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Educating Culturally Relevant Leaders: Experiences in Leadership Identity, Capacity, and Efficacy Development in College Students

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Educating Culturally Relevant Leaders: Experiences in Leadership Identity, Capacity, and Efficacy Development in College Students

by

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Dedication

Para os meu pais queridos: Regina e Tom Maia.

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Land Acknowledgment

It is important to recognize the history of the land upon which we reside, the continual impacts of colonization on Indigenous communities, and American Indian and Indigenous peoples' resilience in the face of violence. This dissertation was conducted and written on the traditional Homelands and territories of the Seminole, as well as other historical groups including the Calusa and Tocobaga. Today, the state of Florida is home to the Seminole, Miccosukee, Muscogee, and Choctaw, and to individuals of many other Native groups.

Abstract

This dissertation study explored meaningful experiences contributing to students' identity, capacity, and efficacy development as culturally relevant leaders. In Chapter One, I detailed the importance and relevance of this topic in the field of higher education. Then, I reviewed the literature on college student leadership development; defined leadership identity, capacity, and efficacy development; and culturally relevant leadership learning (CRLL; Bertrand Jones et al., 2016). In the third chapter, I described the qualitative methodological approach to uncovering how college students develop leadership identity, capacity, and efficacy to engage in culturally relevant leadership. I approached this study from a critical constructivist paradigm. I collected interview and focus group data on the individual and collective lived experiences of nine first-year college students who participated in a curricular and co-curricular leadership development program. Findings are summarized into nine themes. In the final chapter, the findings are analyzed and illustrated in an applicable model for fostering culturally relevant leadership identity, capacity, and efficacy development. This chapter details the model's connection to current literature, the study's limitations, implications for practice, and future directions.

Keywords: college student leadership development, culturally relevant leadership learning, inclusive education, positive social change

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Chapter One: Introduction

College students in the United States are increasingly living in a fractured multicultural environment. Now, concerns about systemic racism and the reigniting of the Black Lives Matter movement are at the forefront of everyday life. Most colleges and universities aim to prepare graduates to successfully confront global and local challenges and injustice (Guthrie, Batchelder et al., 2019; Komives et al., 2011). We need humans to rise as socially responsible leaders. This includes educating students from all backgrounds to engage in culturally relevant leadership. This study investigated learning experiences influencing the development of culturally relevant leadership in a diverse group of college students.

Background of the Study

For over 50 years, institutions of higher education have been creating curricular and co-curricular learning experiences to develop leadership in their students (Komives et al., 2011; Watkins, 2018). The abundance of scholarly writing and research focused on post-industrial models of leadership has contributed to the proliferation of leadership development programs in college campuses. Nationally recognized leadership standards through the Council for the Advancement of Higher Education and standardized assessment instruments such as the Multi-Institutional Study of Leadership (MSL) have strengthened the field (Owen, 2011).

Issues of diversity, equity, and inclusion are also central to collegiate leadership development in the 21st century (Day et al., 2021). For instance, most leadership programs are focused on educating college students to become socially responsible leaders (Owen, 2012). As a result, there is a growing need to ensure that institutions of higher learning are preparing

graduates to engage in leadership within diverse communities and across a wide range of people with varied social identities.

The call for intentional leadership development programs in colleges and universities has continued to rise (Guthrie & Jenkins, 2018; Komives & Sowcik, 2020). In the 1980s, universities began supporting co-curricular programs that attended to a range of underserved identities including leadership experiences for women, Black, and Latinx students (Komives & Sowcik, 2020). Slowly, programs are changing to reflect the current diverse higher education landscape.

Now, most universities' academic and student affairs departments across the country provide students with numerous types of co-curricular leadership experiences (Smist, 2011). In 2018, Guthrie, et al., reported 1,558 academic leadership programs in the United States based on the International Leadership Association directory. These programs ranged from undergraduate and graduate certificates, minors, majors, master's programs, and even doctoral programs.

The Current Leadership Learning Agenda

In response to the demand for elevating leadership learning experiences, eight higher education associations joined forces as the Inter-association Leadership Education Collaborative (ILEC) to identify areas of need in leadership education. ILEC includes representatives from the American College Personnel Association (ACPA), Association for College Unions International (ACUI), Association for Leadership Education (ALE), National Association for Campus Activities (NACA), Student Affairs Administrators in Higher Education (NASPA), National Clearinghouse for Leadership Programs (NCLP), International Leadership Association (ILA), and the American Association of University Women & Collegiate Women's Leadership Educators Alliance (AAUW & CWLEA). In 2016, ILEC published a call-to-action, "Collaborative Priorities and Critical Considerations for Leadership Education", where authors

underscored the question that should draw the focus of the field: “Leadership for what purpose?” (p. 5).

