

UNIVERSITÉ DE SHERBROOKE

**Apprendre à être un Leader dans un Programme de Leadership:
Perceptions, Expérience Préalable en Leadership et Sexe de l'Étudiant**

**Learning to Lead in a Leadership Program:
Perceptions, Prior Leadership Experience, and Gender**

par

Toni Taylor

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LEARNING TO LEAD IN A LEADERSHIP PROGRAM: PERCEPTIONS, PRIOR LEADERSHIP EXPERIENCE, AND GENDER

SUMMARY

The purpose of this study was to examine whether leadership can be learned through the Community Recreation and Leadership Training (CRLT) program and how effective the program is in terms of changing the perceptions and abilities of the students. The intentions of the researcher were to discover crucial learning moments as perceived by students and to gain insights that could lead to future improvements to enhance and enrich learning in a leadership program. To continue to be a viable program and to keep step with the demands of the recreation/leisure industry and society's wide-ranging needs, this study may help to inform the program's 'action plan' for continued success.

This study employed a mixed method approach to determine how college students develop effective leadership ability in a three-year Community Recreation and Leadership Training (CRLT) college career program. First, a number of statistical tests were carried out to examine the four research questions used to guide the study. The SPSS software was used to analyze the data collected.

The first research question asked how perceptions of leadership change as a result of being in a three-year leadership program. This study, using the Student Leadership Practice Inventory (SLPI), compared the five SLPI leadership dimensions by year. The SLPI was administered to all the first, second, and third year CRLT students ($N = 84$). A one-way analysis of variance in participants' scores was conducted. No significant differences were revealed in any of the five dimensions of the SLPI among the first, second, and third year students at $p < .05$. However, two dimensions (model and encourage) approached significance and may hint at a

possible influence the program is having on its students as they progress into the third year.

The second research question asked whether perceptions of leadership vary by gender. Comparing the mean scores between the males and females on the five dimensions of the SLPI, no significant differences were found.

The third research question asked whether prior leadership experience results in better academic performance for CRLT students in their 1st term. A one-way analysis of variance was conducted to evaluate the relationship between prior leadership experience and mean scores on academic performance. No significant correlations were found between grades and low, medium, or high levels of prior leadership experience $F(2,79) = 2.67, p = .08$.

A correlation coefficient was also computed to determine whether there was a relationship between the Recreation Leadership I course grade and prior leadership experience. The correlation coefficient (.02) was statistically significant, $r(80) = .24, p < .05$. However, further studies with a larger sample size would be necessary to help determine this.

The fourth question asked whether there was a correlation between students' first semester grades and their scores on the Student Leadership Practice Inventory (SLPI). Bivariate correlations (Pearson) were computed for the five SLPI dimensions with academic performance. None of the correlations using the five SLPI indicators was significant.

Qualitative data was examined to discover what factors and experiences help students to assert a more effective leadership role. The study relied on content analysis of personal statements, and focus groups. Student perceptions of an effective

leader, students' perceptions of their own abilities, and the strengths of the program were explored.

A content analysis of the 'Personal Statements' was carried out to determine how students defined leadership prior to their having had any formal teaching in a college program. The result of the analysis of personal statements provided eight leadership categories used as an initial baseline for the study.

Six focus groups (totaling N = 30) were conducted. Students responded to four key questions: how they define leadership. What is the single most effective quality of a leader? What leadership skills did they feel they had gained? How had the program helped them obtain their skills?

Students credited the CRLT program with helping them develop a variety of leadership skills. Students revealed that they had gained skills such as confidence, knowledge and understanding of people's needs, and becoming more self-directed. They attributed their skill development to such things as good course design, intensive outdoor education and fieldwork courses, "hands on" learning approaches, group work, skill practice, the support they received from teachers, and encouragement they were given by their peers.

A common finding among genders was defining an effective leader as someone who is "confident". However, the definition of the most important quality of a leader varied by gender. While males showed a tendency to prefer a leader being "confident," females preferred a leader being a "teacher".

TABLE OF CONTENTS

SUMMARY	4
LIST OF TABLES	10
LIST OF FIGURES	11
SOMMAIRE	12
ACKNOWLEDGEMENTS.....	16
CHAPTER ONE: STATEMENT OF PROBLEM	17
1.1 INTRODUCTION.....	17
1.2 STATEMENT OF THE PROBLEM.....	18
CHAPTER TWO: LITERATURE REVIEW	23
2.1 WHAT IS LEADERSHIP?.....	23
2.2 LEARNING TO LEAD THROUGH EXPERIENCE: “LIFE IS AN EDUCATIONAL SETTING”	24
2.3 PREDICTORS FOR EFFECTIVE LEADERSHIP	25
2.4 LEADERSHIP DEVELOPMENT FOR COLLEGE LEADERS	27
CHAPTER THREE: METHODOLOGY.....	32
3.1 WRITTEN PERSONAL STATEMENTS	34
3.1.1 Sources of Data.....	34
3.1.2 Procedures of New Student Interviews	34
3.2 ADMINISTRATION OF SLPI, PRIOR LEADERSHIP EXPERIENCE, AND ACADEMICS	35
3.2.1 Sources of Data.....	35
3.2.2 Description of the Participants in Quantitative Phase of the Study.....	36
3.2.3 Selection of SLPI.....	36
3.2.4 Reliability of SLPI.....	37
3.2.5 Pretest	38
3.2.6 Administration of the SLPI.....	39
3.2.7 Procedures of the SLPI	40
3.2.8 Variables Used in the Second Phase of the Study	43

3.2.9 Organization of Data: Prior Leadership Experience.....	43
3.3 FOCUS GROUPS	45
3.3.1 Sources of Data.....	45
3.3.2 Description of Participants in the Focus Groups	45
3.3.3 Administration of the Focus Groups	45
3.3.4 Organization of Data of the Focus Groups	46
3.4 INFORMED CONSENT	48
3.4.1 Conducting the SLPI with Consent	48
3.4.2 Conducting the Focus Groups With Consent	49
CHAPTER FOUR: PRESENTATION OF DATA	51
4.1 COMPARISON OF SLPI BY YEAR.....	52
4.2 SEX AND SLPI.....	54
4.3 PRIOR LEADERSHIP EXPERIENCE AND GRADES	55
4.4 SLPI AND ACADEMIC PERFORMANCE	58
4.5 SUMMARY	59
CHAPTER FIVE: PRESENTATION OF FINDINGS:	61
5.1 CODING MANUAL BASED ON PERSONAL STATEMENTS	61
5.1.1 Responsible - Code 1	63
5.1.2 Goal Oriented - Code 2	64
5.1.3 Teacher - Code 3	64
5.1.4 Listens - Code 4	65
5.1.5 Team Player - Code 5.....	65
5.1.6 Attitude - Code 6.....	65
5.1.7 Know People - Code 7	66
5.1.8 Confident - Code 8.....	66
5.1.9 Apply Theory - Code 9	67
5.2 FOCUS GROUPS - YEAR ONE	69
5.3 FOCUS GROUPS - YEAR TWO.....	75
5.4 FOCUS GROUPS - YEAR THREE.....	81
CHAPTER SIX: DISCUSSION AND CONCLUSION.....	96

LIST OF TABLES

Table 1	Summary of Participant Characteristics Surveyed.....	52
Table 2	Analysis of Variance for Perceptions of Leadership by Term of Enrolment	53
Table 3	Independent Sample T test for Perceptions of Leadership by Gender	54
Table 4	Analysis of Variance for Prior Leadership Experience and Grades in the Recreation Leadership 1 Course in Term 1	56
Table 5	Correlations among the Five SLPI Scales and Academic Performances (N=82).....	59
Table 6	What Does Being an Effective Leader Mean to You.....	67
Table 7	Summary of Personal Statements by Females and Males Prior to Entry Spring 2006	68
Table 8	Q1 How Do You Define Leadership.....	70
Table 9	Comparison of Gender Responses to Q1	71
Table 10	Comparison of Focus Group Responses to Q3	72
Table 11	Comparison of Responses to Q1 by Male and Female Focus Groups, Second Year, Term IV, Winter 2007	75
Table 12	Comparison of Second Year Responses (Q3) by Gender	76
Table 13	Comparison of Responses to Q1 by Male and Female Focus Groups, Third Year, Term VI, Winter 2007	81
Table 14	Summary Comparison of Q1 by Gender.....	82
Table 15	Summary of Total Responses by Gender and Comparison of Responses by Year	86
Table 16	Comparison of Third Year Responders Across Codes by Gender (Q3)	88
Table 17	Summary of Male and Female Focus Groups' Responses for Q3.....	90

LIST OF FIGURES

Figure 1	Error Bars for the Mean Differences on Five Leadership Dimensions for Each Gender	54
Figure 2	Showing Mean Differences and Standard Deviations for Three Levels of Prior Leadership Experience	55
Figure 3	Showing Mean Differences and Standard Deviations of Grades by Prior Leadership Experience	56
Figure 4	Showing Grade Averages and Levels of Prior Leadership Experience.....	57
Figure 5	Scatterplot Showing Grades and Leadership	58
Figure 6	Summary Comparison of Female and Male Responses by Year.....	84
Figure 7	Compares Values by Group (Q1).....	87
Figure 8	Compares Values by Group (Q1).....	87
Figure 9	Compares Values by Program (Q1)	88
Figure 10	Summary Comparison of Gender Responses Across Codes (Q3)...	90
Figure 11	Summary Comparison of Combined Gender Total Across Codes (Q3).....	91

**APPRENDRE À ÊTRE UN LEADER DANS UN PROGRAMME DE
LEADERSHIP :
PERCEPTIONS, EXPÉRIENCE PRÉALABLE EN LEADERSHIP ET SEXE
DE L'ÉTUDIANT**

SOMMAIRE

Dans le cadre du programme Techniques d'intervention en loisir (*Community Recreation and Leadership Training CRLT*), la présente étude visait à déterminer d'une part la possibilité d'apprentissage en matière de leadership, d'autre part l'efficacité du programme en ce qui concerne le changement des perceptions et des capacités des étudiants. L'auteur de la recherche voulait identifier les moments essentiels d'apprentissage tels que perçus par les étudiants et obtenir une perspective permettant de renforcer l'apprentissage dans un programme de leadership. Dans le but de maintenir la viabilité du programme et de répondre à la demande croissante de l'industrie des loisirs et aux besoins élargis de la société, cette étude peut contribuer à éclairer le plan d'action du programme pour assurer son succès.

Cette étude repose sur une approche mixte de méthodes pour déterminer comment les étudiants de niveau collégial développent un leadership efficace pendant les trois années du programme de formation professionnelle *Community Recreation and Leadership Training (CRLT)*. On a d'abord effectué une série de tests statistiques pour examiner les quatre questions de recherche utilisées pour mener l'étude. Les données collectées ont été analysées à l'aide du logiciel SPSS.

La première question portait sur le changement des perceptions en matière de leadership résultant du programme de leadership de trois ans. Utilisant le *Student Leadership Practice Inventory (SLPI)*, cette étude a comparé les cinq dimensions SLPI de leadership par année. Tous les étudiants en CRLT de 1^{ère}, 2^e et 3^e année (N = 84) ont subi le SLPI. On a également effectué une analyse de variance à un critère de

classification des scores des participants. Dans aucune des cinq dimensions du SLPI a-t-on constaté de différences significatives entre les étudiants de première, deuxième ou troisième année à $p < .05$. Cependant, deux dimensions (modèle et encouragement) se sont rapprochées d'une valeur significative pouvant laisser croire à une possible influence du programme sur les étudiants en cours de troisième année.

La deuxième question de l'étude voulait déterminer si la perception du leadership variait selon le sexe de l'étudiant. En comparant les scores moyens des étudiants et des étudiantes sur les cinq dimensions du SLPI, aucune différence significative n'a été constatée.

La troisième question abordait l'influence d'une expérience préalable en leadership sur le rendement académique des étudiants en CRLT au cours de la première période scolaire. Une analyse de variance à un critère de classification a servi à évaluer la relation entre une expérience préalable en leadership et la performance académique moyenne. Aucune corrélation significative n'a été relevée entre les notes et un degré d'expérience préalable bas, moyen ou élevé en leadership $F(2,79) = 2.67, p = .08$.

Un coefficient de corrélation a également été calculé pour déterminer une relation possible entre les résultats académiques obtenus pour le cours *Recreation Leadership I* et une expérience préalable en leadership. Le coefficient de corrélation (.02) était important du point de vue statistique, $r(80) = .24, p < .05$. Cependant, il faudrait mener d'autres études avec un plus grand échantillonnage pour le déterminer.

La quatrième question visait la corrélation entre les notes des étudiants au premier trimestre et leurs scores au *Student Leadership Practice Inventory (SLPI)*. Des corrélations à deux variables (Pearson) ont été calculées pour les cinq dimensions du SLPI selon le rendement académique. Aucune des corrélations s'appuyant sur les cinq indicateurs SLPI n'était significative.

On a examiné les données qualitatives pour déterminer les facteurs et les expériences qui aidaient les étudiants à manifester un rôle de leadership plus efficace. L'étude s'est basée sur l'analyse de contenu découlant d'énoncés personnels et de groupes de discussions. On a exploré comment les étudiants percevaient un leader efficace, leurs propres habiletés et les forces du programme.

Une analyse du contenu des «énoncés personnels» a été effectuée pour déterminer comment les étudiants définissaient le leadership avant d'avoir reçu une formation formelle dans le cadre d'un programme collégial. Les résultats de l'analyse des énoncés personnels ont permis d'établir huit catégories de leadership utilisées comme base initiale pour l'étude.

Six groupes de discussion (total N = 30) ont été menés. Les étudiants ont répondu aux quatre questions clés suivantes : Comment définissez-vous le leadership? Quelle est la qualité la plus efficace d'un leader? Quelles compétences en leadership croyez-vous avoir acquises? Comment le programme vous a-t-il aidé à acquérir ces compétences?

Les étudiants ont révélé qu'ils avaient acquis des compétences en matière de confiance, connaissance et compréhension des besoins des gens et plus d'auto-direction.

Les étudiants ont déclaré que le programme leur avait permis de développer une gamme de compétences en leadership. Relativement au programme, ils ont parlé de pratique, des approches de formation concrète, du soutien des enseignants, de l'encouragement de leurs paires, d'un cours bien conçu, de travail en groupe et d'enseignement intensif sur le terrain.

Tous s'accordaient pour dire qu'un leader efficace avait confiance en lui. Cependant, la qualité la plus importante d'un leader variait selon le sexe du répondant. Les hommes avaient tendance à préférer « la confiance en soi » chez le leader tandis que les femmes préféraient que le leader soit « l'enseignant ».

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CHAPTER ONE

STATEMENT OF PROBLEM

1.1 INTRODUCTION

Today's world is changing almost daily with its political, social, environmental and economic strife. Sound leadership is of the essence to enable not only countries but also communities to survive the changes. One of the best examples is evident in the election of the first African American President of the United States whose nomination not only within western society but also in societies abroad has led to a renewed hope and faith that peace and harmony might once again be the prevailing outcome. Strong and inspirational leadership in recreation will assist people to enhance not only the pursuit of happiness but a healthy mind, body, and social and emotional well being.

Leadership education, therefore, is ever changing to keep up with the demands of society; providing the link between community recreation and leadership training programs, developing people with the confidence needed to work in the professional field of recreation and with effective leadership skills. In a paradigm of competency-based education, it makes sense to study the effect of prior leadership experience on success and of students' perceptions about leadership and how they feel they best learn it. Effective leadership practices in recreation can be realized when leadership training programs employ measures to improve leadership education.

Dawson College offers a diploma in recreational leadership, entitled Community Recreation and Leadership Training (CRLT); its students are the population of this study. The CRLT Program uses a constructivist approach throughout the curriculum, using a developmental approach students complete one of twenty-one required competencies of the program. Thus, prior leadership experience,

high school averages, preconceived notions of leadership, and how such antecedent variables might translate to college success were examined in the study.

To gain an understanding of the scope of the program of study, it is important to recognize the mandates and interconnections of the institution and the government where the Program is situated and as well, with the communities it serves. Dawson College is centrally located in Montreal, Quebec, and the college's student population of over 7000 reflects the multi-ethnic character of the city and province. Dawson sees as its responsibility to contribute to the social, economic and intellectual development of society. In addition, Dawson views its role as providing students with the ability to further their studies at the university level, or gain employment upon graduation.¹ The mandate of the CRLT, a three-year career program, is to prepare students for immediate employment in the recreation field. It is "the only anglophone program of its kind in the province of Quebec".² The CRLT is one of twenty-one technical programs offered at Dawson College.

1.2 STATEMENT OF THE PROBLEM

The CRLT Program comprises approximately 90 students, five full time and three part time teachers. To be admissible students must have their high school diploma with a minimum 67% average, and pass an interview with the CRLT Program. The Program usually admits 40 new students every year; the remaining second and third year students round out its population. Almost all of the first-year courses are split in two sections making a class size of around 20 students.

The Program has the only dedicated physical space of its kind within the College. The CRLT department has a common room space with tables and chairs, several computers, a white board, a telephone, and a mini kitchen. Several windows

¹ The Mission Statement of Dawson College is accessible on the College's website: <http://www.dawsoncollege.qc.ca/gead/mission.php>

² Quoted directly from the CRLT Program's Website: <http://dc37.dawsoncollege.qc.ca/crlt/>

afford natural lighting for numerous plants and an aquarium, altogether making a unique space in the college. At times, this allocated space doubles as an extra classroom space when needed but is mainly a place where students work, socialize, and eat lunch between classes. Adjacent to the common room are a computer lab, small conference room, multipurpose classroom, and the faculty offices.

The current CEGEP paradigm advocates a didactic or competency-based approach, which the CRLT Program embraces. Knowledge and skills brought forward from prior courses is a recognized feature of the program. It is exemplified in the curriculum and course design. For instance, every course outline has a statement asking students to reinvest their learnings from previous courses. Likewise, the desired outcome of the CRLT Program is for its students to know and to be able to do something with what they know which in essence defines the work of the educator.

Moreover, the CRLT Program sees as its hallmark a “hands on approach” to learning. Most courses encompass practical and cooperative learning strategies to reinforce theoretical concepts. While active learning strategies are commonplace in the classroom there is also a strong emphasis on experiential learning as seen through five residential intensive course requirements. The general aim of these respective courses consists of students learning about themselves and others and how to lead recreational and environmental education activities in the outdoors.

The Exit Profile sets the expected standards of achievement for graduates of the CRLT Program. In essence, students need to be able to demonstrate the attitudes and skills required for effective leadership in the field of recreation and as well, demonstrate competencies in communication, administration, entrepreneurship, working with and assessing peoples’ needs, designing and planning programs, and implementing, leading, facilitating, assessing, and supervising recreational programs and groups. The expectations are that students acquire competencies in the management and supervision of human, physical and financial resources. Students in

CRLT are expected to work with “autonomy, leadership, initiative, and good judgment and be able to cope with issues in recreation, the environment, and leadership in a critical, conceptual and ethical manner” (CRLT Program Evaluation Report, 2005, p.40).

The domain of recreation is vast and it encompasses numerous sectors public, private, commercial, not for profit, municipal etc. The actual work settings for the CRLT graduates are equally diverse; ranging from hospitals, private special event companies, community and municipal recreation centres, foundations, social agencies, extended care institutions, senior residences, pre-kindergarten through university educational institutions, Y’s, and the cruise ship industry. Moreover, some institutions provide multiple opportunities for recreation to occur. For example, within a hospital environment, one might see recreation taking place in wards such as long-term care, kidney dialysis, sick children, and psychological wards. Educational institutions usually provide of a variety of recreation services such as student clubs, extracurricular activities, after school programs, special events, and athletics.

In addition, a broad range of sports, social, cultural, and community events often take place in more traditional settings like Y’s or municipal recreation facilities. The diversity of the recreation field is apparent. It surfaces in all walks of life ranging from schools, churches, libraries, businesses, museums, camps, to environmental initiatives. By the time CRLT students graduate they accumulate nearly 600 hours of actual on-the job training. They must complete three different fieldwork courses, one in every year with the major fieldwork course entitled Internship, a 450-hour course occurring in the final term. In other words, the third year students gain practical job experience four days a week for fifteen weeks in a variety of workplace establishments, field testing their lessons from the classroom in real world settings.

