studies. Furthermore, the proposed philosophy and curriculum that I created is a reflection of the change vision I have for the field of Leadership Studies. I feel a graduate program in Leadership Studies would greatly enhance the discipline particularly in terms of academic integrity/legitimacy. Lastly, I considered appropriate responses to the resistance I experienced about a graduate program. While working on my project, I had to respond carefully to various scholars' reactions and perceptions about a possible graduate program. I did not want to hastily reach a conclusion about the feasibility of graduate program based on the persuasive arguments by a few notable experts.

**APPLICATION OF THE CONTEXT COURSES TO SENIOR PROJECT**

Before considering each context course that I have taken in the Jepson School, I would like to emphasize that I recognized the different leadership roles that arise across different leadership contexts. Accordingly, I have attempted to create a curriculum that embraces students from all leadership contexts. For example, there are selected courses that focus on one leadership context. Also, there are many opportunities to do assignments within courses that allow students to apply knowledge about leadership to the practice of leadership in any chosen number of leadership contexts.
ORGANIZATIONS

From this course, I gained a general understanding of the non-profit sector and the contextual variables that impact leadership in community and voluntary organizations. Moreover, I was exposed to the differing leadership roles within non-profit organizations by structure, size, membership, and mission. My senior project, however, related to contexts of leadership other than the non-profit sector in terms of the processes I went through to complete it. Within the graduate curriculum, I included the course Leadership and Community and Voluntary Associations. I intend this course to meet the goals of the undergraduate course currently taught by Dr. Richard Couto in the Jepson School.

CONTEXT COURSE: LEADERSHIP IN FORMAL ORGANIZATIONS

In this contextual course on leadership, I learned how the organizational context impacts leadership, how effective leadership impacts the organization, about the dynamic relationship between leader and follower and how to distinguish between leadership and management. While working on my senior project, I relied on several leadership concepts that I learned in the Formal Organizations course. First, I considered the dynamics of an educational institution and how that might affect the graduate program in Leadership Studies. Considering its institutional organization, I saw many inherent advantages for the program. For example, the interdisciplinary approach that is inherent in the program’s philosophy may be captured through a wide offering of courses beyond expertise of the Leadership Studies graduate school faculty.

Assuming the graduate school of Leadership Studies would be housed within
the larger confines of a university, I thought about several issues I first encountered in the Formal Organizations course. One of these issues was the organizational nature of the graduate school itself. It would be a group of people of varying backgrounds and experiences united to be educated around common themes and purposes about leadership. However, each student also must pursue another discipline in addition to Leadership Studies. Thus, the philosophy I created for the program needed to capture the elements of leadership that people of varying backgrounds and interests brought to the graduate program. Therefore, I incorporated the themes of moral imagination and judgement, critical thinking and problem solving, communication, multi-cultural perspectives and service to others as common elements of the leadership studies curriculum for all students.

I thought about the type of culture the graduate program would have with primarily part-time students participating. There would be less opportunities for shred learning experiences outside the classroom with no residential learning community. However, I believe the experiences that each student brings into the classroom is even more important. These experiences may be broadened as students continue to work while being enrolled in a part-time graduate program.

The interdisciplinary approach to teaching about leadership that I adopted as part of the philosophy of the graduate program is significant to the structure of the curriculum itself. I learned in Formal Organizations about subsystems that work within a larger framework of an organization. I envisioned the structure of the curriculum to be similar to this idea of subsystems working together within the larger framework of a Master’s program. For example, courses would have different
learning objectives as one might discuss group dynamics (psychology-based) and the other course concern itself with critical thinking and methods of inquiry (rooted in the natural sciences). However, each course would incorporate similar themes of values, service to others, communication, etc. as articulated in the philosophy of the Jepson School. In this way, the curriculum would be both fully integrated and interdisciplinary for all students despite their choice of a second discipline of study.

**APPLYING THE GOALS OF THE JEPSON SCHOOL CURRICULUM TO SENIOR PROJECT**

By working on my senior project, I believe I fulfilled many of the curricular goals set forth by the Jepson School. Already my discussion about how the various classes I took in the Jepson School applied to my work on my senior project considered many of the curricular goals of the Jepson School by virtue of the specific course goals. However, risking being somewhat repetitious, I explicitly will consider how each of the curricular goals were exemplified in my senior project:

(1) *Serve effectively in formal and informal leadership roles in a range of settings.*

The senior project allowed me to assume an informal leadership role within the educational field of Leadership Studies. I acted as an informal leader in the field by proposing a graduate program that has yet to be fully considered by most Leadership Studies scholars. My leadership role was not bounded by organizational rules nor did I have any position power. However, I encouraged discussion about an idea that has yet to be fully conceived. Perhaps the most significant contribution I have made to the field of Leadership Studies beyond the actual curriculum and philosophy is
the motivation for scholars (specifically, those outside of the University of Richmond) to begin thinking about a graduate program as a possibility rather than impossibility.

(2) Help others exercise leadership and hold other leaders accountable. With the creation of a graduate program, those who seek to develop their leadership abilities may do so through the graduate program. Leadership is a life-long process of learning that may be significantly enhance by those who attend a graduate program in Leadership Studies.

(3) Develop cooperation and teamwork while inspiring commitment and trust. Due to the nature of my senior project, I had to develop a strong network of communication between Leadership Studies experts and myself. Otherwise, I might not be able to collect the information I needed to effectively answer my research questions. Those that chose to offer their insights about a graduate program captured the spirit of cooperation prevalent in the newly emerging Leadership Studies field. I sought to develop this cooperation through a carefully written letter communicating my project and the information I needed.

(4) Combine knowledge with judgement and imagination to creatively solve problems. Perhaps my senior project allowed me to best exemplify this goal as I developed the philosophy and curriculum of the graduate program. I had knowledge of the field of Leadership Studies but certainly exercised my own judgement and imagination when creating the program’s philosophy and curriculum. I attempted to create a program that was academically sound but different than any other graduate program we currently have in the United States.
Like the Jepson School’s program, I imagined a learning environment that many view as an impossibility.

(5) Apply the modes of inquiry and knowledge bases of many disciplines to the study and practice of leadership. I used various research methods to gather information for my senior project. For example, I applied the historical and interpretive methods of research to study the feasibility of a graduate program. I have applied my knowledge of many disciplines to the creation of the curriculum and philosophy of the graduate program. I think it is absolutely essential that the study of leadership be an interdisciplinary approach.

(6) Think critically about leadership knowledge and practice. My senior project has allowed me to think critically about leadership knowledge. I realize that there are many different ways to teach about leadership. What I have done is create a leadership studies program that allows for a careful integration of leadership knowledge and practice. Since a graduate program has yet to be conceptualized, the senior project allowed me the opportunity to develop a program from my own survey of leadership studies experts. I was, in effect, analyzing and reflecting on the ideas about leadership knowledge and practice offered to me by field experts.

(7) Exercise moral judgement, imagination, and courage in the practice of leadership. Through the creation of the graduate program’s philosophy and curriculum, I believe I exercised a considerable amount of moral imagination and judgement. I pondered the questions about what kind of person do I hope might graduate from this program or even is the idea of teaching leadership pretentious. I
resolved to myself that the idea of teaching about leadership is an innovative and powerful reality. However, with this power comes an ethical responsibility to teach about a type of leadership that is rooted in values and service to others.

(8) Imagine worthwhile visions of the future and inspire others to join in bringing about change when desirable and necessary. My senior project hinges on my vision of an expanded field of Leadership Studies that includes graduate programs in Leadership Studies. I have tried to inspire experts in the field to reflect on the possibility of such programs as I contacted them to solicit their help in my project. Once scholars and practitioners ready themselves for a graduate program, the Leadership Studies field will never ever be the same. Furthermore, the success of a graduate program in Leadership Studies might have a significant effect on how other educational areas (e.g. business) are being taught. In fact, entire universities might begin to re-organize themselves as truly interdisciplinary centers for learning.

(9) Combine their development as leaders by self-directed learning. My senior project has certainly allowed me to guide myself in an exploration about leadership studies and what it truly means to teach for and about leadership. I have thought about the ways I have developed and may continue develop as a person and "leader" as a result of my attempts to conceive a Leadership Studies program philosophy. Furthermore, I have reflected on how graduate curriculum themes such as service to others, values, and multiculturalism directly bear on my own education within the Jepson School.

CONCLUSION

My investigation into the feasibility of a graduate program in Leadership
Studies and subsequent development of a philosophy and curriculum provided me with a valuable opportunity to learn about leadership. Furthermore, my senior project encouraged me to apply what I have learned as a Leadership Studies major to the work I did throughout the duration of my project. In essence, this paper reflects my attempt to integrate the theory and practice of leadership.

Finally, on a more personal level, I thoroughly enjoyed the opportunity to explore the idea of a graduate program in Leadership Studies. I believe the decision-making processes I undertook to develop the philosophy and curriculum of such a program enlightened me about my general perceptions about leadership and leadership abilities. Perhaps most importantly, my work on the philosophy of the graduate program reassured me that leadership is not an end. The process of leadership development is a life-long process in which we learn about ourselves over the course of time and through the experience of events. Lastly, the reflection process on my senior project brought me to the realization of how intertwined my various Leadership Studies classes really are. Virtually all of my courses have emphasized common themes such as values and imagination, communication, critical thinking, and social and individual differences. These are common themes that I will apply to whatever I engage in during my life whether I be in a formal or informal leadership role.
APPENDIX
LETTERS SENT TO LEADERSHIP STUDIES EXPERTS

Copies of Letters and Questionnaires sent on February 21, 1994

• Steven Blume, Marietta College
• Dino Di Donato, McDonough Center for Leadership and Business
• George Forsythe, U.S. Military Academy
• Ronald Heifetz, Harvard University
• James Hunt, Texas Tech University
• Bruce Payne, Duke University
• Bonnie Pribush, Franklin College
• Karen Ristau, St. Thomas College
• Joseph Rost, University of San Diego
• Cheryl Rude, Southwestern College
• James Wiek, University of Puget Sound

Copies of Letters and Questionnaires sent on March 31, 1994

• Weston Agor, University of Texas at El Paso
• Neal Appleby, Syracuse University
• Bernard Bass, Binghampton University
• Mary Beaven, Farleigh Dickinson University
• Cathy Birmingham, UNCW
• Jack Christ, Ripon College
• Thomas Cronin, The Colorado College
• Paul Fendt, East Tennessee State University
• Novella Fortner, University of South Carolina
• Neil Giuliano, Arizona State University
• Adam Goodman, University of Colorado at Boulder
• Marsha Paur Hall, Rensselaer Polytechnic Institute
• Clifford Harrison, Concordia College
• Sharon McDade, Harvard University
• Lisa Mets, Northwestern University
• Greg Ogilvie, Colorado State University
• Debara Ritter, University of South Carolina
• William Rosenbach, Gettysburg College
• Robert Shively, Wake Forest University
• H. Griffin Walling, State University of New York
At your earliest convenience, please complete this questionnaire and return to Bill Sakkab, RC Box 741, 28 Westhampton Way, Richmond, Virginia, 23173. Or, if you prefer, you may fax the completed questionnaire to me at (804) 288-4436. Ideally, I would appreciate your response by March 21, 1994. Thank you very much for your help!

- Is a degree-awarding graduate program in Leadership Studies feasible? Why or why not?

- What do you believe are the most important elements of a graduate program in Leadership Studies?

- Do you believe a graduate program in Leadership Studies should be organized primarily for full-time residential students or for part-time students? Why?

- What skills would be most important to emphasize in the graduate program?

- To what extent do you feel it necessary to “individualize” a graduate program in leadership studies to each student? How can this be accomplished?

- Are there certain “core courses” which you feel all graduate programs in Leadership Studies should include in a curriculum? If yes, please explain in detail.

Please feel free to share any additional comments about your vision of a graduate program in Leadership Studies. Again, thank you very much.
Dr. Steven D. Blume  
Professor of English and Leadership  
Marietta College  
Marietta, OH 45750

Dear Dr. Blume:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. Your name was referred to me from Dr. Stephanie Micas, Associate Dean of the Jepson School of Leadership Studies. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e. degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing all graduate (and undergraduate, if available) leadership studies classes being taught at Marietta College. If these classes are part of a program other than leadership studies, please send me information about this related program. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what Marietta College is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Mr. Di Donato
Director of Leadership Studies
McDonough Center for Leadership and Business
215 5th Street
Marietta College
Marietta, OH 45750-3031

Dear Mr. Di Donato:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. Your name was referred to me from Dr. Stephanie Micas, Associate Dean of the Jepson School of Leadership Studies. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e. degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing all graduate (and undergraduate, if available) leadership studies classes being taught at Marietta College. If these classes are part of a program other than leadership studies, please send me information about this related program. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what Marietta College is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Col. George B. Forsythe, Ph.D.
Professor of Psychology and Leadership
Department of Behavioral Sciences and Leadership
U.S. Military Academy
West Point, NY 10996-1784

February 21, 1994

Dear Col. Forsythe:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. Your name was referred to me from Dr. Stephanie Micas, Associate Dean of the Jepson School of Leadership Studies. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e., degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing all graduate (and undergraduate, if available) leadership studies classes being taught at the U.S. Military Academy. If these classes are part of a program other than leadership studies, please send me information about this related program. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what the U.S. Military Academy is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dr. Ronald A. Heifetz  
79 JFK Street  
John F. Kennedy School of Government  
Harvard University  
Cambridge, MA 02138

February 21, 1994

Dear Dr. Heifetz:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. Your name was referred to me from Dr. Stephanie Micas, Associate Dean of the Jepson School of Leadership Studies. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e. degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing all graduate (and undergraduate, if available) leadership studies classes being taught at Harvard University. If these classes are part of a program other than leadership studies, please send me information about this related program. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what Harvard University is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dear Dr. Hunt:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. Your name was referred to me from Dr. Stephanie Micas, Associate Dean of the Jepson School of Leadership Studies. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e. degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing all graduate (and undergraduate, if available) leadership studies classes being taught at Texas Tech University. If these classes are part of a program other than leadership studies, please send me information about this related program. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what Texas Tech University is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Mr. Bruce Payne  
118 Old Chemistry Bldg.  
Duke University  
Durham, NC 27706

Dear Mr. Payne:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. Your name was referred to me from Dr. Stephanie Micas, Associate Dean of the Jepson School of Leadership Studies. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e., degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing all graduate (and undergraduate, if available) leadership studies classes being taught at Duke University. If these classes are part of a program other than leadership studies, please send me information about this related program. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what Duke University is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Ms. Bonnie Pribush  
Director  
Leadership Studies Program  
Franklin College of Indiana  
Franklin, IN 46131  

February 21, 1994

Dear Ms. Pribush:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. Your name was referred to me from Dr. Stephanie Micas, Associate Dean of the Jepson School of Leadership Studies. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e. degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing all graduate (and undergraduate, if available) leadership studies classes being taught at Franklin College. If these classes are part of a program other than leadership studies, please send me information about this related program. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what Franklin College is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Ms. Karen M. Ristau  
University of St. Thomas  
Graduate School of Education,  
Professional Psychology, and Social Work  
CHC131  
2115 Summit Avenue  
St. Paul, MN 55105-1096

February 21, 1994

Ms. Ristau:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. Your name was referred to me from Dr. Stephanie Micas, Associate Dean of the Jepson School of Leadership Studies. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e. degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing all graduate (and undergraduate, if available) leadership studies classes being taught at the University of St. Thomas. If these classes are part of a program other than leadership studies, please send me information about this related program. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what the University of St. Thomas is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dr. Joseph C. Rost
School of Education
University of San Diego
5998 Alcala Park
San Diego, CA 92110-2492

February 21, 1994

Dear Dr. Rost:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. Your name was referred to me from Dr. Stephanie Micas, Associate Dean of the Jepson School of Leadership Studies. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e., degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing all graduate (and undergraduate, if available) leadership studies classes being taught at the University of San Diego. If these classes are part of a program other than leadership studies, please send me information about this related program. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what the University of San Diego is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Ms. Cheryl L. Rude  
Director of Leadership Development  
Southwestern College  
321 College Street  
Winfield, KS 67156

February 21, 1994

Dear Ms. Rude:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. Your name was referred to me from Dr. Stephanie Micas, Associate Dean of the Jepson School of Leadership Studies. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e. degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing all graduate (and undergraduate, if available) leadership studies classes being taught at Southwestern College. If these classes are part of a program other than leadership studies, please send me information about this related program. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what Southwestern College is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dear Dr. Wiek:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. Your name was referred to me from Dr. Stephanie Micas, Associate Dean of the Jepson School of Leadership Studies. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e. degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing all graduate (and undergraduate, if available) leadership studies classes being taught at the University of Puget Sound. If these classes are part of a program other than leadership studies, please send me information about this related program. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what the University of Puget Sound is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
LEADERSHIP EDUCATION CONFERENCE '93

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Vice President for Planning  
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Dr. James L. Wiek  
Director  
Business Leadership Program  
University of Puget Sound  
1500 North Warner Street  
Tacoma, WA 98416  
(206)756-3154

Dr. J. Thomas Wren  
Associate Professor of Leadership Studies  
Jepson School of Leadership Studies  
University of Richmond, VA 23173  
(804)287-6098
March 31, 1994

Dr. Weston H. Agor
Professor, Masters in Public Administration Program
University of Texas at El Paso
El Paso, TX 79968

Dear Dr. Agor:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman’s work, Leadership Education 1990: A Source Book, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e. degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at the University of Texas at El Paso. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what the University of Texas at El Paso is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dr. Neal R. Appleby  
Director, Leadership Institute  
Syracuse University  
Schine Student Center  
Syracuse, NY 13244-2070

March 31, 1994

Dear Dr. Appleby:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman's work, *Leadership Education 1990: A Source Book*, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at Syracuse University. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what Syracuse University is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dear Dr. Bass:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman’s work, *Leadership Education 1990: A Source Book*, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e., degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at the State University of New York at Binghamton. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what the State University of New York at Binghamton is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dr. Mary H. Beaven  
College of Business Administration  
Farleigh Dickinson University  
1000 River Road  
Teaneck, NJ 07666  

March 31, 1994

Dear Dr. Beaven:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman's work, *Leadership Education 1990: A Source Book*, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at Farleigh Dickinson University. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what Farleigh Dickinson University is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dr. Cathy Birmingham  
Asst. Director of Leadership Programs  
University of North Carolina-Wilmington  
University Union 212  
Wilmington, NC 28403-3297  

March 31, 1994

Dear Dr. Birmingham:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman's work, Leadership Education 1990: A Source Book, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at the University of North Carolina-Wilmington. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what the University of North Carolina-Wilmington is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dear Dr. Christ:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman's work, *Leadership Education 1990: A Source Book*, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e. degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at Ripon College. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what Ripon College is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dr. Thomas E. Cronin  
McHugh Professor of American Institutions  
and Leadership  
The Colorado College  
Colorado Springs, CO 80903

March 31, 1994

Dear Dr. Cronin:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman's work, *Leadership Education 1990: A Source Book*, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at The Colorado College. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what The Colorado College is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dr. Paul F. Fendt  
Dean, School of Continuing Studies  
East Tennessee State University  
Box 2227OA  
Johnson City, TN 37614

March 31, 1994

Dear Dr. Fendt:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman’s work, *Leadership Education 1990: A Source Book*, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at East Tennessee State University. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what East Tennessee State University is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dear Dr. Fortner:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman’s work, *Leadership Education 1990: A Source Book*, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at University of South Carolina. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what University of South Carolina is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dear Dr. Giuliano:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman's work, *Leadership Education 1990: A Source Book*, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e. degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at Arizona State University. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what Arizona State University is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dr. Adam J. Goodman  
Executive Director, Student Leadership Institute  
University of Colorado at Boulder  
Campus Box 147  
Boulder, CO 80309

March 31, 1994

Dear Dr. Goodman:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman's work, *Leadership Education 1990: A Source Book*, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at the University of Colorado at Boulder. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what the University of Colorado at Boulder is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dr. Marsha Paur Hall  
Director, Professional Leadership Program  
School of Management  
Rensselaer Polytechnic Institute  
Troy, NY 12180  
March 31, 1994

Dear Dr. Hall:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman's work, *Leadership Education 1990: A Source Book*, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at Rensselaer Polytechnic Institute. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what Rensselaer Polytechnic Institute is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dr. Clifford Harrison
Chairman, Business and Economics Department
Concordia College
901 S. 8th Street
Moorhead, MN 56560

March 31, 1994

Dear Dr. Harrison:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman's work, Leadership Education 1990: A Source Book, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at Concordia College. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what Concordia College is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dr. Sharon A. McDade  
Program Director, Institute for Educational Management  
Harvard University  
Cambridge, MA 02138

March 31, 1994

Dear Dr. McDade:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman's work, *Leadership Education 1990: A Source Book*, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at Harvard University. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what Harvard University is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dr. Lisa A. Mets
Asst. to the Vice President, Administration and Planning
Northwestern University
633 Clark Street
Crown 2-112
Evanston, IL 60208-1103

March 31, 1994

Dear Dr. Mets:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman's work, *Leadership Education 1990: A Source Book*, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at Northwestern University. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what Northwestern University is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dr. Greg Ogilvie  
Comparative Oncology Unit  
Colorado State University  
200 W. Drake  
Fort Collins, CO 80523  

March 31, 1994

Dear Dr. Ogilvie:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman's work, *Leadership Education 1990: A Source Book*, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at Colorado State University. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what Colorado State University is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dr. Debora A. Ritter
Asst. Director, Resident Student Development
University of South Carolina
1215 Blossom Street
Columbia, SC 29208

March 31, 1994

Dear Dr. Ritter:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman's work, *Leadership Education 1990: A Source Book*, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at the University of South Carolina. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what the University of South Carolina is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dr. Debora A. Ritter  
Asst. Director, Resident Student Development  
University of South Carolina  
1215 Blossom Street  
Columbia, SC 29208

March 31, 1994

RC Box 741  
28 Westhampton Way  
Richmond, VA 23173

Dear Dr. Ritter:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman’s work, *Leadership Education 1990: A Source Book*, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e. degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at the University of South Carolina. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what the University of South Carolina is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dr. William E. Rosenbach  
Professor & Chairman, Department of Management  
Gettysburg College  
Box 395  
Gettysburg, PA 17325  

March 31, 1994  

Dear Dr. Rosenbach:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman's work, *Leadership Education 1990: A Source Book*, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at Gettysburg College. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what Gettysburg College is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
RC Box 741  
28 Westhampton Way  
Richmond, VA 23173  
March 31, 1994

Dr. Robert W. Shively  
Professor, Babcock Graduate School of Management  
Wake Forest University  
Reynolda Station, P.O. Box 7368  
Winston-Salem, NC 27109

Dear Dr. Shively:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman's work, *Leadership Education 1990: A Source Book*, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at Wake Forest University. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what Wake Forest University teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
Dr. H. Griffin Walling
Director, Center for Lifelong Learning
State University of New York
Hawkins Hall 106
Plattsburgh, NY 12901

Dear Dr. Walling:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman's work, Leadership Education 1990: A Source Book, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e., degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at the State University of New York. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what the State University of New York teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab
CORRESPONDENCE WITH LEADERSHIP STUDIES EXPERTS

RESPONSES TO MAILING ON FEBRUARY 21, 1994

- George Forsythe, U.S. Military Academy
- James Hunt, Texas Tech University
- Bonnie Pribush, Franklin College
- Karen Ristau, St. Thomas College
- Cheryl Rude, Southwestern College
- James Wiek, University of Puget Sound

RESPONSES TO MAILING ON MARCH 31, 1994

- Weston Agor, University of Texas
- B.J. Avolio, Binghamton University
- Catherine Birmingham, University of North Carolina-Wilmington
- Gil Fairholm, Virginia Commonwealth University
- Lisa Mets, formerly of Northwestern University
- William Rosenbach, Gettysburg College
- Robert Shively, Wake Forest University
March 2, 1994

Department of Behavioral
Sciences and Leadership

Mr. Bill Sakkab
RC Box 741
28 Westhampton Way
Richmond, Virginia 23173

Dear Mr. Sakkab:

I am writing in response to your inquiry for information about graduate programs in leadership studies. I have enclosed a description of our graduate program in leader development for your information. In the following paragraphs I will attempt to answer your specific questions about graduate programs in leadership studies. If you have further questions, you may call me at (914) 938-2515.