ILEC (2016) also highlighted how “leadership education provides a platform for addressing critical challenges facing local and global communities” (p. 3). Thus, there is a clear mandate from within our discipline for leadership educators to facilitate the development of socially responsible leaders. Educators should focus on how students develop their leadership identity, capacity to engage in leadership, and leadership self-efficacy (Guthrie et al., 2021; Owen et al., 2017). In the U.S. this also includes attending to socially responsible leadership development for students of diverse backgrounds. Specifically, how can colleges empower a diverse set of leaders? These are leaders from a range of social identities who will work together to create positive change in our world.

Most recently, the *Journal of Leadership Studies* published new priorities in their National Leadership Education Research Agenda for 2020-2025. This agenda includes a multicultural and culturally relevant approach to the field. Priority one is a call to focus on social identities and critical reflexivity (Beatty et al., 2020). This means diving into issues of equity as they pertain to leadership scholarship and student leadership development. It is about decentering dominant perspectives. Priority two calls for social justice and critical theory research on leadership that is inclusive of multiple identities (Chunoo et al., 2020); asserting, “Leadership education scholars must be intentional about presenting and deploying critical leadership education research to directly disrupt and resist the dominant status quo” (Chunoo et al., 2020, p. 47). Both priorities invite further exploration on how educators can create meaningful, culturally relevant learning experiences for a diverse set of college students.

These priorities showcase the importance of attending to inclusive approaches to leadership education and development. Culturally relevant leadership learning (CRLL) entails attending to all types of learners from both dominant and non-dominant identity groups (Bernard Jones et al., 2016; Chunoo & Callahan, 2017; Guthrie & Chunoo, 2018; Ladson-Billings, 1995). Culturally relevant leaders are individuals who engage in the leadership process with an inclusive, equitable, and collectively empowering approach. This definition will be explored further in Chapter Two.

Theoretical Frameworks

Leadership pedagogy and practice are informed by a range of different leadership theories (Dugan & Komives, 2011). This current study uses two leadership theories as foundational to the culturally relevant leadership learning experience: the social change model of leadership development (SCM) and the culturally relevant leadership learning model (CRLL).

The Social Change Model of Leadership Development (SCM)

The SCM is one of the most widely used models in higher education. Results from the 2011 administration of the MSL show that 82% of participating universities and colleges use the SCM as the main theoretical lens for informing their leadership program content (Owen, 2011). Over the years, this number has continued to grow. One could argue that this statistic is biased since the MSL is used to examine socially responsible leadership, the core of the SCM. However, additional literature illustrates that the SCM is one of the most widely used theories in higher education (Dugan & Komives, 2011; Komives & Sowick, 2020).

The SCM was created by a group of scholars as part of the Higher Education Research Institute (HERI), a project funded by the Kellogg Foundation. The SCM postulates that leadership is a values-based, intentional, and collaborative process (HERI, 1996). All individuals

are capable of producing positive social change. The model has three main values that all combine to generate social change – individual, group, and community. These values are each comprised of seven distinct "C" elements: consciousness of self, congruence, and commitment are the three individual values. The three group values are collaboration, common purpose, and controversy with civility. Finally, the community or societal value is citizenship. Together, these seven Cs combine to create the ultimate, essential value of the SCM: change (Cilente, 2009).

Recently, the model was updated to include an even more inclusive outlook that address issues of power and oppression inherent in leadership (Harper & Kezar, 2021). These incorporate the addition of individual values such as liberation and storytelling; group values such as system challenging, power and oppression acknowledgement, and support networks; and the community value of fellowship. Since most programs still use the original model, including the program that participants in the study engaged in, I will focus on the original SCM. However, it is important to recognize how these additional elements align with culturally relevant leadership learning.

Culturally Relevant Leadership Learning (CRLL) Model

In 2016, Bertrand Jones et al. published a model for leadership learning that challenged the normative approaches to leadership education and student leadership development. The model is based on Ladson-Billings' (1995) culturally relevant pedagogy, and inclusive and integrative research on identity, capacity, and efficacy (Bertrand Jones et al., 2016; see Figure 1.1). Influenced by Milem et al.'s (2005) work on racial climate, the model also depicts five critical dimensions that provide context for leadership learning: a) compositional diversity, b) historical legacy of inclusion/exclusion, c) psychological climate, d) behavioral climate, and e) organizational/structural aspects (Bertrand Jones et al., 2016). All these elements will be described in detail in Chapter Two.

Figure 1.1

The Culturally Relevant Leadership Learning Model

Taken from *Operationalizing Culturally Relevant Leadership Learning* by Beatty & Guthrie, 2021, p. 22.

Statement of the Problem

While many leadership learning experiences are aimed at facilitating the development of leaders for positive social change (Guthrie & Chunoo, 2018; Komives et al. 2011; Owen, 2012), there is a lack of empirical research illustrating what experiences facilitate the development of students' ability to engage in culturally relevant leadership. Since 2016, no peer-reviewed publications have examined culturally relevant leadership as a basis for inclusive leadership research. Instead, most publications have been focused on culturally relevant pedagogical strategies for leadership educators (e.g., Ardoin & Guthrie, 2021; Beatty & Guthrie, 2021; Bitton & Jones, 2021; Chunoo, 2020; Chunoo et al., 2019; Chunoo & Guthrie, 2018; Dugan & Humbles, 2018; Guthrie et al., 2021; Guthrie et al., 2021; Guthrie & Torres, 2021; Haber-Curran et al., 2018; Owen et al., 2021).