Moreover, the CEGEP³ system requires that before any student graduates he or she must pass a comprehensive assessment,⁴ usually a project, which demonstrates a successful synthesis and evaluation of the student's training. The third-year Internship course is designated as the Program's comprehensive assessment.⁵

Upon a recent curriculum revision (implemented in fall 2001) and Program Evaluation Report of the revised program (adopted by the CRLT Program April 2005) and subsequent Program evaluation (2006), CRLT was deemed a program of 'quality' by the Commission d'évaluation.⁶ To continue to be a viable Program and to keep step with the demands of the recreation/leisure industry, community and society's wide-ranging needs, this study may help determine the Program's 'action plan' for continued success.

The key question of this study is how well students are learning to lead via a community recreation and leadership training college career program. The study examined academic performance, prior leadership experience and gender perceptions of leadership. Research has shown a positive correlation between participation in extra curricular activities and retention rates. Contrastingly, research is limited in showing conclusive relationship between students' prior leadership performance and academic performance. The vast majority of students who apply to the CRLT program have prior leadership experience. The investigator examined whether there were differences in the perceptions of leadership from a first year to a third year

³ CEGEP stands for Collège d'enseignement général et éducation professionnelle, and translated in English means College of General and Professional Education. It refers to the government subsidized college system in the province of Quebec.

⁴ The comprehensive assessment is described in the College Institutional Evaluation Policy. An overview is given on the CRLT website:
<http://www.dawsoncollege.qc.ca/programs/tech/crlt/assessment.php>

⁵ There are three field work courses in every year, term 2, 45 hours, term 4, 90 hours, term 6, 450 hours. An overview of each course can be found on the Program's website:
<http://dc37.dawsoncollege.qc.ca/crlt/>

⁶ "The Commission d'évaluation de l'enseignement collégial du Québec (CEEC) is an independent branch mandated by the Québec government to evaluate and make recommendations for college programs of study. " The emphasis of the CEEC is on student achievement. The CEEC's website is <http://www.ceec.gouv.qc.ca/Default.en.htm>

perspective, as well as by gender. The investigator explored student perceptions using qualitative and quantitative measures with the aim of gaining greater understanding, insight, and a more substantive profile of college students growth and development in a community recreation and leadership training program. Students' knowledge, background leadership experience, and perceptions play an integral role in the process of educating the whole student. Another consideration in the study was the impact the program was having on its students. It sought to investigate the optimal conditions for learning to take place. Therefore, the intent of the investigator was to take a holistic approach by examining various components in the hopes of both reinforcing tried and effective methods and establishing new directions for promoting student success. To guide the study the investigator focused on the following four research questions:

- 1) How do perceptions of leadership change as a result of being in a three-year leadership program?
- 2) Do perceptions of Leadership vary by gender?
- 3) Does prior leadership experience result in better academic performance for CRLT students in their 1st term?
- 4) Is there a correlation between students' 1st semester grades and their scores on the Student Leadership Practice Inventory (SLPI)?

Central to the study was to examine how students develop and learn to lead via a three-year college/CEGEP career program, the Community Recreation and Leadership Training program. The purpose of this research is an attempt to answer how leadership is learned and improved through this program. How effective is it in terms of changing the perceptions and abilities of the students? The investigation set out to discover critical learning moments as perceived by students. In addition, the study sought to examine whether perceptions of leadership significantly differed among the male and female participants. It was hoped that the study would shed light on aspects crucial to students' development, thus suggesting improvements that can be made to promote the success of students in the CRLT Program.

CHAPTER TWO

LITERATURE REVIEW

2.1 What is Leadership?

To examine leadership development in a college program, a beginning point is to examine definitions of leadership. Rost, a well-known scholar in the field of leadership, as cited in Bardou, Byrne, Pasternak, Perez, & Rainey (2003, p.34); Endress, (2000) defines leadership as “a characteristic of individuals and how they act in influencing others.” Additionally, Bardou, et al., (2003) and Endress (2000) noted the following definition used by the Higher Education Research Institute: “leadership is not just a behavior of a single individual, but rather is characterized by a collaborative relationship between the individual and those he or she is leading.”

Hedley Dimock and Raye Kass (2007) have studied group development and have vast experience in a broad range of work settings, some of which include community, recreational, and educational environments and as well, they have extensive expertise in running communication and leadership training workshops. They state that the definition of leadership in functional terms as “acts that help the group to accomplish its goals or maintain itself as a group” (p.9).

Similarly, Daniel Goleman, renowned for his research in the area of the brain and behavioral sciences, in his work *Emotional Intelligence* states that “Leadership is not domination, but the art of persuading people to work toward a common goal” (Goleman, 1995, p.149). This definition of leadership represents a change from the past authoritarian style to a more empathetic approach, exemplified in its chapter “Managing with Heart” (p.148).

Daniel Goleman (2006) in his book *Social Intelligence*, based on polling a variety of professional constituencies, he identifies characteristics common to effective leaders, such as, “good listener, encourager, takes responsibility, shares authority, and shows empathy” (p.276) to name a few.

2.2 Learning to Lead Through Experience: “Life is an Educational Setting”

Allio (2005) equates leadership to a 'craft'. He emphasizes the importance of gaining experience and being in situations, which intentionally develop leadership. In his article, “Leadership Development: Teaching Versus Learning”, Allio argues that leadership is learned through practice rather than by being formally taught. As an endorsement for this premise, he uses a philosophical position drawn from Aristotle’s famous model of virtue wherein “men become just by performing just acts” (p.1072). Thus, experiential learning is a preferred avenue for acquiring leadership skills.

On learning to become a leader, Kouzes and Posner (2002) quote Bennis (1988, p.146) who claims that “the key to unlock the door to opportunity is learning and that “learners learn by leading, and that they learn best by leading in the face of obstacles”. In a related quote they say “as weather shapes mountains, problems shape leaders” (p.17). In addition, and with a focus on student leadership in education, they continue discuss how leadership in terms of coming from trial and error by taking opportunities to learn from both ones’ successes and one’s mistakes. They endorse that the best learning comes when individuals are enthusiastic while participating in such opportunities to learn (Kouzes and Posner, 2006, p.6).

Experiential learning is known to have a profound effect on what students believe to be their best ways of learning. Taniguchi (2004) cites Beard & Wilson (2002) that experiential learning is “the insight gained through the conscious and subconscious internalization of our own or observed interactions with the perceived

environment, built upon our past experiences and knowledge” (p.11). For instance, youth agencies are seen as providing outlets for youth to have a voice and learn good practices of democratic citizenship and develop skills such as: “negotiating, organizing, and compromising” (Mayes & Smith, 2002, p.6 cited in Flannigan, 2002).

According to the Program Evaluation Report (June 2005) of the Community Recreation Leadership Training Program (CRLT) of Dawson College, out of a reported 58 students, 55% rated the experiential teaching method used in the outdoor education courses as the ‘most effective teaching method’ (p.56). It therefore had the highest rank of all the teaching methods that were evaluated in the CRLT Program.⁷

Freeman, Nelson, & Taniguchi (2003) use the phrase “life is an educational setting” (5) to convey that the real teacher of leadership is authentic learning experiences that teach students critical thinking skills for life. The experiences encompass both doing and reflecting. In other words, “experiential learning is not information assimilation; rather, it is information gathering” (cited in Coleman, 1979, Freeman, et al., 2002, p.5).

2.3 Predictors for Effective Leadership

Rice & Darke (2000, p. 4) considered numerous studies conducted in the realms of both cognitive and non cognitive spheres of leadership measurement. Their own study examined two groups of students: those with leadership experience and students who are academically strong but without leadership experience. The leadership participants were in accomplished leadership positions in high school (yearbook editor, student government president, volunteer involvement) and who had achieved the minimum 2.00 undergraduate admission requirement. These students were required to participate in university life (organization, volunteer, and take a

⁷ All other teaching methods evaluated are noted on Figure 7 of the Program Evaluation Report, p. 56.

freshmen orientation to university course). The academically strong group without leadership experience was not asked to participate in university in this manner.

The results from a T-test found no significant difference, at the end of students' third year, in comparing the academic achievement scores between the two groups. Moreover, a significant difference $p < .05$, using a chi-square statistical analysis, revealed a higher retention rate of the leadership group (87.9%) compared to the retention rate of the academic group (67.2%) (p. 4). Rice and Darke acknowledge that intervention initiatives of their study (requiring some kind of collegial involvement and a freshmen orientation course) may have influenced their results. Thus, one of the authors' recommendations for further study was to separate initial personal qualities from intervention initiatives (p. 5). For their study, the combination of proven leadership ability in high school, involvement in college, and meeting minimum academic standards could not be separated.

In their study entitled "Self Efficacy and Student Leaders: The Effects of Gender, Previous Leadership Experiences and Institutional Environment", Bardou, et al, (2003) were interested in how students lead from the perspective of perceived self-efficacy. Their sample was 188 undergraduate students from a public midwestern college (p.33). These researchers examined "the impact of prior leadership experiences, gender, and perceptions of institutional support on student leaders' self efficacy" (p. 33). They found differences in the ways men and women perceive their environment as well as in leadership self-efficacy and found that past leadership experience does not influence leadership efficacy. Males tended to be in more major leadership positions than females (Bardou, et al., 2003, p. 36 cites Depp, 1993). Individuals who had prior "positional leadership"⁸ roles and who have leadership efficacy become effective leaders (Bardou, et al, 2003, cites Kezar & Moriaty, 2000, and Stage, 1996).

⁸ "Leadership through an elected or an appointed position", Bardou, et al., (2003. p. 35).

2.4 Leadership Development for College Leaders

In their influential work, *The Leadership Challenge*, Kouzes and Posner (2002) contend that leadership “is a process ordinary people use when they are bringing forth the best from themselves and others. What we discovered is that “people make extraordinary things happen by liberating the leader within everyone” (p.xxiii). They also discovered that effective leaders whether in “star-performer” positions or ordinary people when engaged in leadership activities, use the following “Five Practices of Exemplary Leadership:

- Model the Way
- Inspire a Vision
- Challenge the Process
- Enable Others to Act
- Encourage (p.13).

Implicit in its title ‘Model the Way’ is individuals who lead by example. The authors suggest that the power of action and deed lead to credibility, a precursor to getting people to follow a plan (p14). Students are included in this concept. In their booklet, *The five practices of exemplary student leadership*, Kouzes and Posner (2006) suggest students become credible when they are given the opportunity to discover their voice and set an example. Moreover, they claim “credibility is in the most important quality that people look for and admire in a leader” and they further assert, “credibility is the foundation of leadership” (p.1).

Kouzes and Posner (2002) define the practice entitled ‘Inspire a Vision’ as one where enthusiasm plays a role in helping others see and work towards a vision. Here leaders are recognized for their knowledge and understanding of the interests and needs of their constituents (p.15).

For the practice ‘Challenge the Process’ leaders are seen as pioneers and innovators of change, particularly when there is a problem to be solved. Kouzes and

Posner also allude of this dimension being relevant to listening and recognizing what others have to say, risk-taking and learning. Furthermore, they cite Warren Bennis, known for his work in the area of leadership development, and who regards learning as the key to opportunity, and claims that “leaders learn by leading” (p. 17). Kouzes and Posner state, “leaders are learners” (p.17). The authors argue that becoming a leader is an active process as it takes in learning through and from successful and unsuccessful efforts, (p.16-17).

The authors describe the fourth dimension, ‘Enable Others to Act’ by what it is not. They claim it is far removed from the “command and control techniques reminiscent of the industrial age” (p.18). Instead, this practice embodies facets of teamwork, collaboration, confidence, empowerment, and trust. Furthermore, when such elements/efforts are at work, the authors contend that constituents will want to take risks and bring about change in an organization (p.18). Also in *The Five Practices of Exemplary Student Leadership*, Kouzes and Posner (2006) argue that learning leadership skills can be achieved both in a classroom and by taking advantage of a broad range of outside opportunities/experiences. They suggest that opportunities engender self-development, i.e., chances to learn about one’s strengths/weaknesses, and values, and it is that which leads to self-confidence. Thus, their claim is that “ultimately, leadership development is self development” (p. 6).

The fifth dimension ‘Encourage the Heart’ entails qualities of caring, appreciation, recognition, and celebration of individual and/or group efforts especially when those groups are aligned with the values and can contribute towards building “the collective identity” of an organization (p. 18-19). They suggest that while some of the recognition happens in the form of game, it should be taken seriously. They further describe the fifth dimension and suggest that acts of “being attentive, offering encouragement and maintaining a positive outlook are ways student leaders focus others efforts” (Kouzes and Posner, 2006, p. 6). They further argue, “when student leaders model the way, they earn it through their own efforts

and by setting an example” (p.1), not from an exalted position.

A commonly used instrument to measure student’ perceptions of their own leadership abilities is the “Student Leadership Practice Inventory (SLPI)” based on the model of the aforementioned five practices developed by Kouzes & Posner.

In his article, “A Leadership Development Instrument for Students: Updated”, Posner (2004) reports the Student Leadership Practice Inventory (SLPI) continues to show validity and internal reliability with various constituencies, ranging from fraternity presidents to students in hospitality programs. The SLPI has been used in empirical studies and has been seen as a useful assessment tool for helping students improve their leadership ability. In addition, based on their findings they claim “the ability to engage in The Five Practices of Exemplary Student Leadership[®] is not related to such variables as following a particular program of study, GPA, or gender...” and that one’s leadership stems from “the desire to lead, and make a difference” (Kouzes and Posner, 2006, p. 7).

In a small scale research project entitled Promoting student success, Taylor and Trahan (2005) collaborated and conducted a focus group with strong third year students from the Dawson College Illustration and Design and CRLT career programs to investigate what factors promote student success. The CRLT students identified the fieldwork as being real world courses and for this reason credited them as being one of the reasons for their success. Both career programs credited teachers and their commitment as being integral to their success in the program. In particular, the CRLT students described their teachers as having an open door policy, and being knowledgeable, and supportive (p.55-57). CRLT students also identified peers as a motivator for success (p.55-56).

Goleman (2006) proposes that there are two types of social intelligence, one is social awareness, and the other is social facility. Social awareness relates to “what

we sense about others”, e.g., empathy, and the other is social facility, i.e., “what we do with that social awareness” (p. 84). He contends, “students who feel connected to school to teachers, to other students, to the school itself do better academically” (p. 282).

Dawson College’s Community Recreation Leadership Training Program Evaluation Report (2005) revealed several findings with respect to high school averages, gender, and success rates in 1st semester courses. A linear regression analysis was conducted to determine the relationship between secondary V averages and Dawson’s course success rates i.e., the proportion of students passing all (100%) of their CEGEP courses. Females in CRLT showed higher correlations between their secondary V averages and college course success than female students do in other technical programs. Females in CRLT also tended to show higher success than the males in CRLT (CRLT Program Evaluation Report, see Figure 3, p. 18).

Allio (2005) proposes the following three sequential steps for developing leaders:

1. selecting the right candidates
2. creating challenges for learning
3. providing mentoring

Allio believes that today’s leaders must be “thoughtful as they exercise their authority” (p.1074) and be able to “share power” (p.1076). The three steps allow individuals to gain leadership knowledge, skills and behavior. Allio recommends the study of actual leadership development in a leadership program. For him, a crucial step for becoming a leader and understanding a profession is commonly associated with mentoring. Colleges offer a variety of mentoring opportunities, for example, coaching an athlete. This may offer a transferable skill for life (Armstrong, 2001; Endress, 2000; Mayes & Smith, 2002).

Two roles of a leader consist of developing a vision one's vision and the strategies necessary to achieve this vision (Kouzes & Posner, 2002; Allio, 2005). One specific recommendation Allio makes is to study the relationship between a leadership training program and the actual development of leadership (p.1075).

This study attempts to extend the findings of the literature. This research is a case study of college students in the Community Recreation and Leadership Training Program. The researcher has investigated student perceptions of leadership, how they change over time and what role the Program has played in helping students achieve effective leadership skills. The research offers an opportunity to bring greater clarity of definition, possible ideas for pedagogical or curricular changes and build on educational research for the field of community recreation and leadership.

There are no existing studies on learning to lead to lead in a college community recreation leadership-training program. This study is the first of its kind in the province of Quebec and in the Community Recreation and Leadership Training Program (CRLT) at Dawson College. While common themes may exist in the literature, they are not necessarily germane to Quebec college students and this particular program of study.

CHAPTER THREE

METHODOLOGY

The researcher conducted a mixed method study to determine perceptions of and in one's leadership development. One reason for choosing a mixed method that was the four different questions used to guide the study were not all conducive to one particular method.

Moreover, the researcher, a teacher in the CRLT program for over 25 years, recognized there have been many kinds of information collected on incoming and current students with which the program has not conducted any research, but which could render some useful data to improve student success in the Program. The researcher wished to examine student profiles and personal statements, which is information the Program collects from its interview process for college admission. Using the Student Profile Sheet, the researcher wished to investigate whether or not having prior leadership experience might make a difference in one's success in the program.

Another desire of the researcher was to study the development of leadership ability and by using the personal statement as a baseline; the researcher could possibly chart some incremental data through collecting additional information from the first year students who had been accepted into the program and the current second and third year students.

No research of this kind has been carried out by any of our program's faculty. The college has carried out its own institutional research intended for student success. Typically, the institutional research has collected data from graduating students. Data and analysis has been conducted through government Program Evaluation means as well. This is the first study of its kind on the topic of leadership

development, student perceptions of their leadership ability and academic acquisition.

While graduating students have often been the target market to carry out institutional studies, incoming students have not been surveyed for studying leadership development. Does prior leadership experience make a difference in students' success in college? Together with the use of reliable measurements and real students' perceptions, and academic records, the researcher's intent was to discover substantial evidence regarding the viability and strength of the curriculum. Moreover, students' voices can be a change agent for future leadership training in the educational community. The study is an initial attempt to explore and provoke inquiry of possible tenets necessary for educating effective leaders. The methods used to collect the data of the study were surveys, existing documentation from the CRLT Program, institutional documentation, written personal statements by incoming students and student focus groups.

The study comprised three data collection phases. All data was collected during the 2006-2007 school year. The first part of the chapter addresses the sources used to carry out a content analysis. The participants, students' personal written statements, and coding manual are described.

The second part of the chapter describes the methods used to carry out statistical research, the participants, the instrument and the reasons for selection, its reliability factor, and the pretest leading up to the study. The researcher was in charge of administering questionnaires to first, second and third year students in the CRLT Program, inputting data into the SPSS (Statistical Package for Social Sciences) software, and carrying out various statistical tests.

The third part of this chapter discusses the methods used to collect data for the qualitative analysis, a description of the participants, and the methods used to carry out the content analysis and the focus groups. The researcher was responsible

for the qualitative analyses of students' written personal statements and for conducting, facilitating, and analyzing six focus groups.

Additionally, this chapter discusses the ethical considerations pertaining to the quantitative and qualitative components of the study.

3.1 WRITTEN PERSONAL STATEMENTS

3.1.1 Sources of Data

New Student Personal Written Statements administered to 29 first year students, enrolment 2006. A sample Personal Statement can be found in Appendix A. All data generated was coded.

3.1.2 Procedures of New Student Interviews

One of the criteria for admission to the CRLT Program is that prospective students must go through an interview. Part of the interview process is a written component. The researcher requested and received permission from the members of the CRLT faculty to administer this portion of the interview on behalf of the Program and for the purpose of the study. This allowed the group of students to receive the same message and invitation to be a part of a study at the same time.

The researcher met with two separate groups of students on two consecutive evenings in April of 2006. Students were given a sheet of paper with one question at the top of the page: What does being an effective leader mean to you? Students were told that this part of the interview process is to help the faculty assess their writing ability. In addition, it was mentioned that there were no wrong or right answers and

they could take as long as they wanted to write down their thoughts. Students were told that they would have time to write a short paragraph or a page essay, as there were no time restrictions. They were simply told to write down their current thoughts about the question. Further, the prospective students were told that the teacher was also carrying out a study about leadership and was interested in how students develop leadership ability and that the prospective students' personal statements would be used as a baseline for the study, since the students had no previous education in the CRLT Program. Moreover, the researcher emphasized that students' names would not be used and that students who were writing the personal statement could freely opt out of being in the study at any time before, during, and after participating. All CRLT applicants opted to participate in the study.