1. Is a degree-awarding graduate program in leadership studies feasible? Quite frankly, I'm not sure feasibility is the first issue you should address. Rather, I believe any attempts at program design should begin with a needs assessment. The question is this: is there a need for graduate programs in leadership studies? Where might one look to identify needs? For starters, look at needs for leaders in public and private organizations, where billions of dollars are invested annually in executive development. Perhaps a graduate program in leadership studies (say at the masters level) might help organizations meet these needs, particularly considering the growing dissatisfaction with MBA programs. Another place to look might be in the leadership studies community, itself. If leadership studies is to become a mature field of inquiry, then perhaps there is a need for more doctoral programs that prepare scholars in the field. In either case, I suggest a thorough assessment of needs and current practices before proceeding with a feasibility analysis.

2. What do you believe are the most important elements of a graduate program in leadership studies? Not surprisingly, the answer to this question is based on the answer to the preceding one--it depends on what needs are to be met by the program. Let me illustrate with the first need. What might a masters-level program for organizational leaders look like? Listed below are some random thoughts, which will also address several of the other questions you pose:
a. Study and practice should be linked. If we have learned anything from the literature on leader development it is this--most of what leaders know about leadership they learn from experience. Formal education equips them with knowledge, skills, and perspectives to face their experience, but their understanding of leadership comes from facing and meeting the challenges of leading on a daily basis. Therefore, I would integrate study and reflection with practical experience in the students' work settings. The implication is that students would work and go to school at the same time (part-time students).

b. I believe that the program should expose the students to multiple perspectives for understanding and dealing with leadership issues. That is, a graduate program should do more than skill training--it should broaden one's perspective. One theme running throughout the leader development research literature is the broadening of perspective that comes from facing the limitations of old ways of understanding. Exposure to multiple perspectives facilitates this process, particularly when different perspectives are applied to understand actual problems facing leaders. An implication of this design feature is a multidisciplinary curriculum, not as an end in itself, but as a means for personal development.

c. I would include personal assessment, self-reflection, and developmental feedback throughout the program. The specifics would vary depending on the particular students--age, gender, leadership experience, level of responsibility, etc.

d. Again, it is difficult to identify skills to emphasize without first identifying needs. It also depends on a comprehensive assessment of the target population (e.g., age, level of experience, organizational level). Nevertheless, I'll take a shot at listing some skills. My list would include (in no particular order): moral reasoning, conflict resolution, negotiating and bargaining, learning how-to-learn, developing others as leaders, self-management, networking, leading change (which probably includes envisioning as a subcomponent), organizational communications (broadly defined), team development, organizational learning and renewal, and creating an ethical climate.

e. To what extent is it necessary to individualize a graduate program? As much as possible, I believe any program should be tailored to students' individual needs. This may be done in several ways--flexibility in selecting courses and experiences, faculty mentors for guided reflection, and tailoring course assignments to individual interests and developmental needs. However, the larger question involves an identification of target populations, which is related to the needs assessment.
f. Core courses? Again, it depends on the needs and program goals. I am reluctant to be specific at this point; however, in principle, if the degree is to have any meaning, there is probably some central core that all students would experience, although it will probably vary as a function of program goals. That is, the core for a doctoral program in leadership studies designed to educate scholars in the field will probably be different than a core for an applied masters program.

I hope my comments will be helpful as you prepare your senior project. If you have any further questions, don't hesitate to call me. Best wishes for continued success in your program.

Sincerely,

George B. Forsythe, Ph.D.
Colonel, U.S. Army
Professor of Psychology
and Leadership
"WANTED: bureaucracy basher, willing to challenge convention, assume big risks, and rewrite the accepted rules of industrial order.

"It's a job description that says nothing about your skills in manufacturing, finance, or any other business discipline. And as seismic changes continue to rumble across the corporate landscape, it's the kind of want ad the 21st century corporation might write." Business Week, cover story, "The Horizontal Corporation", December 20, 1993, p. 76.

- LEAD adds skills that help you fit this job description. It rounds out your repertoire of competencies as a "working leader". Working leaders are managers or entrepreneurs who have the leadership, negotiating and entrepreneurial skills to make the horizontal corporation work.

"We call effective middle managers "working leaders." They focus as much on operations - on getting things done effectively - as they do on maintaining the linkages between top management and supervisors. They act as hands-on, working managers. Instead of simply waiting for and evaluating results, they seek to intervene." Leonard R. Sayles, "Doing Things Right: A New Imperative for Middle Managers," Organizational Dynamics, Spring 1993, pp. 10-11.

- However, "are young managers taught to be work leaders? Probably not, unfortunately." Leonard R. Sayles, The Working Leader, 1993, p. 239.

  "The reason for this, as many researchers have found, is that little of what is taught in college or even business schools really prepares would-be managers for the realities of managing... Few college or business school graduates have learned how to motivate subordinates, how to persuade or influence colleagues, or how to overcome resistance to their ideas by 'selling upward' in an organization." Morgan McCall Jr., et al., 1988, The Lessons of Experience: How Successful Executives Develop on the Job, p. 19.

- As a result, LEAD develops working leader skills with hands-on practice. For example, in the Leadership course, you are a mentor to an undergraduate team, and receive extensive feedback on how well you act and develop as a leader. In the Negotiations course, you develop practice in negotiating; in Entrepreneurship you learn to identify, assess, and "sell" a business opportunity. LEAD courses also involve class visits by practitioner members of the VentureTech Network, which is affiliated with the LEAD concentration.
Why was LEAD created?
You would probably find somewhat different emphases in the answers of various people here. However, the main reasons were:

To respond to perceived demands from employers (as filtered by the national accrediting body and by news reports on changes in MBA programs, including reports of studies done by other universities) for more of the sorts of skills promoted by LEAD;

To provide MBA students, particularly those with existing "hard" skills, with an opportunity to differentiate themselves on the job market;

To develop another concentration within the MBA program, because there were few such concentrations, and hence, few ways for students and faculty to find a common point of focus and identity (as opposed to the relatively anonymous generic MBA, which does not have identifiable champions);

Related to the above purpose was a sense that something had to be done to revitalize the MBA program, and that we ought not to wait until the entire (COBA-wide) program was revitalized, but ought instead to take the initiative;

To attract more (good) MBA students and help build the MBA program generally. There was an awareness that the College needs to build up student credit hours again (after years of the opposite), and there was a sense that the level with the most realistic chance of improvement (and financial support from Austin) was the MBA level.

Where did the ideas come from?
The ideas initially came from informal discussions, many of them involving myself, among the LEAD oriented faculty, including Jerry Hunt, the Area Coordinator, Carlton Whitehead, and the Health Organization Management (HOM) Director John Blair and Associate Director Grant Savage. The experience and example of HOM were useful. As noted above, we were aware of general trends in MBA education, so that in a sense ideas came from the general environment of business schools. Ideas also came from discussions in two annual faculty retreats (held early in each Fall semester).

When and how was it introduced and implemented?
Originally, LEAD was called LEIP (Leadership, Entrepreneurship, International, and People) or LEAP\(^2\), with the squared P standing for Productivity (the idea of Barry Macy). The Area struck a committee to explore the idea, comprising Jerry Hunt, Ritch Sorenson, and myself. The main decisions we needed to take at the start were:

- how many courses would be required of concentrators?
- what courses would these be?
  - from the existing courses, what would be included?
  - to what extent would existing courses need revision?
  - to what extent would there be a common pedagogy?
- what new courses would be needed?
- what courses would be dropped in order to make room for new courses? (All actions had to be resource neutral, at least in a formal sense)

We concluded that we needed approval for three new courses, those in Leadership, Entrepreneurship, and Negotiation. Approval was secured through the normal channels within the Area, the College, and University.

There is a separate issue, which is the development of a student organization. This
process began over a year ago, but has recently taken on more momentum.

What people were involved in the program?

As above and in memo below, plus Lois Bernhart, then MBA student advisor. Once Dave Anderson arrived as director of graduate programs, he became involved, and appears to be enthusiastic. This occurred some after LEAD had started. Ritch Sorenson is student organization (VentureTech) advisor. I am supposed to be head of the VentureTech Network, and have done work on this, but am rather overloaded working to make tenure (for which purpose these activities will not count for a great deal). The initial business community involvement has come from Sally Hale, President of Pedro's Tamales and Gary Holmes, President of Caprock Data Systems, plus Jim Miller of Miller Manufacturing and others. In terms of the students involved, early concentrators George Dodge (Army Captain) and Michelle Boone of IBM were important champions; the latter especially, as she is still in Lubbock and was the first student organization president. George was the first graduate.

Was there any opposition to the creation of LEAD?

Very little. There is a related question, however, which is the degree of cooperation or enthusiasm in the ongoing process. It takes a considerable amount of ongoing coordination and accommodation to make LEAD/VentureTech work. There is something less than enthusiastic support at some College levels.

What were the lessons learned from this experience?

First, I'll refer to general lessons, rather than lessons for us at the moment. I think that the Area's experience with prior, failed attempts at concentrations helped, because we had learned that we needed to do more than put together a package of courses. There had to be a sense of mission, some overall commonality, and ultimately a sense of student belonging.

The fact that we had one successful concentration, HOM, was important in giving us a sense of what could be done, and an opportunity to learn from their history (e.g., greater hesitancy about launching into field studies/internships etc. than we would otherwise have felt.

The Area is genuinely concerned about its curriculum, and not only at the Ph.D./scholarly level. This is a BUSINESS school faculty. The Area is also concerned about the BBA curriculum, and has recently started an undergraduate LEAD emphasis, to start next Fall. We are aware of our very tight resource constraints, but feel that we owe it to the undergraduate students to develop better products for them (including an Honors program that has also just been launched).
Why was LEAD created?
You would probably find somewhat different emphases in the answers of various people here. However, the main reasons were:

To respond to perceived demands from employers (as filtered by the national accrediting body and by news reports on changes in MBA programs, including reports of studies done by other universities) for more of the sorts of skills promoted by LEAD;

To provide MBA students, particularly those with existing "hard" skills, with an opportunity to differentiate themselves on the job market;

To develop another concentration within the MBA program, because there were few such concentrations, and hence, few ways for students and faculty to find a common point of focus and identity (as opposed to the relatively anonymous generic MBA, which does not have identifiable champions);

Related to the above purpose was a sense that something had to be done to revitalize the MBA program, and that we ought not to wait until the entire (COBA-wide) program was revitalized, but ought instead to take the initiative;

To attract more (good) MBA students and help build the MBA program generally. There was an awareness that the College needs to build up student credit hours again (after years of the opposite), and there was a sense that the level with the most realistic chance of improvement (and financial support from Austin) was the MBA level.

Where did the ideas come from?
The ideas initially came from informal discussions, many of them involving myself, among the LEAD oriented faculty, including Jerry Hunt, the Area Coordinator, Carlton Whitehead, and the Health Organization Management (HOM) Director John Blair and Associate Director Grant Savage. The experience and example of HOM were useful. As noted above, we were aware of general trends in MBA education, so that in a sense ideas came from the general environment of business schools. Ideas also came from discussions in two annual faculty retreats (held early in each Fall semester).

When and how was it introduced and implemented?
Originally, LEAD was called LEIP (Leadership, Entrepreneurship, International, and People) or LEAP², with the squared P standing for Productivity (the idea of Barry Macy). The Area struck a committee to explore the idea, comprising Jerry Hunt, Ritch Sorenson, and myself. The main decisions we needed to take at the start were:

- how many courses would be required of concentrators?
- what courses would these be?
  - from the existing courses, what would be included?
  - to what extent would existing courses need revision?
  - to what extent would there be a common pedagogy?
  - what new courses would be needed?
  - what courses would be dropped in order to make room for new courses? (All actions had to be resource neutral, at least in a formal sense)

We concluded that we needed approval for three new courses, those in Leadership, Entrepreneurship, and Negotiation. Approval was secured through the normal channels within the Area, the College, and University.

There is a separate issue, which is the development of a student organization.
process began over a year ago, but has recently taken on more momentum.

What people were involved in the program?

As above and in memo below, plus Lois Bernhart, then MBA student advisor. Once Dave Anderson arrived as director of graduate programs, he became involved, and appears to be enthusiastic. This occurred some after LEAD had started. Ritch Sorenson is student organization (VentureTech) advisor. I am supposed to be head of the VentureTech Network, and have done work on this, but am rather overloaded working to make tenure (for which purpose these activities will not count for a great deal). The initial business community involvement has come from Sally Hale, President of Pedro's Tamales and Gary Holmes, President of Caprock Data Systems, plus Jim Miller of Miller Manufacturing and others. In terms of the students involved, early concentrators George Dodge (Army Captain) and Michelle Boone of IBM were important champions; the latter especially, as she is still in Lubbock and was the first student organization president. George was the first graduate.

Was there any opposition to the creation of LEAD?

Very little. There is a related question, however, which is the degree of cooperation or enthusiasm in the ongoing process. It takes a considerable amount of ongoing coordination and accommodation to make LEAD/VentureTech work. There is something less than enthusiastic support at some College levels.

What were the lessons learned from this experience?

First, I'll refer to general lessons, rather than lessons for us at the moment. I think that the Area's experience with prior, failed attempts at concentrations helped, because we had learned that we needed to do more than put together a package of courses. There had to be a sense of mission, some overall commonality, and ultimately a sense of student belonging.

The fact that we had one successful concentration, HOM, was important in giving us a sense of what could be done, and an opportunity to learn from their history (e.g., greater hesitancy about launching into field studies/internships etc. than we would otherwise have felt.

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Undergraduate LEAD Emphasis (In the Area of Management)
Upper Division Requirements for the BBA Degree

**Upper Division Core**
24 hours - Grades of C or higher are required

- BLAW 3391 Business Law I
- ECO 3311 Intermediate Macroeconomics
- FIN 3320 Corporate Finance I
- ISQS 3344 Introduction to Production and Operations Management
- MKT 3350 Introduction to Marketing
- MGT 3370 Organization and Management
- MGT 3373 Managerial Communication
- MGT 4380 Administrative Policy

**Major Courses**
21 hours - Grades of C or higher are required

- MGT 3376 Behavioral Science in Business and Industry
- MGT 3379 Advanced Organization and Management
- MGT 4373 Leadership Concepts and Skills
- MGT 4372 Labor Relations
- MGT 4375 International Management
- MGT 4383 Special Topics: Entrepreneurship

**GROUP A** - One course chosen from the following:
Any junior or senior level course in ACCT, BLAW, FIN, ISQS, or MKT
(continued)
LEAD and VentureTech:
Status Report, Long-term Objectives, and Key Thrusts towards Success
Alex Stewart, November 22, 1993

Current Status: Mission and Objectives

What Is LEAD?

- LEAD is an M.B.A. concentration, within the Area of Management. The component courses are, like other M.B.A. courses, open to all graduate students at Texas Tech University. LEAD is an acronym for Leadership, Entrepreneurship And Development. The faculty directors are Drs. James G. (Jerry) Hunt, Ritch Sorenson, and Alex Stewart.

Pedagogic Philosophy

- LEAD is more than a set of courses. Each LEAD course is based on a common teaching approach.

A) The courses' TEACHING APPROACH is Lively, action oriented, and hands-on, with Experiential, active learning. The courses Advance cutting edge managerial knowledge, with Direct practitioner involvement.

B) Courses DEVELOP SKILLS in Leadership and direction-setting, Entrepreneurism, creativity, and opportunity recognition, Analysis and presentation of information, and Dealmaking, negotiation, and teamwork.


Purpose of the Concentration

- The intended educational outcome is enhancement of the general management development of our students. The underlying assumption is that, in the emerging business environment, it is no longer possible to succeed without both soft and hard skills, as responsibilities formerly assumed to be staff concerns are more and more assumed to be line responsibilities.
Target Market

• The primary clientele is individuals moving into, or higher within, middle management. A secondary clientele is individuals seeking to start new ventures. Ideally, these students would have some entry level or "hard" skills, such as industry experience, or technical or functional skills. Because many students who fit this profile work full time, all LEAD courses are offered in the evenings.

Course Offerings

• LEAD is a general management concentration. Courses with a functional or staff orientation are included, but only if they incorporate a general management perspective and a teaching approach similar to that outlined above.

• Concentrators take four courses: Leadership Skills (MGT 5372), Entrepreneurship (MGT 5373), International Business and Multinational Strategy (MGT 5384), and one of Developing Negotiation Skills (MGT 5374) or Organizational Change (MGT 5385). Special arrangements for course credit for field experience have been made from time to time. In these cases, the field experience credit has replaced either MGT 5374 or 5385, but there is no clear policy in this regard.

• Two of these component courses will be offered each Fall and Spring term, and at least two in the Summer terms. Additional sections are offered if warranted by demand and supply. Longer-term, collaboration with other Areas for related courses may be desirable and feasible.

Student Association

• Efforts are underway to establish a LEAD student association, called VentureTech, advised by Dr. Ritch Sorenson, with an associated network of interested people from the business community, called the VentureTech Network, advised by Dr. Alex Stewart. VentureTech officers must be LEAD concentrators, but members need only be interested TTU students (including undergraduates).

Short Term Goals

• Our major short terms goals are:
  o for component courses, the development of well-earned reputations for excellence, and
  o further practitioner involvement in LEAD courses. For example, a goal for the Negotiation course is that one of the course meetings be devoted to an exchange of ideas between Texas Tech faculty and VentureTech Network members about negotiations. Students will participate in small group break out sessions that examine negotiation strategy.
for VentureTech, recognition as a student association (with a constitution, officers, etc.), by Fall 1994, and office space for officers.

- For the VentureTech Network, two breakfast meetings each for Spring and Fall 1994, each with a talk on a topic of general business interest, given by a member of the business community, with a counterpoint from a COBA professor, and small group breakouts among attendees to share ideas on the topic. Attendance should be sufficient to break even on costs and to generate interest in LEAD and the VentureTech Network.

- For undergraduate (BBA) students, it may be feasible to create a LEAD concentration, based initially on MGT 4373 (Leadership Concepts and Skills), MGT 4370 (Management of Small Business Enterprise), MGT 4375 (International Management), and MGT 4372 (Labor Relations (which has a negotiating component)). A decision on this possibility should be made as soon as possible.

Progress To Date

- Management Area Priorities and Resource Allocation:
  - The Management Area now focuses its masters level resources on two concentrations only: Health Organization Management (HOM) and LEAD. Management courses have been rationalized accordingly. Further, compatibility with the LEAD approach is one of the Area’s key criteria for selecting a new faculty member for Fall 1994.

- Courses:
  - Three of the LEAD courses (5372, 5373 and 5374) are new, and were developed for the LEAD concentration. Previously existing courses have been deleted in exchange for the new courses. The new courses have been officially approved and each has been taught at least once. An innovative pedagogical approach of the Leadership course, in which masters students gain realistic experience by acting as mentors to teams of undergraduate students, was initiated in Fall 1992 and further developed in Fall 1993.

- Promotion:
  - A small (8.5 X 11" folded) brochure on LEAD has been prepared, printed and distributed. A more professional and costly version is forthcoming from the Office of Graduate Programs. Glossy MBA posters and brochures now promote HOM and LEAD. Similarly, the Area’s contribution to new student orientation focuses on these two concentrations. Further, the top story in the University Daily of October 25, 1993, was devoted to LEAD.

- VentureTech/VentureTech Network:
  - The first organizing meeting for a LEAD student association was held in the Spring of 1993. Michele Boone was selected as acting President, and
Lynne Tennant as acting Vice President. Six meetings were held in the Fall of 1993. The first two, held with students interested in Entrepreneurship, were small, and were held at the SBDC offices and at COBA. Three meetings were held in conjunction with VentureTech Network brown bag lunches. Sally Hale, President of Pedro's Tamales, was the first lunch speaker; Jim Miller, President of Miller Manufacturing, was the second; Gary Holmes, President of Caprock Data Systems was the third. The sixth meeting was held in conjunction with Dr. Hunt's Leadership Skills class, and attracted a number of interested students who were not registered in the course.

- College of Business Developments:
  - Preparation for a proactive response to the College report on revitalizing the MBA curriculum. For example, the proposals for a required International course, and for a core MBA faculty with one or two members from each Area who teach the core courses, may affect LEAD. The proposals appear to consistent with the LEAD orientation, and may offer some opportunities for cross-Area collaboration.

Medium Term Goals

- Enrollments:
  - Within two years of operation (by Fall 1995), LEAD component courses each reach capacity. Within two years of operation, LEAD has 15 to 20 M.B.A. student concentrators. (Enrollment in component courses is, of course, higher.)