Purpose of the Study

In this study, I identified and explored meaningful experiences that contributed to students' identity, capacity, and efficacy development as culturally relevant leaders. Thus, I provided leadership educators with data on the student perspective as it pertains to their development as inclusive leaders. I showcased the leadership development of a diverse group of traditionally-aged, first-year college students. I investigated how, and which, specific learning experiences outside and inside the classroom have influenced students' development. This investigation illustrated what elements of such experiences contributed to a student's sense of self, their development as a leader, and their ability to enact leadership.

By listening to students' individual and collective stories, I gave voice to a diverse set of developmental experiences. Specifically, I explored questions on students' leadership identity, capacity, and efficacy in greater detail (see Chapter Three).

Significance of the Study

One of the goals of this study was to produce practical applications and implications for leadership educators in the United States. This research provided educators with details on what makes an experience meaningful for students of different marginalized identities (i.e., the instructor's approach to the learning or attending to specific intentional learning outcomes). Since this research aimed at illustrating how students belonging to different non-dominant identities describe specific experiences as contributing to their development, the results informed suggestions for leadership educators to shape the curriculum and co-curriculum to meet diverse student needs. My goal was also to provide data to dismantle the systemic inequities in higher learning spaces through evidence-based practices for leadership educators.

Definition of Key Terms

Below is a list of key terms used throughout this paper. These terms are also explored further in Chapter Two as part of the literature review.

Leadership and Socially Responsible Leadership

In this paper, leadership was defined using the social change model for leadership development (SCM) and the culturally relevant leadership learning (CRLL) frameworks. The SCM is a values-based model used to educate college students to become socially responsible leaders (Dugan & Komives, 2010). In line with the SCM, leadership is a relational, collaborative process of enacting positive social change (Komives & Wagner, 2017; Chunoo, 2018). Socially responsible leadership takes the concept of leadership a step further and includes the process of enacting change for the betterment of society (HERI, 1996).

Socially Just Leadership Education

Socially justice leadership education is also part of leadership learning for positive social change. "Socially just leadership education is the intersection of leadership education and social justice work" (Guthrie & Chunoo, 2018, p. 2). The CRLL is focused on both the individual student's development and on how they engage in this inclusive leadership process (Bertrand Jones et al., 2016; Day, 2000). The CRLL is also responsive to inclusion matters as educators focus on inequities and how students of traditionally marginalized identities experience leadership learning (Osteen et al., 2016). Culturally relevant leadership learning encompasses leadership education and cultural capital development for all students (Chunoo, 2018).

Leadership Identity

Identity is a socially constructed concept that includes multiple dimensions and intersections (Jones & McEwen, 2000) that are connected to group membership and social

context (Priest & Middleton, 2016). Leadership identity includes students' individual and collective identities central to the leadership process (Day & Harrison, 2014). This interconnected sense of self is tied to a person's multiple social identities and is a core component of an individual's development as a leader (Guthrie, et al., 2021; Komives et al., 2006; Owen et al., 2017). For the purposes of this student, leadership and leader identity are also interchangeable concepts. Both will be explored further in Chapter Two.

Leadership Capacity

Leadership capacity refers to interpersonal and intrapersonal knowledge, skills, and attitudes required to engage in the leadership process (Dugan et al., 2011). Leadership capacity also consists of one's ability to hold, absorb, and retain knowledge (Guthrie, Beatty et al., 2021) and well as their ability to purposefully enact leadership (Guthrie & Chunoo, 2017). In learning to integrate all these elements, students learn to act as effective, inclusive leaders (Guthrie et al., 2017).

Leadership Development

Leadership development is the process of facilitating the growth of leadership capacity, values, and behaviors in college students. The SCM framework showcases leadership development as an individual, group, and communal process (HERI, 1996; Dugan & Komives, 2010).

Leadership Efficacy

Leadership efficacy is understanding the role of our conviction in our ability to produce desired outcomes (Bandura, 1977). According to Bandura, self-efficacy can alter as an individual learns new behaviors and reflects on the effect of those experiences on themselves. This term is closely tied to self-esteem and self-confidence. Unlike self-esteem and self-confidence, self-

efficacy is not a trait – it refers to one's own belief. Leadership self-efficacy is one's belief in one's own ability to lead (Dugan et al., 2008; Dugan & Komives, 2010).