The researcher used only the personal statements of students who were accepted into the program and that were available. The number of personal statements is less than the number of students who were actually accepted into the program and this is due to some students who may have been interviewed at a different time other than the set dates for the official interview. Students out of province for example may have had an interview by phone and other students may have been late acceptances wherein the interview process was modified to facilitate and/or expedite their admittance into the program.

3.2 ADMINISTRATION OF SLPI, PRIOR LEADERSHIP EXPERIENCE, AND ACADEMICS

3.2.1 Sources of Data

- a) The SLPI questionnaire (Kouzes and Posner), administered to the first, second, and third year students of the CRLT Program
- b) First, second, and third year student academic records of discipline-specific

leadership courses in three different terms of Fall 2006: first year, term two, Recreation Leadership I; second year, term three, Group Leadership II; and third year, fifth term, Project Management

c) Students' first term averages of their discipline-specific courses obtained from academic records of the fall term enrolments 2004, 2005, and 2006

d) Students' grades obtained from academic records for the fall term enrolments 2004-2006 of the first semester Recreation Leadership I course

e) Student Profile Sheets obtained from CRLT Departmental records, which are used as part of their new student admissions criteria. The Student Profile Sheets are interpreted to assess prior leadership experience of all the students in the study, which represented the following years of entry to the CRLT Program, 2004 (3rd year students), 2005 (2nd year students), and 2006 (1st year students). Sample Student Profile Sheet can be found in Appendix B.

3.2.2 *Description of the Participants in Quantitative Phase of the Study*

Eighty-four students from Dawson College's Community Recreation and Leadership Training Program (CRLT) participated in the study. The participants in the SLPI represented CRLT students enrolled in fall 2006: first-year term 1, N = 37 (44%), second-year Term 3, N = 29 (35%), and third-year Term 5, N = 18 (21%), totalling 84 students (age M = 19.7 years, SD = 3.38). The gender breakdown was N = 51 (61%) females and N = 33 (39%) males from ages 17 to 41 years old.

3.2.3 *Selection of SLPI*

James Kouzes and Barry Posner have been recognized for their research in the area of best practices of leadership. They have co authored *The Leadership Challenge* wherein they expound on five principal practices they claim to be consistent behaviours people engage in when they are effectively leading others.

They are identified, (as previously mentioned) as Model the Way, Inspire A Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart (Kouzes and Posner, 2002, p.13). These authors have worked with and studied best practices of leadership in the` fields of business and public sectors. Through their citing the work of Brodsky (1998), who found a lack of valid instruments for assessing leadership development in college students, the authors responded by designing a tool called Student Leadership Practice Inventory (SLPI) (Kouzes and Posner, 2006, p. 6).

3.2.4 Reliability of SLPI

The researcher selected the SLPI for its reliability in measuring students' perceptions of their leadership ability. In their *Student Leadership Practice Inventory: Facilitators Guide*, Kouzes and Posner (2006) describe the SLPI as having 30 descriptive statements showing psychometric properties; six out of the thirty statements are applicable to each one of the aforementioned five leadership practices. In addition, the authors assert that the statements reflect “essential behaviours found when students report being at their personal best as leaders” (Kouzes and Posner 2006, p.8).

Based on earlier studies, they maintain the SLPI continues to show good psychometric properties and internal reliability scores for each of the five dimensions. The findings were “(Cronbach alpha) α =.68 for Model, α =.79 for Inspire, =.68, α =.66 for Challenge, α =.70 for Enable, and α =.80 for Encourage and as well, in test and retest reliability of the SLPI, the findings demonstrated statistical significance with correlations exceeding $r =.51$ ” (Kouzes and Posner, *Facilitator's Guide*, 2006, p.9).

Moreover, and as mentioned in the previous chapter, they claim that the SLPI is “independent of various demographic variables such as gender, GPA, year in

school” (p.9), however, they do suggest the possibility of an affect with past leadership experience and leadership course work.

The SLPI is a self assessment survey, which uses a five-point likert scale for the response choices. Students may select from one of five different responses that best corresponds to how frequently they engage in the particular behaviour described in the statement. The responses are on a scale ranging from 1 being rarely or seldom to 5 being very frequently. The SLPI takes approximately ten minutes to complete.

3.2.5 Pretest

A pretest was carried out to determine what, if any, questions or responses might arise before, during, and or after the students’ completion of the SLPI and if it was appropriate for the college level. The researcher wanted to see whether students might encounter difficulties understanding and/or interpreting any of the statements.

The main objective of the pretest was to draw out such difficulties experienced by students when responding to the 30-item questionnaire. Accordingly, in winter 2006, the researcher invited three third year students, one male and two females, to participate in a pretest, which meant taking the questionnaire followed by engaging in a one on one structured interview based on their responses. At the time of the pretest, the students were close to completion in the CRLT program. They were selected because of their reputation of being responsible leaders, reliable and in good academic standing. The researcher explained the purpose of the pretest, provided a full explanation prior to administering the survey, and then conducted a follow up tape recorded interview in an empty CRLT classroom space with the participants’ consent.

Students were asked to base their responses to the 30 statements solely on their performance during their Internship course experience. The survey took approximately ten minutes to complete and each individual interview took about one

hour to carry out. In each interview, the interviewee read each statement followed by giving a rationale for each response.

The interviews revealed that students were able to relate to the statements (understand terminology, phrases, and concepts) as per the design of the five-scale leadership best practices model. There were no apparent drawbacks to the administration of the SLPI. For this reason, the researcher did not alter any of the 30 statements. One interviewee indicated that she thought it was a very clear survey and that it reinforced her strengths as well as showing her what she needs to work on.

3.2.6 Administration of the SLPI

In the fall of 2006, the researcher surveyed the first year students on the first day of the first term, the second year students at the end of the third term, and the third year students at the beginning of the fifth term. To explore leadership behaviours and practices, the researcher slightly modified the context used by the students as the basis of their responses to the questionnaire. The context varied from group to group or year to year.

The first year group strictly adhered to the context as described in the instructions of the SLPI, which meant that they were to reflect on a particular organization or club they were currently in and/or had been most involved in and to maintain that perspective in responding to each of the 30 items. Contrastingly, the second and third year students framed their responses in the context of their performance in a particular course. The researcher chose two reputed CRLT courses where the students are expected to consolidate, demonstrate, and apply their leadership skills.

The second year students framed their responses in the context of their Group Leadership II⁹ course, and the Project Management course¹⁰ was the context used by the third year students.

Similar to the first group, the second and third year groups were urged to maintain a consistent perspective of their courses in their response to each of the behaviour-based statements. Other than the modification of the context for their responses, the first, second and third year participants followed the instructions as outlined on the SLPI.

In each session, the researcher attempted to establish a warm and inviting atmosphere to help the groups feel at ease with the study. A volunteer assistant was available for the first two groups to help distribute pencils, consent forms, and surveys and verify the forms for completeness and accuracy. The groups were informed that it was the researcher's role to administer the survey. In this way, the researcher intended to provide consistency throughout the study and as well, to be present to know, understand, and respond to any of the participants' inquiries. It took all the groups approximately ten minutes, as per SLPI claim, to complete the survey.

3.2.7 Procedures of the SLPI

The first group in the study consisted of two sections of first year students. The researcher administered the survey consecutively to each section during the first two periods of the day and had permission to use the same classroom for both sections. The researcher started by welcoming the first year students to CRLT

⁹ Group Leadership and Teamwork II is an advanced small group communications course where students are expected to apply, practice, demonstrate leadership skills and analyze various theories of groups. They are part of the same group throughout the course.

¹⁰Project Management is a 5-day residential intensive course whereby the third year students have the mandate to implement, lead and evaluate a camp program given to the second and third year CRLT Students and be responsible for their safety.

Program and introduced herself and her volunteer assistant, a recently retired member of the faculty. The first year students were aware of the study from previous correspondence over the past summer. The group was informed of the role of the assistant and that of the researcher. The first year participants learned their role was to complete the SLPI composed of 30 statements as per the SLPI instructions.

The first step of the study was to address the consent forms. The researcher reintroduced the general theme of the study, which was how students learn to lead at a college level. In effect, the research was a case study of the CRLT Program. The researcher emphasized that the survey was not a test and in no way would there be any link to their marks as it was altogether separate from their course work. The researcher reiterated that students could withdraw from the study at any time before, during, or after the survey. In addition, the researcher expressed that their surveys would be confidential and placed in a secure location. The assistant then collected the signed consent forms.

The next step was the distribution of the SLPI's to the first year participants. To ensure the participants understood how they were to complete the survey, the researcher requested they read along while she read the instructions aloud. The researcher also used extra examples to help clarify the context for their responses to the SLPI.

The researcher elaborated with the following examples to clarify the appropriate context for the framing of the first year participant' responses, such as being involved as a camp counsellor, lifeguard, babysitter, scout, guide, prefect, captain or team player, or being in a play or a member of an organizing committee for an event or fundraiser.

The researcher emphasized the following guidelines that

- 1) it was necessary to use the participant's involvement in an organization as the sole basis or context of their responses,
- 2) there were no wrong or right answers and that the participants must not put down what response they think they should be doing or how they would like to be, as these type of responses would skew the results,
- 3) honest and truthful responses would be more realistic and accurate measures of how individuals interpret and actually engage in the behaviours as described in each of the 30 items,
- 4) participants must circle the number that corresponds to the frequency with which they believe they engage in the behaviour identified in each statement,
- 5) participants were allowed only one response to each item and must answer all 30 items; if they were uncertain of a response to choose the number one.

There were no questions from the participants before, during or after completing the survey. The assistant then double checked to verify the first year respondents had finalized their inventories. Afterwards, the researcher thanked the respondents for their participation in the study.

The administration of the SLPI to the second and third year students, with the exception of the context for responses, used essentially the same procedures as previously described for the first group. Both the second and third year groups were of consenting age and they knew the researcher as a teacher in the CRLT program. Hence, the researcher invited the groups firsthand to participate in the study. With the permission of CRLT teachers, the researcher administered the survey separately to the second and third year students at the beginning of their respective class periods.

The third year students had just completed their compulsory outdoor education course the day before the administration of the survey. They based their

SLPI responses on this course. Students in the third year assert that their greatest lessons are learned in this outdoor education course experience.¹¹

The second year students were the last group surveyed. This survey took place on the final day of their Group Leadership II course. One of the students at the beginning of the class asked a question about the purpose of the survey. The researcher reiterated that the survey was for educational research purposes and that there was no connection to the Group Leadership II course. Following the survey's completion, a different student commented that his scores would have been much different if allowed to make his responses based on his outside involvements.

The volunteer assistant was unavailable in the final group so the researcher simply asked a student from the class to collect and place the consent forms and questionnaires on top of an empty chair that was situated in the centre of the classroom. The researcher strongly recommended that the second year group proof each of these forms for accuracy and completeness.

3.2.8 Variables Used in the Second Phase of the Study

Eighty-four Student Leadership Practice Inventories were collected. Averages were calculated for each of the five SLPI dimensions, model, inspire, challenge, and enable. Other variables included gender, sex, year, prior leadership experience, leadership course by term, first term averages, and Recreation Leadership I course grades. SPSS was used to carry out statistical analysis.

3.2.9 Organization of Data: Prior Leadership Experience

To carry out tests using prior leadership experience necessitated the following steps: 1) Define levels prior leadership experience as low, medium, and

¹¹ The 2007 evaluation report from the Commission d'évaluation contains such claim.

high. 2) The Student Profile Sheet was used to determine what constituted low, medium and high levels for prior leadership experience.

The criteria for including activities as part of students' prior leadership experience were:

- 1) if the Student Profile Sheet indicated participation in volunteer experience, work experience, club and or organization involvement,
- 2) if each of the categories were relevant to the professional field of recreation,
- 3) if positions held in an organization or an activity were germane to the field of recreation for examples, captain of their sport team, scout leader or member of scout troop, lifeguard, camp counsellor or coordinator of a major event,
- 4) if the participants' recreational involvement occurred within the past three years of their application to the CRLT Program.

Points were assigned for each relevant activity. Low prior leadership experience resulted in three points or less. Four to five points resulted in a medium assessment and a high ranking assessment was six and or more points.

Codes were allocated for the levels, low = 1, medium = 2 and high = 3. The researcher created a simple worksheet as a tool for assessing and tabulating the results.

Students' levels of prior leadership experience (low N = 18; medium N = 40; high N = 24).

To reduce bias and for the ranking system to be an equitable one, the researcher asked an experienced full-time teacher from the CRLT faculty, who had a clear knowledge and expertise of the CRLT Program and the Student Profile, to do a second rating using the same criteria. The colleague received an explanation of the

criteria and point system. The researcher and colleague then compared their ratings; any differences were discussed and solved by consensus.

3.3 FOCUS GROUPS

3.3.1 Sources of Data

- 1) Student Profile Sheets as previously mentioned from the fall term enrolments 2004, 2005, and 2006 were used to select the membership and provide a mix of background experience in the focus groups.
- 2) Six different structured focus groups consisting of open-ended questions were conducted in January and February 2007. Each group was composed of five members. There were one female and one male focus group for each of the three years in the program.

3.3.2 Description of Participants in the Focus Groups

Thirty current CRLT students voluntarily participated in the focus group phase of the study. The age of the participants ranged from 18 to 25 years of age. It was the researcher's decision to conduct separate male and female focus groups to ascertain any possible gender differences in perceptions of their growth of leadership development in the Program and as well so that groups may feel more open and comfortable in the interview.

3.3.3 Administration of the Focus Groups

Each focus group session was held for approximately one hour in length. To find an opportune time for meeting students the sessions were held immediately following a class; depending on the time either a light lunch or dinner was provided.

Dates of the focus groups for the winter 2007 term were as follows:

January 25 - Year One Females

January 30 - Year Three Females

January 31 - Year Two Females

February 1 - Year One Males

February 5 - Year Three Males

February 7 - Year Two Males

3.3.4 Organization of Data of the Focus Groups

Participants for the focus groups were chosen using the previously mentioned results of the Student Profile to assess low, medium, and high levels of prior leadership. Time and availability were considerations for participation too. One third year male student who accidentally missed the interview was replaced by another third year student who was present at the time and willing to volunteer for the interview.

The focus groups all took place in the small conference room located in the department. The researcher arranged the conference tables and chairs so that all participants were facing each other. Two tape recorders were positioned to obtain maximum auditory quality from those present. On a table located along one wall were light refreshments. Care was taken to create a warm and inviting atmosphere conducive for discussion.

The researcher attempted to conduct every group in the same manner. At the outset of every focus group, the participants were given a consent form and were informed that this was a common practice when conducting research and then the researcher asked them to read the explanation so they would more fully understand their rights as a participant in the study.

All participants signed and participated throughout the focus group. Since the three-year CRLT program is relatively small in student population, the students attend many of the same classes in their respective year and know one another well. Therefore, emphasizing confidentiality of responses was also crucial to maintain the integrity of the whole focus group process. It was mentioned that what is said in the room stays in the room, that their responses were to be confidential and that their names would be coded to protect their anonymity.

In addition, the researcher shared with the participants that each year in the program would be represented by one male and one female focus group to avert the possibility of any male perspective influencing the female responses or visa versa. Participants were encouraged to give their individual responses to every question. The researcher informed the group that the goals of the focus groups were to:

- a) gather their viewpoints about leadership,
- b) gain an understanding of how they develop their leadership abilities i.e., knowledge, skills, behaviour,
- c) check for similarities and differences between the male and female responses.

The researcher explained that the tape recorders would only be used for the purpose of capturing and recalling their responses and that the researcher would also be taking notes to help reinforce, interpret, and transcribe the recorded responses. It was explained there would be seven open-ended questions and that the researcher would make an effort to summarize each question.

To further promote responses from every participant and stimulate interest to participate in the focus group, the researcher approached the first question in the form of an ice breaker activity. The first question was also crucial to the results of the content analysis. Each participant was given a paper and pencil. The researcher first directed the participants to circle the appropriate reference information at the top of

the page, which was to circle 1, 2, or 3 to identify their year in the Program and F or M for gender. Participants were then asked to write a one or two sentence response to the first question: “how would you define leadership?” and then read and share their respective response aloud to the group. The researcher collected the written responses and the remainder of focus group was conducted orally.

The participants in each group appeared comfortable with one another and in general appeared to be accepting of the viewpoints held by their peers. Many had opinions they shared in common. There was a good emotional climate in the room and at times, the atmosphere was filled with laughter, teasing, and cajoling; there was a good camaraderie within all the focus groups. At the end of the interview, the researcher thanked the participants for their participation and gave each of them a note pad and pen with the college name on it compliments of Dawson College’s public relations department.

3.4 Informed Consent

The Dawson College Ethics Committee approved the study and the CRLT Department gave the researcher permission to conduct the study in the CRLT area. The researcher made every effort to minimize the time used for the study during regularly scheduled courses.

3.4.1 Conducting the SLPI With Consent

Having the approval of the faculty allowed the researcher to administer the SLPI to each of the first, second and third year students on separate occasions in a CRLT classroom space.

Consent forms were signed by all students participating in the study. A full explanation of the study and invitation to participate with consent took place in all the sessions. Age was a factor for the first-year group with over 50% of the participants being under 18 years of age. For the first year students to be eligible to participate in the study on the first day of classes it was necessary to communicate with them in advance of their coming to college. The researcher mailed invitation letters and consent forms during the summer of 2006, prior to the commencement of first term classes in the fall.

The more participants know about the process, the more likely their reasons for participating or not participating in the study will be justified. Hence, for participants to have the right to decide if they wanted to participate, the researcher gave a full explanation of the study and was mindful that students may be apprehensive about the process.

If students chose not to participate, they might feel the teacher would hold this against them, so the researcher attempted to alleviate any student fears regarding possible academic repercussions if they chose not to participate. All students consented to participate and none withdrew from the study.

3.4.2 Conducting the Focus Groups With Consent

The students participating in the focus groups signed separate consent forms. Age was not a factor; all students were eligible and signed their own consent form. Invited students were under no obligation to participate in the focus groups. Similar to the administration of the SLPI, the researcher told students they could withdraw at any time before, during, or after the focus group.

They were also informed the focus group was in no way related to their coursework; the researcher informed them of the focus group was part of a master's study. In addition, the researcher informed the participants their names would be kept confidential and that the study may be used for educational purposes in the future.

Furthermore, it was explained that the sessions would be tape-recorded and then transcribed. Names would be coded to protect their confidentiality. Transcriptions would also be safeguarded by being placed in a secure location. All students that were approached consented to participate in a focus group.

With the cooperation of the students and faculty in the CRLT Program and of the College records departments, the researcher was able to carry out the study without having to alter any methods for collecting the quantitative and qualitative data for the study. The researcher strove to use sound and ethical practices both for the administration of the SLPI to students and when conducting the focus groups.

CHAPTER FOUR
PRESENTATION OF DATA
SLPI, PRIOR LEADERSHIP EXPERIENCE, ACADEMICS, AND GENDER
DIFFERENCES

The researcher used a mixed method to explore the questions in the study. Therefore, the researcher chose to divide the next two chapters by the type of method used. In this chapter, the statistical findings are presented. The qualitative analysis is shown in the next chapter.

This chapter begins with an illustration of the number and age characteristics of all the first, second, and third year participants who were surveyed.

As previously mentioned, the participants' perceptions of leadership were examined according to five dimensions of the SLPI scale. The statistical results of the survey have been provided.

Table 1 shows the breakdown of the number and percentage of participants in the study who were surveyed by year in the CRLT Program, the range of age from youngest to oldest, the mean age, and standard deviation.

Table 1

Summary of Participant Characteristics Surveyed							
<i>Participants (N = 84) Surveyed in the Study</i>							
				<i>Age</i>			
	Year	N	%	Min	Max	M	SD
Females	1	26	70	17	25	18.92	2.45
	2	17	59	18	32	19.59	3.37
	3	9	50	19	23	20.11	1.17
Total		52					
Males	1	11	30	17	22	19.18	1.66
	2	12	41	18	25	19.42	1.98
	3	9	50	19	41	23.11	7.11
Total		32					

4.1 Comparison of SLPI by Year

The SLPI was distributed to first, second, and third year students in the Community Recreation and Leadership Training Program (CRLT), as previously mentioned on Table 1. The researcher used the SPSS software to enter the data collected. The participant' scores for the five dimensions of the SLPI were entered into SPSS. The researcher analyzed the data using an analysis of variance. The outcome of analysis is shown in Table 2.