- VentureTech/VentureTech Network:
  - By Fall 1995, VentureTech begins to develop student-initiated activities, and begins the process of creating a sense of esprit-de-corps among LEAD concentrators.
  - LEAD student esprit-de-corps is enhanced by association with the VentureTech Network. Three breakfast meetings per long semester are held by this time, with broader recognition within the area business community. The network begins to develop linkages with individuals whose interests and expertise cover a wide range, such as international business and trade, formal and informal sources of funding, dealing with government, and new technology developments (e.g., from TTU labs). Better linkages with the entrepreneurial and international business communities are particularly valued. Some linkages are made with interested members of the Chief Executive's Roundtable (CER). Expectations are clarified with each Network member about contributions to and rewards from membership. Examples of contributions are any combination (including one only) of attending breakfast sessions, speaking in LEAD classes, judging student performances (business plans, negotiations), speaking at breakfast sessions, and providing
advice and mentoring to LEAD students (within time limits determined by the member).

- Creative Accommodation with College Developments:
  - We hope that the MBA is successfully revitalized College-wide, and that this revitalization serves as an opportunity to develop LEAD further, including perhaps the participation of faculty from other Areas. One example of a cross-COBA action thrust would be better coordination of information about international opportunities for BA students and for local businesses.

Long Term Goals

- LEAD is a vehicle for the Area to serve our MBA students with a cutting edge program that responds to the changing needs of business employers, and that keeps abreast of developments in rival MBA programs. LEAD is therefore inherently dynamic, and difficult to predict in detail. However, some important long term goals are:
  - An executive/entrepreneur in residence
  - Full-time practitioner lecturers
  - Mentorship programs for MBA students, and for LEAD students at least
  - Prizes for best business plan, negotiating team, etc.
  - A team-based MBA course for consulting with area business
  - Funded Centers for International Business and for Entrepreneurship
  - Internships for MBA (at least LEAD) students, between full semesters, and after graduation.
  - Collaboration in LEAD with faculty from other Areas within the College.

Notes
1. Students must have been officially accepted into a graduate program at Texas Tech.

2. Time of day is tentative.

3. If a BBA LEAD concentration is offered, there will likely be significant differences in the ages and levels of business experience of the masters and undergraduate concentrators. We will therefore need to be on the lookout for possible consequences in the management of VentureTech.
Restricted Electives in Non-Business Courses
Nine hours, minimum grade D, comprised of any of the following sets of three courses:

**Applied options:** Any three junior or senior courses all from the same disciplinary set, chosen from Communication Studies (COMS), Mass Communications (JOUR, ADV, TELE, PHOT, and PR), Social Welfare (SW) or or any three courses all from the same disciplinary set, at least one of which must be at least a sophomore course, chosen from Chemical Engineering (CHE), Civil Engineering (CE), Agricultural Engineering (AGEN), Computer Science (CS), Electrical Engineering (EE), Industrial Engineering (IE), Mechanical Engineering (ME), or Petroleum Engineering (PETR), or three courses at least two of which are at least sophomore level in Engineering Technology (EGR, GTEC, CETC, EET, MTEC).

**Humanities and Languages options:** any three junior or senior courses all from the same disciplinary set, chosen from Classics (CLAS), English (ENGL), History (HIST), or Philosophy (PHIL), or any three courses at least one of which is at least a sophomore course chosen from French (FREN), German (GERM), Greek (GRK), Italian (ITAL), Japanese (JAPN), Latin (LAT), Russian (RUSN), or Spanish (SPAN).

**Natural Science and Mathematics options:** any three courses all from the same disciplinary set, at least one of which must be at least a sophomore course, chosen from Biological Science (BIOL, BOT, MBIO, and ZOOL), Chemistry and Biochemistry (CHEM), Geosciences (ATMO, GEOL and GPH), Mathematics (MATH), or Physics (PHYS).

**Social Science options:** Any three junior or senior courses all from the same disciplinary set, selected from Anthropology, Geography, Political Science, Psychology, or Sociology (SOC) courses (i.e., ANTH, GEOG, POLS, PSY, or SOC).
RESEARCH PROJECT ON LEADERSHIP STUDIES PROGRAMS
QUESTIONNAIRE

At your earliest convenience, please complete this questionnaire and return to Bill Sakkab, RC Box 741, 28 Westhampton Way, Richmond, Virginia, 23173. Or, if you prefer, you may fax the completed questionnaire to me at (804) 288-4436. Ideally, I would appreciate your response by March 21, 1994. Thank you very much for your help!

- Is a degree-awarding graduate program in Leadership Studies feasible? Why or why not? (Because business will support it as continuing education. I would discourage undergraduates from enrolling in such a program without ‘real world’ experience.)
- What do you believe are the most important elements of a graduate program in Leadership Studies? (A good mix of theory and application).
- Do you believe a graduate program in Leadership Studies should be organized primarily for full-time residential students or for part-time students? Why? (Part-time to discourage an “academic” track and encourage practicing leaders to enroll.)
- What skills would be most important to emphasize in the graduate program? (This varies with the time and environment. Candidates include communication (eg. listening), decision making, long range planning as a team.)
- To what extent do you feel it necessary to “individualize” a graduate program in leadership studies to each student? How can this be accomplished? (It is very important. Students should be able to assess their own skills and work on what they need to improve. They have their own case.)
- Are there certain “core courses” which you feel all graduate programs in Leadership Studies should include in a curriculum? If yes, please explain in detail. (Yes. A basic theory course so everyone is on the same page and a course in values and ethics of leadership. Also some form of application, eg intern experience, which varies.)

Please feel free to share any additional comments about your vision of a graduate program in Leadership Studies. Again, thank you very much.

Ms. Bonnie Pribush
Director, Leadership Studies Program
FRANKLIN COLLEGE OF INDIANA
FRANKLIN, IN 46131
Dear Bill,

Glad to have received your letter and I will try to give you as much help as I can. Dr. Micas and I discussed the content of a graduate program when I was there visiting in early January. So your paper is obviously, timely. I am on sabbatical and written materials from the University are not quite as easy for me to obtain (simply means I have to get myself over to the campus - which I am avoiding) but will do so soon. In the meantime, I certainly have lots of ideas in response to your questionnaire. And if you will tolerate it, I will just ramble on here and hope you find these thoughts useful.

- Is a degree-awarding graduate program in Leadership Studies feasible?

If an undergraduate major in Leadership studies is feasible, certainly and possibly even more so is a graduate level degree. However, the word feasible brings many questions?
What would the graduate-degree seeker bring to the program? i.e. if a person wants a Master's degree in English or history, the person usually needs a major in such a field or one closely related - or has to fulfill prerequisites. One the other hand, a person seeking professional Master's degrees may begin with any variety of first degrees. This needs to be decided. Personally, I think if a person had a political science, history, English, liberal studies major, with perhaps the Leadership Foundations course, they certainly could work on a higher degree in Leadership. Clearly Leadership Studies is both multi-disciplinary and inter-disciplinary so this could work.
Feasibility also requires an institution to think about attracting students -- who are concerned about what they would do with this degree, right? about who would teach and about finances.

2/27/94
• What are the most important elements of a graduate program?

Without a moment's hesitancy, I would require a person seeking a graduate degree in this area have a minimum of three years of experience in a position that requires some kind of leadership... lots more if possible. Experience is absolutely critical! Leadership does not take place detached from activity; it has to be studied in context; it doesn't exist alone. The graduate student in this field must be able to pull theory through experience and in turn shape action through deeper reading and reflection. There is more to be learned after a person has bumped around in the world a bit and the student can contribute more to the learning experiences as well.

We need to attract bright people to leadership positions. So, bright people. Also, writing and speaking skills should be fine tuned or the possibility for excellence should be visible.

A graduate program should include a solid course in Ethics. Leadership is a moral activity and we need a framework around which to think about this dimension; a course in ethics provides that.

Graduate students need research skills and should learn both quantitative methods and qualitative methods and the philosophic underpinnings of both. Much of the newer work in leadership studies is being done by people who wrestle with all the post-positivistic philosophies - critical theory, feminisms, multi-culturalisms, constructivism, pragmatism, phenomenology, and so on. Graduate students with a knowledge of social theory know how one does acceptable research using these methods. Further, this provides a good background for thinking about leadership, personal philosophy and decision-making.

Students should learn basic organizational theories. Leaders need to know how organizations work - since most of the time we work in them. However, students should be considering the newer writings which include chaos theories, ideas about community and stewardship.

Leaders need to have an understanding of human nature; and since it isn't possible to have an endless array of experiences, nothing helps us come to grips with human nature than literature; so I would include biographies and novels. The work from the Hartwick program is good (is this familiar? if not call me) as far as it goes. The classical literature needs broadening to include more ethnic and the feminist literature.

Graduate students should read both new and classic leadership writings in their fullest.
• Full-time or part-time

There are many ways to design a program. Full-time studies are a great gift many people at the graduate level simply can not afford. There is an notion, which now seems out-dated to me, that part-time students are kind-of second class folks. This is not true at the graduate level. The greater majority of graduate students anywhere both study and work -although sometimes that work is as graduate assistants or research assistants or some such thing. Educators also know many older assumptions about program design have nothing to do with how much or how well people learn. Any variety of designs are effective. Programs can be designed which include time on campus and time away and can accommodate both full-time and part-time people. This doesn't have to be a dichotomy. So, I'm not going for an either/or answer here.

• Skills -- Good communication skills - clear writing, confident public speaking
  Creative problem-solving
  The ability to frame problems -- what is going on here?
[This requires a good education and the ability to see a problem from a variety of angles - political, historically, symbolically, etc.]
  Conflict resolution skills

You have to be careful here, or you are going to fall into trait theory and you don't want to do that, right? I mentioned the particular skills above because we can, with pretty much success, teach these to people and they do help leadership develop... although, as you know from your studies, we can never guarantee a person will be chosen as the leader.

• Individualize a program ?

Again, go for a mix. Some classes everybody should take; but then students should be allowed choices - particularly to fill gaps in their undergraduate work. If a person has no work in let's say, literature, they might have an elective there. A basic course in economics often helps a person understand how a whole other group of folks understands the world. But everyone wouldn't need a full course.
• Core Courses
You have a foundations course; there should be an extension of that to current writers, or leaders in a specific area - we have plenty about military and political leaders, how about studying people who have affected grass roots social change. There is plenty of good and provocative reading to do and discuss. Since there is no definitive conclusion to 'what is leadership and how shall we teach it', we can study and learn all our lives. There is no end to it.

Again, I'd add the moral dimension and require a core Ethics class.

We keep talking about leaders having a vision. Some writers suggest what leaders do is help us make sense of our lives and connect them to bigger goals. I suggest a course or a seminar which helps people consider values, community, authenticity, even spirituality - all the things that help people make meaning of their lives.

What exactly does leadership mean in a democracy? Study the concepts of power and freedom.

I would probably add something about how people learn basics of adult education because good leaders are good teachers in my opinion.

I'd include a portfolio requirement - during the time a person works on this degree I would require an assortment of experiences - a public presentation; a written piece, perhaps a journal article or at the least a letter to the editor; continued volunteer work (if the person isn't already doing something like this already); attend or better yet participate in some official meeting - school board, community council, city council, state or federal government; work on a political campaign or bond issue; teach a class; lots of stuff and I would require the person keep a reflective journal to go along with the portfolio.

Let me know how helpful this is. The only thing I ask is you give me credit in your paper if you use anything. In the next week, I will try to send you some printed material from the University.

Best wishes for your success with this project and in the completion of your degree work.

Sincerely,

Karen M. Ristau
Karen M. Ristau, Ed.D.
Director, Programs in Educational Leadership
RESEARCH PROJECT ON LEADERSHIP STUDIES PROGRAMS
QUESTIONNAIRE

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- Is a degree-awarding graduate program in Leadership Studies feasible? Why or why not?
  - They currently exist and do well. People are hungry for effective training. Many content experts are expected to lead others.

- What do you believe are the most important elements of a graduate program in Leadership Studies?
  - Practicum or internship
  - Do you believe a graduate program in Leadership Studies should be organized primarily for full-time residential students or for part-time students? Why?
    Either—both groups have lots to offer and lots to gain

- What skills would be most important to emphasize in the graduate program?
  - Problem solving, team work
  - To what extent do you feel it necessary to “individualize” a graduate program in leadership studies to each student? How can this be accomplished?
    Essential: Persons’ lifestyles and interests are so varied and adult learners love freedom. 40% core, 60% elective.
    Practicum

- Are there certain “core courses” which you feel all graduate programs in Leadership Studies should include in a curriculum? If yes, please explain in detail.
  - Ethics, multi-cultural perspective, appreciating and working in groups that are diverse; historical perspective; problem solving

Please feel free to share any additional comments about your vision of a graduate program in Leadership Studies. Again, thank you very much.

3/23/94 - Hope you can still use this

Ms. Cheryl Rudo
Southwestern College
4-4-94

Bill -

Thanks for your message on my voice mail. Enclosed is some information on our Business Leadership Program. I really don't have any suggestions on a graduate program in Leadership Studies. You might get some ideas from the book: Leadership Education: A Source Book, 1992-1993. Edited by Frank H. Freeman & Sara N. King. Center for Creative Leadership, Greensboro, N.C.

Good luck with your project!

Jim Wiek
Please note: The following is the suggested sequencing only of courses required for the BLP. A student must also complete the University core curriculum and a minimum of 32 units. For core curriculum requirements and other graduation requirements, please refer to the applicable University of Puget Sound Bulletin (year of matriculation or year of graduation). Electives should be developed with your academic advisor in the School of Business and Public Administration.

Freshman Year

BPA 101: 0-Units Leadership Seminar (Fall and Spring Semesters)
*Econ 100: Principles of Economics; Macro
Calculus (Math 121, 122, or 258; to be determined after taking UPS math placement test.)
*Math 271: Applied Statistics

Sophomore Year

BPA 201: 0-Units Leadership Seminar (Fall and Spring Semesters)
*Econ 201: Principles of Economics: Micro
*BPA 202: Principles of Financial Accounting
*BPA 203: Principles of Managerial Accounting
*BPA 225: Law, Business, and Society
*BPA 350: Principles of Management

Junior Year

BPA 301: 0-Units Leadership Seminar
*BPA 330: Principles of Financial Management
*BPA 340: Principles of Marketing
*BPA 385: Paradigms of Leadership

Summer Internship
(Required; Non-Credit)

Senior Year

BPA 401: 0-Units Leadership Seminar (Fall and Spring)
**BPA 407: Professional and Corporate Ethics
*BPA 458: Seminar: Leadership and Policy

Other requirements which may be taken at any time:

Politics & Government: P&G 201^  
Upper Division History Course (One of Hist 306, 309^, 312, 315, 324, 329, 332, 346, 348^, or 356.)  
Foreign Language (1 unit)

*BLP enhanced sections offered on a yearly basis; note scheduling at time of registration.  
^May be used for University core requirement.
All successful leaders in business and government have at least two qualities in common. They have mastered the specialized knowledge and skill they need to succeed in their chosen profession. They have also developed the breadth of experience and the adaptability necessary to use their knowledge and skills in acting decisively, in communicating effectively, and in solving problems with originality and flair.

You can develop these qualities in the Business Leadership Program (BLP) at Puget Sound.

Few educational programs teach business leadership. There are many programs in business and government that will give you the conceptual and technical tools of the professions. A wide variety of courses of study in the liberal arts are available that will polish your appreciation of literature and history, your competency as a speaker and writer, and your understanding of society and the natural world. The Business Leadership Program will give you both the technical tools and the broad cultural understanding.

The Business Leadership Program at the University of Puget Sound is a community of students, faculty, and business leaders who are excited about teaching and learning, as well as serious about their leadership roles in both business and society.

The Business Leadership Program strives to educate leaders through an exciting and diverse curriculum, as well as through numerous and varied contacts with the business world. This curriculum, combined with contacts in the business community and various extracurricular involvements, develops graduates who are academically and socially well-rounded, and who are professionally competitive.

Curriculum

In the Business Leadership Program, students are required to earn approximately half of their credits in liberal arts courses and thus complete fewer business courses than in most Business School programs.

Business leaders seem to agree with this approach. A recent survey of over 200 company presidents and human resources managers designed to determine the types of college graduates their firms prefer to hire found that an overwhelming majority favor a mixture of business and liberal arts courses. When asked to explain their response, most of these executives said employees need a broad academic background to succeed in today's transitory work force.

The Business Leadership curriculum allows you to acquire the conceptual and technical tools necessary to understand and participate in the business world. But the program also exposes you to a wide variety of liberal arts courses designed to sharpen your skills as a writer and a speaker and to increase your understanding of society and the natural world. Graduates are not only proficient in the techniques and vocabulary of business, but also have the skills to identify and answer tomorrow's problems. They are able to view business in the larger context of economic, social, political, historical, and cultural conditions.

The program achieves these goals through a curriculum that has general requirements that take up most of the freshman and sophomore years while leaving the junior and senior years relatively unrestricted. You are encouraged to explore second majors (history, English, and Asian Studies, to
name a few), to study abroad, or otherwise to adapt the curriculum to meet your own needs.

**Special Features**

Educational opportunities don’t stop in the classroom. The program stresses contact with the business world as a necessary and valuable part of the education of future leaders. Primary examples are the Business Leadership seminar, internship, and mentorship.

**The Business Leadership Seminar**

The Business Leadership seminar meets an average of once every two weeks and gives you a chance to journey to area businesses to see how they operate and to hear about their strategies and positioning in the marketplace. Guest speakers in the BLP seminar also discuss careers in various business fields and functional areas such as accounting, marketing, or human resource management. Speakers present information on current management topics and practices to give you a perspective on the theories and tools you will study in classes. Some seminars will be devoted to the particular needs of each BLP class; for instance, juniors spend considerable time developing the skills and abilities necessary to be selected for an internship position that matches their interests and future career direction.

**The Internship**

The internship (required of all Business Leadership students between their junior and senior years) is an important part of the program’s philosophy of exposing students to real-world situations. It gives you a chance to live and work in the business world and to learn first-hand about an area that interests you. It gives you a one-year head start over other students in building career development skills and increasing your understanding of your career aspirations and goals. Thus, if you choose to enter the career world after graduation, you will have already gained many of the necessary skills and will have received practical experience which should make your career development efforts more effective.

Finally, it gives you at least eight weeks of responsible experience in a functioning organization. This experience should be invaluable in helping you develop a sense of the type of organization in which you will function most happily and productively in the future.

Richard Costanzo recently completed a BLP internship in the Information Systems group at Weyerhaeuser Company. His chief responsibilities involved training and installation of computer hardware and software in numerous sales and marketing facilities.

Reflecting on this internship, Richard says: "I feel that I gained tremendously through my experience as an intern at Weyerhaeuser. I have been given a great deal of responsibility and have been able to complete the duties asked of me. I have learned how to deal with a constantly changing work environment and have been able to thrive in this constant flux. I have been presented with many challenges and many new opportunities. However, the most important thing I gained was the experience of working in a team/group oriented environment and the challenges it offers."

**The Mentorship**

The mentorship plays an important role in the Business Leadership Program. A leader from the business community serves as a mentor to each student for the years the student is at Puget Sound. This gives you a chance at valuable, long-term interaction with a recognized business leader, as well as an opportunity to make a friend in the business world.

Paul Freed, BLP Class of 1993, relates this experience with his mentor: “The goals we want to accomplish with our mentor are: to discuss the goals and objectives of his company and how they are determined; to be exposed to different company leaders and discuss what makes them successful; to apply management ideas to our business knowledge; to learn about group dynamics and business etiquette; and to gain practical exposure to the management/marketing aspects of our mentor’s company.

“Our mentor has an excitement for our group and honestly wants to help us in any way he can. He has certain topics which he would like to cover and mixes them up with topics we have suggested. In addition to his desire, he also has the position and resources to accomplish just about anything.”

Paul’s mentor, John Kelly ’67 is President and CEO of Horizon Airlines.

The Business Leadership Program reflects the belief that an education doesn’t happen only in a classroom; internships, mentorships, and the BLP seminars make sure you get an education that provides exposure to a broad range of opportunities.

**Admission**

All those who think that the Business Leadership Program sounds like the program for them are encouraged to apply. Successful applicants should demonstrate excellent academic potential as well as leadership ability, a factor important to success in the program. To apply to the Business Leadership Program, return the attached card to get an admission packet; then complete and return the application along with three teacher evaluations. This should be done following admission to the University.
Faculty

Faculty members teaching in the program reflect the underlying philosophy of the Business Leadership Program—the synthesis of business and liberal arts courses designed to develop in students the breadth of experience and the specialized skills necessary to become successful leaders.

Michael Bernhart, PhD, Massachusetts Institute of Technology, teaches principles of management and leadership and business policy.

Wade Hands, PhD, Indiana University, works in general economic theory and teaches an accelerated introductory economics class for the BLP.

Dorothy Koehl, PhD, Ohio State University, teaches a course in principles of finance for the Program.

Walter Lowrie, PhD, Syracuse University, is a specialist in European traditional societies and 19th-century France and teaches history courses for BLP students.

Keith Maxwell, JD, Washburn University School of Law, teaches business law and is a member of the Pre-Law Advisory Committee.

Roy J. Polley, MBA, University of Puget Sound, is the senior accounting faculty member and teaches a specially designed course for the BLP.

David Smith, PhD, University of Toronto, specializes in 19th-century English history and the history of prisons and criminal justice. He teaches a class tracing the industrial revolution back to its roots in England.

Robert Waldo, PhD, Claremont Graduate School, teaches management and business ethics.

James L. Wiek, PhD, Michigan State University, is director of the program and teaches a marketing course designed for the Business Leadership Program.

Current Mentors

Each student, in conjunction with between two and five others, is teamed up with a mentor who is a leader in the business community. This relationship will continue for the four years during which the student participates in the Business Leadership Program, until the student wishes to be matched up with another mentor because of a change in personal interests or academic major. Students will meet with their mentor approximately once a month during the academic year. These meetings play a vital role in the development of each student’s understanding of the operation and challenge of today’s business environment. Following is a list of some of the mentors who have helped to make the program a success.

Todd Aagard, Gordon Trucking Company
Gary Abel, First Interstate Bank of Washington
Martin Andrews, Pierce County Medical
Philip J. Barr, Weyerhaeuser Company

Please send me an application for the Business Leadership Program.

Your Name __________________________________________
first middle initial last

Address _______________________________________________________

City __________________________ State ______ Zip __________

Phone ( ) ___________________________________________ Sex _____

High School __________________________ year of graduation

City __________________________ State ______ Zip __________

Questions/Comments ____________________________________________

__________________________________________________________
Curriculum

**Freshman year:** Politics and Government; Calculus; Macro Economics; Applied Statistics; Freshman Writing; Leadership Seminar; two elective courses.