Meaningful Learning Experiences

"A meaningful learning experience is memorable and important because something valuable and applicable to life has been learned" (Taniguchi et al., 2005, p. 142). Meaningful experiences are relevant to individuals, they include allowing a person to reflect and gain insight into their inner selves (Palmer, 2008). They allow students to make sense of their learning experience. This sensemaking process is grounded in identity construction; retrospective; enactive of sensible environments; social; ongoing; focused on by extracted cues; and driven by plausibility rather than accuracy (Weick, 2010).

Overview of Study Design

This qualitative study was designed to give voice to the student leadership learning experience and to uncover what meaningful experiences influence students' culturally relevant leadership development. This study followed a classic qualitative design allowing for students to express their socially constructed reality as well as how they give meaning to their developmental experiences (Denzin & Lincoln, 2013). I gathered interview and focus group data on students' experience after their first year at a four-year, private, comprehensive university.

Using purposeful sampling, the diverse group of traditionally-aged first-year college students were recruited from a curricular and co-curricular leadership program at a mid-sized university in the southeastern United States. First, I identified participants by reviewing their model of multiple dimensions of identity worksheet (see Appendix A) responses after their first-year program completion. All 30 students in that cohort were presented with the consent form and worksheet (n = 30). Twenty-eight agreed to participate in the student. Then, I identified and

invited 12 students ranging from with at least one non-dominant social identity (i.e., race and gender) and differing levels of developmental leadership readiness levels (students enter the program with different levels of experience) to participate. Finally, nine participants (n = 9), who self-disclosed identifying with at least one non-dominant or marginalized identity as central to their core, agreed and signed-up for a one-hour-long semi-structured interview. Then, all nine attended one of two one-hour-and-a-half-long focus groups on their collective leadership development.

All audio and video content was recorded and transcribed into data analytics software. The data was analyzed using pattern coding and thematic analysis with first and second cycle coding, as described by Miles et al. (2014), in combination with reflective memos that I collected throughout the process.

As part of the qualitative process, I added a reflexivity statement, critiqued my approach, described limitations, and outlined the benefits of collecting the data myself. This included explaining my role in the study and how the rapport I have built with students led to deeper conversations but might have also prevented participants from sharing negative feedback. Findings, presented in Chapter Three, inform leadership educators on culturally relevant approaches to leadership learning.

Study Questions

I explored the following questions in detail pertaining to students' leadership identity, capacity, and efficacy:

- How do students with non-dominant identities experience leadership learning?
- How do students with non-dominant identities build the knowledge, skills, and abilities necessary for culturally relevant leadership?

- What experiences have affected students' leader identity development?
- What experiences have affected students' leadership efficacy?
- What experiences have affected students' socially responsible leadership capacity?
- What about these learning experiences make them meaningful to students?

Assumptions

The following assumptions applied to this study:

1. The student participants' perspectives were sincere representations of their perceptions of their leadership development experiences during their first year in college.
2. The data collected and imported into the qualitative analytic software was accurate, transcribing the participant interviews and the focus groups dialogue.
3. Demographic and identity data shared by the student participant was an accurate representation of how they identify.

Delimitations

This study was qualitative and delimited to a sample of traditionally-aged college student participants in their first year of college who participated in their first year of a leadership program. To be eligible, participants applied, were accepted into, and remained active in the student leadership program for one full year.

Limitations

This study aimed to uncover meaningful experiences that influence students' leadership development from the students' perspective. Therefore, the goal of this research was not to provide educators and researchers with generalizable results but instead insights and

customizable suggestions for educators to consider when attending to leadership learning for students of non-dominant and dominant identities.

The following limitations applied to this study:

1. This study examined the experiences of a small group of participants through purposeful sampling that met the criteria for inclusion.
2. This study was qualitative and explores participants' individuals experience in depth through semi-structured interviews and their collective experiences through focus groups. Other measures such as quantitative approaches might explain generalizable differences between college students beyond this group of participants.
3. As the leadership program advisor, leadership course instructor, and study researcher, I brought my own biases to this study (this is explored further in Chapter Three, my reflexivity statement). I acknowledge that this power differentiation, including my role as an educator and social identities, may have influenced the findings. However, the rapport and relationship I have built with the students during this first year in the program may have also allowed participants open-up, express vulnerabilities, and share at a deeper level during the interview and focus group data collection period. I shared power with the participants throughout the research process including member checks.

Summary

In this chapter, I highlighted research and publications that illustrate the need for this investigation of learning experiences that lead to the development of culturally relevant leadership in college students. This included providing the context for this study – college students at a four-year, private university in the southern United States.

Currently, there is a lack of empirical research illustrating what learning experiences facilitate the development of students' ability to engage in culturally relevant leadership. The purpose of this study was to explore what meaningful experiences contribute to the college students' development of leadership identity, capacity, and efficacy to engage in culturally relevant leadership. In the next chapter, I reviewed the literature on college student leadership development; defined leadership identity, capacity, and efficacy development; and culturally relevant leadership learning (CRLL).