A one-way analysis of variance was conducted to evaluate the relationship between the mean scores on each of the five dimensions of the Student Leadership Practice Inventory (SLPI) and term of enrolment. The independent variable was the term of enrolment: first, third and fifth term. The dependent variables were the mean

scores on the dimensions of the SLPI. The results of the ANOVA are shown on Table 2.

There were no significant differences on any of the five dimensions of the SLPI among the first, second, and third year students at $p < .05$. However, two of the dimensions were close to being statistically significant (Model and Encourage) where the SLPI scores for 5th term students appear to be higher than the other three dimensions. To determine whether the differences are real further study is needed with a large sample size.

Table 2

Analysis of Variance for Perceptions of Leadership by Term of Enrolment

SLPI Dimensions	Enrolment Term	N	M	SD	F	Sig	df
MODEL	Term 1	37	3.41	0.51	3.08	0.05	2
	Term 3	29	3.29	0.53			
	Term 5	18	3.67	0.40			
	Total	84	3.42	0.51			
INSPIRE	Term 1	37	3.46	0.57	2.37	0.10	2
	Term 3	29	3.17	0.58			
	Term 5	18	3.50	0.72			
	Total	84	3.37	0.62			
CHALLENGE	Term 1	37	3.44	0.61	2.46	0.09	2
	Term 3	29	3.20	0.63			
	Term 5	18	3.58	0.58			
	Total	84	3.39	0.62			
ENABLE	Term 1	37	3.99	0.44	0.54	0.58	2
	Term 3	29	4.05	0.45			
	Term 5	18	4.12	0.49			
	Total	84	4.04	0.45			
ENCOURAGE	Term 1	37	3.99	0.47	3.05	0.05	2
	Term 3	29	3.71	0.61			
	Term 5	18	4.08	0.45			
	Total	84	3.88	0.53			

4.2 Sex and SLPI

Independent-samples *t* tests were conducted to evaluate whether perceptions of leadership on each SLPI Dimension varied by gender. The outcomes of the *t* tests are shown in Table 3. None of the tests were significant. Males and Females appear not to differ on any of the dimensions. The results are shown graphically in Figure 1.

Table 3

Independent Sample T Test for Perceptions of Leadership by Gender										
SLPI Dimensions	Females			Males			Diff	Df	t	Sig
	N	M	SD	N	M	SD				
MODEL	52	3.46	0.51	32	3.40	0.53	0.06	82	.53	.60
INSPIRE	52	3.34	0.59	32	3.43	0.68	-0.09	82	.64	.52
CHALLENGE	52	3.34	0.62	32	3.44	0.62	-0.10	82	.73	.47
ENABLE	52	4.07	0.44	32	3.99	0.48	0.08	82	.78	.44
ENCOURAGE	52	3.93	0.52	32	3.81	0.57	0.12	82	.98	.33

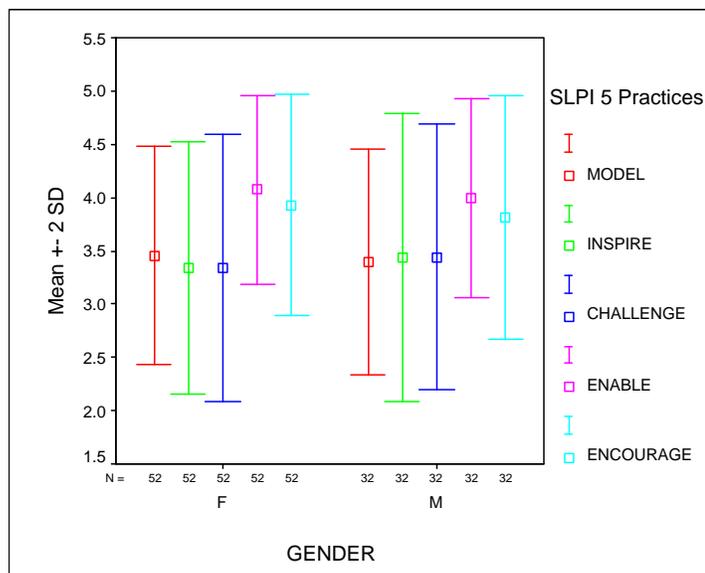


Figure 1. Error bars for the mean differences on five dimensions for each gender.

4.3 Prior Leadership Experience and Grades

An initial examination of the cases revealed an outlier, shown on Figure 2. This student withdrew from CRLT before completion of Term I. Therefore, this case was excluded from the tests that involved academic performance, but was included in the SLPI tests for perception of leadership by term of enrolment (Table 2) and by gender (Table 3).

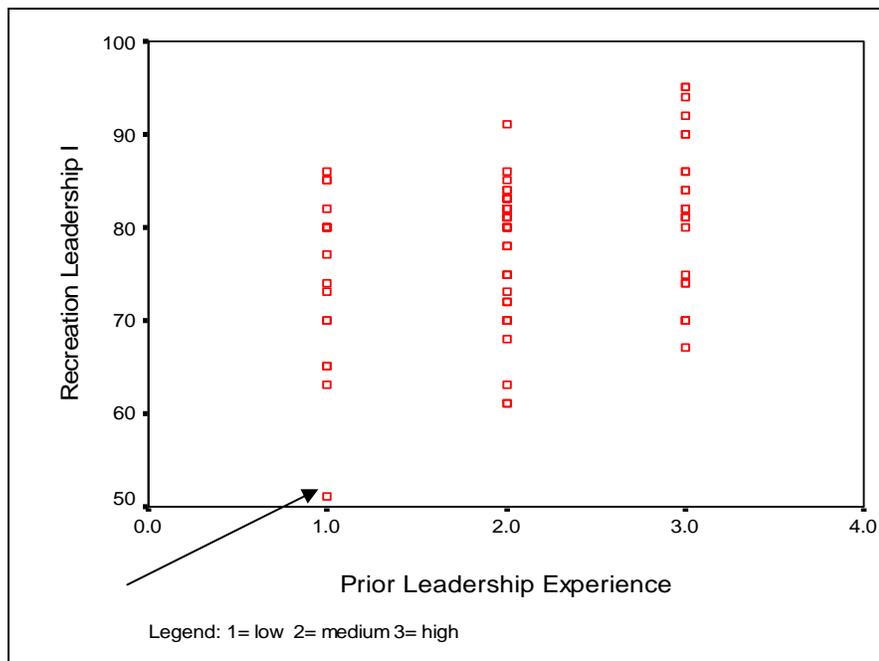


Figure 2. Showing mean differences and standard deviations for three levels of prior leadership experience.

A one-way analysis of variance was conducted to evaluate the relationship between prior leadership experience and mean scores on academic performance. The independent variable was prior leadership experience evaluated as low, medium, high. The dependent variable was the Recreation Leadership I Course Grade. There

were no significant differences between grades and low, medium, or high prior leadership experience $F(2,79) = 2.67, p = .08$. The means and standard deviations for grades by the three levels of prior leadership experience are reported in Table 4 and are graphically shown on Figure 3.

Table 4

Analysis of Variance for Prior Leadership Experience and Grades in the Recreation Leadership I Course in Term I

PRIOR LEADERSHIP EXPERIENCE	GRADE					
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>Sig</i>	<i>df</i>
LOW = 1	18	76.39	7.23	2.67	0.08	2
MEDIUM = 2	40	77.70	6.94			
HIGH = 3	24	81.38	8.66			
TOTAL	82	78.49	7.70			

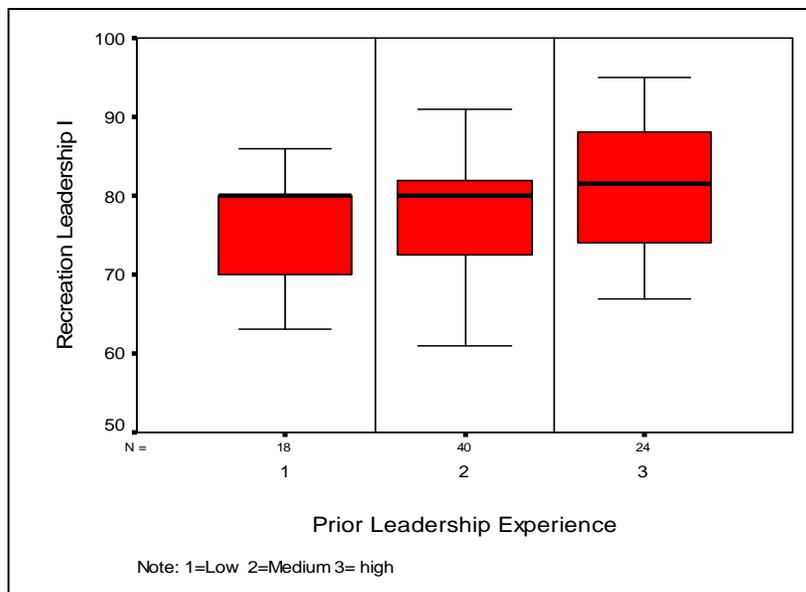


Figure 3. Showing mean differences and standard deviations of grades by prior leadership experience.

A correlation coefficient was also computed to determine whether there was a relationship between the Recreation Leadership I course grade and prior leadership experience. The correlation coefficient (.02) was statistically significant, $r(80) = .24$, $p < .05$. In general, due to the contradiction of results on the ANOVA (Table 4) and the bivariate correlation further studies of the links between prior leadership experience and academic performance may be warranted. Table 4 suggests that grades are higher for students with more prior leadership experience. The scatter plot of grades versus prior leadership experience is shown in Figure 5.

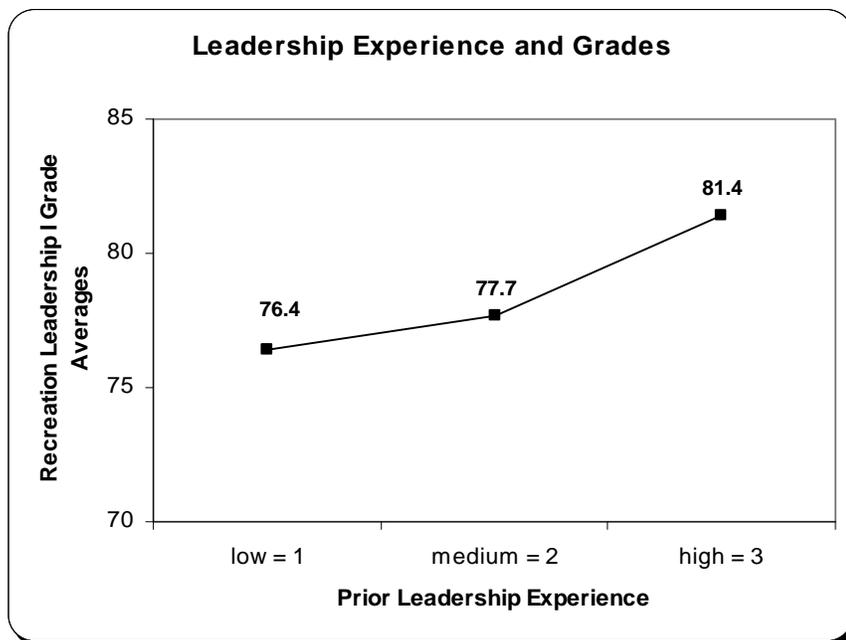


Figure 4. Showing grade averages and levels of prior leadership experience.



Figure 5. Scatterplot showing grades and leadership.

4.4 SLPI and Academic Performance

Bivariate correlations (Pearson) were computed for the five SLPI dimensions with academic performance, which include the following three variables and their abbreviations: a designated leadership course for each testing term denoted by the abbreviation LCTE; first term averages in discipline - specific courses represented as TERMAVG; and in the first term, the Recreation Leadership I course indicated as RECLEAD. The results of the correlation analyses are presented in Table 5. None of the correlations with the five SLPI indicators was significant. In summary, there was no relationship between students' perceptions of their leadership, as evaluated by the SLPI inventory and academic performance.

Table 5**Correlations among the Five SLPI Scales and Academic Performances (N=82)**

Academic Performance	Correlations And Sig	Model	Inspire	Challenge	Enable	Encourage
	Pearson					
LCTE	Correlation	0.15	0.09	0.08	0.18	0.00
	Sig.(2-tailed)	0.16	0.41	0.45	0.11	0.98
	Pearson					
TERMAVG	Correlation	-0.10	-0.07	-0.03	0.11	-0.01
	Sig.(2-tailed)	0.39	0.53	0.81	0.35	0.94
	Pearson					
RECLEAD	Correlation	-0.12	-0.08	-0.10	-0.04	-0.04
	Sig.(2-tailed)	0.30	0.50	0.37	0.72	0.75

Legend: LCTE = Leadership course for each testing term. TERMAVG = first term averages in discipline-specific courses. RECLEAD = Recreation Leadership I course in first term.

4.5 Summary

A number of statistical tests were carried out to examine four research questions used to guide the study. The first research question asked how do perceptions of leadership change as a result of being in a 3-year Leadership Program. An investigation comparing the means of the five SLPI dimensions by year did not illustrate that the perceptions of leadership change. On the other hand, two dimensions (model and encourage) approached significance and may hint at a possible influence the Program is having on its students as they progress in the third year and further investigation may be required.

The second research question asked do perceptions of leadership vary by gender. From the analysis of comparing the mean scores between the males and females on the five dimensions of the SLPI, no significant differences were found.

The third research question asked does prior leadership experience result in

better academic performance for CRLT students in their 1st term. Upon initial investigation using a one-way analysis of variance, the relationship between prior leadership experience and mean scores on academic performance, no significant results were found and therefore this illustrated that prior leadership experience does not influence academic performance. However, in a subsequent test a significant correlation was found between prior leadership experience and academic performance suggesting that prior leadership experience may have a positive impact on academic performance in the first term. However, further studies with a larger sample size are necessary to help determine this.

The fourth research question asked is there a correlation between students' 1st semester grades and their scores on the Student Leadership Practice Inventory (SLPI). From investigation, the researcher did not find any correlations between students' academic averages and the results of the SLPI. A preliminary hypothesis was that a pattern may emerge revealing a relationship between high scores on any one of the five dimensions of the inventory and high first term marks. This proved not to be the case. A copy of the SLPI is provided in Appendix C.

CHAPTER FIVE

PRESENTATION OF FINDINGS:

PERSONAL STATEMENTS AND FOCUS GROUPS

The chapter is divided in two sections to represent two different types of qualitative data that were collected for the study, i.e., personal statements and focus group transcriptions. Accordingly, the first major section is entitled Coding Manual of Personal Statements. The second section regards the focus groups, which will be outlined chronologically by the students' year and term in the program.

A content analysis was carried out for each of the four focus group questions. A chart was created containing participants' comments coded with a theme and/or a code as per the coding manual. Some sample charts are provided in the Appendix. The hope is to document a developmental perspective of learning leadership skills in the CRLT Program. Gender differences in the perceptions of leadership are also examined.

5.1 CODING MANUAL BASED ON PERSONAL STATEMENTS

To formulate a coding manual for carrying out a content analysis excerpts were lifted from the personal statements. These personal statements used in the study originated from the CRLT Program's admissions criteria. The Program conducts an interview process in the spring of every year for students to be admitted into the following fall term.

As part of the interview process, students are asked to do a writing component. In past years, this requirement has primarily been used to assess writing ability. Students were typically asked to respond in short essay form to a question.

For the purpose of the study the researcher received permission from the CRLT faculty to write a question that would be used for this and as well, form a baseline for the qualitative research of the study. Thus, potential candidates for the CRLT Program, April 2006 were asked to respond to the question “what does being an effective leader mean to you?”

Personal statements were collected and coded from those students who had completed the requirements of the interview process and who were admitted and enrolled in the program in fall 2006. Thus, twenty-nine written personal statements were transcribed and coded with a number to protect the confidentiality of the students. The 29 transcriptions were then used to formulate a coding manual to be able to carry out a content analysis of the personal statements and of the subsequent focus groups.

Codes were derived initially from the frequency with which a word or a phrase was used to define an effective leader. Actual excerpts were categorized by themes and each one was assigned a code name. A word or phrase had to appear a minimum of three times to be documented as a valid code. Twenty-one codes were amassed at the initial coding phase. Some similar codes were merged together with the eventual outcome of eight codes.

The coding manual is comprised of nine codes: ‘responsible’ (resp), ‘goal-oriented’ (goal), ‘teacher’ (teach), ‘listens’ (listen), ‘team player’ (team), ‘attitude’ (attitu), ‘know people’ (people), and ‘confident’ (confid). Any abbreviated form of the word shown in parenthesis will be used as a label on the tables in this study.

A careful attempt was made by the researcher to maintain the integrity of the students’ voices. To continue using the coding manual for the analysis of the focus groups an additional code ‘apply theory’ (apply) was found to be necessary to code different content which could not be matched/coded with the prior eight codes.

The new code could first be observed in the second semester of the first year male focus group and again in both the second and third year focus groups.

The researcher took care to come up with a reasonable and manageable number of codes and ones that would portray a proximal interpretation of the students' definitions of a leader. The researcher encountered some difficulty establishing the codes where some aspects seem to overlap. For example, several respondents defined a leader as "someone who would take control or take the initiative to accomplish a goal or task." Rather than coding this statement as one entity, the researcher viewed its meaning in two ways: 1) that the part of the phrase saying 'take initiative' was indicative of an action and 2) the other part of the phrase "to accomplish a task" was indicative of accomplishing a goal of some kind. Therefore, the former ended up being coded as 'responsible' with the latter being coded 'goal oriented.'

The personal statements were the first qualitative data to be analyzed. The winter term was in progress when the focus group data was collected from students who were in their second, fourth, and sixth term. A new code 'apply theory' was added based on the significance of the responses to learning classroom theory.

A further explanation is given in the section of responses by the first year males beginning with the first question of the focus group. All nine codes are briefly defined in the following section.

5.1.1 Responsible - Code 1

A substantial number of similar occurrences were used to define the code 'responsible'. These excerpts can be viewed in two ways/themes.

The first theme defining the meaning of an effective leader is reflected in the following quote “the one that stands out the most to me is someone taking charge.” In the same way, one can also see these phrases: “taking control” and having “initiative.”

The second theme was depicted “to be responsible and you are responsible.” This included the belief that a leader “should be responsible for all the team he is a leader of”. This may suggest a value-laden element with the use of the word “should,” which is often associated with a person’s value system. Some respondents also talked about a leader being a person who does not give up.

5.1.2 Goal Oriented - Code 2

Many respondents described an effective leader as a problem solver and or as being as one who accomplishes a task and or goal. In some cases, students put together two attributes in a single statement. The synergy between code 1 ‘responsible’ and code 2 ‘goal oriented’ is illustrated in this quote as “a way someone takes control [1] of the situation that will need to be done [2].” In cases like this, the researcher attributed both codes to the statement.

5.1.3 Teacher - Code 3

Many kinds of statements were used to define code 3 ‘teacher’. Action verbs help to describe ‘teacher’ such as “to show” and “teach” “guide” and or “direct.” Another theme for characterizing code 3 is “role model” and as “a person people look up to,” “admire.” Also evident is the view of one’s value system through such phrases as leader “ought to be an example” and “give proper advice” and or “right way.” Lastly, a facet of this code was “organization” and that an effective leader has this skill.

5.1.4 Listens - Code 4

Some students emphasized the caring nature of an effective leader. For example, respondents' excerpts characterize a leader as a person who: "learns to listen with an empathetic ear." This trait is illustrated in this quote: "Listening to my co-workers gave me the possibility to see what they expected of the team and what they expected of me as their leader."

5.1.5 Team Player - Code 5

The frequent usage of the word 'team' and/or 'group' is seen in numerous respondents' statements. Participants viewed a leader as a person who unifies and works well with a team and steps in when needed by the team. The following excerpts reflect such descriptions, i.e., "You also need to be able to create a good team spirit with every member of the group" and "To be an effective leader one must be able to take a team and work to each individual's abilities."

5.1.6 Attitude - Code 6

"A good leader is someone that has positive ways towards others" was an example of an excerpt that provided support for the labelling of the code 'attitude.' Another way to characterize a leader under this category was that a leader shows creativity. Respondents describe a leader as an individual who encourages and motivates others as shown in the following response: "An effective leader does not discourage his/her team instead he/she encourages his team to do better."