**Sophomore year:** Financial & Managerial Accounting; Foreign Language; Microeconomics; one upper division history course; Law, Business, and Society; Financial Management; Leadership Seminar; one elective course.

**Junior year:** Paradigms of Leadership; Management; Marketing; Leadership Seminar; five elective courses.

**Junior-Senior Summer:** Business Internship

**Senior year:** Professional and Corporate Ethics; Leadership and Policy Seminar; Leadership Seminar; six elective courses.

**All four years:** The mentorship.

For more information, please write:

Business Leadership Program
University of Puget Sound
1500 North Warner
Tacoma, WA 98416
Dr. Weston H. Agor  
Professor, Masters in Public Administration Program  
University of Texas at El Paso  
El Paso, TX 79968

March 31, 1994

Dear Dr. Agor:

I am writing for your help in an undergraduate research project that I am currently working on as a senior in the Jepson School of Leadership Studies at the University of Richmond, Virginia. I noticed your name had been noted in Miriam Clark and Frank Freeman's work, *Leadership Education 1990: A Source Book*, as an individual willing to share information about leadership programs. With this in mind, I am hoping you might be able to share some information with me in regards to my senior project. The goal of my senior research project is to answer the following two questions: (1) Is a graduate program (i.e degree awarding) in Leadership Studies feasible and, if so, (2) What would be the curriculum of a graduate program in Leadership Studies?

Considering your expertise in the leadership studies field, I would greatly appreciate your help by providing me with any written materials listing and describing the graduate or undergraduate leadership studies classes/programs being taught at the University of Texas at El Paso. If these classes are taught within a separate discipline or school, information about this related program would be quite helpful. Lastly, I have enclosed a brief set of questions that I kindly ask you to answer and return to me at your earliest convenience.

Realizing that you have a busy schedule, I hope you will find just a few moments in which you might share with me what the University of Texas at El Paso is currently teaching in the field of leadership studies as well as your vision of what a graduate program in Leadership Studies might entail. If you chose to do so, you may write to me directly, call me at (804) 288-3358, or fax me at (804) 288-4436. Thank you very much for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Bill Sakkab

---

We do not have a course/program on leadership per se. Leadership is treated within existing courses like admin, theory. Are several programs on campus (some with academic programs on campus and some not). Little coordination among them. Your director's input and coordination among them! Your director produced an excellent program for your reference. I've never seen a copy of the videos/produced on within the program.
RESEARCH PROJECT ON LEADERSHIP STUDIES PROGRAMS
QUESTIONNAIRE

At your earliest convenience, please complete this questionnaire and return to Bill Sakkab, RC Box 741, 28 Westhampton Way, Richmond, Virginia, 23173. Or, if you prefer, you may fax the completed questionnaire to me at (804) 288-4436. Ideally, I would appreciate your response by April 15, 1994. Thank you very much for your help!

• Is a degree-awarding graduate program in Leadership Studies feasible? Why or why not?

• What do you believe are the most important elements of a graduate program in Leadership Studies?

• Do you believe a graduate program in Leadership Studies should be organized primarily for full-time residential students or for part-time students? Why?

• What skills would be most important to emphasize in the graduate program?

• To what extent do you feel it necessary to “individualize” a graduate program in leadership studies to each student? How can this be accomplished?

• Are there certain “core courses” which you feel all graduate programs in Leadership Studies should include in a curriculum? If yes, please explain in detail.

Please feel free to share any additional comments about your vision of a graduate program in Leadership Studies. Again, thank you very much.
This video shows for the first time anywhere executives from both the private and public sectors actually using their intuitive skills in critical decision making situations. You will observe techniques these executives use to bring this brain skill “on line” for practical day-to-day use. You will also see methods they use to facilitate intuitive input throughout their organization to ensure productivity.

There is no question that the rapid change, crisis laden environment leaders and managers are now entering demands greater use of intuitive brain skills than ever before. This video shows several ways you can use and develop your intuitive skills for productive use at both a personal and organizational level.

This video which runs one hour and eighteen minutes is provided FREE through the support of The Charlson Research Foundation which is presently funding The Global Intuition Network’s activities. You only pay $9.95 per copy for the cost of postage, packaging, and handling (not available outside the United States and Canada). To order your copy, complete and mail the order form below.

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(Please Print)

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Address: ______________________________________
City: ___________________________ State: __________ Zip: ________

Please send me ____________ copies of The Role of Intuition in Decision Making. My check or money order is enclosed for U.S. $9.95 to cover postage, packaging, and handling (no foreign orders outside The United States and Canada). Please note all orders must be pre-paid. Mail to: Weston H. Agor, Ph.D., Director, Global Intuition Network, UTEP, P.O. Box 614, El Paso, Tx. 79968-0614.
Developed by Weston H. Agor, Ph.D., Director of The Global Intuition Network and Professor at The University of Texas at El Paso, this instrument measures your underlying potential intuitive ability and also whether you are in fact using this ability on the job to guide your decisions. The instrument provides national norms so that you can compare your score with that of other managers for your sex, ethnic background, and occupational specialty. Finally, exercises are provided for practicing and developing your intuitive skills still further for use in applied organizational settings.

The instrument is provided FREE through the support of The Charlson Research Foundation which is presently funding The Global Intuition Network's activities. You only pay $2.50 per copy for the cost of postage and handling (higher outside The United States). To order your copy, complete and mail the order form below.

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Please send me _______ copies of Intuition In Decision Making. My check or money order is enclosed for U.S. $2.50 per copy to cover postage and handling (for foreign orders, add U.S. $2.50 per copy). Please note all orders must be pre-paid. Mail to: Weston H. Agor, Ph.D., Global Intuition Network, UTEP, P.O. Box 614, El Paso, Tx. 79968-0614.
Leading and Managing Productively

edited by WESTON H. AGOR,

University of Texas, El Paso & President, ENFP Enterprises, management consulting, specializing in intuitive decision making

"Agor has brought together thinkers with diverse viewpoints in this groundbreaking volume, the world's first collection of readings on the role of intuition in leadership and management."

—Brain-Mind Bulletin

"Agor's work is not something that any manager or any educational curriculum for managers can safely ignore. If anything, the claims of Agor and colleagues are too modest: intuitive judgment is not only the path into the future for any and all but what holds the world together..."

—Public Administration Review

"Enjoyable and meaningful reading. It can serve to help the reader refine comprehension of a highly elusive and difficult to research phenomenon, while at the same time serving to facilitate the reader's development of a valuable brain skill."

—Academy of Management Review

Interest in the topic of intuition as a management tool has risen dramatically over the past decade. Previously dismissed as an undefined, intangible mental faculty, intuition is increasingly recognized as a necessary component in the decision-making process. Some of the top run companies now nurture the use and development of intuitive skills in their corporate cultures as they find intuition preferable to traditional analytical techniques for some decision-making processes. For example, the need to operate in a climate characterized by rapid change and new trends can make linear projection models inadequate or misleading and render innovative managerial techniques imperative.

Lively writing, actual case studies, practical guidelines, and a research agenda for the future combine to make this book a resource that no leader should be without. With this valuable tool, professors of leadership programs within the academic community, as well as professional decision makers in industry and government, can learn to lead and manage more productively.

ABRIDGED CONTENTS: I. What is Intuition / II. The Importance of Intuition in Leadership and Management / III. Test Your Intuitive Ability and Compare Yourself to National Norms / IV. How to Use Intuition in Decision Making to Increase Productivity / V. How to Develop Your Intuitive Powers Further / VI. Future Research Agenda / Appendix


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DOCTORAL SEMINAR IN ORGANIZATIONAL THEORY
HRM 687
Dr. B.J. Avolio
School of Management
Binghamton University

Office: LSG 549A
Class: M 3:30-6:30 PM

Office Hours 2:30-3:30 M and by appointment


General Overview: The purpose of this seminar is to examine the development and design of organizational theories/models as they apply to the broad field of management studies. Traditional or classical, as well as more current theories will be examined in this seminar from both the perspective of predictions of different theories/models, as well as the evidence to support and/or refute the model/theory. Students will be expected to track the historical development of an organizational theory of their choice, highlighting the theories development and/or demise over time.

Specific Objectives:
1. To provide a comprehensive overview of organizational theories past and present discussing their contribution to the field of management studies.
2. To critique a select number of organizational theories following their early development into the current time period.
3. To attempt to construct a meta-theory of organizations based on models/theories and future expectations in terms of the optimal design of organizations in the next millenium.
4. To critically evaluate the efficacy of various organizational theories to the prediction of individual, group and institutional behavior.

Expectations for Students:
1. After the first week, pairs of students will be responsible for leading the discussion on the readings/events for two seminars. Specifically, during the first class, students will be formed into pairs or learning partnerships in which they will be responsible for coordinating two seminars. All students are responsible for being prepared to discuss the articles and text chapters assigned for each respective seminar.
2. In consultation with the instructor, students will determine how to implement a peer evaluation system. The dimensions to be used for evaluation and the method will be discussed in the first seminar.
3. There is an expectation that students will bring to class material beyond the assigned readings for discussion in class. The material may involve cases, and/or events relevant to the topic for that particular seminar.
4. Students are expected to challenge each other's world view of organizations and that of the instructors.
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<th>Date</th>
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<tr>
<td>1/24</td>
<td>Varying Perspectives on Organizational Theory and its chronology</td>
<td>D1*  (See additional readings list appended)</td>
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<td>1/31</td>
<td>Organizational Systems/GST and ecological perspectives</td>
<td>D2 &amp; D3</td>
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<td>Organization/Technology/Structure and the External Environment</td>
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<td>Organizational Structure &amp; Design -- Person/environment fit</td>
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<td>2/21</td>
<td>Learning Partners meet with Instructor to discuss projects</td>
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<td>2/28</td>
<td>Organization Design, Life Cycles, Growth and Decline</td>
<td>D5 &amp; D7</td>
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<td>New Organizational Forms in a Global Context</td>
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<td>Oral Exam I</td>
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<td>Review and Discussion of Exam/Presentation of Projects -- Conference Format</td>
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<td>3/21</td>
<td>Organizations as Information-Processing Systems</td>
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<td>Organizational Culture/ Demography/Values</td>
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<td>4/18</td>
<td>Culture, Decision-making, Power and Politics</td>
<td>D11 &amp; D12</td>
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<td>4/25</td>
<td>Towards an Integrated View of Organizational Theory</td>
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<td>5/2</td>
<td>Oral Exam II/Final Presentations of Papers</td>
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**Evaluation:**

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**Written Project:**

Each student is responsible for producing an article which advances the design of an existing, modified and/or new organization theory. Students will use as the format for the paper, the Editorial Guidelines for either the Academy of Management Review or the Accounting Review. Each paper must present a specific testable theory, including central propositions and hypotheses. These papers are due on 4/25/94.

* D1 - refers to Daft Chapt. 1
SUPPLEMENTAL READINGS


8. No Readings Assigned - first exam and review of project papers.


RESEARCH PROJECT ON LEADERSHIP STUDIES PROGRAMS
QUESTIONNAIRE

At your earliest convenience, please complete this questionnaire and return to Bill Sakkab, RC Box 741, 28 Westhampton Way, Richmond, Virginia, 23173. Or, if you prefer, you may fax the completed questionnaire to me at (804) 288-4436. Ideally, I would appreciate your response by April 15, 1994. Thank you very much for your help!

• Is a degree-awarding graduate program in Leadership Studies feasible? Why or why not?
  
  
  yes 
  • What do you believe are the most important elements of a graduate program in Leadership Studies?
  
  
  no 
  • Do you believe a graduate program in Leadership Studies should be organized primarily for full-time residential students or for part-time students? Why?
  
  
  it should be flexible
  • What skills would be most important to emphasize in the graduate program?
  
  
  skills should already be present at undergraduate level—knowledge should (or usually) be a graduate level pursuit
  • To what extent do you feel it necessary to “individualize” a graduate program in leadership studies to each student? How can this be accomplished?
  
  
  • Are there certain “core courses” which you feel all graduate programs in Leadership Studies should include in a curriculum? If yes, please explain in detail.

  ethics, community building, current issues and future trends

  Please feel free to share any additional comments about your vision of a graduate program in Leadership Studies. Again, thank you very much.

attached is a proposed minor
in leadership studies. we
hope to have it in
place by fall 95.
Question: Is a degree-awarding graduate program in Leadership Studies feasible? Why or Why not?

Answer: “Yes, I do believe it is feasible. Actually, I believe a Leadership Studies Program is better at the graduate level than at the undergraduate level. At the undergraduate level, the focus of education is on expanding a student’s general knowledge. It seems most appropriate at the graduate level to have a specific focus on leadership.”

******

Question: What do you believe are the most important elements of a graduate program in Leadership Studies?

Answer: “The most important element is a human resources/relations component or applied behavioral sciences element. I would also include values, power/influence, and culture on a list of elements as well. An emphasis on teaching new theories of leadership is equally important. The old theories of leadership do not distinguish between management and leadership.”

******

Question: Do you believe a program in Leadership Studies should be organized for full-time or part-time students?

Answer: “Either way. Our program here is a non-residential masters program. The advantages of part-time students are that any immediate issues/problems can be discussed in-class. Full-time students, on the other hand, develop a shared culture and learning community. I guess I would prefer part-time students at the graduate-level.

******

Question: What skills would be most important to emphasize in the graduate program?

Answer: “Setting a vision, teaching, counseling with others, culture creation/management, and persuasion. I like using the word technologies rather than skills.”

******
**Question:** To what extent do you feel it is necessary to “individualize” a graduate program in leadership studies to each student?

**Answer:** “All learning is based on the individual. I believe that all learning in the Leadership Studies program would be individualized by the student anyway. Teach the courses in a way that allows the student to apply his/her learning in a specific way.”

*******

**Question:** Are there certain core courses which you feel all graduate programs in Leadership Studies should include in a curriculum? If yes, please explain in detail.

**Answer:** “We have three core courses in our executive leadership program within the School of Public Administration: Executive Leadership: Applied Theory, Ethics, and Decision-Making. In this concentration, students take 9 credits of core courses and 6 credit hours of electives. Also, in a Leadership Studies Program, one should have classes on those important elements which I identified earlier.

*******

**Question:** How would you make a Leadership Studies Program truly interdisciplinary?

**Answer:** “One must first avoid bringing experts in various fields together who may not have any expertise about leadership - this makes the idea of an interdisciplinary approach foolish. I would ask myself what it is about leadership that is interdisciplinary? Interdisciplinary is a buzz word that does not really mean anything. Only if you have experts in leadership who also have another perspective will you be able to create an interdisciplinary approach to leadership studies. The important thing is to vary the instructor teaching a particular course, not necessarily varying the course itself.

**Further comments and observations from the meeting:**

- Dr. Fairholm offered this definition of leadership: “Leadership is anybody who can attract or has willing followers. These followers are not forced to follow but are instead volunteers.”
Question: Is a degree-awarding graduate program in Leadership Studies feasible? Why or Why not?

Answer: "Yes, I do believe it is feasible. Actually, I believe a Leadership Studies Program is better at the graduate level than at the undergraduate level. At the undergraduate level, the focus of education is on expanding a student's general knowledge. It seems most appropriate at the graduate level to have a specific focus on leadership."

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Further comments and observations from the meeting:

- Dr. Fairholm offered this definition of leadership: “Leadership is anybody who can attract or has willing followers. These followers are not forced to follow but are instead volunteers.”
April 12, 1994

Mr. Bill Sakkab
RC Box 741
28 Westhampton Way
Richmond, VA 23173

Dear Bill:

Your letter addressed to me at Northwestern University was forwarded to me at my current home address. I have been with the University of Michigan since September, 1990, and am working with the Center for Research on Learning and Teaching.

You requested materials regarding graduate or undergraduate leadership studies classes/programs at Northwestern University. If you are still interested in materials from Northwestern, I recommend you contact the Vice President for Student Affairs. When I was at Northwestern, there were no formal classes in leadership studies, although the university was considering establishing a certificate program. Programs to develop leadership skills for undergraduates were coordinated by student organizations, e.g., the Inter-Fraternity Council. I am not sure what exists on Northwestern's campus today.

Although I am no longer at Northwestern, I have prepared responses to the items in your questionnaire; they simply reflect my personal opinions and are not based on any experience working in a leadership studies program. Please feel free to include or exclude them from the data you collect in your study.

Your project sounds very interesting. I would be delighted to receive an abstract of your findings once your analysis is completed.

I wish you the very best. I hope you find your research experience rewarding!

Sincerely,

Lisa A. Mets

Enc.
1. Is a degree-awarding graduate program in Leadership Studies feasible? Why or why not?

I think a graduate program in leadership studies is feasible under two conditions.

(a) The university is willing to commit sufficient resources to the program: faculty appointments, staff support, graduate student support, resources for programmatic activities, and general operational expenditures.

(b) It is part of an interdisciplinary degree program. That is, a graduate student will earn a MA/MS or PhD in leadership studies AND another discipline, e.g., political science, sociology, organizational studies, etc. I don't think there is a market for individuals with a graduate degree in leadership studies alone. It would be very difficult for a student with a master's degree in only leadership studies to find employment in both the public and private sectors, and there would be very limited opportunities for scholarly careers for individuals with a PhD in leadership studies. However, if leadership studies is linked with a grounding in a particular discipline, more avenues become available to the graduate of leadership studies.

Graduate programs in leadership studies can stand alone most effectively in military academies and in richly-endowed centers for leadership studies.

2. What do you believe are the most important elements of a graduate program in Leadership Studies?

I'm not sure what this question means. I've identified two categories of elements: organizational and curricular. Organizational elements needed: (a) Visibility and recognition of the program outside the institution; (b) faculty with scholarship in leadership; (c) an identifiable research program in leadership studies; and (d) adequate financial support to attract the best and brightest graduate students. Curricular elements needed: (a) Interdisciplinary courses (e.g., political science, history, literature, sociology, psychology, communication, organizational studies, etc.); (b) exposure to theories of leadership; (c) case studies of leadership; (d) development of leadership skills; and (e) development of research skills to address leadership questions.

3. Do you believe a graduate program in Leadership Studies should be organized primarily for full-time residential students or for part-time students? Why?

Ideally, students should be enrolled full-time in graduate studies. Nevertheless, a leadership studies program could easily accommodate part-time students. Residential students enrolled full-time create a "culture" for the unit. Socialization to the discipline is an important aspect of graduate study that is enhanced in a full-time program.

4. What skills would be most important to emphasize in the graduate program?

a. Interpersonal skills
b. Skills dealing with inter-group dynamics
c. Creative thinking and problem solving
d. Conflict management
e. Research methodologies
5. To what extent do you feel it necessary to "individualize" a graduate program in leadership studies to each student? How can this be accomplished?

The graduate program should allow students to express their individuality in their scholarly work (e.g., papers, projects, dissertation). There is no need to "individualize" a graduate program structurally to each student, e.g., to fill the curricular offerings with individual readings sections and independent study sections. However, the curriculum should be flexible enough to allow for "special topics" or "special issues" seminars that address the interests of both faculty and students at the time.

6. Are there certain "core courses" which you feel all graduate programs in Leadership Studies should include in a curriculum? If yes, please explain in detail.

Theories of leadership
Psychology of leadership
Sociology of leadership
Writings of "Great Leaders"
Theories of organizations
Research on Leadership
NOTES FROM PHONE INTERVIEW WITH
DR. WILLIAM ROSENBACH
CHAIRMAN & PROFESSOR, DEPARTMENT OF
MANAGEMENT
APRIL 17, 1994

Question: Is a degree-awarding graduate program in Leadership Studies feasible? Why or Why not?

Answer: "I believe it is more feasible than an undergraduate program. The problem with an undergraduate program in Leadership Studies is that it is not effective in offering leaders expertise. And, leaders need/have expertise. The undergraduate programs offer students a liberal arts education. I have to say that I am not sure it is feasible. A graduate program should be the component of something else... a joint degree in Leadership studies and something else. However, I am not sure if even this will work."

******

Question: What do you believe are the most important elements of a graduate program in Leadership Studies?

Answer: "That the program is multi-disciplinary is absolutely essential. Areas to be included are psychology, history, philosophy, business, political science, the classics and military. Team teaching would be an important aspect to the graduate program so that you have the multi-disciplinary feature."

******

Question: Do you believe a program in Leadership Studies should be organized for full-time or part-time students?

Answer: "I do not believe it is an issue for a graduate program. It is not a sin to have a broad constituency of students."

******

Question: What skills would be most important to emphasize in the graduate program?

Answer: "Coalition building, advocacy, conflict resolution, teamwork, influence and creating a vision."

******

Question: To what extent do you feel it is necessary to "individualize" a graduate program in leadership studies to each student?
Answer: "It is important to focus on what the student needs. Courses should offer students opportunities to do group work on an area that they are interested in."

*****

Question: Are there certain core courses which you feel all graduate programs in Leadership Studies should include in a curriculum? If yes, please explain in detail.

Answer: "Core courses might include those I mentioned for skills. In addition, a course on history would be good. Students should also take a course that teaches them a global view of leadership."

*****

Further comments and observations from the meeting:

• Dr. Rosenbach believes a "free-standing" graduate school of Leadership Studies is not a good idea. Instead, he believes it should be housed in some program in the arts and sciences. He would avoid placing the program in a business school.

• An important question that Dr. Rosenbach raised was whether the graduate program would offer anything that other graduate programs do not already offer. If so, then Dr. Rosenbach believes these answers should be the goals of the program.

• Overall, Dr. Rosenbach had mixed feelings about the feasibility of a graduate program in Leadership studies.
NOTES FROM PHONE INTERVIEW ON APRIL 5, 1994 WITH
DR. ROBERT SHIVELY, PROFESSOR, BABCOCK GRADUATE SCHOOL OF
MANAGEMENT AT WAKE FOREST UNIVERSITY

• **Question:** Is a graduate program in leadership studies feasible?
  **Answer:** "I would not advise it. Courses on leadership are still suspect. Leadership
  Studies does not amount to a discipline. I would suggest that someone do their
  graduate work in a school specializing in organizational behavior, for example.
  That student then could do a dissertation related to leadership if he/she liked."

• Dr. Shively’s field is organizational behavior. He teaches two courses with two
  other professors at Wake Forest: (1) Leadership, Law, and Values and (2) Leading
  Change which is a combination of two older courses taught at Wake Forest called
  Managing Change and Executive Leadership.