Chapter Two: Literature Review

The field of college leadership learning is constantly evolving. Throughout history, there have been several paradigm changes with one major shift occurring between the industrial and post-industrial approaches (Dugan, 2017). Within the past 25 years, several studies in higher education concentrated on both leader and leadership development (Day et al., 2014). Most recently, the focus in American higher education has included educating college students to engage in leadership for positive social change and on socially just leadership (Chunoo et al., 2020; Guthrie & Chunoo, 2018).

In this chapter, I highlight specific literature related to my research question: What meaningful experiences contribute to the college students' leadership identity, capacity, and efficacy development to engage in culturally relevant leadership? First, I describe the social change model for leadership development (SCM) and the culturally relevant leadership learning (CRLL) in detail including leadership identity, capacity, and efficacy development. Both these are models are aimed at facilitating student leadership development for positive social change. Then, I review and critique recent studies since the CRLL's 2016 publication that explored how traditionally-aged college students develop the identity, capacity, and efficacy to lead and engage in the leadership process as culturally relevant leaders. To conclude this chapter, I describe how this literature informed the purpose and significance of this study.

Socially Responsible Leadership

Socially responsible leadership is at the heart of this dissertation. As Komives et al. (2013) wrote:

> Leadership should attempt to accomplish something or change something. Leadership is purposeful and intentional… Social responsibility is a personal commitment to the well-being of people, our shared world, and the public good… Being socially responsible also means you are willing to confront unfair and unjust treatment of others. (pp. 22-23)

The social change model of leadership development (SCM) is one of the most extensively applied models to educate college students as socially responsible leaders (Dugan & Komives, 2011). The model was created to contrast traditional power-based approaches and includes a relational lens that informs educators on how to foster the development of socially responsible leaders (Cilente, 2009). The latest version, revised in 2021 by Harper and Kezar, adds additional components to further address issues of power and privilege.

The SCM in Detail

As mentioned in Chapter One, the SCM is a values-based model (Higher Education Research Institute [HERI], 1996; Dugan & Komives, 2010; Komives & Wagner, 2017). This dynamic model posits that leadership is a purposeful, collaborative, and change-directed process (HERI, 1996). The first goal of the SCM is to increase students' self-knowledge. Self-knowledge encompasses students' understanding of their own beliefs and abilities together with their capacity to lead. The second is to develop students' leadership competence. This type of competence includes an individual's motivation and preparedness to implement positive social change (HERI, 1996).

The SCM contains four distinct categories: the individual value of consciousness of self, congruence, and commitment; group values of collaboration, common purpose, and controversy with civility; the societal/community values of citizenship; and the central value and the ultimate goal: change (see Table 2.1).

Table 2.1

Descriptions of the Values from the Social Change Model

Domain	Value	Description
Individual Values	Consciousness of Self	• Being aware of the beliefs, values, attitudes, and emotions that motivate one to take action
	Congruence	• Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty toward others • Taking actions consistent with one's most deeply held beliefs and convictions
	Commitment	• Motivating oneself by engaging one's psychic energy • Demonstrating passion, intensity, and duration
Group Values	Collaboration	• Working with others in a common effort • Empowering self and others through trust • Capitalizing on the multiple talents and perspectives of each group member and on the power of that diversity to generate creative solutions and actions
	Common Purpose	• Working with shared aims and values • Participating actively in articulating the purpose and goals of the group activity • Recognizing and sharing the group vision and mission
	Controversy with Civility	• Recognizing that differences of viewpoints is inevitable and must be shared openly but with courtesy • Showing respect for others, a willingness to hear each other's views, and restraint in criticizing the views or actions of others • Being open to new, creative solutions that may emerge from conflicting viewpoints
Societal/ Community Values	Citizenship	• Connecting to the community and society • Working for positive change on behalf of others and the community • Recognizing the interdependence of all and that democracy involves both individual rights and individual responsibilities • Incorporating a sense of concern for the rights and welfare of all those who might be affected by personal or group efforts
Central Value	Change	• The hub that gives meaning and purpose to the other values • The ultimate goal of the creative process of leadership – to make a better world and a better society for self and others

Adapted from the *A Social Change Model of Leadership Development: Guidebook* by the HERI, 1996, pp. 21-23.

These eight values influence one's personal and collective leadership identity, capacity, and efficacy. All contribute to a person's capacity to enact socially responsible leadership – to create change.

Through a collaborative, team-oriented process, the SCM is a valuable framework for developing student leadership competencies. This model is inclusive of all students. It also provides leadership educators with a leadership learning approach that can be adapted to an institution's unique culture.

Empirical Studies Based on the SCM

One of the most widely used quantitative measures of leadership capacity in the United States, the Multi-Institutional Student of Leadership (MSL), is administered annually among colleges and universities across the country (Dugan & Komives, 2006, 2010; Dugan et al., 2013). The SCM (HERI, 1996) and the Socially Responsible Leadership Scale (Tyree, 1998) are at the core of the MSL. This questionnaire measures the effectiveness of higher education practices as well as how the corresponding institutional environments affect the evolution of leadership capacities in college students. Over 500,000 college students have participated in this study (Dugan et al., 2013; Dugan & Komives, 2010). Although there are no recent publication, this number has grown since 2013 as MSL is continues to be administered.