In general, a leader classified under 'attitude' is a person who has a positive influence on others.

5.1.7 *Know People - Code 7*

The researcher coded ‘know people’, as the ability to relate to and have knowledge about people. For example, one participant stated, “you know well their backgrounds, hobbies, needs, and think in their shoes.”

5.1.8 *Confident - Code 8*

One participant stated that leaders “are kind, strong, and communicative.” Respondents used ‘strong’ to denote a person’s character rather than an individual’s physique. Being courageous and not being shy are other qualities used describe a confident leader. Here is an elaboration of a respondent’s perception:

“Being a strong individual (not physically), can show that you can take what life gives you, and show them that if you can do it so can they, as long as they believe in themselves; An effective leader is someone who I think is passionate about what they are doing, and in the end causes everyone else to be passionate as well.”

Communication was another key theme of the code ‘confident’ as exemplified in this next response:

“Communication is important because to get things across... the communication has to be there. Communication is an important factor in leadership especially....working with different types of people and dealing with different relationships.” Some respondents suggested a linkage between trust and confidence as evident in this response: “People in the group need to trust their leader. In other words, a leader is a confident person that people trust.”

5.1.9 Apply Theory - Code 9

Students' responses to the question one resembled the textbook definition introduced to them in their Group Leadership I course. Here is a response by a second year male: "acts which help the group maintain their goals and/or achieve themselves as a group." The basis of this stems from phrases that begin with or include 'an action' or 'a way of doing something.' Such quotes illustrate respondents' adoption of classroom theory on defining group leadership.

A condensed version of the coding manual is shown on Table 6. If the same code could be seen several times in a participant's excerpt, it was counted one time to indicate a responder for that code.

Table 6

Coding Manual		What Does Being an Effective Leader Mean to You? (Personal Statement, Responders (N = 29))
No	Code	Descriptions At A Glance
1	Responsible	is responsible or takes charge/control or takes initiative
2	Goal Oriented	accomplishes/ completes a goal or a task and is able to solve problems
3	Teacher	a person who one or more people look to for help, guidance and/or teaching; a person who shows right from wrong; has organizational skills
4	Listens	is a good listener; shows empathy; listens and takes into account what others have to say
5	Team Player	a person able to unite a group, have them work together, and be a part of the group
6	Attitude	has positive attitude or influence; encourages, motivates, and is creative
7	Knows People	Knows and can interact with people; understands and can relate to their needs, interests, backgrounds
8	Confident	has confidence; is a strong character; not shy; is a communicator and a person people can trust
9	Apply Theory	An ability; illustrates application of classroom theory; acts which help a group reach its goal and maintain itself as a group

Table 7 illustrates the dispersion of the amount of responses by the prior to entry/pre-CRLT students and the corresponding codes representative of the responders' own personal statements. Responders had an unrestricted amount of time to write their response to the personal statement question and consequently, most wrote their answer in a short essay format.

There are a number of responders beneath each code and the method used in eliciting their responses might account for why so many categories were chosen by so many people.

Table 7

Summary of Personal Statements by Females and Males Prior to Entry Spring 2006 (*N* = 29; *F* = Females: *N* = 21; *M* = Males: *N* = 8)

Codes								
	1	2	3	4	5	6	7	8
	Resp	Goal	Teach	Listen	Team	Attitu	People	Confid
F	12 (57%)	11 (52%)	13 (62%)	6 (28%)	8 (38%)	14 (67%)	7 (33%)	12 (57%)
M	7 (87%)	6 (75%)	5 (62%)	2 (25%)	5 (62%)	6 (75%)	1 (12%)	7 (87%)

Note: Percentages are based on the amount of actual responders in that code.

As mentioned, the first content analysis was carried out using twenty-nine respondents' written personal statements from the CRLT New Student Interviews conducted in the spring of 2006 and these personal statements were used as a baseline for the focus group part of the study. Table 7 above shows the leadership attributes varied by males and females prior to entry.

Females show a moderate to strong tendency (over 50%) to mention 'responsible' 'goal-oriented,' 'teacher,' 'attitude,' and 'confident' as did the males. 'Attitude' based on 14 out of a possible 21 female responders (67%) revealed the greater amount of female responders for the code while for males, the top codes were 'responsible' and 'confident' with seven of eight possible responders (or 87%).

A wider range shown between the number of female and male responders, e.g., 'goal,' illustrates some differences. Information therefore can be gleaned about students' perceptions of leadership from a category showing either a high or a low number of responders.

Due to the personal statements and question one of the focus groups being similar in nature, the researcher will show the similarities and differences between the answers by responders prior to entry/pre-CRLT and the first year focus group, based on the coding manual.

The number of responders for the personal statement (with 21 females and 8 males) is high compared to just five participants in each of the six focus groups. Percentages give proportional data, as three out five responders of a focus group is equivalent to 60% whereas thirteen out of 21 female Pre CRLT responders is equivalent 59% by comparison.

Therefore, the coding manual described above was used to generate data about how leadership is developed through a college leadership program. The personal statements provide information about what prior to entry students perceive an effective leader to be before having leadership training. This data from enrolled students affords the opportunity of gathering evidence of possible shifts in students' thinking throughout the program and the aspects influencing those shifts.

5.2 FOCUS GROUPS - YEAR ONE

Introduction

The focus group data is presented beginning with year one, then year two, and ending with year three and in the order of female followed by the male findings. A sample transcript of the one of the questions (Q6) is provided in Appendix F. The researcher conducted the interview using the a list of questions that are provided in Appendix F but for analysis purposes chose four relevant purposes which is the reason why they appear in certain order. The results are presented according to the following order of the numbered questions (Q) 1, 4, 6, and 7.

The amount of female and male responders in each category is presented for questions one and three. The number of responses to any given code is deemed low if less than three, moderate if there are three, and strong if there are four or five responses. The amount of responders in each code based on the responses to question one is shown on Table 8 below.

Table 8

Q1 How Do You Define Leadership? Comparison of Responses to Q1 by First Year Male and Female Focus Groups, Term II, Winter 2007 (*F = Females: N = 5; M=Males: N = 5*)

Codes									
	1	2	3	4	5	6	7	8	9
	Resp	Goal	Teach	Listen	Team	Attitu	People	Confid	Apply
F	1 (20%)	2 (40%)	2 (40%)	0 (0%)	1 (20%)	0 (0%)	2 (40%)	2 (40%)	0 (0%)
M	4 (80%)	3 (60%)	1 (20%)	0 (0%)	1 (20%)	2 (40%)	0 (0%)	1 (20%)	3 (60%)

* Note: Percentages are based on the amount of responders in that code.

The first year males show a stronger tendency (60% and above) than the females in the categories ‘responsible’ followed by ‘goal’ and ‘apply theory.’ The table illustrates, as previously mentioned, the first time the code ‘apply theory’ is revealed and by males. The males describe leadership as ‘ability’ or as ‘a way’ of helping the group goal.

Table 9 below shows similarities and differences in the responses to Q1 by four groups. The contrasting shaded rows allow for comparisons by gender and by year. For example, the rows highlighted in gray allow comparisons among the females and males prior to entry fall 2006. Likewise, the non shaded rows offer comparisons among the females and males, winter 2007.

Table 9

Comparison of Gender Responses To Q1 by Pre-CRLT Program Spring 2006 (S06) to First Year, Term II, Winter 2007 (W07) (*F = Females; M = Males; Percentages are based on the number of actual responders in that code.*)

	Codes								
	1	2	3	4	5	6	7	8	9
	Resp	Goal	Teach	Listen	Team	Attitu	People	Confi	Apply
F/S06 (<i>N = 21</i>)	12 (57%)	11 (52%)	13 (62%)	6 (28%)	8 (38%)	14 (67%)	7 (33%)	12 (57%)	0 (0%)
F/W07 (<i>N = 5</i>)	1 (20%)	2 (40%)	2 (40%)	0 (0%)	1 (20%)	0 (0%)	2 (40%)	2 (40%)	0 (0%)
M/S06 (<i>N = 8</i>)	7 (87%)	6 (75%)	5 (62%)	2 (25%)	5 (62%)	6 (75%)	1 (12%)	7 (87%)	0 (0%)
M/W07 (<i>N = 5</i>)	4 (80%)	3 (60%)	1 (20%)	0 (0%)	1 (20%)	2 (40%)	0 (0%)	1 (20%)	3 (60%)

Note: The percentages are based on the number of possible responders in each group.

The findings by the decline of ‘attitude’ between the females’ pre CRLT and the first year it may suggest that. leadership is not defined by an individual’s attitude/influence.

Perhaps one explanation is because males and females have begun to acquire new knowledge and awareness about leadership. While the first year females show a dispersion the first year males maintain a moderate and strong tendency (60% and above) for the selection of ‘responsibility’, ‘goal’ and ‘apply theory.’

The decline from first year may be due to still being in a transition phase from high school. Other reasons might be because they now know a definition of leadership, have participated with others in the Program and college life, and are turning 18 years of age.

These aspects may also help to explain an elevated percentage by first year males for the codes ‘apply theory’ and ‘responsible’ as their expectations to apply their lessons learned may be greater than high school expectations and/or what they

expect of themselves. The first year males' selection of 'apply theory' may also suggest that males more readily adopt classroom theory than the females.

Many students come into the Program having played sports and have aspirations to become a physical education teacher, which might explain the percentage of pre-CRLT male responders represented by the code 'team player' and 'teacher.' The first year male and female results for question three are shown on Table 10.

Q3 What do you think is the single most important quality of being an effective leader?

Table 10

Comparison of Focus Group Responses to Q3 by Males and Females, First Year, Term II, Winter 2007 (*F* = Females: *N* = 5; *M* = Males: *N* = 5)
Codes

	1	2	3	4	5	6	7	8	9
	Resp	Goal	Teach	Listen	Team	Attitu	People	Confid	Apply
F	0 (0 %)	0 (0 %)	3 (60%)	1 (20%)	0 (0 %)	0 (0 %)	1 (20%)	2 (40%)	0 (0 %)
M	0 (0 %)	0 (0 %)	1 (20%)	0 (0 %)	1 (20%)	1 (20%)	0 (0 %)	2 (40%)	0 (0 %)

Note: Percentages are based on the number of actual first year comments for that code.

First year male and female perceptions vary about the single most important quality of an effective leader as shown on Table 10. A leader is someone who knows the right thing to do at the right time illustrates the female perception showing a preference for 'teacher.' One reason showing first year gender similarity falling under the code 'confident' might be due to their perceptions of a growing self confidence since they began the program as a result of various presentation assignments. A sample transcript of Q3 is provided in Appendix D. A list of initial focus group questions is provided in Appendix E.

Q6 Do you feel like you have gained some leadership qualities since you started our Program? Can you say something about this?

For investigation of the gender responses by first year of question six, a membership categorization chart (MCA)¹² was designed where themes referred to as topics were drawn from transcripts.

Females year one Q6

Some of the lessons accrued from their experience of working with a partner and having to present in front of their peers and about lesson plans were focal points of the discussion. The researcher understood the context i.e., Recreation Leadership I course, having taught the course.

They discovered that their friends do not always make the best partners. Their experience also helped them realize that they lacked the tools to deal with issues related to working effectively with others but they did realize in such situations, trust, respect, and patience are necessary. The challenge of the Recreation Leadership I course was evident as well as its impact on students' growth in the first term.

Males year one Q6

Organization was a dominant theme by the first year males. They shared what had contributed this theme as well as identifying other lessons they valued in the Program, for instance, vitae (CV), lesson plans, characteristics of different clientele, and that leadership is not so much a one-man/woman job. Such viewpoints give a possible glimpse of what males perceive as important knowledge, skills and/or tools necessary for their future work.

¹²Inspired by the Freebody (2003) Membership Categorization Analysis.

One of the participants held a belief from high school that a leader was an authority figure in charge and for others to follow. He credited teachers and the Program for helping him find his voice.

The discussion of question six by the first-year males has been provided to show a sample transcription of a focus group question by one of the focus groups. See year one males, Q6 in Appendix F.

Q7 Can you comment on how the program has helped you develop leadership skills?

Females year one Q7

The first year females stated they felt more comfortable and confident due to the Program's 'hands on' approach to learning, taking risks, and challenging themselves. In addition, females spoke of the challenge of having to speak in a second and third language.

Their comments suggested that field trips in the first year provided an enriching way of learning. This way, students can see for themselves what kinds of recreation programs are taking place in the community.

Males year one Q7

When asked how the Program helped the males to develop leadership skills the theme of organization resurfaced. Lesson plans were given as an example of their feeling better organized. Several participants mentioned how they were unable to return to previous ways of doing things since acquiring this new knowledge, and now felt that if they were not to plan, they experienced a sense of doom.

One of the underlying messages from these participants was that students feel challenged when others share the same knowledge and everyone is called upon to

present, demonstrate, and apply their new lessons to one another. The next section begins with an analysis of responses by the second year female (F) and male (M) responders in each code for question one as shown on Table 11.

5.3 FOCUS GROUPS - YEAR TWO

Q1 How do you define leadership?

A comparison of second year female and male perceptions of leadership is provided on Table 11.

Table 11

Comparison of Responses to Q1 by Male and Female Focus Groups, Second Year, Term 1V, Winter 2007 (*F = Females: N = 5; M=Males: N = 5*)

Code	Code								
	1	2	3	4	5	6	7	8	9
	Resp	Goal	Teach	Listen	Team	Attitu	People	Confid	Apply
F	2 (40%)	2 (40%)	3 (60%)	0 (0%)	0 (0%)	2 (40%)	2 (40%)	1 (20%)	1 (20%)
M	0 (0%)	3 (60%)	3 (60%)	0 (0%)	2 (40%)	1 (20%)	1 (20%)	0 (0%)	5 (100%)

* Note: Percentages are based on the number of actual comments for a code.

A finding of question one by the second year focus groups revealed a moderate tendency of equal weighting by both males and females was their definitions falling under the code ‘teacher’ as shown on Table 11. Another finding revealed a general dispersion of perceptions by females compared to males, who showed a unanimous preference ‘apply theory.’ Several reasons for the males’ universal response include:

1) they may have been influenced by coming directly out of a class about group leadership and there was a spill over effect in the focus group,

- 2) by asking participants to write and then share their responses, participants might have perceived it to be more like a test question even though they had been informed that this was not a test and that there were no wrong or right answers,
- 3) with a few minutes to write, they may have felt forced to come up with a quick answer and resorted to a classroom definition fresh on their minds, and
- 4) by having to share their response, it may have influenced the structuring of their comments.

A summary of the second year results, of gender' perceptions of the single most important quality of a leader, is presented on Table 12.

Q3 What do you think is the single most important quality of being an effective leader?

Table 12

Comparison of Second Year Responses (Q3) by Gender (*F = Females: N = 5; M = Males: N = 5*)

	Code								
	1	2	3	4	5	6	7	8	9
	Resp	Goal	Teach	Listen	Team	Attitu	People	Confid	Apply
F	1 (20%)	0 (0%)	0 (0%)	1 (20%)	0 (0%)	2 (40%)	1 (20%)	1 (20%)	0 (0%)
M	1 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	0 (0%)	3 (60%)	0 (0%)

Note: Percentages are based on the number of actual responder for that code.

The responses by the second year females were widely dispersed, with no two responses the same. The results suggest that males moderate preference for the most important quality of a leader as having 'confidence' as shown on Table 12 above. Furthermore, confidence in both groups was typically characterized as individuals who have faith in themselves and believe in what they are doing and who have others' trust.

Q6 Do you feel like you have gained some leadership qualities since you started our Program? Can you say something about this?

Females year two Q6

From the transcriptions, it was apparent that female participants referred back to the time of entry into the Program as a source for their response. One participant who attended a small high school recalled that her first time walking into the CRLT common room filled with other students as initially “scary.” The transition from high school to college was spoken about in terms of being a difficult one.

Central to the focus of their responses/perceptions of the single most important leadership quality females claimed to have gained (since starting the Program) was ‘confidence’. Four out of five (80%) responder’s affirmed this.

‘Apply Theory’ is represented in their examples of practicing class lessons learned. They identified such aspects as learning about running a meeting, taking minutes, program planning, and having a plan B. Other general comments of second-year females included their appreciation of practicing using a second language in fieldwork, and the helpfulness of small class sizes.

The researcher carried out an analysis of each question from each of the six focus groups. To illustrate a sample chart of question six by the second-year female focus group is provided in Appendix G.

Males year two Q6

Male participants would explain what qualities they had gained by describing how they were in the past compared to what they have become. Some examples of their past way of thinking included: viewing leadership in an autocratic way and believing that showing emotions, and/or crying were signs of weakness. They confessed to past habits of submitting assignments late.

Conversely, some of their understanding of leadership had become, being more open and understanding of people and valuing emotional intelligence. They recognized today's leadership consists of setting priorities, working together more and being able to read a group. These examples of growth demonstrate the code 'apply theory.' They credited teachers, courses, and group work for their success. Many of their responses were associated with learning about emotions, relating to people's feelings, and the understanding of groups.

Understanding relationships could be linked to the code 'know people'. This is not surprising because there is a great deal of emphasis of how to work in groups in the Program. By the time of the focus group, they had completed advanced levels of group leadership courses and were acting members of a steering committee responsible for the planning and implementation of the outdoor education course in the Program. Thus, it is understood that they are moving to a high stakes assessment.

The responses by both male and female suggest growth and awareness of the importance of working with people and that they are gaining the tools to help facilitate further growth and confidence.

The next question appeared to show overlaps in their responses to the previous questions. The second year females were forthcoming in what they had to say about how the Program had helped them develop leadership skills.

Q7 Can you comment on how the Program has helped you develop leadership skills?

Females year two Q7

The aspects second year females credited helping them develop their leadership skills consisted of smaller class sizes, the common room physical space,

the accessibility of teachers, intensive courses, and interacting with people. They credited the amount of class time they had spent together as opportunities to get know each other and establish a good comfort level, as one participant asserted, with emphasis, “I just think that that really helps and it makes learning much easier and much more fun.”

This suggests a positive impact on student success when social factors such as these are in play.

Further to their discussion, they added the value of ‘practice’ as an effective method of learning, as evident with such participant descriptive as “hands on” “learn it through doing it,” “you practice it,” and “its fun.”

Said differently, another participant asserted, “if we fail, we’d need to do it again” and added, “we screw up here so we don’t screw up when we get a real job in the real world.” They acknowledged the value of the fieldwork courses for learning and applying skills for the profession.

Evidence of academic growth was shown in particular through a comment from a participant who started to give examples of the lessons she had gained such as how to run a meeting, take minutes, and do a budget. She then followed with this adage, she stated, “if you know what to do, you’re confident, you’ll do it right, and if something goes wrong, you have a back up plan.”

In another example, one participant made reference to a lesson she had been taught in one of her group courses, which is to usually preface your feedback or intervention by first saying something positive. She gave an example of when a person is digressing in a group discussion and what she would now say. She said her statement would be something like, “your opinion is important but it has nothing to do with what we’re talking about right now.”

Both examples represent the codes ‘apply theory,’ ‘confident,’ and ‘teacher’ to name a few.

Males year two Q7

The males attributed their lessons learned to caring teachers, receiving encouragement and help from their peers, and mentioned how the CRLT environment was a safe place. Their examples could be coded ‘attitude.’ Male responses were similar to the female responses. They both showed strong support for ‘practice’ and receiving constructive criticism as a way to solidify skills for their future.

One participant also mentioned that the Program was “a place where you can screw up;” he added, “where a group can coax you...give you the chance to do it properly.” They also acknowledged the common room space, as one person described it as “a really good emotional climate.”

They used the analogy of a second family to describe the value of the common room as they contended that it was a place housed with students who knew them and who were there to support them. Another similarity was their recognition of support they received from faculty in the Program and alumni.

Males credited the Program’s intensives and camp course with providing good lessons and valued it as a place where friendships were formed and a chance to get to know the first year students.

It is evident through the discussions with second years the impact and/or role the social environment has on their growth and development of leadership knowledge and skills. It may therefore be hypothesized that both genders feel a sense of empowerment when a variety of social and academic factors are at play.

5.4 FOCUS GROUPS - YEAR THREE

A comparison of the findings between the number and percentage value of responders for question one by the third year males and females are presented on Table 13. Summary comparisons of the personal statements and question one among the four groups (Pre CRLT, first, second, and third year students) will also be presented. An analysis of the third year female and male responses to question one are provided in Appendix I.