• Dr. Shively believes the word "ethics" conveys a list of do’s and don’ts. He prefers
  to use the word values which connotates beliefs that each person may develop for
  him/herself.

• "I am very much in the opinion that fieldwork as a component of a course is
  important to the personal growth of the students. Leadership has a great deal to do
  with personal growth. Leaders really need to know themselves well."

• "I do not believe leadership can be taught, however, I do believe it can be learned."

• Dr. Shively includes case studies, role plays, visiting speakers, and policy
  discussion in his classroom.

• There is an executive program at Wake Forest that has 35-40 students who meet
  one day a week.

• "I believe there is a great deal of overlap between managerial roles and leadership
  roles. Managers, of course, are expected to demonstrate leadership at one time or
  another."

• Dr. Shively explains that we used to associate leadership with that person who was
  charismatic and single-handedly developed a vision. Now, we think of leadership
  as the transfer of control from above to within people (who are below?).

• "At Wake Forest, we try to build on the experiences of students... and encourage
  them to learn participative approaches to creating a vision."

• Dr. Shively told me that the President of the Wake Forest is very interested in
  incorporating leadership into the undergraduate curriculum. For information
  about undergraduate leadership programs, Dr. Shively suggested I contact Samuel T.
  Gladding, Asst. to the President and Professor in Education Dept., at (910) 759-4882.
WAKE FOREST UNIVERSITY
Babcock Graduate School of Management
MBA Executive Program

Leading Change
Spring, 1994

Robert Shively, Ph.D.
3138 Worrell Professional Center
910-759-4582 (Office)
910-759-4514 (FAX)

Janet Hillier, Ph.D.
3139 Worrell Professional Center
910-759-4475 (Office)
910-759-4514 (FAX)
910-994-6464 (Home)

Course Objective

Over the past decade, leading and managing change had become a top priority of business leaders and managers as they adapt to a global economy, changing marketplace, rapidly advancing technologies and a diverse workforce. As a result, in addition to the traditional analytical and problem-solving approaches, today's well-rounded managers have a good understanding of the change process and the appropriate management techniques necessary to respond.

This course will focus on the reasons why companies must carefully and thoughtfully plan a change program, and the critical role that leadership must play for it to be successful. Specifically, it will help participants recognize the need for change, diagnose the problem, develop a change strategy, and plan and assess the implementation process. A wide variety of concepts will be explored in class while behavioral science principles will provide the foundation for understanding the change process.

Evaluation

Two case write-ups 20% (10% each)
In-Class Exam 30%
Group Project 30%
Class Participation 20%

Textbooks


Koestenbaum, Peter (1991), Leadership: The Inner Side of Greatness, Jossey-Bass
<table>
<thead>
<tr>
<th>Session #</th>
<th>Date</th>
<th>Topics</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Sat. 1/8</td>
<td>Integrated case</td>
<td>- Polaroid (handout)</td>
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<tr>
<td></td>
<td></td>
<td>Introduction to change</td>
<td>- Kanter 1-2</td>
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<tr>
<td>2 &amp; 3</td>
<td>Fri 1/14</td>
<td>Changing business environment and impact on business-strategy</td>
<td>- Kanter 3-4</td>
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<td>- change relationship</td>
<td>Case Presentations</td>
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<tr>
<td>4 &amp; 5</td>
<td>Sat 1/22</td>
<td>Resistance to change</td>
<td>- Kanter 5</td>
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<td>Case Presentations</td>
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<td>Team 3</td>
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<td></td>
<td>- Choosing Strategies for Change (handout)</td>
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<td>6</td>
<td>Sat 1/29</td>
<td>Case discussion</td>
<td>- Dilemmas of a Changemaker</td>
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<td>Introduction to leadership</td>
<td>- Koestenbaum 1-4</td>
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<td>7</td>
<td>Sat 2/12</td>
<td>Leadership II</td>
<td>- Koestenbaum 7-8</td>
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<td>- Transformational Leader (handout)</td>
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<tr>
<td>8</td>
<td>Sat 2/19</td>
<td>Processing/debriefing CCL</td>
<td>- Koestenbaum 10</td>
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<td>9</td>
<td>Sat 2/26</td>
<td>The change process</td>
<td>- Kanter 6-7</td>
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<td>- Data collection</td>
<td>Case Presentations</td>
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<td>Chapter 7</td>
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<td>Team 4</td>
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<tr>
<td>10 &amp; 11</td>
<td>Sat 3/5</td>
<td>Developing the &quot;felt need&quot; for change</td>
<td>- Kanter 8, 9, 10</td>
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<td>- Diagnosis</td>
<td>Case Presentations</td>
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<td>- Processing information gathered</td>
<td>Chapters 8 &amp; 9</td>
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<td>- Developing an action plan</td>
<td>Teams 5 and 6</td>
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<td>12 &amp; 13</td>
<td>Sat 3/19</td>
<td>Leadership: Change Vision</td>
<td>- Koestenbaum 5 &amp; 6</td>
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<td>Leadership Video</td>
<td>- Kanter 11</td>
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<td>Case Presentation</td>
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<td>Team 7</td>
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<td>- Jick (handout)</td>
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<td>Team Case Assignment: Championning Change in Kanter</td>
<td>(pages 302-315). Identify elements of the change program at Bell Atlantic and what purpose they served. (2-3 pages, double-spaced, no cover page, names on back, stapled)</td>
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<td>14</td>
<td>Sat 3/26</td>
<td>Making interventions</td>
<td>- Kanter 12</td>
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<td>Case Presentations</td>
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<td>Team 8</td>
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<td>- Koestenbaum 11</td>
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<td>- Intervention</td>
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<td>Strategies (handout)</td>
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<td>15</td>
<td>Fri 4/8</td>
<td>Implementation</td>
<td>- Kanter 13</td>
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<td>Case Presentations</td>
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<td>Team 9</td>
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<td>- Koestenbaum 9</td>
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<tr>
<td>16</td>
<td>Sat 4/16</td>
<td>Exam</td>
<td>- The Discipline of Teams (handout)</td>
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<tr>
<td>17 &amp; 18</td>
<td>Sat 4/23</td>
<td>Team building</td>
<td>- Starting Self-managing Teams</td>
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<td>Team building activity</td>
<td>(handout)</td>
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<td>- Participative Work Design (handout)</td>
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<tr>
<td>19</td>
<td>Sat 4/30</td>
<td>Team Project Presentations</td>
<td>Team Projects Due</td>
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<td>20</td>
<td>Sat 5/7</td>
<td>Wrap-up</td>
<td>- Kanter 14</td>
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<td>- Koestenbaum 12</td>
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Note: We reserve the right to change any aspect of the course as described in this syllabus. However, we pledge to discuss with you any changes in course requirements that we might contemplate prior to making them. In short, you would have input into our decision making in this regard.
LEADERSHIP, THE LAW AND VALUES

Professors Hayford and Shively
Spring Semester 1993-94
Course Syllabus

Professor Hayford
Office: Worrell 3137
Office Hours:
   Monday: 2:00 p.m. - 3:30 p.m.
   Tuesday: 11:30 a.m. - 1:00 p.m.
   or by appointment

Telephone: 759-5415

Professor Shively
Office: Worrell 3138
Office Hours: Open

Telephone: 759-4582

TEXTS


Machiavelli's *The Prince*, Translated and edited by Mark Musa, New York, NY, St. Martin's Press (1964)


TOPIC OUTLINE

I. INTRODUCTION TO THE COURSE
   SETTING THE BASELINES
   Days 1-4

Day 1
Introduction to the Course
   - Perspectives and Focus of the Course
   - The Underlying Themes
   - The Course Game Plan
   - A First Exercise
Day 2
Values and Business Conduct
- Individual Values
- Firm Values
- Societal Values

Case Study: "Martha McCaskey": A Young Executive Hits the Ethical Wall

Day 3
The General Legal Framework for Corporate Conduct (subtitle: "The Law Will Set You Free")
- The Shareholder Derivative Cause of Action
- The Law of Corporate Governance

Readings Assignment:


\(\) Metzger, "Management of Corporations" pp. 947-950 and 958-971

Day 4
The Leadership Baseline
- Leadership Models
- The Major Aspects of Leadership: Vision; Leadership Style; the Role of One's Values and Self Image; The Impact of One's Attitudes Toward People

Readings Assignment:

Koestenbaum, pp. 1-82.


\(\) "The Vision Thing", James R. Norman, Forbes, August 30, 1993, pp. 43-44
II. GETTING IN TOUCH WITH YOUR VALUES AND THE IMPORTANCE OF CONTINUOUS LEARNING AND GROWTH

Days 5-8

Days 5-7

- Self Awareness
- Introspection
- Working on Yourself

Readings Assignment:


Koestenbaum, pp. 83-135

Day 8

- How Executives Learn
- Another Mode of Self Development
- Placing Yourself in the Real World

Readings Assignment


IV. WHEN YOUR VALUES MEET THE VALUES OF OTHERS:  
COPING WITH THE REAL WORLD  
Days 9-10

Readings Assignment:
Machiavelli's The Prince
Koestenbaum, pp. 136-158.

V. APPLICATION OF THE UNDERLYING  
COURSE THEMES  
Days 11-25

A. The Business-Government Relationship

- The Arms-Length Nature of the Relationship in the U.S.
- The Government-Business Relationship in Other Competitor Societies (Western Europe, Japan)
- The Respective Roles of Business and Government in a Democratic Society
- The Relationship on the Federal, State and Local Levels
- The Role of Business in the Public Policy Formulation Process

Readings Assignment:
Buchholz Business Environment and Public Policy, "Business-Government Relations" Chapter 7 (Day 11)


Buchholz, "Public Issues Management" Chapter 17 (Day 12)
Case Study: "Minneapolis Plastic Packaging Ban": Alternatives for Business Action, Interaction with Government (day 12)

Days 13-14

B. Government Regulation of Business
- The Triggers to Government Intervention in the Market System
- The Keys to Avoiding/Minimizing Government Regulation
- The Nature of Government Intervention
- Business Input Into the Regulatory Process

Readings Assignment:

Buchholz, "Government Regulation" Chapter 8 (Day 13)

Freedom Versus Regulation in a Commons" J. Ronald Fox, Managing Business-Government Relations, Chapter 3 (Irwin 1982) (Day 13)

Buchholz, "Consumer Protection" Chapter 14 (Day 14)

Case Study: "Chain Saws": Voluntary Industry Regulation versus Mandatory Government Regulation of Chain Saw Safety (Day 14)

Days 15-18

C. The Social Responsibility of Business
- The Role of the Individual Business Firm, Industry Association, and Business as an Institution
- The Role of the Business Leader in Balancing Corporate and Societal Values
- Profits versus Social Responsibility
- Profits versus Human Values

Readings Assignment:

Buchholz, "The Evolution of Public Policy as a New Dimension of Management" Chapter 2 (Day 15)


Koestenbaum, pp. 159-185 (Day 17)


**Case Study:** "Tennessee Coal and Iron": Should a Business Firm Take Action Regarding Issues of Race Relations in its Local Community? (Day 16)


**Case Study:** "Ashland Oil, Inc.: Trouble at Floreffe" A Corporate Leader Confronts an Ecological Disaster (Day 18)

**Days 19-21**

D. Leading Change Within the Business Organization and Your Community

**Readings Assignment**

Koestenbaum, pp. 186-245 (Day 19)  

"Managing AIDS", R. Stodghill II, Business Week, February 1, 1993

Day 21

Case Study: "Three in the Middle: The Experience of Making Change at Microswitch" (Day 19)

Case Study: "Rick Miller (A) (Day 20)

Case Study: "Paul Cronan and New England Telephone Company (A)" (Day 21)

Days 22-23

E. A Strategy for Coping With the Demands Placed on the Business Decision Maker by the Legal Environment of Business
- The Law as a Risk Assessment Device
- The Attorney-Business Client Relationship: Privilege and Becoming a Competent, Demanding Legal Client
- A Cutting Edge Development: The Move to Alternative Dispute Resolution Techniques as the Preferred Method for Resolving Commercial Disputes: A Primer on the Mediation and Arbitration Processes

Readings Assignment:
(to be assigned later)

Day 24

F. An Exercise in Conflict Management

Case Study: "Santa Clara County Transportation Agency"

Between a Rock and Hard Place: Reverse Discrimination or Affirmative Action?
Days 25-26

- Title VII of the Civil Rights Act of 1964
- The Order of Allocation of Proof in a Title VII Case: Disparate Treatment versus Disparate Impact
- The Civil Rights Act of 1991
- Sexual Harassment

Readings Assignment:


Videotape Case Study and Role Play: "You Be the Judge" (Day 26)

VI. COMING TO CLOSURE
Days 27-28

Day 27

Placing the Demands of Your Career and Professional Life Within the Larger Context of Your Personal Life and Duties to Your Spouse, Children, Family, Friends and Fellow Men and Women

Day 28

Course Wrap Up
- Revisiting Our Discussions of Values, Leadership and the Law
- Debrief
- Student Input
Days 29-30

It is our intention to use these two class days, at various points through the semester, to discuss issues of particular topical importance. At this point, it is likely we will focus these days on the health care issue. In addition, if necessary we will use one of the days as a make-up day.

THE WRITING EXERCISES

There will be no requirement of a formal research paper in this Course. Instead, on several occasions during the semester students will be given an in- or out-of-class writing assignment. These writing assignments will require students to analyze a key issue, answer a key question, or recommend and support a course of action for the key player(s) in a case study or case problem.

THE EXAMINATIONS

The midterm and final examinations will be take-home exercises. Examination answer(s) will be typewritten and limited to a specified number of double-spaced pages.

COURSE GRADING

The Course grade will be determined as set forth below.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Class Participation</td>
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<td>Written Exercises</td>
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<td>Midterm Examination</td>
<td>25%</td>
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<td>Final Examination</td>
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In order to provide proper and timely feedback, students will be advised of their interim class participation grade at the mid-point of the Semester.
INTERVIEWS AT THE UNIVERSITY OF RICHMOND

• Dr. Stephanie Micas, February 14, 1994
• Dr. Howard Prince, February 3, 1994
• Dr. John Roush, February 17, 1994
• Dr. John Roush, March 29, 1994
• Dr. Zeddie Bowen, April 18, 1994
NOTES FROM MEETING WITH DR. STEPHANIE MICAS
FORMER ASSOCIATE DEAN
JEPSON SCHOOL OF LEADERSHIP STUDIES
FEBRUARY 14, 1994

Question: Are you familiar with leadership studies programs at other schools?

Answer: There are centers for the study of leadership at other schools. At the Jepson School, we have adopted an interdisciplinary and multi-disciplinary approach to the study of leadership. Programs housed in a particular discipline at other schools include those at Duke University (Bruce Payne), Carnegie University, and the University of Minnesota (Bob Pittsburgh). At Marietta College, they have a leadership studies concentration that may be turned into a minor. At the University of San Diego, Joe Rost heads the Leadership Studies program within the School of Education.

**********

Question: Is a degree-awarding program in Leadership Studies feasible?

Answer: "The very uniqueness of such a program would lead me to say 'yes'. There seems to be a large market for a graduate program in leadership studies. At the residential undergraduate level, students are generalists of leadership studies. At the graduate level, students would study leadership contained in one discipline. At St. Thomas College, for example, the graduate program in education has a leadership focus. We are generalists at the Jepson School. The next logical question to ask is what do you do with a Masters Degree in Leadership Studies? Conceptually, how do you narrow different areas of interest such as management or policy? Students would narrow their study to one context at the graduate level. Contexts then become the focus... you begin to specialize.

**********

Question: Is a graduate program in leadership studies feasible at the U of R?

Answer: "It's a natural... it will be done, probably five years down the road. I don't think it will be a big program. Rather, it would resemble somewhat the size of our undergraduate program. It would pay for itself, though. Does the university want to do this? That is difficult.... There could be two different types of programs. First, a small masters (degree granting) program and secondly, an executive program for adult education. In the executive program one would learn skills to be an effective leader. In the masters program, one would specialize in a particular context while also developing their leadership skills. Dr. Ciulla would be a great person to talk to about this. She is currently organizing a police academy program that has been very successful. It is sort of what an executive program might look like. A graduate program needs graduate
students, of course. One advantage to such a program is that it would attract research for students. There is a liberal-arts approach (i.e. philosophic and critical thinking) and a management approach (skills development) to these two programs. I believe when we educate about leadership, the best thinking is to consider leadership as a life-long process.

**********

Question: Are there certain core courses which you feel all graduate programs in Leadership Studies should include in a curriculum?

Answer: The curriculum should be individualized or fine tuned to each person. There should definitely be a focus on contexts and issues in the curriculum. Dr. Couto, for example, offers a class I really like. It gives students a sense of public policy issues that affect what we are doing. However, students should be allowed to design their own program. The key would be to incorporate all the various experiences that the students bring to the program. Also, the graduate program should be geared to working on specific tasks and/or projects yet be flexible. The Kellogg Model at Northwestern University is an excellent example of this type of project method of teaching.

**********

Further comments and observations from the meeting:

• Dr. Micas suggested that I talk to Dr. Roush for information on the original planning of the Jepson School. Also, I should inquire about a national survey that was conducted... ask what were the questions and what were the results.

• The Leadership Source Book is an excellent leadership studies program resource book.
NOTES FROM MEETING WITH
DR. HOWARD PRINCE
DEAN, JEPSON SCHOOL OF LEADERSHIP STUDIES
FEBRUARY 3, 1994

Question: What leadership studies programs are you aware of at other schools?

Answer: “Many of the leadership programs that you will find at other universities or colleges are actually part of a graduate program in education. For example, they teach educational leadership at Stanford and Harvard. These would be good places to gather material. There is an innovative program at the University of San Diego which is headed by Joe Rost. Also Col. John Wattendorf is involved in a leadership program at West Point. There is, of course, the Center for Creative Leadership. This is the best professional-oriented leadership program but no degree is awarded. There is a Masters Program in organizational leadership at St. Thomas College in Minneapolis which is headed by Karen Ristau.

**********

Question: Is a graduate program in leadership studies feasible at the University of Richmond?

Answer: “You must remember, Bill, that the University of Richmond’s core identity is teaching undergraduate programs. There are no Masters programs in leadership at this time. We need to first establish a institutionally secure undergraduate program. The undergraduates remain our highest priority. At least that is what the University has expressed. My own personal view is that a graduate program could exist at the Jepson School. We would need more faculty, additional classroom space, etc. A mixture of full-time and part-time students would work best. This would make for a learning community where one’s job is school. Could we attract these people? I believe we can. People from the Army, airforce officers, government agencies, and businesses would be interested. These, however, are all policy questions that I am raising. Most importantly, though, a graduate program in leadership studies would make an invaluable contribution to society.”

**********

Question: So you do believe, then, that such a graduate program will exist?

Answer: “Well, there is a multi-billion dollar training industry for
leadership. Technical skills provide leadership... yes, considering the demand, a graduate program seems to be a natural evolution of the undergraduate school. My personal opinion is that the establishment of a graduate program in leadership studies will not happen soon. It might be part of a future five-year strategic plan that the university might consider."

**Question:** Are there certain "core courses" which you feel all graduate programs in leadership studies should include in a curriculum?

**Answer:** I envision classes that encourage original thinking. The graduate level classes will obviously be at a different level than those at the undergraduate level. I believe one important characteristic of the graduate classes should be that they spread across a variety of different contexts. I do not want to speak too much about what I think, though, because this question is probably what the essence of your senior project really is. I suggest you first envision your own curriculum then compare it to what other schools are doing. Are you also planning on interviewing people to collect information? If so, talk to members of the Jepson School faculty."

Further comments and observations from the meeting:

- Dr. Prince emphasized that students who attend the graduate program will be a different learner from undergraduates because they will have real-world experiences from which to draw upon as they study.

- Dr. Prince believes a graduate curriculum should be flexible enough to allow a student to study in-depth on a particular subject
NOTES FROM MEETING WITH DR. JOHN ROUSH
EXECUTIVE ASSISTANT TO THE PRESIDENT
FEBRUARY 17, 1994

**Question:** Would a graduate program in leadership studies be feasible?

**Answer:** "That is easy, yes, it would work. I believe it would be more popular than a MBA. It could very popular for those people not interested in business. For example, those who are in the non-profit sector..... those who know the value of leadership."

***********

**Question:** Do you believe the graduate program should be organized primarily for full-time residential students or for part-time students?

**Answer:** "After-hours, not full-time. I believe all, save a few, should be in the program on a part-time basis."

***********

**Question:** What do you believe are the most important elements of a graduate program?

**Answer:** "There should be a masters thesis component to the program. Also, the program should be more theoretically-based and less practical. There is no need for field experiences in a graduate program because the students would already have gained knowledge from their prior experiences. The graduate program should be a core experience. It should be primarily focused on teaching about rather than for leadership."

***********

**Question:** To what extent do you feel it necessary to "individualize a graduate program in leadership studies to each student?"

**Answer:** "There needs to be a core understanding at the Masters level. Then, people may specialize as they would like."

***********

**Question:** Has the idea of a graduate program been discussed at the University of Richmond?
**Answer:** “It is always mentioned... maybe some day. We do not have much of a focus at this point and there is not a timeline that we are working by.”

**Follow-up Question:** Is it being discussed as part of the university’s next five-year plan?”

**Answer:** “No, not that I am aware of. Howard has not brought it up at any of our planning sessions.”

Further Comments and Observations from the meeting:

- Dr. Roush seemed very optimistic about the possibility of a graduate program at the University of Richmond.

- Dr. Roush mentioned that an informal national survey led by Dr. Bowen and himself had been conducted in the initial planning stages of the Jepson School.

- Dr. Roush mentioned that he would be willing to share with me the correspondence files and planning documents that have been retained on the Jepson School. He believes these files are in Dr. Zeddie Bowen’s office.

- There are leadership studies programs at San Diego State University and the University of Minnesota. There is also a very important leadership source book published by the Center for Creative Leadership.
NOTES FROM MEETING WITH DR. JOHN ROUSH
EXECUTIVE ASSISTANT TO THE PRESIDENT
UNIVERSITY OF RICHMOND
MARCH 29, 1994

• We reviewed the topic of my senior project.

• Dr. Roush checked his files for any relevant correspondence- he has one large
manila file but he does not believe it is what I am looking for.

• Dr. Roush shares with me his 1987 edition of the leadership source book by the
Center for Creative Leadership.