Since 2006, several studies have used the MSL to evaluate how college students develop as socially responsible leaders (i.e., Dugan et al., 2013, 2014, 2015; Hevel et al., 2014; Stephens & Rosch, 2015). The MSL has yielded such large data set that it has allowed researchers to examine how students identifying with specific social identities along dimensions of race (Kodama & Dugan, 2013), gender (Haber & Komives, 2009; Shalka & Jones, 2010), and a multitude of identities (Rosch et al., 2015) develop leadership efficacy and capacity differently.

For example, Kodama and Dugan (2013) focused on examining the influences of racial identity on socially responsible leadership efficacy development. By analyzing data from 8,510 participants from 101 four-year colleges and universities in the United States, the researchers grouped students into five racial categories: Latino, African American/Black, Asian Pacific American, white, and multiracial. They removed Native American and Middle Eastern samples and matched the remaining racial groups to the sample of 1,702 Latino students.

Using five distinct hierarchical multiple regression models, their findings illustrated that holding a position role in a student organization on-campus was a significant, positive contributor for all racial groupings. Sociocultural conversations with peers were also a significant, positive predictor for all groups.

By breaking the data into specific racial groups, the researchers also found that membership in off-campus organizations was a significant, positive predictor for students of color (all groups except white identifying students). There were also additional differences depending on racial group identification. For example, peer mentoring was a significant, positive predictor of socially responsible leadership for Latino students. Public collective racial esteem was a significant, positive predictor for both white and Asian Pacific Americans. Studies like these illustrate the importance of focusing on students' social identities and how they can influence the leadership learning experience in different ways.

Theoretically speaking, even though the SCM was one of the first models to consider non-dominant perspectives as part of students' leadership development, the model is missing features that address how differences in leadership learning pertaining to power and privilege manifest. The MSL is a powerful tool for illuminating identity groups and understanding that there is a difference in how students develop. However, the SCM framework along with the

design of the MSL does not allow for researchers to dig deep into how contextual elements influence an individual's and a group's approach to engage in leadership.

Culturally Relevant Leadership Learning (CRLL)

In 2016, Bertrand Jones et al., introduced a model providing college leadership educators with an innovative, inclusive framework to foster socially responsible leadership development. The CRLL approach considers students' individual development alongside how students evolve as interconnected leaders. Culturally relevant leaders come from a range of backgrounds to engage in the leadership process. The CRLL model presents contextual and individual forces that shape students' experiences and identifies points of intervention to transform leadership learning (Osteen et al., 2016). The framework takes on a critical approach to student leadership development (Dugan & Humbles, 2018). It emphasizes elements of power and privilege that uniquely influence leadership learning based on each student's background.

Historical Overview of the CRLL Model

Historically, leadership learning content has stemmed from dominant perspectives and narratives (Bertrand Jones et al., 2016; Dugan, 2017; Watt, 2016). The goal of the CRLL is to challenge these normative views on leadership and embrace all student learners (Bertrand Jones et al., 2016). At its core, the CRLL model is modeled after research on campus climate (Yosso et al., 2009) and Ladson-Billings' (1995) culturally relevant pedagogy.

Culturally Relevant Pedagogy

In a longitudinal qualitative study, Ladson-Billings (1995) explored the experiences of eight teachers belonging to a predominately African American community in North Carolina. Through this work, Ladson-Billings addressed how underserved students experienced education differently than students of dominant identities. Traditionally, the knowledge, skills, and lived

experience of students from marginalized backgrounds have been deemed as deficits in the classroom environment (Ladson-Billings, 1995; Ladson-Billings, 2014). Culturally relevant pedagogy flips this worldview, affirming students' cultural identity and challenging systemic oppression in our education system.

In this fluid model, Ladson-Billings encourages educators to focus on three major domains – academic success, cultural competence, and sociopolitical consciousness. She recasts knowledge as dynamic and action oriented. Culturally relevant education calls for teachers to embrace culture and scholarship as ever-evolving (Ladson-Billings, 2014). Culturally relevant teachers center students' community in the learning experience through culturally relevant pedagogy. By respecting their students' lived experiences, these educators foster an equitable and reciprocal relationship with their students and develop a collaborative community of learners (Ladson-Billings, 1995). It is also important to center care in culturally relevant pedagogy; a "culturally relevant pedagogy must provide a way for students to maintain their cultural integrity while succeeding academically," and it should guide students in identifying and critiquing social inequities (Ladson-Billings, 1995, p. 476).