Q1 How do you define leadership?

Table 13

Comparison of Responses to Q1 by Male and Female Focus Groups, Third Year, Term VI, Winter 2007 (*F = Females: N = 5; M=Males: N = 5*)

Code		1	2	3	4	5	6	7	8	9
		Resp	Goal	Teach	Listen	Team	Attitu	People	Confid	Apply
F		3 (60%)	3 (60%)	3 (60%)	1 (20%)	3 (60%)	1 (20%)	1 (20%)	0 (0%)	5 (100%)
M		0 (0%)	2 (40%)	4 (80%)	0 (0%)	4 (80%)	0 (0%)	1 (20%)	0 (0%)	5 (100%)

* Note: Percentages are based on the amount of actual responders in that code.

Females year three Q1

Table 13 (above) illustrates unanimity of student' descriptions falling under the code 'apply theory,' which may suggest third years have established an understanding of group leadership theory. Many female responders typically defined leadership as having the ability to work in groups, by individuals who could motivate others, and by someone who is able to take charge of helping others achieve the goals of the group. Their moderate to strong preferences in the following leadership categories of 'responsible', 'goal-oriented', 'teacher', 'team player,' and 'apply

theory’ suggest a multi dimensional definition of leadership. A moderate preference of ‘responsible’ by females compared to none by males supports a gender difference. Females’ description of leadership in the form of “taking initiative” could be one explanation for the difference.

Males year three Q1

The males typically defined leadership similar to the classic textbook definition of leadership as “acts which help maintain the group and or achieve the groups’ goals.” Their definitions are shown to be similar from their perception of the leadership dimension ‘apply theory’ and may be viewed as an endorsement of classroom theory. Although similar, males showed a stronger preference than females for defining leadership from the perspective of ‘team player’ and ‘teacher’ as shown on Table 13.

A summary comparing differences by the total number of female and male responses by pre-CRLT, first, second, and third year across codes is presented on Table 14. The results are graphically shown on Figure 6.

Table 14

Summary Comparison of Q1 by Gender Pre CRLT: Females (N = 21) Males (N = 8)

Females (N = 36)							Males (N = 23)							
Pre	Yr 1	Yr 2	Yr 3	T	%	Code	Pre	Yr 1	Yr 2	Yr 3	T	%	diff	
12	1	2	3	18	50%	Resp	7	4	0	0	11	48%	2%	
11	2	2	3	18	50%	Goal	6	3	3	2	14	61%	11%	
13	2	3	3	21	58%	Teach	5	1	3	4	13	56%	2%	
6	0	0	1	7	19%	Listen	2	0	0	0	2	9%	10%	
8	1	0	3	12	33%	Team	5	1	2	4	12	52%	-19%	
14	0	2	1	17	47%	Attitu	6	2	1	0	9	39%	8%	
7	2	2	1	12	33%	Peop	1	0	1	1	3	4%	29%*	
12	2	1	0	15	42%	Confid	7	1	0	0	8	35%	7%	
0	0	1	5	6	17%	Apply	0	3	5	5	13	56%	-39%	

Note: Number for each of the female and male focus groups (N =5); Diff: difference between males and females; (-) Greater male responses; * Greater female responses.

Table 14 above reveals that the highest percentage of responders common to both genders are the leadership codes of ‘teacher’ and ‘responsible’ as evident with a two percent (2%) difference. The next highest percentage common to both genders is the leadership quality ‘goal-oriented.’ A difference is between the amount of female and male responders greater than 18% in that code.

In addition, the minus sign in front of a number reveals the amount of males is greater than that of females in that code as evident for the leadership preferences of ‘team player’ and ‘apply theory’. Contrastingly, an asterisk sign beside a number means the number of female responders is greater than the number of male responders as evident for the leadership preference ‘know people.’

These differences accounted for the males showing a greater amount of responses than the females in the areas of ‘team player’ and ‘apply theory’ with over 50% of the possible responses attributed for each of those categories. In contrast, the category showing a greater amount of female responders, by a substantial difference, than that of males, was ‘know people’ but with a difference attributed below 50% of the possible female responders.

Thus, the difference of ‘apply theory’ and ‘team player,’ as per the coding manual, might suggest that males put more emphasis than the females on characterizing leadership as being able to work on a task and in a such a way that promotes a sense of team.

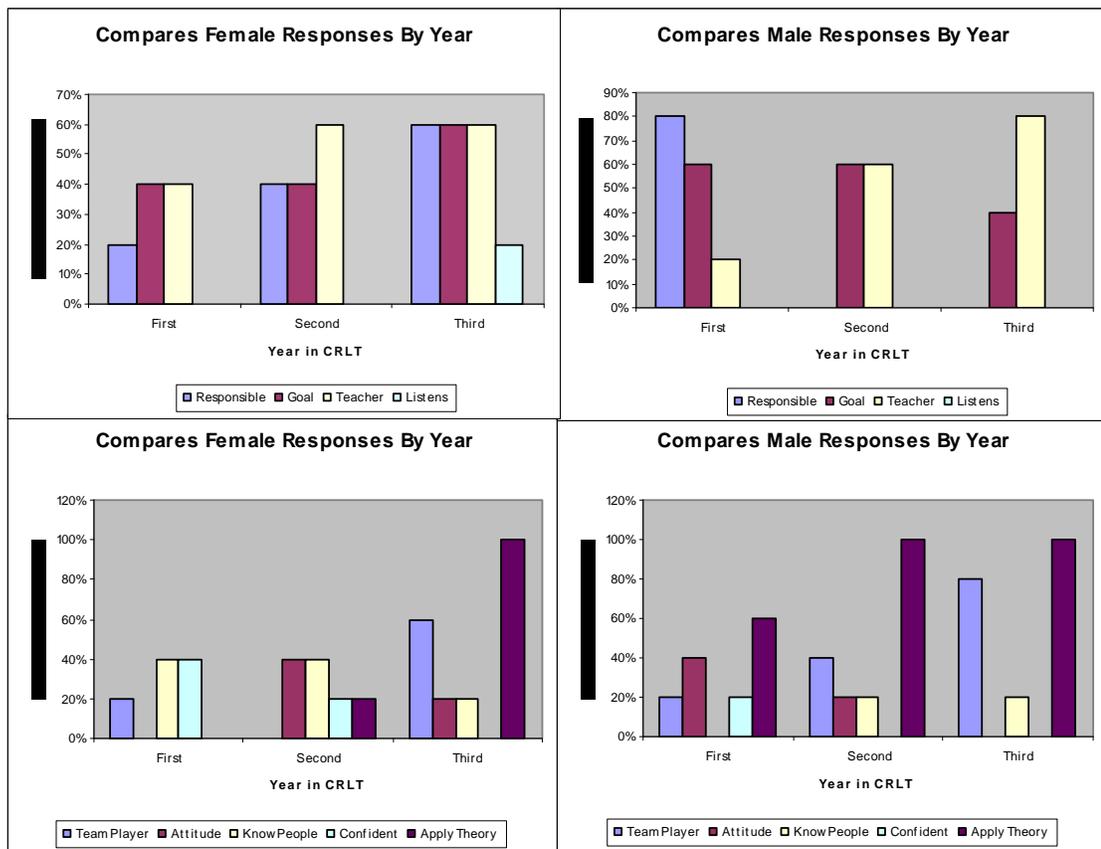


Figure 6. Summary comparison of the amount of female and male responses by year.

A summary comparison female and males responses/responders by first, second and third year in each code is illustrated on Figure 6. Female codes shown on the top and bottom left hand side of the graph correspond to the same codes by the males shown on the top and bottom right hand side of the graph.

The top half of the figure compares the gender responses for codes responsible, goal-oriented, teacher, and listens. For females, the graph shows the upward trend to third year in all four areas, with a notable increase from first to second for the leadership preference of ‘teacher’. Similarly, males also show an upward shift to third year for the code ‘teacher.’

The bottom half compares the gender responses for the other five codes i.e., team player, attitude, know people, confident and apply theory. The graph reinforces gender similarities and shifts and/or upward trends to third year in the leadership preferences of ‘apply theory’ and ‘team player’ and with a stronger male tendency compared to those by females.

While shifts and/or upward trends suggest developmental growth, downward trends in the third year may illustrate that code has less relevance than other codes in context to the question being asked.

Table 15 below shows a combined total of pre-CRLT, first, second, and third year females and males and a breakdown of these combined totals in each code by year for question one. This combined total suggests a top leadership preference of ‘teacher’ followed by ‘goal.’

The illustration of upward shifts to third year by the codes ‘teacher’ ‘team player’ and the striking shifts from first to second to third year shown for ‘apply theory’ suggest developmental evidence. These results are graphically shown on Figure 7 and Figure 8.

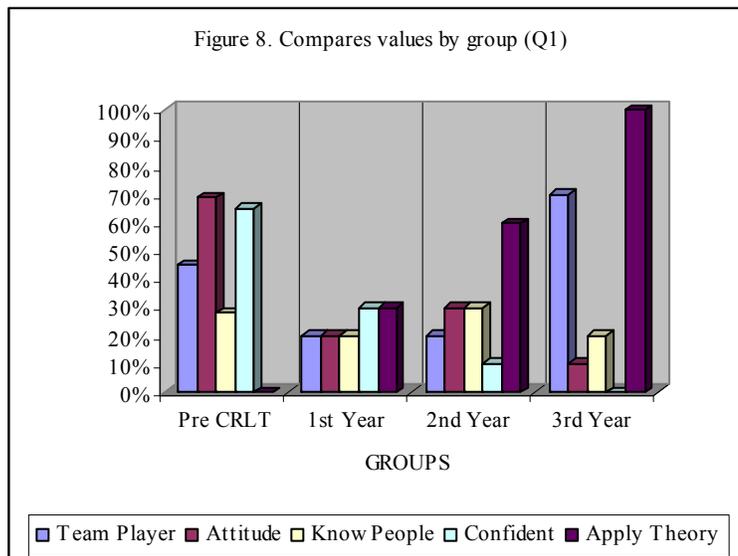
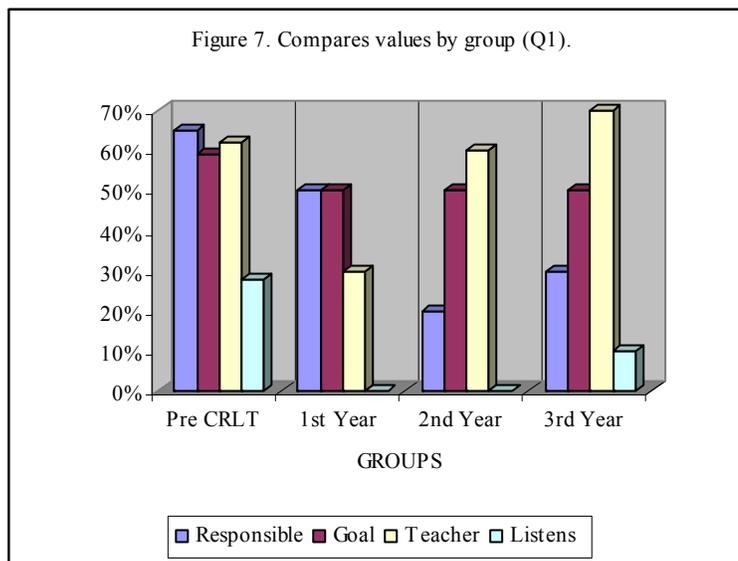
Table 15

Summary of Total Responses by Gender and Comparison of Responses by Year
(Total Responses: N=59; Pre CRLT Personal Statements: N = 29; Focus Group Q1: N = 30; 1st Yr: N = 10; 2nd Yr: N = 10; 3rd Yr: N = 10)

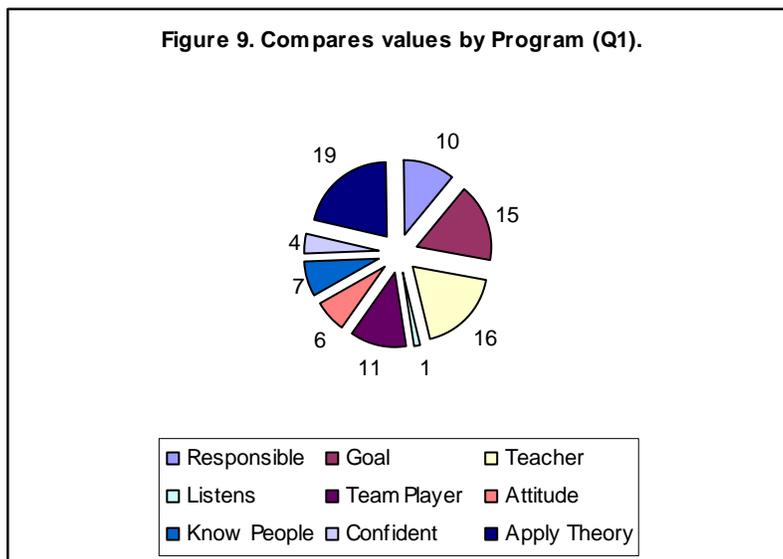
		Number of Responders					Percentages of Responses			
Total Response	% of Total Response	CODES	Pre CRLT	1st Yr	2nd Yr	3rd Yr	% Pre CRLT	% 1st Yr	% 2nd Yr	% 3rd Yr
29	49%	Response	19	5	2	3	65%	50%	20%	30%
32	54%	Goal	17	5	5	5	59%	50%	50%	50%
34	58%	Teacher	18	3	6	7	62%	30%	60%	70%
9	15%	Listens	8	0	0	1	28%	0%	0%	10%
		Team Player								
24	41%	Team Player	13	2	2	7	45%	20%	20%	70%
26	44%	Attitude	20	2	3	1	69%	20%	30%	10%
		Know People								
15	25%	Know People	8	2	3	2	28%	20%	30%	20%
23	39%	Confident	19	3	1	0	65%	30%	10%	0%
		Apply Theory								
19	32%	Apply Theory	0*	3	6	10	0%	30%	60%	100%

Note: Total Responses = combined total of female and male responders (Pre CRLT, 1st, 2nd, and 3rd year students) for that code. * Not applicable to personal statements.

Therefore, the results suggest leadership preference over 50% for ‘teacher’ has remained a constant across gender groupings, as shown on Table 12 and Figure 6, and due to overall total out of a possible 59 responders as shown on Table 15, and for the reason of a developmental shift to third year shown on Figure 7. This is not surprising in a leadership oriented Program where the focus on becoming a leader is the ultimate goal.



An exploded pie chart reveals the combined total of first, second, and third year female and male responders ($N = 30$) for question one in each code as shown on Figure 9. For example, based on the number of responders in a code as previously shown in Table 15, the top leadership preference reveals 'apply theory' with 19 out of a possible 30 (63%) responders in that category. Categories with 50% and above reveal the leadership preferences of 'teacher' and then 'goal.'



Note: Values are based on the combined total of female and male responders in that code.

Q3 What do you think is the single most important quality of being an effective leader?

Table 16 compares the number of third year female and male the total amount of responders in each code for question three (Q3).

Table 16

Comparison of Third Year Responders Across Codes by Gender (Q3).

(*F = Females: N = 5; M = Males: N = 5*)

Code	1	2	3	4	5	6	7	8	9
	Resp	Goal	Teach	Listens	Team	Attitude	People	Confi	Apply
F	1 (20%)	1 (20%)	3 (60%)	1 (20%)	0 (0%)	1 (20%)	2 (40%)	1 (20%)	0 (0%)
M	0 (0%)	3 (60%)	0 (0%)	0 (0%)	2 (40%)	1 (20%)	1 (20%)	1 (20%)	0 (0%)

* Note: Percentages are based on the amount of actual responders in that code.

Table 16 above reveals codes by gender varied but show a moderate tendency (60%) by females to select 'teacher' and a moderate tendency (60%) by males to select 'goal.'

Females year three Q3

One explanation for moderate preference by females for the code 'teacher' as shown on Table 16 is their typical perception that of leader "helping and teaching others and ensuring things are done the proper way." Role modeling and guidance are reflective of this comment based on the coding manual.

Males year three Q3

The top leadership quality by males suggested by their moderate leadership tendency revealed 'goal-oriented' as shown on Table 16. They typically described a 'goal-oriented' leader as a person to "to get the job done" and/or "to do a task." Additionally, they described other qualities consisting of "being open minded, flexible, open to others ideas, understanding of people, and as an effective communicator."

A summary comparison of the combined total of first, second, and third year responders in each code (Q3) is presented on Table 17 below. The results are graphically shown by gender on Figure 10.

Table 17

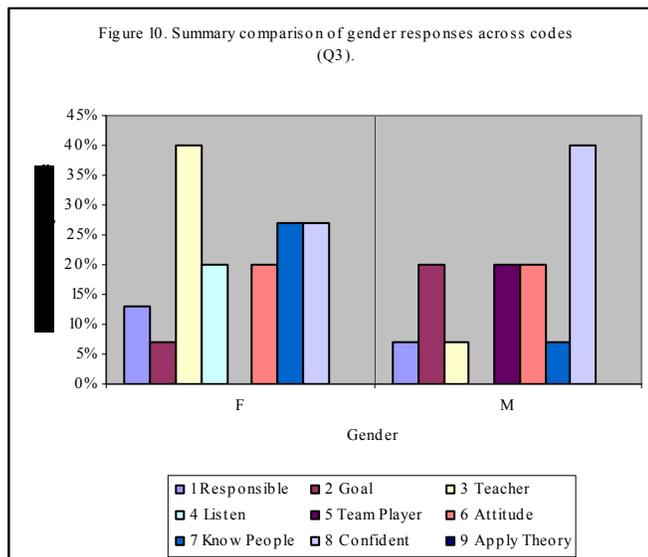
Summary of Male and Female Focus Groups' Responses for Q3 (*F = Females: N = 15; M = Males: M = 15*)

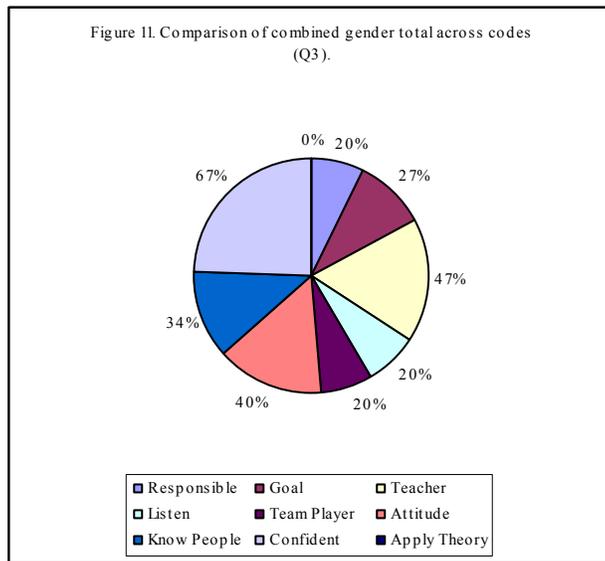
Q3. What do you think is the single most important quality of an effective leader?

	1	2	3	4	5	6	7	8	9
GEN Code	Resp	Goal	Teach	Listen	Team Player	Attitude	Know People	Confident	Apply Theory
F	2 (13%)	1 (7%)	6 (40%)	3 (20%)	0 (0%)	3 (20%)	4 (27%)	4 (27%)	0 (0%)
M	1 (7%)	3 (20%)	1 (7%)	0 (0%)	3 (20%)	3 (20%)	1 (7%)	6 (40%)	0 (0%)
F/M TOT	3 (20%)	4 (27%)	7 (47%)	3 (20%)	3 (20%)	6 (40%)	5 (34%)	10 (67%)	0 (0%)

Legend: Gen Tot = Gender total of female and male responders from first, second, and third year in that code. F/M = Combined female and male total.

Table 17 reveals dispersion with slight tendency for 'teacher' by females and 'confident' by males. However, a combined total reveals a moderate preference for 'confident'. The results of the combined female and male responders across codes are graphically shown on Figure 11.





Note: Although there are eight categories on the pie and nine codes listed in the legend, no gender selected 'Apply Theory' as a response to question three.

Q6 Do you feel like you have gained some leadership qualities since you started our Program? Can you say something about this?

Females year three Q6

The leadership qualities identified by the third year females consisted of delegating, risk taking, being less shy, and being able to analyze a group. Several of the participants indicated that they had learned a numerous leadership skills and were at that time working on learning how to delegate more.