• Dr. Roush introduces me to Elizabeth, Dr. Bowen's assistant, so that I may obtain
appropriate planning and correspondence documents about the Jepson School. Dr.
Roush believes that Dr. Bowen has these papers in a large 4-inch thick binder.
Included in this binder are notes from early meetings about the idea of the Jepson
School. Dr. Roush also suggests that I ask Dr. Bowen for his most recent copy of the
leadership source book (1992 or 1990) as well as Miriam and Kenneth Clark's
Leadership Handbook.

• Elizabeth has agreed to follow-up on the above inquiries for me and contact me at
a later date.

• Later that day, I sifted through hundreds of Jepson School planning documents
that I intend to photocopy for my records.
Question: Is a degree-awarding graduate program in Leadership Studies feasible? Why or Why not?

Answer: "Yes, why not. There is already a graduate program for education and leadership in place. I also believe there is a need for a graduate program. It is a subject about which people are concerned and academic programs are available. We create a need by creating a discipline. There are programs oriented towards leadership such as those at the Center for Creative Leadership; these are really training programs. These are different than what we are talking about. At the University of Richmond, there is no reason why we could not ever offer a Master's program if certain conditions are met. One there must be a market; two, it should enhance the undergraduate program; and three, it is of the highest quality."

*****

Question: What do you believe are the most important elements of a graduate program in Leadership Studies?

Answer: "As you earn a higher degree, you tend to become more focused. The graduate curriculum should offer more specialization and discuss more contexts than the undergraduate program. We cannot focus on them all so we should limit the emphasis. A Master's degree prepares someone to do something while a training program in leadership prepares someone for leadership. By narrowing the focus of the curriculum, we could prepare the student "to do". The basic elements then would be the following non-specialization courses: ethics/morality, communication, vision/planning, and assessment/problem solving."

*****

Question: What skills would be most important to emphasize in the graduate program?

Answer: "Interpersonal skills... the ability to work with people is very important. Yet, skills beyond this depend on the type of student. One program that is oriented to education would teach different skills than a program emphasizing industrial training, or one oriented to community organizations."

*****

Question: Do you believe a graduate school of Leadership Studies could offer a interdisciplinary degree (i.e. in a variety of disciplines in addition to Leadership
Answer: "You would have to have experts in a high-level from a large number of fields. That would be difficult to do within one program. This program is much different than the one I would propose (i.e. narrow focus of school). There are two major differences: first, students could come from any background, and second, the program that you mentioned would demand a much larger faculty. We have a Master's program in Humanities that is similar in its approach to what you have just mentioned. All sorts of classes fit in this program. The problem you would encounter is that offering a degree in a discipline in which you are not able to find faculty members who are "terminally" qualified would not cause accreditation problems. You need people who are qualified to teach graduate work in Leadership Studies. There are specific guidelines of accreditation for graduate programs."

Question: Would this type of interdisciplinary Master’s program in Leadership Studies be possible at the University of Richmond?

Answer: "I believe we could do it at UR. We have the school, the structure, and faculty members with PhDs in relevant areas to make it work. It would just be an interdisciplinary Master’s program."

Further comments and observations from the meeting:

• Overall, Dr. Bowen seemed very positive about the prospect for a future graduate program in Leadership Studies at the University of Richmond.

• Dr. Bowen explained that the impetus for a graduate program must come from the bottom-up; that is, those within the Jepson School must suggest it rather than it being asked by those in the upper administrative levels. Thus, it will not necessarily have to appear in the University’s five year strategic plan to occur in the next five years.
ITEMS

• Cover memo from Dr. Zeddie Bowen regarding Jepson committee recommendations

• Jepson committee recommendations

• Plan for major degree program

• Sketch for an alternate proposal: The Jepson School for International Studies and Leadership in World Affairs

• Abstract: Draft proposal for the Jepson School of Leadership

• Partial letter from Bob Jepson to Dr. Richard Morrill

• Partial response letter from Dr. Richard Morrill to Bob Jepson

• The Jepson School of Leadership Studies Premises and Plans
To: University of Richmond Faculty

From: Zeddie Bowen

Subject: Jepson Committee Recommendations and the Revised Jepson School Proposal

As noted in my memorandum of September 12, I am pleased to forward to you the recommendations from the Jepson Committee and the revised Jepson School of Leadership Studies Proposal.

The first item is a recommendation from the Jepson Committee approved at its meeting on September 12. Two other recommendations approved by members of the Committee on September 7, are listed as #’s 2 and 3.

The second item attached to this memorandum is the revised Jepson School Proposal. In order to assist your review of this document, the additions and changes made by the Committee on pp. 7, 12, 13, 15 are identified by a vertical line appearing next to the change.

I look forward to seeing you on Monday, September 19, at 4:00 in the Keller Hall Reception Room.

ZPB:s1
The Jepson Committee recommends that the University of Richmond accept the generous gift offered by Robert and Alice Jepson to establish the Jepson School for Leadership Studies.

Our recommendation presupposes the following principles:

1. **The need for leaders of integrity in our world:** The Jepson School is established to address this need. Leadership studies must transcend management techniques to focus on the ethical dimensions of leadership and on the purposes to which leaders past and present have used their influence.

2. **Impact on Students:** Any program the University undertakes must be designed with the intent of improving the quality of mind and life of our students. The program of the Jepson School will give students an education that benefits both them and society.

3. **Involvement of and impact on all segments of the University:** The University of Richmond must continue to build its sense of community among the divisions and schools of the campus. The structure and program of the Jepson School will be developed so as to ensure that the entire University community has a stake in the success of its operation. The expertise of the faculties of the University will be a resource to the School, and the effects of its operation will be expected to benefit us all.

4. **The integrity of the Jepson School programs:** Like every other division of the University, the Jepson School must meet high standards of quality and integrity. In particular, these standards require:

   a. **Institutional integrity:** That the Jepson School will be governed by the established procedures, policies, and practices of the University of Richmond;

   b. **Academic integrity:** That the quality and legitimacy of the Jepson School will be established and safeguarded in the larger academic community of which the University of Richmond is a member; and

   c. **Scholarly integrity:** That the curricular offerings of the Jepson School will be intellectually and pedagogically sound.

5. **The necessarily experimental nature of the programs of the Jepson School:** An undergraduate school of leadership is a novel concept in American higher education; at present neither the subject nor the process has been well defined or adequately researched. Consequently, the curricular and co-curricular programs that are developed as the Jepson School begins operation will evolve over time, changing as needed in light of experience so as to be more effective in fulfilling the purpose of the School.

9/12/88
#2 THAT sufficient growth be allowed in the University's total enrollment to provide for any new school or college without disrupting the health of existing programs.

#3 THAT discussion of further specifics of the Jepson School's curriculum and program be deferred until its start-up director/dean is in place.
purposes. As noted on page 12, the director, his or her faculty, and members of the University's current faculty will be charged to design in detail the curricular and co-curricular experience to be offered.

The School's degree programs must be focused on producing in students the knowledge, experience, and abilities needed to be effective and constructive leaders in a variety of contexts. A solid foundation in the liberal arts and sciences, coupled with the study of and preparation for leadership, holds the potential to prepare men and women who will approach leadership opportunities with a measure of skill, compassion, integrity, ability, and breadth of understanding that is sorely needed in our nation and world.

1. The major degree program:

The major program would consist of a rigorous sequence of academic courses as summarized below and on the following page. All students enrolled in the Jepson School will be required to have a minor in one of the Arts & Sciences departments or The E. Claiborne Robins School of Business and be strongly encouraged and perhaps required to carry a double major.

Students admitted to major in the School will participate actively in and contribute significantly to the co-curricular program. Every Jepson School student will be assigned to a member of the School's faculty who will be his or her tutor, mentor and guide. Intellectual and personal growth and change and leadership development are keyed to this sustained relationship over the two years.

a. The major course sequence

A sequence of courses will be developed by the director, the Jepson School faculty, national experts, and a representative group of current faculty. This sequence, including two courses in leadership studies, would constitute 18 of the 30 hours required in the major program. This 18 hour curricular experience might include a junior level seminar, plus other courses that might
focus on values and leadership, communication, leadership through literature, social entrepreneurship, small group conflict resolution, an historical biographical study of great leaders, women in leadership, policy analysis, strategic planning methodology, leaders in the third world context, etc. A special emphasis within the course program will be to have students in the major program confront contemporary issues of regional, national, and global concern.

b. Approved and supervised field experience 3
c. Approved and supervised community service 1
d. Senior Seminar (Spring Senior Year) 2
e. Approved Electives 6

An approved minor in arts and sciences or in business at least 15

45

Corequisites.

Seventy-five hours of academic credit, including all applicable proficiency and distribution requirements. 75

120

2. The minor degree program:

Students who are majoring in other disciplines or areas may apply for admission to minor in the School. The minor degree program would be an 18 hour program that requires course work at the junior and senior level. A minor would require
Goals

Produce in students a fundamental understanding of key elements of global interdependence and a functional sensitivity to the diversity of cultures. Develop in them comprehension of the various dimensions of leadership within the framework of this understanding and sensitivity.

Premises

The world presents itself to us as a community of diverse cultures. Within this global community there is a fundamental tension between the particularity of each culture and the interdependence of all members of the community. International (i.e., intercultural) leadership operates at the points of articulation of this tension, requiring, in those who would attempt its study, unusual skills of analysis, methodological flexibility, and alertness to changing circumstances and conflicting assumptions.

The fullest study of leadership is cross-cultural and comparative study. In this perspective, leadership is the force that maintains stability, initiates change, and discerns shifting pressures for stability or change. International study of leadership examines how diverse societies organize themselves to assure these functions and how they establish the categories (ethical, social, etc.) that constrain these functions. This comparative study in turn provides an effective ground for a critique of leadership practices and the assumptions that underlie them in our own culture.

Institutional Rationale

In recent years the University has made a carefully considered commitment to strengthening international understanding on campus, and has expressed this commitment through the creation of the Office of International Education. Response to this development has been even greater than expected, as measured by numbers of majors, enrollment in International Studies courses, expanded numbers of students studying abroad, faculty initiatives to organize co-curricular programs focusing on international topics, etc.

The resources of the Jepson School would enable the University to pursue this commitment at a level that comes far closer to fulfillment of the vision behind this commitment. Specific possibilities include

-- significantly expanded course offerings, among them courses focusing explicitly on leadership,
-- scholarships to support both study abroad and recruitment of foreign students,

-- a master's program,

-- scholars in residence,

-- seminars organized around visiting leaders and other figures from outside the academy,

-- lecture series, and

-- performance/exhibit series of works of art from other nations and cultures.

Objectives

Integrate the resources, disciplinary perspectives, and interests of the three existing schools (A&S, Business, Law) to a degree that is beyond the current capacities of the Office of International Education.

Provide students with specific knowledge and analytical expertise in the following areas:

-- prevailing world conditions and developments, e.g., population growth, economic trends, scientific and technological developments;

-- social movements that have created goals and values that transcend national cultures and ideologies;

-- ethical questions and issues that derive from increased capacities for predicting and manipulating global conditions;

-- diverse cultural beliefs and practices; and

-- leadership both in cross-cultural perspective and as an inter-cultural phenomenon.

Components

The particular academic components will likely resemble those outlined in the section of the Jepson Committee's proposal titled "The Educational Program" (pp. 14-19), adjusted for the specific focus of the present proposal.
Abstract
A Draft Proposal for the Jepson School of Leadership Studies

In May of 1987, Mr. and Mrs. Robert S. Jepson, Jr., announced their intent to provide the University with a $20 million challenge gift to develop a leadership studies program. In the past 15 months this remarkable possibility has received considerable attention by the University's administration and faculty.

During May and June following the announcement of the challenge gift, an administrative committee worked briefly with the donors to explore the framework of their thinking and the University's capacity to respond. In October and November of 1987, Provost Zeddie Bowen worked with a committee of faculty and administrators to generate a proposal that was accepted by the faculty and forwarded to Mr. and Mrs. Jepson. Our most recent interaction with Mr. Jepson, one that led to the writing of this draft proposal, began in March of this year when Rector Joseph A. Jennings asked Chancellor E. Bruce Heilman to engage Mr. Jepson in conversation about the leadership studies program. This invitation to Dr. Heilman has resulted in a series of meetings with Mr. Jepson, a host of visits to individuals and campuses across the nation involved with leadership education, and the writing of "A Draft Proposal for the Jepson School of Leadership Studies."

The draft proposal is divided into five sections: the "Prologue"; "The Nation's Response in Higher Education"; "The University's Opportunity: The Study of and Preparation for Leadership"; "The Jepson School of Leadership Studies," a section of some 12 pages; and "Concluding Comments." In portions of the fourth section concerning the actual development of the leadership program at the University, it will be clear that much of the information presented is of an illustrative nature. There are many decisions to be made by Trustees and faculty that will impact significantly the specific nature of the Jepson School.

Mr. and Mrs. Jepson have asked that we share with them our plans for the leadership program by December 31, 1988. Accordingly, the members of the Executive Committee of the Board of Trustees will discuss in detail this proposal at their September 22, 1988 meeting. The faculty will be invited to comment on the draft proposal and share their views with the Executive Committee and the full Board of Trustees. It is anticipated that the
Today's world for better or worse is a more complicated one, and the demand for leaders in all facets of our culture has multiplied. Indeed, it would appear there is an inexhaustible need for men and women who are prepared to assume leadership responsibilities in all walks of life. Individuals who have a capacity to "... consult and listen, who have respect for human possibilities, who help us to lead ourselves and help us to grow. ... leaders who are enablers, who help us to remove obstacles to our effective functioning, who help us see and pursue shared purposes."1

The important role that education has played and should play in preparing young men and women to become leaders is a point of little disagreement. How education at all levels should contribute to such leadership education and development is, however, a matter of considerable debate.

The Nation's Response in Higher Education

The actual study of leadership and development of leaders is an area of increasing interest. While the prospect of a college or university offering courses or a degree program devoted explicitly to the study of leadership can evoke prompt and deep skepticism in a great many faculty people, Irving J. Spitzberg, Jr. reports that between 500 and 600 campuses are taking specific measures to develop their students as leaders with classroom instruction and/or extracurricular experiences. Within this group, there exist several programs at the undergraduate and graduate level worthy of special mention.

- Princeton University's program, developed by political scientist Fred Greenstein, has made effective use of recognized leaders as visitors to classes and seminars.

- At Colorado College, Tom Cronin, a national authority on the U. S. Presidency, teaches a leadership program for undergraduates that makes extensive use of film, visiting distinguished leaders, and an Outward Bound and community service project component.

- At Duke University, Bruce Payne, head of the Leadership Studies Program, has developed a widely recognized program that combines liberal arts classroom experiences with community projects and internships as a way to develop leaders.

- The College of Wooster has developed a leadership and liberal learning program that includes a rigorous scholarly
approach to the study of leadership, a unique field experience, and a two-day national symposium. Wooster's concept is built on the premise of giving students both conceptual and practical insights into leadership.

• At the University of San Diego a minor in leadership studies was instituted in the belief that "every student can exert leadership in some capacity." Established in 1984 as an 18-credit program, San Diego's minor program includes four courses that specifically address the theoretical concept of leadership and the ethical implications of decision making. In addition, students must complete two electives from a selection of approved courses in anthropology, biology, philosophy, and sociology.

• The leadership development program at the University of Vermont is founded on the principle that dynamic leadership comes from both reflection and action. Students are involved in two courses, one an introduction to leadership and the other an advanced seminar. Vermont's leadership program also includes several special programs that strive to meet the unique needs of special student groups, including freshmen, women, resident assistants, and student government office holders.

• Courses in leadership education have been offered at the University of Richmond by Professors Joanne Preston and Janet Kotler. The student life programs in Richmond College, Westhampton College, and The E. Claiborne Robins School of Business have a long tradition of leadership education and development activities. WILL (Women Involved in Living and Learning) is a specific program of recognized impact and value.

• Several graduate programs that focus on the study of leadership are in operation, and a few have acquired a reputation for excellence. At the University of Minnesota, the Hubert H. Humphrey Institute of Public Affairs has within it a strong leadership component. It caters broadly to national and international interests, as well as local interest. The Institute fulfills a service component beyond the University. The academic nature of the program is rooted in the arts and sciences. Located in the same region of the country, Augsburg College's only graduate degree program is in the area of leadership studies. Joanne Karvonsen is Graduate Program Coordinator at Augsburg. Their program serves more mature students, bringing them back on campus after work experiences. It is strongly oriented in the liberal arts and has a council of the liberal arts college working continually with the program.
There are scores of other academic and student life programs across the nation that are in operation. The study of leadership has emerged as a valid interdisciplinary area of study, and many institutions are moving to develop major and minor programs. The Center for Creative Leadership has published "Leadership Education '87, A Source Book" that is available for review in either the President's or the Provost's Office. The Source Book includes a comprehensive listing of programs, resource people and organizations, and materials related to leadership education.

Thinking about the ways in which colleges and universities might elect to be involved in leadership education calls to mind a quote from John Gardner, former President of the Carnegie Corporation and Secretary of HEW, who is the founder of the Independent Sector and will this fall be appointed a professor in Stanford University's leadership program.

So part of our task is to develop what is naturally there but in need of cultivation. Talent is one thing; its triumphant expression is quite another. Some talents express themselves freely and with little need for encouragement. Leopold Mozart did not have to struggle to uncover buried gifts in little Wolfgang. But generally speaking, the maturing of any complex talent requires a happy combination of motivation, character, and opportunity. Most human talent remains undeveloped.

It is wrong to suppose that we can design a process that will start with a specific group of young potential leaders and end with finished products. What we can do is to offer promising young people opportunities and challenges favorable to the flowering of whatever leadership gifts they may have. Some will become leaders, partly from what we enabled them to learn and from challenges we set before them, partly from the self-knowledge we helped them achieve. Beyond that, time and events will teach them. Mistakes and failures will teach them. And with respect to the final outcome, especially in the case of the greatest leaders, a decent humility should remind us that their emergence is a marvel and a mystery.3

Gardner and others are confident that higher education has an important role to play in leadership education, and the
Why not designate the School's advisory group the Board of Visitors, endow it with specifically defined authorities, and have it involved with governance. The type of people you suggest will more likely consent to serve if they see a true opportunity for involvement. This group should have a specific size, perhaps 15, but no larger, and have working committees paralleling those of the Faculty Council.

Your proposal has stressed the linkage of the School with the other schools and divisions of the University. We feel that the linkage could be improved dramatically with greater involvement of the Law School and the MBA Program of the School of Business, as well as any Arts and Sciences graduate programs which could be supplemented with offerings of the School of Leadership Studies. A well-conceived initial graduate course offering could also prepare the ground for a self-contained graduate program for the Jepson School should the demand be there in the not-too-distant future.

Faculty representation from Arts and Sciences, Business and Law on the Academic Council of the Jepson School will help with program integration. However, we believe it is essential that the internal faculty of the School comprise a majority of the Council in order to protect the integrity of the School. We would suggest representation of Arts and Sciences (2), Business (1) and Law (1).

We are also concerned about protection of the integrity of the endowment. The operating model which you have presented would in actuality erode the endowment. Our first point would be the inequitable tuition exchange created if the School's 80 majors are taking at most 320 enrollments in other divisions while those divisions' students are taking 640 or more enrollments in the School of Leadership Studies. Under your model income from the School's endowment is actually being spent to support the general University. Secondly, we would expect part of the expense of renewal and replacement ($200,000 at 2% of facility book value) to be carried by Arts and Sciences and the general University, with the Mathematics and Academic Computing Operations being housed in the building. In addition, further support of the general University budget by the endowment is evidenced in the scholarship support for freshmen and sophomores.
We agree that law and philosophy would be among the disciplines involved in the School and also concur in your broad understanding of the other fields you mention.

3. Board. Although I and others have no problem with naming the advisory group the Board of Visitors, it has been suggested that we look for another name since in Virginia that one is used at William and Mary and the University of Virginia to designate their governing boards and would create confusion. We are in agreement that the Board should have a committee structure like the one you suggest. As for the Board's duties, I believe it should play a crucial role in assessment. The curriculum, program, and the work of the director will obviously need periodic review. The Board would also provide key resource people to take part in programs of the Leadership Forum and to use their influence to secure noteworthy speakers and visitors. It would also take an active role in promoting the School and its work, including the effort to gain financial support from foundations and individuals. Board members would not be expected to solicit funds directly unless inclined to do so.

Obviously the Board of Visitors will fit comfortably within the existing governance structures of the Board of Trustees and President. We are committed to seeing that the Board of Visitors receives the role and influence needed to help guide the School to the fulfillment of its mission.

4. University Cohesion. I can see many advantages in the idea of a graduate offering as part of the initial program of the School. I can think, as just one example, of how MBA and law students would benefit from an offering on contemporary methods of conflict resolution through mediation and negotiation. The possibilities for summer study by practicing professionals in a variety of fields could link nicely to the availability of graduate level work.

5. Academic Council. The School should by all means be able to chart its own course for the future within the framework established by the proposal. The faculty of the School will have a natural majority in that there will be eight or nine School faculty on the Council. Moreover, the faculty from the other colleges on the
The Jepson School of Leadership Studies

Premises and Plans

Submitted to

Mr. and Mrs. Robert S. Jepson, Jr.

by

The University of Richmond

November 11, 1988
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Leadership Studies In American Higher Education</td>
<td>2</td>
</tr>
<tr>
<td>The Opportunity at the University of Richmond</td>
<td>4</td>
</tr>
<tr>
<td>Mission and Objectives</td>
<td>6</td>
</tr>
<tr>
<td>The Educational Program</td>
<td>8</td>
</tr>
<tr>
<td><strong>The Degree and Degree Requirements</strong></td>
<td>8</td>
</tr>
<tr>
<td><strong>The Curriculum</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>A. The Major Degree Program</strong></td>
<td></td>
</tr>
<tr>
<td>1. The Major Course Sequence</td>
<td></td>
</tr>
<tr>
<td>2-5. Other requirements</td>
<td></td>
</tr>
<tr>
<td><strong>B. The Minor Degree Program</strong></td>
<td></td>
</tr>
<tr>
<td><strong>C. Elective Course Work</strong></td>
<td></td>
</tr>
<tr>
<td><strong>D. Graduate Students</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The Co-Curricular Program</strong></td>
<td>11</td>
</tr>
<tr>
<td><strong>A. Workshops and Seminars</strong></td>
<td></td>
</tr>
<tr>
<td><strong>B. Directed Field Experiences</strong></td>
<td></td>
</tr>
<tr>
<td><strong>C. The Leadership Forum</strong></td>
<td></td>
</tr>
<tr>
<td><strong>D. Research and Publications</strong></td>
<td></td>
</tr>
<tr>
<td><strong>E. Continuing Education</strong></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>13</td>
</tr>
</tbody>
</table>
Organization of the School ................................................. 14
   The Director and Committee of the School
   The Advisory Board
Faculty and Staff ............................................................ 16
   Distinguished Professors
   Faculty Seminars Course Development
   Support Staff
Size and Enrollment ........................................................ 18
Jepson Hall ........................................................................ 19
Timetable ........................................................................... 20
Financial Plan .................................................................... 21
Conclusion ........................................................................... 22
Footnotes
Appendix I: Financial Model
Appendix II: Faculty Motions
THE JEPSON SCHOOL OF LEADERSHIP STUDIES
EXECUTIVE SUMMARY

These are hard times in which a genius would wish to live. Great necessities call forth great leaders.¹

Our democratic society requires and depends upon effective leadership in all walks of life. Our nation's tradition for strong and effective leadership at many levels is renowned, but we, in more recent years, have experienced confusion about the meaning of leadership and disappointment in the quality of the leadership we exercise and receive.