Like culturally relevant pedagogy, the power of the CRLL lies in viewing historically marginalized perspectives as assets and infusing cultural relevance into leadership learning (Bertrand Jones et al., 2016). This includes entering the learning experience from a social justice lens. Social justice, both the process and the goal to dismantle oppressive systems (Adams et al. 2007), is at the core of the CRLL. Elements of the model have roots in Paulo Freire's *Pedagogy of the Oppressed* (1970) and bell hooks' (1994) work on freedom through education (Mahoney, 2017; Watt, 2016). Specifically,

> …the CRLL model considers the primacy of how racism, sexism, and religious oppression, as well as heterosexism/cisgenderism and classism, advantage, and disadvantage all student lives in myriad ways and how failure to address these issues ensures complicity in perpetuating oppression. (Bertrand Jones et al., 2016, p. 10)

The model posits the importance of attending to students' marginalized identities and how they have experienced and are currently experiencing the learning environment.

Power affects how students learn. The goal of the CRLL is to deconstruct systemic issues that affect student leadership learning by showcasing ways educators can create inclusive, brave, critical, and empowering environments. This includes teaching students how to examine controversial issues on leadership and critique complex issues (Watt, 2016). Through this inclusive approach, the CRLL provides educators with tools to welcome all lived experiences into the leadership learning process.

Distinctions Among Leadership Terms and Definitions

Before describing the CRLL and its elements in detail, it is important to define leadership learning. The field of leadership science is complex and multidimensional (Day & Harrison, 2007). Inclusive leadership is leadership for all. In the past, there has been much confusion surrounding the aim of leadership education – should educators focus on the development of the individual leader or teach students to engage in the leadership process?

Leader Versus Leadership Development

In 2000, David Day untangled the complexities of leader and leadership development. Leader development is focused on intrapersonal growth, self-awareness, self-regulation, and self-motivation within the individual (Day, 2000). It is about building *human capital* as students learn to acquire the knowledge and skills to lead.

Leadership development is an interpersonal, relational, and multilevel process (Day & Harrison, 2007). It is concerned with people enhancing the group members' collective contributions; these contributions serve to engage all members effectively and meaningfully in the leadership process (Day, 2000). It is advanced through interpersonal relationships and intertwined in the group's shared vision.

Leadership development can be thought of as an *integration* strategy by helping people understand how to relate to others, coordinate their efforts, build commitments, and develop extended social networks by applying self-understanding to social and organizational imperatives. An overall approach to leadership development as a type of organizational development strategy requires a purposeful transformation toward higher levels of both leadership integration and differentiation (Day, 2000). Therefore, increasing *social* capital is a major component of leadership development. It includes understanding humans' complex individual and collective identities (Day & Harrison, 2007). Educators should also focus on expanding students' social awareness and social skill development.

According to Day (2000), educators should bridge the gap between aspirational and currently attained social capital by appropriately fostering both leader and leadership development. This includes designing value-added opportunities for personalized assignments that meet individual needs as well as the group's overall goal; structured individual and group practice and reflection; and social capital development as part of intentional mentoring pairings. Educators, in this view, should also aim to create a high-trust environment to help these learning opportunities proliferate.

Leadership Learning Framework

Leadership learning can occur through a range of different approaches. Guthrie and Jenkins (2018) summarized six elements of leadership learning that occur in the college setting and beyond. This leadership learning framework is composed of *knowledge*, *development*, *training*, *observation*, *engagement*, and *metacognition*.

Leadership knowledge is foundational to any leadership learning experience and all leadership programs (Guthrie & Jenkins, 2019). It includes an understanding of leadership theories and exposure to leadership concepts. *Knowledge* is the rim of the leadership learning framework because all other elements are encompassed by it.

Guthrie and Jenkins (2018) described four aspects central to their framework (*development*, *training*, *observation*, and *engagement*) that contribute to metacognition. As detailed above, *leadership development* refers to how people learn to engage in leadership relationships with others (Day, 2000). It includes motivation, readiness to lead, and the evolution of one's leadership identity (Komives et al., 2006). *Development* occurs through reflection and incorporation of leadership knowledge, skills, and attitudes to advance social capital (Guthrie & Jenkins, 2019).

Leadership training is focused on specific skills and competency development related to engaging in leadership behaviors (Guthrie & Jenkins, 2019). *Leadership observation* is defined as social, cultural, and general observations of the leadership process or leaders in action; it is contextual and vicarious learning. *Leadership engagement* entails the actions of participating in the practice of leadership regularly. As a relational and experiential aspect of leadership learning, it requires individuals to develop collectively, in relationships with others. Both *engagement* and *observation* are contextual. All four of these elements inform one's *metacognition*.

"*Leadership metacognition* refers to the reflexive, systemic, organizational, analytical, evaluative, adaptive, processual, mindful, and complex aspects of leadership learning" (Guthrie & Jenkins, 2018, p. 69). In *leadership metacognition*, the learner is critically cognizant of their actions and how they affect others. Critical thinking and self-awareness are essential to metacognition. It is the core of the leadership learning framework since it provides students with the ability to reflect and make meaning of leadership learning.