One participant disclosed that she had become more personable, self-confident and capable of helping others gain self-confidence. She added that she could now do things such as singing in front of people and stepping in to lead if necessary.

Another participant asserted that her greatest lesson had come from learning how to analyze the functioning of a group, i.e., " who was taking on what roles, what

roles were missing....what are people contributing here and what's needed to achieve our goal?"

This group also acknowledged being able to apply such learning to other parts of their lives outside CRLT. It was apparent that their comments were reflective of the leadership tendencies 'apply theory' and 'confident.'

Males year three Q6

The third year males confided that they felt they had come into the Program already having some leadership skills but that the Program had helped them to hone their skills. Similar to the females, males felt that they had become less shy and able to deal with groups.

One participant said that he was able to adapt to different situations while another spoke of being more open and less fearful of speaking in front of groups. They alluded to several courses for influencing their development, i.e., Project Management (outdoor education), Group Leadership I & II, Fieldwork I, II and Internship courses. It was clear from their discourse that leadership preferences of 'confident', and 'apply theory' were evident. It was clear that their comments, like the females, were reflective of the leadership preferences 'apply theory' and 'confident.'

Q7 Can you comment on how the Program has helped you develop your leadership skills?

Females year three Q7

The third year females had plenty to say about how the Program had helped them develop their leadership skills. Their comments covered such areas as feedback, teachers, program design, hands-on (learning), class work, level of presentations, the way they learn, thinking and describing things, everyday skills, developing leaders,

professional, life skills, speaking, not being shy, gaining direction, self fulfillment, and large scale jobs.

One participant appreciated having received feedback in every year she had been in the Program and with her current Internship placement, she related that: “it makes what you’re doing better. I need it.”

They had ample things to say about the teachers in the program. They recognized their teachers as being professional, caring, and that they teach what skills students need to learn. Teachers were described as individuals who knew their students to be able to push them to do better and encourage them to achieve their goals.

They claimed that teachers had confidence in them and in turn it gave them confidence in themselves. They suggested further support in the following claim of students outside the Program that “if they had teachers that cared maybe people are (would be) more willing to go to class because they know they’re actually going to ...learn something and in the end take something out of it.”

Students credited their lessons as being applicable to their fieldwork and the work force e.g., the writing of press releases, how to analyze groups, how to dress and interview for your job, writing a paper, making videos, posters, and fliers. Additionally, regarding giving in class presentations, one of the students commented “you’re still presenting yourself or what you’re showing to the company”. They also understood that there were different levels of presentations, e.g. teaching elementary school kids, various uses of PowerPoint, promoting a company, and presenting a self-created recreation facility. When students conveyed and/or perceived suggest validation for lessons they have been taught in the CRLT Program which have value for their future work.

Moreover, one of the members attributed the skills they learned came from the way they were practiced, for example, the repeated classroom practice of PowerPoint presentation were skills being used in an Internship experience.

Further, a student revealed support for lessons learned as she used the “BA” (big assignment) for illustration. She acknowledged course lessons such as how to budget and research, write goals and objectives, the need for being “meticulous” and the importance of “triple checking” one’s work. She contended she learned ‘how to think and describe things’ such as “what is a leader?” “What is your job description?” “What is this that you’ve written down?”...“and then you have to know it, describe it.” Her quote suggests a competency-based way of thinking and is a mirror of what teachers attempt to inculcate in their students.

The third year females positively affirmed that the Program had transformed them so that they perceived themselves as being leaders, professionals and individuals who gained people and life skills. They saw themselves as being less shy, more disciplined, and more confident. They attributed the Program and the Internship course for their gaining confidence and finding direction in their lives, for example, one participant felt confident enough after having had worked on large scale projects in her Internship course to apply for a job at the Olympics.

With such substantial support for the program, it was evident those students had evolved and that they showed leadership tendencies in areas of ‘confidence,’ ‘teacher,’ ‘apply theory,’ and ‘attitude.’

Males year three Q7

In contrast to the freewheeling conversation of the third year female focus group the third year male responses exemplified a ‘question and answer’ period as they one by one gave their response until everyone had their say. They tended to agree with what had been previously said before adding their own comments. The

third year males credited the Program and the courses for their character development and for helping them to find direction in their lives.

One participant asserted that he learned “how to deal with people in group settings” and “not to be as forceful or “push through his ideas.” He added that he learned how to chair a meeting, how to listen, take in and consider other people’s ideas besides his own, and how to deal with lots of people at one time. Furthermore, he credited his fieldwork courses as helping him to understand that his capabilities lie more within the technical and administrative side of recreation.

Another participant recognized the third year outdoor education course for having influenced his interest to become a teacher. Another participant acknowledged the publicity and public relations courses for his interest to learn all aspects involving the business side of field and claimed he was already applying his lessons in his personal job in recreation.

The last participant indicated that he had learned things by observing the way teachers do things and that he transferred those to his personal life. It was apparent that the third year discourse was reflective of the leadership preference ‘apply theory.’

CHAPTER SIX

DISCUSSION AND CONCLUSION

6.1 RESEARCH QUESTIONS

Four key questions guided the research in this study.

6.1.1 How do perceptions of leadership change as a result of being in a three-year leadership program?

The researcher used a variety of methods to respond to this first research question. The methods included the Student Leadership Practice Inventory (SLPI), content analysis of personal statements, and six focus groups.

The first method used was administering the SLPI to the first, second, and third year CRLT students, 84 in total, as described in Table 1. According to Kouzes and Posner (2006), the aim of this survey is to describe “essential behaviours” (p.8) effective leaders report when they are demonstrating.

The survey intended to test for evidence of leadership development and especially if the findings, using an ANOVA test, revealed an association between the mean scores on any of the five leadership dimensions of the SLPI and students' term of enrolment. There were no significant differences on any of the five dimensions of the SLPI among the first, second, and third year students at $p < .05$ as shown on Table 2. Two dimensions, Model and Encourage, came close to statistical significance showing higher mean scores in the fifth term.

In their research, Kouzes and Posner noted that the scores of the SLPI were not associated with factors such as year in school. The findings of this study appear to substantiate this. A larger sample size would be necessary to determine if the differences in the fifth term CRLT student were real as revealed from tests shown on Table 2. Learning to lead, from the standpoint of the SLPI, is more elusive than when students are given the opportunity to voice their own opinions in a more open-ended fashion.

The second method used was a content analysis of the ‘Personal Statements’ to determine how students defined leadership prior to their having had any formalized teaching in a college program. The analysis of personal statements generated eight leadership categories. Condensing the coding manual from 21 initial codes to eight was a challenging and time consuming process. This coding manual proved to be vital to for the qualitative components of the study.

Students who were interviewed for admission into the CRLT program were given unrestricted time to write a response to the question “what does an effective leader mean to you?” However, there was a one-minute (approximately) time limit on the focus group responses to this question. The new student interviewees, without a time limit, were encouraged to give reflective responses. Alternatively, in the focus groups, with a time limit, students gave more brief responses than the new student candidates. Therefore, a richer set of responses emerged from the potential new students.

The personal statements afforded a sufficient baseline to determine how students define leadership prior to entry in a college program. In examination of responses, student participants offered insights that helped to expand the codes from their initial definitions. For example, initial responses to question one (How do you define leadership) by the males in first and second year for the selection ‘apply theory’ resembled the definition of leadership as found in the students’ course text by

Dimock and Kass (2007). By the third year, the selection and meaning of ‘apply theory’ reflected lessons applicable to their field placements. Students suggested gaining such qualities is related to a variety of factors such as courses, encouragement from their peers and their teachers, and that practice is essential for acquiring necessary skills for the profession.

With the ever changing social, political and environmental fabric of life, and the ways such changes affect our leisure opportunities, the selection of students is a serious matter. Allio (2005) emphasizes the first step to building leaders is in the selection process for choosing the right candidates. No studies had yet been carried out using documentation from the CRLT Program’s New Student Interview process.

The third method used in this study was six semi structured focus groups, a female and male group in each year of the program. There was no statistical significance found in the SLPI to determine if perceptions of leadership in a three-year program. The qualitative aspect of the study did reveal rich insights and possible pivotal incidents that might have influenced and transformed students’ perceptions of their leadership strengths.

A content analysis based on the responses from the focus groups helped to unveil how students change over three years, as documented in chapter five. For example, a clustered bar chart shows constant upward trend from first to second to third year in the three leadership preferences of ‘apply theory,’ ‘team player,’ and ‘teacher,’ and for ‘goal oriented’ as shown on Figure 7 and 8. The constancy of ‘goal oriented’ is not surprising. The students in the program have a tendency to be more ‘hands on’ and are thus quite task-oriented.

The aim of the focus group, to determine how students interpret their leadership ability, was fulfilled. Students reinforced the notion that their success is a multi-faceted process based on courses designed with authentic projects and goals in

mind, experiential learning methods, students encouraging other students, having a common room space, small class sizes learning how to deal in groups, and caring teachers. A focus group study by Taylor and Trahan (2005) with CRLT and Illustration Design students suggested student success is a result of support of teachers and their being accessible to students, the motivation students receive from peers, and courses having real world value. The findings in that study appear consistent with the findings in this study.

This study concurs with the literature about the profound impact on students of learning leadership skills from experiential-based methods. On learning and developing skills to be an effective leader, it is suggested that with experience comes the learning that leads to practice (Taniguchi, 2004; Freeman, Nelson, & Taniguchi, 2003; Kouzes and Posner, 2002; Kouzes and Posner, 2006; Allio, 2005). A “hands on learning” approach is considered one of the hallmarks of the CRLT Program and the impact it has on students is not surprising. Students ranked outdoor education courses as the number one method most effective teaching method. Students’ leading other students is the primary focus in this course. The harmony of the literature with students’ responses supports hands on teaching approaches. Students perhaps favour such formats because they see for themselves their strengths and/or shortcomings and therefore better understand their leadership style and the role of a leader.

Students in the study revealed that they felt transformed by the Program. The comments by third year females attributed their transformation to such things as good course design, practicing skills in the classroom, and applying them in their field work settings. Numerous responders spoke of teachers being one of the main reasons for their success in the Program. Teachers are excluded from this study but could have been useful for a focus group.

The opportunities for students to apply their lessons are what Kouzes and Posner (2006) claim contributes to building confidence. As students have a chance to

build on their strengths and overcome their weakness, they achieve “self development and it is equated to leadership development” (p.6). A female student stated, “all of the skills and all these experiences have given me much more confidence and much more direction in my life for my next 20 years”.

The code ‘confident’ reappears in student responses year after to year. The responses are to the question “what is the single most important quality of a leader?” (Q3).

Prior to entry: “Leaders have confidence in themselves and others”

First year: “confidence--If you don’t feel confident with yourself how could people you are trying to lead feel confident”

Second year: “confidence, in like yourself.... And have confidence in others. Be able to like tell them that they do a good job and that is really encouraging as well.”

Third year: “confidence because if you are a leader and you are not confident, you’re not going to be able to portray anything. You have to be confident in what you are trying to teach others and ... have self esteem to be able to get like your voice out to other people”.

The code ‘confident’ represented the strongest value (67%) for the combined number of female and male responders in all three years as shown on Table 17. A response rate of 65% was found among the students’ prior to entry (as shown on Table 15).

6.1.2 Do perceptions of leadership vary by gender?

To determine if there were any gender differences in the perceptions of leadership, 82 students took the SLPI. Independent t tests did not find any gender differences on any of the SLPI’s five leadership dimensions (as shown on Table 3 and

graphically shown on Figure 1). However, some differences were generated by a content analysis of question three as shown on Table 17. Based on the all-30 participants in the focus groups, females showed a stronger preference for ‘teacher’ while the males showed a tendency to select ‘confident’.

A finding such as this suggests support for a mixed method study. To examine if perceptions of leadership vary by gender other aspects such as gendered language (meaning of words) might be explored. Students who study in the same program may be likely to be influenced to show similar ways of thinking.

6.1.3 Does prior leadership experience result in better academic performance for CRLT students in their first term?

For the third research question, no significant differences were found between grades and low, medium, or high prior leadership experience $F(2,79) = 2.67$, $p = .08$ as shown on Table 4.

To conduct the statistical test it was important to identify if the participants were low, medium, or high in terms of their prior leadership experience. It was worthwhile to use the Program’s Profile Sheet from the New Student Interview Process for this analysis. The researcher had another member of the faculty assess these profiles so that measures would be more equitable. It could be desirable to review the document in the future so that improvements for assessment can be made. The idea would be to try to minimize cross over and/or duplication of information. For example, some participants might have put similar information in more than one section, such as the section on volunteer experience and the section on club/organization affiliations. The objective would be to make the leadership experience more identifiable and clear cut. For neutrality, maintaining a second expert opinion is recommended.

The selection of the Recreation Leadership I course appeared to be a suitable choice. It was selected because many students who come into the program have an interest and experience in sports and recreation. Due the SLPI measuring students' perception of when they are performing best leadership practices it seemed to be a natural choice.

A further test determined if there was a relationship between prior leadership and grades and the Recreation Leadership I grades. A small significance was found correlation coefficient (.02) was statistically significant, $r(80) = .24, p < .05$. The results are graphically shown on Figure 4 and Figure 5.

To the researcher's knowledge, there was only scant evidence in studies based on prior leadership experience and college academic performance. Rice and Darke (2004, p.4) compared high school students in acclaimed leadership positions and a group of high academic performers. They asked leadership students to participate in college life and a special orientation for new students. They found that after three years the retention rate of the leadership group was higher than the academic performers.

Bardou, et al. (2003) found that past leadership experiences did not have an impact of leadership efficacy. The sample size in this study was small therefore, future research tests with a larger sample size are recommended.

6.1.4 Is there a correlation between students' first semester grades and their scores on the Student Leadership Practice Inventory (SLPI)?

The test was used to analyze if there was a relationship between students' academic averages and the results of the SLPI. As the results indicated, no patterns emerged revealing a relationship between high scores on any one of the five dimensions of the inventory and high first term marks as presented on Table 5. This

finding, as in the research by Kouzes and Posner (2006, p.7) show that the SLPI is not related to factors such as GPA.

6.2 LIMITATIONS OF THE STUDY

Central to the study is to examine how students develop and learn to lead via a three-year college/CEGEP career program, the Community Recreation Leadership Training program. The purpose of the research was to try to answer whether leadership can be learned through this program and how effective it is in terms of changing the ability and perceptions of the students. The investigation presented some challenges to discover critical learning moments as perceived by students. The quantitative data did not reveal any significant differences between male and female perceptions of effective leadership practices. However, the qualitative data did reveal some gendered differences in students' interpretations of their leadership abilities and the role the Program played in their development. The qualitative data also shed some light on the aspects crucial to students' overall development.

Due to time constraints a cross sectional study was carried out. It may be subject to inaccuracy in that the student population may be dissimilar one year to another.

The quantitative testing period was in the fall and therefore the researcher was restricted to using the fall courses for the basis of testing. Most of the findings using Kouzes and Posner's (2006) SLPI were based on students associated with university leader positions. Thus, the comparison of CRLT student data with other college students tested using the SLPI may be inaccurate.

A limitation in this study was in the sample size. The small sample size may have been the reason for not finding statistical significance.

The testing for the relationship between prior leadership and academic performance had a small sample size for establishing moderate to strong significance. The other variable that may have had an effect was the interpretation of the low, medium, and high destinations.

There was a discrepancy between the approach and time constraints given for writing a response to the personal statement by pre college participants and the members of the focus groups. As previously mentioned, the pre college students had no real restrictions on the time for writing their response, nor on the amount did they write. Contrastingly, the respondents in the focus group had just a few minutes to write a sentence or two. In addition, the researcher introduced the task as an icebreaker activity with and students were informed in advance that they would share what they wrote with the group. This was not the same as the protocol used in the new student interview process.

6.3 RECOMMENDATIONS

Ideally, a longitudinal study should be carried out to follow the same students over a three-year period to measure changes in their perceptions, skills, knowledge, and attitudes about leadership.

It may be preferable to administer the SLPI to third year students based on their Internship course. This could be paired with an observation tool by a supervisor to validate students' self assessment and to use it as a feedback tool for student improvement as advocated by Kouzes and Posner.

If possible, it could be useful to increase the sample size of the population. For instance, the population could be expanded to include the three other Quebec colleges that offer community recreation and leadership training programs and/or any

similar college program. Although the other three are French-speaking colleges, in principle the goals of all four programs are the same.

It would be interesting to extend the studies on the relationship between prior leadership experience and academic performance. Bardou, et al., (2003) defined the participants in her study as people having ‘positional leadership’ capacities, e.g., elected by peers. This type of criterion might be used in the selection of study participants. The results may suggest that prior leadership is a predictor for academic success. By expanding the study to include other colleges with similar programs, it may be possible to obtain results that are more conclusive.

To improve consistency of writing a response to the first question by pre CRLT students and students in the Program, it is recommended to establish the same protocol for the length of time allotted for writing a response to the first question.

“Is a mixed method appropriate for this type of study?” The mixed method may not be the best method for this type of study as no profound correlations were found in the quantitative tests, whereas the personal statements and focus groups helped to pinpoint what students perceived an effective leader to be. Moreover, the qualitative method was a way to corroborate past Program evaluations, revealing that hands on learning is still a proven and effective method for developing leadership ability.

While one of the intentions of the study was to capture a developmental aspect of students’ growth in the program, the data from the SLPI revealed largely the same results with first year students prior to having any CRLT training compared to the second and third year CRLT students who were active in the Program. Even though the second and third year CRLT students were directed to focus their responses to the SLPI based on specific courses, which were deemed ‘leadership-practice’ oriented courses, there were no significant differences in responses to the SLPI questionnaire.

While the quantitative results did not show any significant differences, they did suggest the students in the Program are prone to demonstrating Kouzes and Posner's best practices of 'Model the Way' and 'Encourage the Heart'.

Focus groups provided rich data based on the perceptions by students of their learnings. Using separate male and female groups provided a system to tease out similarities and differences in the perceptions of both gender and year in the Program.

The concept of a mixed method has merit. Even though in this study, there was no significance, the results of the SLPI, were thought provoking. It has provided a new way to frame and or describe competencies of students and as well, the qualities of an effective leader. The focus group provided more tangible evidence of what students targeted as significant to their learning. It may be of interest in a future study to find a way of linking the coding manual with the five best practices of exemplary leadership as defined by Kouzes and Posner.

Did the Program teach things?

Students' responses were evidence of what skills the students were gaining in the program. Their responses indicated that they gained confidence and the ability to take charge, teach, direct, and work with groups. Moreover, students gave examples of the professional skills they learned such as preparing lesson plans, public speaking, giving presentations, doing promotions, preparing budgets, leading activities, people skills, and running a meeting. With each year of the program, students appeared to be learning more of these skills and were able to express an increasingly sophisticated understanding of leadership.

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APPENDIX A

PERSONAL STATEMENT

APPENDIX B

STUDENT PROFILE SHEET

Appendix B

* Please complete this form and bring it with you to the interview.

COMMUNITY RECREATION LEADERSHIP TRAINING

STUDENT PROFILE SHEET

NAME: _____ DATE: _____ DATE OF BIRTH: _____

ADDRESS: _____

CITY/VILLE: _____ PROV.: _____ POSTAL CODE: _____

TELEPHONE: (____) _____ CELL: _____ PAGER: _____

E-MAIL: _____

PARENTS' NAMES: _____

ADDRESS (IF DIFFERENT THAN ABOVE): _____

CITY/VILLE: _____ PROV.: _____ POSTAL CODE: _____

TELEPHONE: (____) _____

DID YOU EVER ATTEND CEGEP/UNIVERSITY? YES _ NO _

DID YOU GRADUATE? __ YES __ NO

IF SO, WHAT PROGRAM?: _____ WHAT YEAR: _____

HIGH SCHOOL LAST ATTENDED: _____

YEAR GRADUATED: _____ HIGH SCHOOL PRINCIPAL: _____

ADDRESS: _____

VILLE: _____ PROV.: _____ POSTAL CODE: _____ PHONE: _____

E-MAIL: _____

OTHER CONTACT PERSON: (e.g. counselor, teacher) _____

Position: _____

HOW DID YOU HEAR ABOUT OUR PROGRAM? PLEASE SPECIFY.