The national and global leadership crisis has led a large number of commentators and analysts to urge that the problem be addressed. Many colleges and universities have responded. Leadership studies programs of varied magnitude and type have emerged across the country. No one of these programs, however, provides an undergraduate major in the field, and in almost all cases the leadership programs have been developed and continue to operate at the margin of institutional life.

The magnificent challenge offered to the University of Richmond by Mr. and Mrs. Robert S. Jepson, Jr. provides an opportunity to establish the Jepson School of Leadership Studies. The School will provide a program of unparalleled opportunity for undergraduate students to earn a degree in leadership studies—the first of its kind in the nation.

The University of Richmond is strategically positioned and capable of undertaking this bold educational venture. An institution of estimable strength, the University's location in Virginia's capital, its proximity to Washington, D. C. and other national centers of influence, its diversity of programs, and its capacity to be influenced by the programs and presence of a new unit make it an ideal location for a leadership school.

The University of Richmond's goal in the establishment of the Jepson School of Leadership Studies is to create a program of the highest educational quality and reputation. The School will seek to combine education about and for leadership into an exacting and exciting whole.

¹ Abigail Adams in a 1790 letter to Thomas Jefferson.
The educational program of the School can only be presented in illustrative form at this stage since it will be developed over time by the School's faculty and staff. Whatever else, however, the curriculum will be representative of the best thinking about the nature of leadership as it is developing in a wide variety of fields and disciplines. The major degree program will include a course sequence that will involve students in studying the nature and tasks of leadership, and will provide them with opportunities to select course work from a rich menu of possibilities. In addition to the major program, there will also be the provision for students to enroll in the leadership school for a minor degree, or to take one or several courses as electives.

- The co-curricular program of the Jepson School will include required field experiences and the opportunity for volunteer service. Those who aspire to leadership positions must acquire through experiential learning opportunities a heightened awareness of themselves and ways in which their talents and abilities can be applied to improve society. The Jepson School will sponsor a wide range of co-curricular programs related to leadership, including workshops, seminars, lectures, discussion groups and field experiences.

- An important dimension of this program initiative will be the Leadership Forum. The Forum will sponsor each year a series of symposia, campus visits, lectures and public debates that will bring to campus widely known and provocative individuals to focus discussion on major topics of national or global concern.

- There are unlimited possibilities for the Jepson School to have impact beyond the campus community by contributing to the growing understanding of the nature and practice of leadership. A research and publications program, including the possibility of a journal, could expand the School's reputation and make an important contribution to the body of knowledge regarding leadership. The possibility of continuing education programs focused on leadership education and offered to practitioners from all walks of life is especially promising.

- The Jepson School will be organized as a self-standing unit, but it will seek to serve as a source of unity and community among the University's various schools and organizational divisions. The School will be headed by a director who reports directly to the University Provost. The staff of
the School will be composed of the director, an assistant
director, an initial regular faculty of five, and one or two
distinguished visiting professors serving on one or two-
year appointments. The University of Richmond faculty in
the other academic schools and colleges will have an
opportunity to teach courses in the School and will be
assisted in their own study of leadership through a program
of faculty seminars and development.

- An important element in the School's structure will be the
  Advisory Board, which will be appointed by the President of
  the University in consultation with the director of the
  School. This group of twelve to fifteen outstanding men and
  women from across the nation will assist the University in
developing and promoting the School of Leadership Studies.
The Board's members will be individuals of great distinction
and exemplary achievement in the broad field of leadership.

- The enrollment in the Jepson School will be drawn from three
categories of students: majors, minors, and students
outside the School choosing courses as electives. The
School will be designed initially to enroll 80 students as
majors, 40 in each of the junior and senior classes. It is
anticipated that the leadership program will also be
extremely popular among students as a minor, and it is
expected that a large number of students will enroll in
leadership studies courses as electives. In order to
support properly the development of the Jepson School, the
Board of Trustees of the University of Richmond has
authorized an expansion of undergraduate enrollment of
approximately 80 students. The Board also has approved in
principle a plan to expand on-campus residence in order to
house the expanded student body.

- The personnel and programs of the Jepson School will be
supported financially by restricted endowment income,
designated gifts, and student tuition revenues. The income
from the Jepson endowment will be used only to suppor the
operations of the School. Any excess endowment income in
any given year will be retained as an identifiable
restricted fund balance or will be added back to the
endowment corpus. The School's endowment will keep its own
identity, but will be co-mingled for investment purposes
with the general University endowment. Various financial
projections reveal that the School should be a break-even
operation, which will be the University's basic financial
goal.

- The Jepson School will be housed in Jepson Hall, a 70,000
square foot facility designed in collegiate Gothic that will
be located on a site between the School of Law and the
Political Science/Military Science Building. This new academic facility will be the finest on the campus and will cost over $10 million. Based on the requirements for development of detailed plans for the facility, the submission of bids, and the time for construction, it is anticipated that the facility could be ready during the spring of 1991—a full year before the School's first class of juniors would enter.

There are a large number of important decisions relating to the timetable for the establishment of the School. First, a director should be selected in time to arrive during the 1989-90 academic year, but no later than the summer of 1990. In the period prior to that appointment, it is proposed that Chancellor E. Bruce Heilman serve as Interim Director. Dr. Heilman would work closely with the President, Provost, Executive Assistant to the President, and members of the faculty to continue the process of defining the leadership education program, recruit a director, and begin the process of finding and choosing members of the Advisory Board.

Great necessities call forth great people and great opportunities. The splendid $20 million gift from Mr. and Mrs. Jepson provides such an opportunity for the University of Richmond. It is within the University's reach to develop a leadership program that will be an international model of educational achievement and wholeness. This educational and intellectual breakthrough in leadership education can indeed occur in the Jepson School of Leadership Studies at the University of Richmond for the betterment of education and of humanity.
"The call for leadership is one of the keynotes of our time."

"Leadership is one of the most observed and least understood phenomena on earth."

These comments by George MacGregor Burns, echoed by many other contemporary analysts and commentators, reflect several central issues regarding leadership. Our democratic society requires and depends upon effective leadership in all walks of life, but we frequently experience confusion about the meaning of leadership and disappointment in the quality of the leadership we exercise and receive.

Burns goes further in focusing on one of the central elements in the leadership dilemma.

There is, in short, no school of leadership, intellectual or practical. Does it matter that we lack standards for assessing past, present, and potential leaders? Without a powerful modern philosophical tradition, without theoretical and empirical culmination, without finding concepts, and without considered practical experiences. We lack the very foundation for knowledge of a phenomenon—leadership in the arts, the academy, science, politics, the professions, war—that touches and shapes our lives.

Burns' cautious assessment of the state of our knowledge of leadership leads to a constructive assessment and a challenge.

Although we have no school of leadership, we do have in abundance and variety the makings of such a school. An immense reservoir of data, analysis and theories has been developed. No central concept of leadership has yet emerged, in part because scholars have worked in separate disciplines and subdisciplines in pursuit of different and often unrelated questions and problems. I believe, however, that the richness of the research and analysis and thoughtful experience, accumulated especially in the
past decade or so, enables us now to achieve an intellectual breakthrough. 4

The benefits of a richer and deeper understanding of leadership--including a potential intellectual breakthrough--are immediately apparent. Fuller knowledge and clearer standards of leadership will allow us to make distinctions among various forms of leadership, and between genuine leaders and functionaries, power-wielders and autocrats. Not all who have borne the name of leaders are to be emulated. Indeed, our country began with the rejection of one model of political leadership and its replacement with another. But the need for leadership, properly understood, in a society like ours has intensified. Our nation and the world remain in urgent need of compassionate, knowledgeable and dedicated men and women in such roles.

A possible intellectual breakthrough in our knowledge of leadership also has obvious and crucial consequences for education. Higher education has long asserted a claim that it prepares young men and women for the responsibilities of leadership, but until recently only isolated scholars have given much attention to the characteristics of the effective leader or to how such leaders might be educated. Although the nature of leadership is now being examined in many institutions, there remains considerable debate over the contributions education might make to enlarging the pool of ethical, civic-minded persons who are prepared and willing to assume the responsibilities of leadership. There now clearly exists a moment of special opportunity to address the issue of education for leadership in an influential and decisive way.

Leadership Studies in American Higher Education

An increasing number of colleges and universities have begun to offer courses in leadership studies and expand the opportunities for students to exercise their leadership abilities in projects and organizations on campus and within the wider community. While the prospect of a college or university offering courses or a degree program devoted explicitly to the study of leadership can evoke strong debate among faculty members, Irving J. Spitzberg, Jr. reports that between 500 and 600 campuses are taking specific measures to develop their students as leaders with classroom instruction and/or extracurricular experiences. Within this group, there exist several programs at the undergraduate and graduate level worthy of special mention.

• Princeton University's program, developed by political scientist Fred Greenstein, has made effective use of recognized leaders as visitors to classes and seminars.

• At Colorado College, Professor Thomas Cronin, a national
authority on the U. S. Presidency, teaches a leadership program for undergraduates that makes extensive use of film, visiting distinguished leaders, and an Outward Bound and community service project component.

- At Duke University, Professor Bruce Payne, head of the Leadership Studies Program, has developed a widely recognized program that combines courses on leadership with community projects and internships as a way to develop leaders.

- The College of Wooster has developed a leadership and liberal learning program that includes a rigorous scholarly approach to the study of leadership, a unique field experience, and a two-day national symposium. Wooster's concept is built on the premise of giving students both conceptual and practical insights into leadership.

- At the University of San Diego a minor in leadership studies was instituted in the belief that "every student can exert leadership in some capacity." Established in 1984 as an 18-credit program, San Diego's minor program includes four courses that specifically address the theoretical concept of leadership and the ethical implications of decision making. In addition, students must complete two electives from a selection of approved courses in anthropology, biology, philosophy, and sociology.

- The leadership development program at the University of Vermont is founded on the principle that dynamic leadership comes from both reflection and action. Students are involved in two courses, one an introduction to leadership and the other an advanced seminar. Vermont's leadership program also includes several special programs that strive to meet the unique needs of special student groups, including freshmen, women, resident assistants, and student government office holders.

- Courses in leadership education have been offered at the University of Richmond by Professors Joanne Preston and Janet Kotler. The student life programs in Richmond College, Westhampton College, and The E. Claiborne Robins School of Business have a long tradition of leadership education and development activities. Westhampton's WILL program (Women Involved in Living and Learning) is a specific leadership program of recognized impact and value.

- Several graduate programs that focus on the study of leadership are in operation, and a few have acquired a reputation for excellence. At the University of Minnesota, the Hubert H. Humphrey Institute of Public Affairs has within it a strong leadership component. It caters broadly
to national and international questions, as well as to local interests. The Institute provides a service component beyond the University. The academic nature of the program is rooted in the arts and sciences. Located in the same region of the country, Augsburg College's only graduate degree program is in the area of leadership studies. Augsburg's program serves more mature students, bringing them to campus after work experiences. It is strongly anchored in the liberal arts and has a council of the liberal arts college working continually with the program.

There are scores of other academic and student life leadership programs in operation across the country. The Center for Creative Leadership in Greensboro, North Carolina, has compiled and published a massive notebook called "Leadership '87, A Source Book," that includes a comprehensive list of programs, courses, resource people, and other materials related to leadership education.

These efforts in leadership education have clearly established that the study and development of leadership have become plausible, widely accepted and significant activities in collegiate education. At the same time, it is equally apparent that there currently is no undergraduate program that offers a full concentration in leadership studies. Most programs now in existence involve one or two offerings or activities and have been "spun off" of the regular duties of interested faculty and staff members. These programs are often at the margin of institutional life. Again, as with the base of knowledge about leadership, the opportunity is at hand to bring leadership education to the next stage of development, to the point of an educational breakthrough. The attainment of breakthrough will require a full curriculum in leadership studies, a co-curricular program, the appropriate personnel and organizational structure--and an unprecedented commitment of resources.

The Opportunity at the University of Richmond

The University of Richmond proposes to establish the Jepson School of Leadership Studies to offer a comprehensive undergraduate degree program in leadership and to carry out a series of related educational activities.

Because nothing of this kind currently exists in American higher education, the idea is a bold one. President Franklin D. Roosevelt stated in an address at Oglethorpe University in 1932, that "... the country needs and, unless I mistake its temper, the country demands bold, persistent experimentation." The Jepson School will be just such a vehicle for persistent experimentation, one that has the potential to influence undergraduate education in America. Many of the most prominent students and practitioners of leadership education in America,
including John Gardner, Thomas Cronin, Bruce Payne, Kenneth Clark of the Center for Creative Leadership, Irving Spitzberg of the Association of American Colleges, and Harlan Cleveland have affirmed the exciting possibility of developing an undergraduate degree program in leadership studies.

Before the more specific premises and plans for the School are set forth, it is important to reflect on the establishment of the proposed school at Mr. Robert Jepson's alma mater, the University of Richmond. It is hard to imagine an institution that has more capacity and potential for the task.

- The University of Richmond comes to the end of the decade of the 1980's as one of the nation's strongest academic institutions of its type, with a fifteen year track record of steadily increasing student selectivity, faculty growth, and campus expansion and improvement.

- Recent growth and enhancement stands on a solid tradition of the University's production of much of the City of Richmond's leadership as well as important leaders for its state and nation.

- The University can attract resources of the magnitude needed to match the donor's challenge to endow the Jepson School and build Jepson Hall.

- The University has an unsurpassed location near Washington, D.C. and other financial and governmental centers to encourage and facilitate interaction with national and international leaders.

- The capital city of Virginia, a state rich in its own legacy of national leaders, is at the University's doorstep and offers a laboratory for practical leadership through the presence of all branches of state government, countless private and public agencies, and corporate headquarters. The opportunity for student involvement through internships, field experiences, and volunteer service is excellent.

- The University's scope and diversity of programs in arts and sciences, education, journalism, business, law, graduate study, and continuing education gives the leadership program the right foundation, context, and potential audience. At the same time the University is small enough for the proposed School to be influential and not lost in a sea of institutes, centers, schools, and programs. The significance, in particular, of the University's core of programs, especially in the arts and sciences, is highlighted in this comment by the
late Frank Pace, Jr., former Chief Executive of General Dynamics and Chairman of the National Executive Service Corps, "... leadership studies must be multidisciplinary ... No single scholar can claim a mastery of such a subject. Together scholars from the humanities, the social sciences, and the natural sciences, can complement insights of reflective practitioners and then share their scholarship with larger audiences. The very act of sharing what we know of leadership becomes an occasion for the study of leadership."  

### Mission and Objectives

The University of Richmond's goal in the establishment of the Jepson School of Leadership Studies is to create a program of the highest educational quality and reputation to assist students in realizing their potential and responsibility for leadership. The School will seek to combine education about and for leadership into an exacting and exciting whole. Knowledge and theories from all relevant fields will be combined with experiences and programs to foster leadership capacities. This continual effort to relate theory and practice, reflection and action, information and personal development will characterize the educational philosophy of the Jepson School.

Many individuals, both inside and outside the academy, question whether the complex set of abilities and qualities involved in leadership can actually be taught. Leadership means so many different things in so many varied contexts that people are often unsure about what should be taught, let alone whether it can make any real difference in the lives of people.

Like any other complex form of education, leadership education has to be understood as a special form of the development of human knowledge, talents, and capacities. There are no simple formulae to bring leadership to fruition, but a carefully planned and balanced educational program can be expected to foster positive results in a person's development—development that might otherwise not have been achieved. As John Gardner aptly states:

So part of our task is to develop what is naturally there but in need of cultivation. Talent is one thing; its triumphant expression is quite another. Some talents express themselves freely and with little need for encouragement. Leopold Mozart did not have to struggle to uncover buried gifts in little Wolfgang. But generally speaking, the maturing of any complex talent requires a happy combination of motivation, character,
and opportunity. Most human talent remains undeveloped.

It is wrong to suppose that we can design a process that will start with a specific group of young potential leaders and end with finished products. What we can do is to offer promising young people opportunities and challenges favorable to the flowering of whatever leadership gifts they may have. Some will become leaders, partly from what we enabled them to learn and from challenges we set before them, partly from the self-knowledge we helped them achieve. Beyond that, time and events will teach them. Mistakes and failures will teach them. And with respect to the final outcome, especially in the case of the greatest leaders, a decent humility should remind us that their emergence is a marvel and a mystery.6

The University's specific goals for the Jepson School of Leadership Studies are to:

(1) develop a School of widely recognized academic excellence,

(2) create an influential national model and resource in undergraduate education and leadership education, exemplifying the best possibilities for the linkage of knowledge and human development,

(3) strengthen the entire University by establishing an active point of integration among the institution's various schools and colleges, enriching the existing academic and student life programs, and enlarging the University's visibility and reputation,

(4) challenge students by broadening their perspective on themselves and deepening their understanding of controversial contemporary issues and value conflicts,

(5) motivate students to seek positions of leadership as a vehicle for service, and

(6) serve society by promoting productive interaction among people in business, government, social institutions, the professions, and the academy around the theme of leadership.
The Educational Program

The specific form and content of the Jepson School's educational program will be developed over time by the most knowledgeable and qualified teachers, scholars, and practitioners available. The most influential historical and contemporary studies of leadership will be carefully assessed and considered as will the most promising leadership studies programs in higher education.

Although the outline of a program of leadership studies given below is only illustrative, it does suggest an important framework within which the educational program will operate. Contemporary studies of leadership have strongly emphasized that our nation needs ethical and imaginative leaders at every level of government, business, and society, whose education enables them to cope humanely and intelligently with the complex problems of our changing world. Leadership is increasingly understood to involve the arts of persuasion and explanation as well as the ability to identify and affirm the values and interests of the group the leader represents. As John Gardner puts it, "Leadership ... is the process of persuasion and example by which an individual (or leadership team) induces a group to take action that is in accord with the leader's purposes or the shared purpose of all." This framework of understanding clearly suggests that the School's academic and co-curricular mission will be accomplished by bringing together students, faculty, and distinguished visitors who believe that technical skills, managerial expertise, and cultural literacy, however necessary, are not sufficient virtues for leaders whose lives are dedicated to public service. The School's unique course of study will integrate the various disciplines in order to produce new generations of leaders—men and women of integrity, compassion, and imagination.

As will become clear in the outline to follow, the program will have more than one educational dimension. Through study, research, argument, role-modeling, and practical experience students involved in the School's activities will develop the skills in analysis, interpersonal relations, planning, and decision-making essential to significant participation in contemporary events.

The Degree and Degree Requirements

The Jepson School will offer a Bachelor of Arts degree. The general requirements for that degree (proficiency and general education requirements, hours for graduation, and so forth) will be the same as those in effect for students in Richmond and Westhampton Colleges. All policies adopted by the Arts and Sciences faculty to govern the academic life of Arts and Sciences
students in general will apply to students in the Jepson School. These requirements and policies can be changed by the University Faculty at the request of the Jepson School Academic Council, subject to ratification by the University Senate.

The Curriculum

The School's curriculum will provide an intensive program for those who major or minor in it, as well as a broad array of courses available to the general student population. Undergraduates may apply in the second semester of the sophomore year for admission to the School on the basis of outstanding academic and leadership achievement and potential as demonstrated during the first two collegiate years. Various forms of involvement, such as self-assessment activities and introductory courses, will be available to students during their freshman and sophomore years.

As indicated above, the major and minor degree programs identified here are presented for illustrative purposes. The director of the Jepson School, his or her faculty, national experts, and members of the University's current faculty will be charged to design in detail the curricular and co-curricular experiences to be offered.

A. The major degree program:

The degree program would consist of a rigorous sequence of interdisciplinary academic courses and related co-curricular experiences as suggested below. Because leadership is always exercised in a given context and not in the abstract—one is a leader in business, government, education, medicine, religion, or some other field of activity—it is important to relate the tasks of leadership to a particular area in which the student has an interest. Thus, students enrolled in the Jepson School will be required to have a minor in one of the Arts and Sciences departments or The E. Claiborne Robins School of Business and be strongly encouraged and perhaps required to carry a double major.

Students admitted to major in the School will participate actively in and contribute significantly to the co-curricular program. Every Jepson School student will be assigned to a member of the School's faculty who will be his or her tutor, mentor, and guide. Intellectual and personal growth and change, and leadership development are keyed to this sustained relationship over the two years.
1. The major course sequence 18 credits

The sequence for the major would examine the nature and characteristics of leadership from a variety of perspectives. A two-term introductory course or seminar on the Nature and Tasks of Leadership might be a general requirement with other possible offerings to include:

- Leadership in Cross-Cultural Perspective
- Leadership in Literature
- Women and Leadership
- Biographical Studies in Leadership
- Leadership and Communication
- Ethics, Values and Leadership
- The Development of a Personal Leadership Style
- Conflict Resolution: Mediation and Negotiation
- Policy Studies: Leadership and Decision-Making (a possible series on major problems and conflicts confronting regional, national and global leaders with special attention to problem-solving methods)
- Leadership in Crises: Historical Case-studies
- Entrepreneurial Leadership
- Leadership and the Culture of Organizations
- Leadership in Small Groups
- The Psychological Development of Leaders

2. Approved and supervised field experience 3
3. Approved and supervised community service 1
4. Senior Seminar (Spring Senior Year) 2
5. Approved Electives 6

30
An approved minor in Arts and Sciences or in Business at least

Seventy-five hours of academic credit, including all general university proficiency and distribution requirements

B. The minor degree program:

Students who are majoring in other disciplines or areas may apply for admission to minor in the School. The minor degree program would be an 18-hour program that requires course work at the junior and senior level. A minor would require students to take the 18-hour course sequence identified in the major program.