In an effort to help us begin to know the recreation and leadership background of our students we are asking you to fill out the following information or submit a recent c.v.

1) WORK EXPERIENCE

Please list in chronological order (most recent first) your work experience.

<u>DATE</u>	<u>JOB TITLE</u>	<u>EMPLOYER</u>	<u>BRIEF DESCRIPTION</u>

2. VOLUNTEER EXPERIENCE

Please list in chronological order (most recent first) your volunteer experience.

<u>DATE</u>	<u>JOB TITLE</u>	<u>EMPLOYER</u>	<u>BRIEF DESCRIPTION</u>

3. CLUB/ORGANIZATION AFFILIATIONS

Please list the clubs, associations, organizations or teams that you have been associated with.

<u>DATE</u>	<u>NAME OF ORGANIZATION</u>	<u>ROLE</u>

4. CERTIFICATES, AWARDS, SCHOLARSHIPS, ACHIEVEMENTS, ETC.

Please list any awards, certificates, or scholarships you have received.

DATE	AWARD	BRIEF DESCRIPTION

5. Please list your hobbies or recreation activities.

* I attest this information is accurate. _____ Date: _____

Signature

This information is confidential. However, this information may be used for statistical purposes in order to improve the success of students in our program.

APPENDIX C

STUDENT LEADERSHIP PRACTICE INVENTORY (SLPI)



STUDENT LEADERSHIP PRACTICES INVENTORY – SELF

Your Name: _____

Instructions

On the next two pages are thirty statements describing various leadership behaviors. Please read each statement carefully. Then rate *yourself* in terms of how frequently you engage in the behavior described. *This is not a test* (there are no right or wrong answers). The usefulness of the feedback from this inventory will depend on how honest you are with yourself and how frequently you *actually* engage in each of these behaviors.

Consider each statement in the context of one student organization with which you are now (or have been most) involved with. This organization could be a club, team, chapter, group, unit, hall, program, project, and the like. As you respond to each statement, maintain a consistent perspective to your particular organization. The rating scale provides five choices. Circle the number that best applies to each statement:

- (1) If you RARELY or SELDOM do what is described
- (2) If you do what is described ONCE IN A WHILE
- (3) If you SOMETIMES do what is described
- (4) If you OFTEN do what is described
- (5) If you VERY FREQUENTLY or ALMOST ALWAYS do what is described

In selecting the response, be realistic about the extent to which you *actually* engage in the behavior. Do *not* answer in terms of how you would like to see yourself or in terms of what you should be doing. Answer in terms of how you *typically* behave.

For example, the first statement is "I set a personal example of what I expect from other people." If you believe you do this *once in a while*, circle the number 2. If you believe you do this *often*, circle the number 4. Select and circle only one option (response number) for each statement.

Please respond to every statement. If you can't respond to a statement (or feel that it doesn't apply), circle a 1. When you have responded to all thirty statements, please turn to the response sheet on the back page and transfer your responses as instructed.

STUDENT LEADERSHIP PRACTICES INVENTORY – SELF

How frequently do you typically engage in the following behaviors and actions?
Circle the number to the right of each statement, using the scale below, that best applies.

	1	2	3	4	5
	RARELY OR SELDOM	ONCE IN A WHILE	SOMETIMES	VERY OFTEN	FREQUENTLY
1. I set a personal example of what I expect from other people.				1	2 3 4 5
2. I look ahead and communicate about what I believe will affect us in the future.				1	2 3 4 5
3. I look around for ways to develop and challenge my skills and abilities.				1	2 3 4 5
4. I foster cooperative rather than competitive relationships among people I work with.				1	2 3 4 5
5. I praise people for a job well done.				1	2 3 4 5
6. I spend time and energy making sure that people in our organization adhere to the principles and standards we have agreed upon.				1	2 3 4 5
7. I describe to others in our organization what we should be capable of accomplishing.				1	2 3 4 5
8. I look for ways that others can try out new ideas and methods.				1	2 3 4 5
9. I actively listen to diverse points of view.				1	2 3 4 5
10. I encourage others as they work on activities and programs in our organization.				1	2 3 4 5
11. I follow through on the promises and commitments I make in this organization.				1	2 3 4 5
12. I talk with others about sharing a vision of how much better the organization could be in the future.				1	2 3 4 5
13. I keep current on events and activities that might affect our organization.				1	2 3 4 5
14. I treat others with dignity and respect.				1	2 3 4 5
15. I give people in our organization support and express appreciation for their contributions.				1	2 3 4 5

	1	2	3	4	5
	RARELY OR SELDOM	ONCE IN A WHILE	SOMETIMES	VERY OFTEN	FREQUENTLY
16. I find ways to get feedback about how my actions affect other people's performance.				1	2 3 4 5
17. I talk with others about how their own interests can be met by working toward a common goal.				1	2 3 4 5
18. When things do not go as we expected, I ask, "What can we learn from this experience?"				1	2 3 4 5
19. I support the decisions that other people in our organization make on their own.				1	2 3 4 5
20. I make it a point to publicly recognize people who show commitment to our values.				1	2 3 4 5
21. I build consensus on an agreed-upon set of values for our organization.				1	2 3 4 5
22. I am upbeat and positive when talking about what our organization aspires to accomplish.				1	2 3 4 5
23. I make sure that we set goals and make specific plans for the projects we undertake.				1	2 3 4 5
24. I give others a great deal of freedom and choice in deciding how to do their work.				1	2 3 4 5
25. I find ways for us to celebrate accomplishments.				1	2 3 4 5
26. I talk about the values and principles that guide my actions.				1	2 3 4 5
27. I speak with conviction about the higher purpose and meaning of what we are doing.				1	2 3 4 5
28. I take initiative in experimenting with the way we can do things in our organization.				1	2 3 4 5
29. I provide opportunities for others to take on leadership responsibilities.				1	2 3 4 5
30. I make sure that people in our organization are creatively recognized for their contributions.				1	2 3 4 5

Transferring the Responses

After you have responded to the thirty statements on the previous two pages, please transfer your responses to the blanks below. This will make it easier to record and score your responses.

Notice that the numbers of the statements are listed *horizontally* across the page. Make sure that the number you assigned to each statement is transferred to the appropriate blank. Remember to fill in a response option (1, 2, 3, 4, 5) for every statement.

- | | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ | 5. _____ |
| 6. _____ | 7. _____ | 8. _____ | 9. _____ | 10. _____ |
| 11. _____ | 12. _____ | 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ | 19. _____ | 20. _____ |
| 21. _____ | 22. _____ | 23. _____ | 24. _____ | 25. _____ |
| 26. _____ | 27. _____ | 28. _____ | 29. _____ | 30. _____ |

Further Instructions

Please write your name here: _____

You should have received instructions to:

- Bring this page with you to the class (seminar or workshop) or
 Return this form to:

If you are interested in feedback from other people, ask them to complete the *Student LPI-Observer*. This form provides perspectives on your leadership behaviors as perceived by other people.

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APPENDIX D

**Q3, WHAT DO YOU THINK IS THE SINGLE MOST IMPORTANT
QUALITY OF AN EFFECTIVE LEADER AND WHY?
(YEAR 1)**

Appendix D

Q3 What do you think is the single most important quality of an effective leader and why?

1st Year Females	Responses and [code #]
1	professional attitude-towards his job; 'he knows what is the right time to do the right thing' [3]and ability of observation. 'He knows his people'. [7]added when asked to qualify professionalism- 'love his job and love to talk and communicate with people' [8]. You feel comfortable with him.(later added-"If you are a good listener you are approachable 'cuz people like to come to you".)
2	'good listener' [4]I think is the most important thing –to be a to listen to your group or the person (she qualified later that you learn about the person
3	'approachable'. (indicated it was the same as #5)[3]
4	confidence'[8]. Because somebody who is extremely timid or anything won't be as approachable as someone who is 'outgoing' and taker, takes risks and
5	'approachable' because a leader, a leader obviously has a lot of stuff on their plate and they know either a lot more they're more knowledgeable than the their peers under them, I don't really mean under them but they're a leader for a reason-and if someone in the group needed 'help' or something or had a question than that person would have to be approachable so that they could go ask them or even in a group setting they weren't too overpowering type thing.so that they're all on the same level but they still have that upper hand [3]
1st Year Males	Reponses and [code #]
6	respect from his peers'[3]
7	confidence'-If you don't feel confident with-with yourself how could people you trying to lead feel confident ...patience(added during discussion)[8]
8	he has to respect his peers[5]
9	cool under fire...that kind of attitude whenever something goes wrong you can't start panicking...looks to you for you know...exactly guidance (another person filled in the word and 9M agreed and he added-. ...'You have to be a rock'.[8]
10	to persuade the people (clarified and 10M agreed it meant having 'influence'[6]/..stood his ground (coach), (had hard time expressing what it was his coach did that taught him so much.)

APPENDIX E

LIST OF FOCUS GROUP QUESTIONS

Appendix E

QUESTIONS FOR STUDENT FOCUS GROUPS

These are meant to be open-ended questions whose wording and order may be modified during the meeting.

1. How do you define leadership? (Members of the Focus Group will be asked to write one or two sentences followed by reading them aloud to each other.)
2. Think about person who you consider a leader you admire. What quality or qualities do you most admire in this person?
3. What do you think is the single most important quality of an effective leader? And why.
- 4a. Are any of you currently involved in athletics, intramurals, and a member of a club or organization?
- 4b. Do you think people who participate on some team or in a group will make better leaders?
- 4c. Perform better or worse academically?
5. Do you feel the CRLT Program should accept people based on their prior leadership/recreational experience?
6. Do you feel like you have gained some leadership qualities since you started the program? Can you say something about this?
7. Can you comment on how the Program has helped you develop your leadership skills (knowledge)?

APPENDIX F

SAMPLE TRANSCRIPT OF FOCUS GROUPS

(FIRST YEAR MALES Q6)

Appendix F

Year 1 Male Focus Group Transcript:

(Q. 6) - Do you feel that you have gained some leadership qualities since you started the Program? Can you say something about this?

1. 6 oh yeah. [
2. 8, 9 yes definitely
3. 7 yes
4. 10 absolutely]
5. R ok. You=wanna [can you say like
6. 6 um
7. R] what do you think that you have gained since you've started?
8. 6 Ah There's=ways of dealing with people, personality-wise, um making exceptions for things. Having a good teacher[↑] is a some of the teachers I:I think are really good here[
9. 7 especially the Rec Lead I teacher you know ((my course))
10. R No I mean
11. 9 stricken]
12. R Let me go back to the question. ((chuckles, comments)) Although that was very nice of you. Um [
13. 9 It's over]
14. R Do you feel like you what qualities do you feel that you've gained 'cuz it could be very different for all=each one of you [
15. 7 Well, the qualities
16. R since you started]
17. 7 The qualities that I gained 'cuz my leadership background was always like the military so it was always strict and hard but when I came here I=you know I just seen everybody else was different you know. It wasn't like the atmosphere wasn't what I was used to. I was always used to=like this this and this but people were like not doing this this and this it was just different for me. It's not like oh so instead of being like you know all strict and hard, it's more for me my leadership is actually now relaxed and calm, quite well enjoyable while other the other leaders that I had was mostly yelling and getting things done right. So, like I find that this atmosphere that I see the=quality does to be more relaxed, take it easy now, than what I was used to.
18. R So you feel like you've relaxed more? [
19. 7 Yes.]I feel like I don't have to you know over power like 'cuz the leadership I used to do it if I wanted things done it was either you=know raise my voice a bit you know 'cuz we were like a lot of people and had to raise our voice a bit, call in commands and all this, but here is just like tone it done a bit I could actually have a voice this time so it's just completely different from what I was used to.
20. R I would say I would say from the military yeah for sure. ((laughs)) Ok? ((cough))

21. 10 I think my organization 'cuz (I'm up a lot) like I I found especially when I was in my other courses like I-you kind of , they give you the notes, and then you leave, and then, you have to do the test wi:with CRLT something like Carole's class last year taught me exactly like the procedures I needed to do to get something done er::rr like how to write a cv, like how to d=
like=it=just=like =it=just I feel way more prepared now than I felt after my my two first years at CEGEP of when I was at [another English College].
22. R mm
23. 10 And a something like a the things that hand in to my supervisor when I go do my stages for like a lesson plans like we have to do in Rec Lead last term like that's exactly how I do everything now. And a she's a CRLT graduate ((Field Supervisor)) and she a excelled something to me the other day, which is exactly the same way as was w:we taught it a:a in Rec Lead so like it just kind of like the universal thing that I that's the way I'm going to do my stuff now [(so that's just basically
24. R Do you feel like you've really for yourself it's been
25. 10 like a 180 like it's
26. R organizational skills
27. 10] a big a really like a lot like I I feel like I've learnt an unbelievable, more than I've learnt at my time at [another English College] in the first 6 months of this program because it's a lot more () hands on because like I: I've been to stage twice for like now↓ this is the way I am going to do things, not studying and learning macro economics like I:I you know it's not going
28. R uhmm
29. 10 to change anything in my life. This↓ is going to change something.
30. 9 Definitely organization for me too. 'Cuz that like when I came in here I was extremely disorganized I=mean I never had an agenda. You had an agenda at school for the first three weeks and (then I would lose) in my locker you know my locker would=be a mess and then every time () and Mom come in and just rip everything out of my locker you know but like now↓ I mean you go like my locker now everything's placed. At least I know where everything is you know↑?
31. R umm
32. 9 I know everything's like binders go here, () gotta go here, extra clothes go up there and stuff like that you know↑like a:a it just helps so much like now, when=I go do my stages. When I when I heard about we=were=
were=like=what= when=we=were gonna do field work right away↑ I said "ah sweet I am going to go [his high school] I'm going to half-ass this stuff. It's going to be nothing. I'm just going to go." I have everything prepared. I have my lesson plan for tomorrow. I know what I want to do, the game I want to play. I've already ruling out possible questions that the kids want to ask you know. So like, it's just before I would have been there like "okay what do you guys want to play?" you know? Now its "Okay guys I have this game". If they don't like that game I've got another one planned you know?
33. R umm

34. 9 It's all ready ((snaps finger)) to go.
35. R Ok
36. 9 As opposed to still in my head and I am going to be up until midnight tonight penciling everything down you know. (.1)
37. 8 I would:I would have to say organization too. My biggest flaw I would say is organization and a:a like we learned how to a::a write an official a email. How to do it professionally and everything and a it's procedures you have to follow in the in the professional world↑and umm I:I've also learned a lot about because I have li:like six years of experience in summer camps with a eight to ten year olds↑
38. R uhmm
39. 8 but a::a I've learned a lot with a:a I've learned a lot that I sorry↓I've seen that there are other clientele also and I've learnt about them too, like younger kids and also elderly people↑
40. R uhmm
41. 8 and I=we've seen the characteristics with (teacher) a:a with psychologically, psychology () sorry ((trouble with pronouncing))
42. R yea [
43. 9 They call it psychology
44. 10 psychology]
45. 8 Psychology a class and a
46. R So its it's a it's knowledge that you feel like you[
47. 6 Broad range
48. R are picking up?]
49. 8 Yeah.
50. R Your you're taking it in as ((someone clears voice)) opposed to I don't know do:do you feel like your you know you were looking at everything from this direction? But now, the window is becoming wider for you?
51. 8 Yeah. ((end of side A, stopped Ct 100) ((New Side (B) of 1st Tape started over at CT 000)) Don't anybody say anything; I want to catch all your important words.
52. 7 ok. This one ((Tape 2)) is still going.
53. R Yeah, it will be a matter of time one usually follows the other one.
54. 8 I think we missed "wider window" ((“exaggerated”))
55. R ((laughs))
56. 6 Yea, I go with the organization too. I'm not that was my biggest flaw too. I 'm not very organized but it's it's comin' ((he gives a little laugh)) ((end of TAPE 2 1st Side)) ((Depending on which tape you are using, the frames may be slightly different))
57. 6 (.4) Yea I have organization and a I've just I just really like the teachers in this College too. I thought everyone of them is a good, compared to some of the ones I had in high school. I didn't like school when I was in high school, but I:I I ()in school everyday.
58. 8 Teachers are implicated in CRLT.

59. 10 Yeah. I don't even know if it would be the=this th:the College because my sister's in Social Science and she's had some teachers that
60. 6 In general the ones
61. 10 and like you know like I've] heard some things come out of this College that are pretty are not that good either so it's I'd:I'd say like in the least in the Department people seem way more implicated so its I think like that's important but from I know like if people are coming right out of high school it's that's something different too but like coming from a CEGEP before (year or two or like ME too) like I=it's really different here↓ like just having a space here where everyone could be together and not having to be a like on separate benches everywhere around the school. It's so it's so huge and like I've already recruited probably two people that are gonna apply for the next semester 'cuz I'm like I: I I[
62. R good
63. 10 I find it's such a
64. 8 yea]
65. 10 it's a great Program. Like I I don't have anything bad to say about it so far so
66. 8 It's a big difference because we really act as a group here[
67. 10 Yeah way more.
68. 8 and]the whole program is a group like you would you could go and see Social Science people and they wouldn't know like three or four other people that are in Social Science too and they're they're way more in Social Science
69. 9 oh yea
70. 10 but here we're 100 and we all know each other. I don't think there's a face that comes in=it like if there's a new face that comes through the door [
71. 9 We don't hesitate]
72. 8 we all notice it ((“uh7s and yeahs” from F and Members)) like
73. R So this it:it=how do you, I know you're you're seeing there's a connection there but when you you're talking about organization what's the connection with you feeling that your ((should have asked if they thought there was a link between the space and their likeability for the Program, their organization?))
74. 6 'Cuz we get taught↓ organization like all of our courses pertain to things like like (teacher)class, her Techniques of Communication, your Psychology. You: you just see a broader range of ways of doing things and professionalism. ((key word))
75. 9 And look at a (teacher) class now. We have to be organized. ((Yeahs in response))Everything has to be in the right spot or else we're wrong. You know and if we do we do that in real life we're going to be in deep trouble you know↑
76. 6 Yeah. They ((teachers)) teach every=all your professional skills.
77. R It's interesting eh they=what comes out of that? It's this is actually, your responses are a good lead in for the last question. Number 7. ((Q7)) Lucky 7. ((whistle)) There's more if you want to stick around. But anyways ((lots of laughs))

78.9 I have a dust ball going through ((smiles))

APPENDIX G

SAMPLE ANALYSIS OF A FOCUS GROUP QUESTION

(YEAR TWO FEMALES Q6)

Appendix G

Q6 Do you feel like you have gained some leadership qualities since you started our Program? Can you say something about this?

Yr 2 F	Codes	Explanation
13	Confidence	Transition from small school of 300 to big school seven to 10,000 was overwhelming. She compared herself to being bubbly referring to people she knew before. She disclosed that it was scary and not wanting first semester to walk into the Common Room with 1 st , 2nd, and 3 rd years. She claimed she is “crazy” now and wants to experience things she wouldn’t have wanted to at a younger age. It’s made her want to experience things more
15	Confidence and Listens	Due to language, in beginning she said it was the worse time of her life, but she said she kept trying. She disclosed she was shy and when she felt bad inside she would let it pass and try (making an effort). Now she says it’s different. She gave the example that when she sees someone else having difficulties she can imagine how the person feels. She concluded with this quote: “I will say more with my heart what the other person feels” .
14	Communication, Confidence, and Apply Theory	She claimed she was shy before not wanting to speak to people she did not know well. She said she can tell people how she feels (not meaning insulting) about what they’re doing ...She also said she had learned when knowing when to say something and not to say something
11	Confidence Apply Theory	Acknowledged similarity with respondent 13 transition from high school. She said coming to Dawson was a shock after attending a small high school. She credits time, the size of CRLT, the community and what she had learned in classes as reason for as she said “coming out of her shell” and said she was feeling more “comfortable”. She further described herself as being more “outgoing” that she would be able “to initiate” conversations” versus “not being the one in the corner”. She gave other examples of her learnings from the program, i.e., “program planning” and “running meetings”
12	Apply Theory	She shared that she had experience coming into the Program and gave the example of running meetings with adults, and planning meetings for kids. She said the program has helped understand why behind things using the example of minute (taking) the running of meeting (a certain way) she would have to have a Plan B in case of something happening. She claimed knowing the how of things but not the why’s as she does now

Note: Codes are viewed as indicators as other codes may be plausible.