C. Elective course work:

All students enrolled in degree programs at the University will be invited to join in the School's activities. Participation may include enrollment in appropriate courses and colloquia, workshops, directed research, and field experience, in addition to co-curricular involvement.

D. Graduate students:

Graduate students in the arts and science, business, and law will be encouraged to participate in the School's programs, including enrollment in courses where space is available.

The Co-Curricular Program

Formal academic work even in a program emphasizing active learning is not sufficient to guarantee the School's effectiveness as an agent of change in leadership education. The connection between intellectual and personal development needs to be emphasized through a series of programs that will involve students in various forms of experiential learning. The Jepson School will sponsor a wide range of co-curricular programs.
relating to leadership, including workshops, seminars, lectures, discussion groups, and field experiences.

One of the aims of the co-curricular program will be to make a number of offerings available to students early in their college careers. The many existing student life programs would be significantly strengthened by the expertise available through the Jepson School. The University's current leadership development seminars and workshops for student government officers and student residence staff would be brought to a new level of importance and effectiveness through the Jepson School.

A. The Leadership Forum

The Leadership Forum will develop a series of symposia, campus visits, lectures, and public debates that will bring to campus widely known and provocative individuals to focus discussion on major topics of national or global concern. Individuals like Henry Kissinger, H. Ross Perot, Bill Bradley, Barbara Jordon, Gerald Ford, and Lee Iacocca are speakers who could be part of the Forum's program. This aspect of the curriculum will be funded at a level to permit the University to attract speakers of national and international caliber. Once again, the educational environment of the entire University can be enriched through the Jepson School. Most importantly, the interaction between the campus community and the outstanding leaders participating in the Forum will motivate many students to pursue leadership roles.

B. Workshops and Seminars

The School will sponsor or co-sponsor a series of non-credit workshops and seminars addressed to students of different ages and interests. Activities for freshmen and sophomores would focus on increasing student awareness of leadership issues and on the assessment of individual leadership skills. Many younger students would be motivated to take one or several courses in the Jepson School based on an early involvement with leadership activities. Upperclass students would be able to take programs addressing the development of a personal leadership style, especially in relationship to student leadership responsibilities and volunteer service opportunities.

C. Directed Field Experiences

The field experience will be an important element in the leadership program so it must be carefully planned
to assure that students will be active participants and not passive observers in various organizations, agencies, and corporations. The University's developing programs of internships and volunteer service (e.g., the Volunteer Action Council) are promising and exciting vehicles for the leadership program. Opportunities for experiential learning must be coordinated with the formal curriculum to produce significant learning about social, economic, and political realities and effective methods of problem-solving and decision-making.

Needless to say, opportunities in this area during the summer months are legion. Foreign travel and study, and rigorous programs like "Outward Bound" offer opportunities to challenge the normal experiences of students, opening them to fresh perspectives on old problems and assumptions.

D. Research and Publications

One of the important possibilities for the long-term program of the School is the development of an active program of research and publication. Scholarly publications on leadership are increasing, but excellent studies are in short supply. The School could sponsor and publish research through a variety of vehicles, from the organization of scholarly conference and symposia, resulting in books and reports to the sponsorship of a journal. A program for visiting scholars could well be part of this effort with the offices and resources of Jepson Hall made available.

E. Continuing Education

The School's proposed excellent facilities, the University's many existing outreach programs, and the inherent importance of the topic of leadership, suggest that there are excellent prospects for the development of leadership education programs for decision-makers in all walks of life. Once again, the University's existing efforts in the Women's Resource Center, the Management Institute, and University College could be given a vital new focus by the potential programs of the Jepson School. There are endless and exciting possibilities in this area.

Assessment

In order to assure that the Jepson School programs will grow in quality, an ongoing program assessment and tracking of
graduates will be instituted. Prior to the graduation of the first Jepson class, the faculty and staff of the School will design an assessment procedure for the program and a plan for tracking graduates during their careers.

Examples of activities which might be included in the assessment and tracking procedures are as follows: 1) students will write a formal critique of the program prior to graduation; 2) majors will receive an exit interview conducted by a professor or staff member; 3) the faculty and director of the School annually will review student critiques, review and assess all programs and activities of the Center, and develop plans for the coming year; 4) graduates in the major degree program will be invited back to campus after a two or three-year period for a two-week seminar to review their experiences as young professionals, reconsider their educational experiences, and so forth; 5) graduates of the School will be contacted periodically during the first ten years after graduation to track career progress and gather data on the relevancy of the major to all aspects of personal and professional life; and 6) a program review will be conducted periodically by leadership educators from other institutions assisted by members of the School's Advisory Board.

Organization of the School

The Jepson School is intended to serve as a source of unity and community among the various schools and organizational divisions of the University of Richmond. Since it also will be a small unit, about the size of an average university department, it will be important that the School and its faculty feel a close sense of connection with other academic programs.

The Director and Committees of the School

Operational direction of the Jepson School shall be vested in a director reporting to the University Provost. The director will be chosen using the University's normal procedures for academic officers, with special emphasis given to the faculty's interest in identifying a man or woman who possesses recognized expertise in undergraduate leadership education, a deep commitment to liberal arts and sciences, and an understanding of the academy. The School's governance shall involve its faculty in the usual and customary ways. Each School committee shall include School faculty and, ordinarily, other faculty of the University as well. Permanent committees of the School will include a Faculty Selection Committee and an Academic Council. They would be responsible for reviewing and approving the School's curriculum and recommending it, and subsequent changes where appropriate, to the University Faculty for its approval. The Academic Council of the Jepson School will be composed of the director and faculty of the School, plus four (4) members of the
Arts and Sciences faculty selected by a process determined by the Arts and Sciences Academic Council, two (2) members of the Business School faculty selected by a process determined by the Business School Academic Council, plus one (1) member of the Law School faculty selected by that faculty, with the membership on the committee outside the Jepson School confirmed by the University faculty.

The Personnel Committee will be responsible for the recruitment and selection of both regular and visiting faculty for the School following regular academic processes. The committee will be composed of the director, members of the Jepson School faculty, and members of the arts and sciences and business school faculties selected by the Academic Council of the Jepson School.

The director will have as his or her initial charge the development of the program in four specific areas:

(1) The director will initiate the recruitment of the faculty members to begin the program. The faculty will be recruited by the director and a representative committee of current University faculty. Appointment of faculty in disciplines taught at the University will be made in cooperation with the tenured faculty in those departments. (Matters related to hiring, assignment, retention, promotion, tenuring, and dismissal will be handled using the University's normal policies.)

(2) The director will initiate, in collaboration with a Jepson School Academic Council, the design of the curriculum and, where appropriate, the co-curricular experiences for the School's program of study.

(3) The director, in consultation with the President, will identify and invite individuals to serve on the Jepson School of Leadership Studies Advisory Board. These men and women will provide counsel for the School's program and promote its reputation throughout the nation and world.

(4) The director will generate student recruitment strategies and a selection process for the School's first class in the fall of 1992. (See "Timetable.")

Students admitted to the Jepson School for their junior and senior years will be members of either Richmond College, Westhampton College, or The E. Claiborne Robins School of
Business in all matters related to the student life program. In order to enhance the School's impact on other aspects of the University, Jepson School majors will continue to function in the student government associations, honor councils, and related agencies traditionally part of Richmond College, Westhampton College, and The E. Claiborne Robins School of Business. This organizational arrangement will encourage the students to maintain important relationships with the arts and sciences and business faculty and the students majoring in the two undergraduate liberal arts colleges and The E. Claiborne Robins School of Business.

The Advisory Board

The Advisory Board will be composed of 12 to 15 men and women and constituted in a manner similar to The E. Claiborne Robins School of Business Advisory Board and other University councils and boards. Its members will be individuals of great distinction and exemplary achievement in the broad field of leadership. Persons who have served at the highest levels of government—Gerald Ford, Bill Bradley and Lewis Powell; of business—William Marriott of The Marriott Corporation, Dick Munroe of TIME, Inc., and David Kearns of Xerox; of non-profit organizations—Clark Kerr and Frank Rhodes, would be invited to become members, as would several leading scholars and students of leadership such as John Gardner, George MacGregor Burns, and Fred Greenstein. This group of distinguished leaders will help to guide the development of the School and assist in expanding the School's name, reputation, and support.

Faculty and Staff

The Director of the Jepson School of Leadership Studies will be expected to devote approximately equal portions of time to teaching and administrative duties. During the first several years of his or her appointment the tasks of curriculum development and faculty recruitment will be of first importance. The director will possess outstanding qualifications in the field of leadership education and will merit the respect of the academic community at large.

The director will be supported by an assistant director who in likelihood will have responsibility for the experiential education program. This individual might offer programs, workshops, and courses directed toward the assessment and development of leadership skills. In addition, the person in this position would oversee the School's program of internships and volunteer service.
In addition to the director and assistant director, the School's initial regular full-time faculty will probably number five or six. Though it is impossible to know exactly what disciplinary backgrounds the faculty members might possess, it is probable that the Jepson School will need to attract teacher-scholars with expertise in the following areas: political science, history, organizational behavior, experiential education, ethics, communications, psychology, and economics.

The faculty members in the Jepson School should be professors who focus on the integration of theory and practice. The faculty will be encouraged to consider new approaches to teaching and learning, e.g., modular courses, team teaching, the intensive tutorial experience, group simulations, and the use of technology. The School's instructional program should become a model other institutions would wish to emulate and a resource to invigorate the ongoing instructional program in the other units of the University.

Distinguished Professors

A dynamic and invigorating element for the School's program and the University's faculty will be the recruitment of one or two distinguished visiting professors. These positions will be held by scholars of world distinction, and normally shall be of up to one or two years duration. Their responsibilities will be determined in consultation with the director, but it is anticipated that they will work directly with the School's faculty, providing visible and substantial leadership to the entire program. Their involvement with the University's faculty and students will include leading seminars and colloquia in their area of expertise, and they will be strongly encouraged to pursue collaborative research with both faculty members and students. These distinguished professors will be expected to teach courses to students and to be regular participants in the curricular experience, including, where appropriate, public lectures or presentations. Their influence should permeate all of the School's programs.

Faculty Seminars and Course Development

The educational program of the Jepson School will be strengthened considerably, and the University will be enriched educationally, if current members of the Richmond faculty are encouraged and enabled to participate directly and actively in the work of the School. To this end, provision will be made each year for three or four faculty members to prepare and offer courses in the School. Foremost this will involve some reduction in their normal teaching responsibilities in order to develop new courses on leadership. A variety of methods will be used to
facilitate the offering of new courses: reduced teaching loads, summer research and course development grants, and semester-long sabbatical leaves.

In addition, many faculty members would find it stimulating to participate in a faculty seminar with other colleagues on a leadership theme. One of the distinguished visiting professors might lead the seminar as might a current member of the faculty. Persons participating in the program would probably teach one fewer course or take part during the summer months. The important possibility of the Jepson School's serving as "common ground" for the whole University would be realized by cooperative cross-boundary programs such as this.

Support Staff

In addition to the basic cadre of administrative and teaching personnel, the School will require a number of support staff. The School's field experience program, as well as its strong emphasis on speakers and visitors from off-campus, will require the work of an administrative assistant and adequate secretarial support.

Size and Enrollment

The enrollment in the Jepson School will be drawn from three categories of students: majors, minors, and students outside the School choosing courses as electives. The University anticipates that there will be a significant and even intense level of interest in the programs of the School, though the specific pattern of course enrollments is difficult to predict until the curriculum is fully in place.

The School will be designed initially to enroll 80 students as majors, 40 in each of the junior and senior classes. The recruitment and strategy and selection of these students will be developed by the director and the faculty of the Jepson School of Leadership Studies, working in conjunction with the Provost, the Director of Admissions and a representative group of faculty and staff.

Although impossible to predict with precision, it is anticipated that the leadership program will be highly popular among students as a minor, with a number almost equal to the majors. It can also be expected that a large number of students will enroll in leadership studies courses as electives with perhaps as many as 20% of the sophomore, junior, and senior classes taking one course a year.
If it is assumed that the 80 majors will take six courses a year, the 60 minors four courses, and that there will be 400 other enrollments the results are the following:

\[
\begin{align*}
80 \times 60 &= 480 \\
60 \times 4 &= 240 \\
400 \times 1 &= 400 \\
\end{align*}
\]

1,120 student course enrollments

Assuming an average class size of 22 students a section there will be about 50 sections a year or 25 a semester. This will require the efforts of approximately eight or nine full-time equivalent faculty members. Out of this total, approximately one equivalency or six or seven courses would initially be drawn from current Richmond faculty. Over time the number of courses from existing faculty members would steadily increase.

In order to support properly the development of the Jepson School, the Board of Trustees of the University of Richmond has authorized an expansion in undergraduate enrollment of approximately 80 students. The Board also has approved in principle a plan to expand on-campus housing occupancy by enough new apartment units to house these additional students.

Jepson Hall

Schematic drawings for Jepson Hall are currently being prepared by the architectural firm of Marcellus Wright, Cox and Smith. The 70,000 square foot facility will be designed in collegiate Gothic and will be located on a site between the T. C. Williams School of Law and the Political Science/Military Science Building. In terms of its design, construction, and appointments it will be the finest academic facility at the University of Richmond. The estimate for the project's total cost is over $10 million.

As the central component in Jepson Hall, the School will initially occupy more than one-half of the space in the building. The facility will provide high-quality office and meeting space for faculty members and innovative flexible and spacious classrooms for students. The Academic Computing Center will be housed on the lower level of the building, and the Mathematics and Computer Science Department will be located in one of the wings of the second floor. It is understood from the outset that the Jepson School has the finest claim on space in the facility as the need arises.

The University is poised to move forward immediately with this important aspect of the total project. It will take three months to complete the schematic drawings and conduct the campus
review of the plans, a task that can be completed by the end of January 1989. Six months will then be required to complete working drawings and detailed specifications and to prepare bid documents. If a month is provided for the bidding process, the invitation of construction would take place in the late summer of 1989. Allowing 15 to 18 months for construction, occupancy could be anticipated during the spring or early summer of 1991, a full year before the School's first class enters the School as juniors. This timetable would permit the director to provide some important elements of the School's program to freshmen and sophomores in the new facility in the year prior to the first classes' official enrollment. Several other key administrative and faculty personnel would be appointed to coincide with the opening of Jepson Hall in order to introduce initial elements of the School's program and to continue the planning and development of the curriculum and the co-curricular offerings.

Timetable

There are a number of important start-up activities in addition to the planning of Jepson Hall that require immediate attention.

The appointment of the Jepson School's first director will be the catalyst for a series of vital projects related to the School's development. The director will have as his or her initial charge the recruitment of the faculty and staff members to plan and teach the program, the design of the curricular offerings and co-curricular experiences, the identification and enlistment of individuals to serve on the Advisory Board, the development of a communication program related to the School's establishment, and the generation of a recruitment and admissions strategy for the selection of the School's first class.

As soon as is possible, a selection committee for the director will be appointed based on the University's regular procedures. The appointment is of particular importance. The President of the University will be active in the search process, working closely with the Provost and the Executive Assistant to the President. During the early months of 1989 a detailed plan for the recruitment of the director will be developed and appropriate announcements and contact will be made. The aim will be to bring an outstanding individual to the University as early as January of 1990, but no later than the early summer of 1990. By beginning in 1990, the director will have two full academic years for planning and program initiation before the first class of junior majors enroll in the fall of 1992.

The provision of leadership for the Jepson School between now and early 1990 is a factor that must be considered. During the past year, Chancellor Heilman, as Interim Chief Executive Officer, played a vital role in developing the Jepson School of
Leadership Studies proposal. His experience in leadership, his background in the study of leadership, and his understanding of the University make him a logical candidate to be named Interim Director of the Jepson School. A crucial symbolic function in giving the School an immediate aura of reality and visibility would be served by this appointment. In this interim capacity during the next 12 to 15 months, Dr. Heilman can provide important leadership in continuing the dialogue about the School and its program within the School, and will serve as a consultant to the selection committee for the new director. Chancellor Heilman would also be able to help identify and recruit individuals to serve on the Advisory Board as well as take the lead in securing gifts and grants in support of the School's endowment and programs.

Chancellor Heilman will be provided with the necessary support by the University to accomplish his work as Interim Director within the context of his half-time contract as Chancellor of the University. During the first half of 1989 he will not be at the University regularly, but will be available at our request. When he is not present, the Executive Assistant to the President, Dr. John Roush, will be able to carry many of the tasks assigned to Dr. Heilman.

One of the first tasks to be completed, even before the appointment of a director, is the development of materials about the School for the freshman class to enter in 1990. The recruitment of this class will actually begin with mailings to students in May of 1989, some 16 months before they enter.

When a permanent director is in place, one of the first priorities will be the development of a detailed plan to recruit a full faculty and staff for the School over a three-year period, from 1990 to 1993. Although the 1990-91 and 1991-92 sessions will primarily be planning years, some elements of the program of special relevance to freshmen and sophomores will be offered. Thus, three or four key faculty and professional staff members will be recruited during 1990-91 to help the director plan the program in detail. A similar number of appointments will need to be made each of the next two academic years, 1991-92 and 1992-93, as the School moves toward its first full senior class in 1993-94.

Financial Plan

The personnel and programs of the Jepson School will be supported by restricted endowment income, designated gifts, and student tuition revenues. Mr. Jepson's gift and the University's matching endowment will become part of the University's restricted endowment. As with other restricted funds, these will maintain their own identity, but will be managed as part of the University's endowment corpus. The income from the Jepson endowment will be used only to support the Jepson School, and any
excess endowment income in any given year will be retained as an identifiable restricted fund balance or will be added back to the endowment corpus.

The University's general financial guidelines relating to the Jepson School will be to credit tuition income from students majoring in the School as revenues against the cost of the School's operation. Preliminary projections suggest a budget of approximately $2 million. Major expense items will include the salary and benefits for administrative and faculty personnel, the distinguished professor program, the Leadership Forum (speakers and visitors), the Advisory Board, the Faculty Seminar and Development Program, financial aid and scholarships, the research and publications program, building maintenance, renewal and operations, the line item operating budget and costs related to the expansion in freshman and sophomore enrollment. Start-up costs in areas such as admissions, promotion, and library will also be significant. Earlier financial analyses and recent projections reveal that the School should be a break-even operation, which will be the University's basic financial goal. (See Appendix I for a financial model.)

In order to secure matching funds for the construction of Jepson Hall, monies for the construction of additional student housing and the University's contribution to the School's endowment, the University is currently beginning to plan the largest capital campaign in the University of Richmond's history. The Jepson School and program for leadership studies will be a focal point in the new capital drive. Since the cost of constructing the new Jepson facility has escalated by $2.5 million and another $2.5 million is required for student housing, the University's fund-raising goal in relation to the School has increased substantially to $16 million: $10 million for endowment, $3.5 million for Jepson Hall, and $2.5 million for student housing.

**Conclusion**

The University of Richmond expresses its deepest gratitude to Mr. and Mrs. Robert S. Jepson, Jr. for their visionary generosity in contributing $20 million for the establishment of the Jepson School of Leadership Studies. This magnificent gift constitutes an epochal event in the 160 year history of the University and sets the course for a future bright with promise. The Jepson School will address some of the most significant issues in American and world society with a determination to make a decisive difference and to be an international model of educational achievement and wholeness. The long-awaited intellectual and educational breakthrough in leadership can indeed occur—in the Jepson School of Leadership Studies at the University of Richmond for the betterment of educational and of humanity.
FOOTNOTES


5. Frank Pace, *Liberal Education*, vol. 73, No. 2, April 1987, p. 3.


Appendix I
Financial Model

Given that many aspects of the precise mix of future Jepson School programs and personnel are not known at this time, it is impossible to develop an actual operating budget. The illustrative leadership program and the financial policies presented on Page 22, "Financial Plan," permit a financial model to be developed, one that illustrates the relationship between the income and costs of the Jepson School. Although every number of the projection could arguably be changed, the proposed mix of programs and personnel indicates the possibility of a roughly break-even operation that would meet the objectives of the School.

Income Projections
Endowment ($23.5 million x .05) $ 1,175,000
Student Tuition ($9,150 x 80) 732,000

$ 1,907,000

Expenditures Projections
Personnel (includes salary and all fringe benefits)
Director (12 month appointment) 100,000
Assistant Director (12 month appointment) 60,000
Five full-time faculty positions (9 month appointments at $60,000) 300,000
Two Distinguished visiting professors (includes recruitment and housing costs) 220,000
One Administrative Assistant 35,000
Secretarial support 100,000

$ 815,000

Programs
Leadership Forum 90,000
(6 visitors each year at $15,000 average for travel, fees and expenses)
Advisory Board 70,000
(2 meetings x 15 members at $2,000 for expenses for travel and accommodations; plus $10,000 for hospitality and program expenses)

Faculty Seminars and Development 90,000
(one seminar annually involving 10 participants x $3,000 for release time = $30,000; 4 summer grants at $5,000 = $20,000; 2 one semester sabbaticals replacements at $20,000 = $40,000)

Research and Publications 40,000
(one annual symposium at $25,000 with publication of book of essays at $15,000)

Operating Budget 80,000
Entertainment
Faculty and staff travel
Supplies and equipment
Postage
Xeroxing
Telephone Tolls
Membership and subscriptions
Recruitment and Relocation

Library (development of special leadership collection) 10,000

Admissions and Promotion 30,000
(publications, mailing and travel) 30,000

$ 410,000
<table>
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<tr>
<th>Category</th>
<th>Amount</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Operation, Maintenance and Replacement</td>
<td>335,000</td>
<td>$335,000 60% of utilities, janitorial, maintenance = $135,000; renewal and replacement fund at 2% of facility book value = $200,000</td>
</tr>
<tr>
<td>Financial Aid and Scholarship</td>
<td>250,000</td>
<td>$250,000 20 majors x $6,000 need-based awards = $120,000 20 x $2,000 special merit or summer program awards = $40,000 15 x $6,000 need-based awards for freshman and sophomores = $90,000</td>
</tr>
<tr>
<td>Underclass Program Expansion</td>
<td>60,000</td>
<td>$60,000 Additional faculty personnel to teach enlarged freshman and sophomore classes</td>
</tr>
<tr>
<td>Contingency</td>
<td>50,000</td>
<td>$50,000</td>
</tr>
</tbody>
</table>

**Total:** $1,920,000
\text{Sold } = \frac{111}{7} \text{ acres}.