Educating College Students for Socially Just Leadership

The CRLL model aims to develop leadership knowledge, development, training, observation, engagement, and metacognition as they take part in the leadership process. Through this process, individuals also engage in relationships that build their human capital and the social capital capacity of the group (Guthrie & Jenkins, 2018).

The CRLL model also encourages facilitating relationships between students from all walks of life and traditionally underserved backgrounds. Through a process-oriented and outcomes-based approach, the model encourages educators to welcome conflict, appreciate authenticity, and recognize the humanity within all (Watt, 2016). The CRLL model also includes promoting social justice leadership for all members such as equal participation, mental and physical safety, and equitable distribution of resources (Anthony, 2018).

The CRLL Model

The CRLL model centers diversity, equity, and inclusion at the heart of leadership learning. The model integrates Ladson-Billing's (1995) approach of culturally relevant pedagogy with inclusive and integrative research on identity, capacity, and efficacy (Bertrand Jones et al., 2016; see Figure 1.1). It also moves beyond the traditional view of leadership by positioning cultural context and students' identities at the forefront of learning.

Furthermore, it elaborates on Day's (2000) leader and leadership development to deeply address issues of power and privilege that influence students' experience and growth. It incorporates leader identity, capacity, and efficacy at the core of the model – the doorway into leadership learning (Guthrie et al., 2017).

Leadership Identity

Social identity and leadership identity development play a major role in the CRLL. As mentioned above, a student's individual and collective identities are central to leadership learning (Day & Harrison, 2014). Identity is a socially constructed concept and a core component of a student's development (Guthrie, et al., 2021; Jones & McEwen, 2000).

Model of Multiple Dimensions of Identity. In 2007, Abes, Jones, and McEwen published a seminal article revising Jones and McEwen's (2000) original work on a model of multiple dimensions of identity (MMDI). Through the postmodern lenses of feminism, queer, and critical race theories, the researchers expanded on the role of meaning-making as well as students' understanding of their multiple social identities.

Abes et al. (2007) used data from Abes and Jones (2004) interviews with ten traditionally-aged college students: five students of color and five White; belonging to six different religions and four non-religious groups; six identifying as middle-class, one working-class, two upper-class, on one participant identifying as temporarily poor; and eight female and two androgynous identifying participants. From the data, the investigators constructed participant narratives and uncovered that meaning-making served as a contextual filter where participants interpreted the intersection of their sexual orientation along with other identities. The effect of this meaning-making filter was dependent on how the individual experiences were influenced by

social norms, stereotypes, sociopolitical conditions, and perspectives of peers and family members (Abes et al. 2007).

As a whole, context plays a major role in how people view themselves, who they are at their core, and the intersection of their multiple identities. The MMDI also showcases the psychosocial, cognitive, and social identity domains that are connected to interpersonal and intrapersonal development. These domains are like Day's (2000) leader and leadership development definitions. The intersection of individuals' several identities can influence their leadership learning (Owen et al., 2017). The CRLL considers all the MMDI elements of identity at its core.

Leadership Identity Development Model. Students' social identities, as detailed in the MMDI, also shape an individual's leadership identity (Guthrie et al, 2021). A student's identity as a leader is also a multidimensional self-concept connected to group membership and social context (Priest & Middleton, 2016). Students also enter the leadership learning experience with differing levels of developmental readiness (Dugan & Komives, 2010).

In 2005, Komives et al. examined the development of five women's and eight men's leadership identities. All the participants were engaging in a relational form of leadership before entering the study. The researchers interviewed each participant thrice. Using grounded theory, the researchers created the Leadership Identity Development Model (LID).

The LID model depicts a student's readiness to lead and engage in the leadership process. In this model, individuals transition from one of six LID developmental stages: 1) awareness, 2) exploration/engagement, 3) leader identified, 4) leadership differentiated, 5) generativity and 6) integration/synthesis (Komives et al., 2006). The researchers also illustrated other elements influencing students' leadership identity development from *emerging* to *immersion* to full

transition within each phase (Komives et al., 2009). These include group influences, one's changing view of self when interacting with others, one's developing self, and overall development influences. These are all dynamic processes unique to the individual as their leadership identity evolves.

In the CRLL, Bertrand Jones et al. (2016) integrated students' leadership and social identity development as one of three main components of the model. Identity is a part of culturally relevant pedagogy as learning should be centered around students' sense of self and lived experiences, especially if they belong to traditionally underserved groups (Ladson-Billing, 1995). A person's sense of self is fluid and multi-dimensional (Abes et al., 2007). Social location as well as negotiating between one's dominant and marginalized identities is an important part of one's sense of self when engaging in leadership (Guthrie, Beatty et al., 2021). For example, "ignoring, dismissing, or evading social identities in the context of leadership education only maintains and reproduces harmful structures that privilege some while marginalizing others" (Beatty et al., 2020, p. 40).

The CRLL model embraces all the elements connected to one's multiple identities. It requires a critical examination of self within the large societal context (Watt, 2016). Along with capacity, identity is one of the "doorways into enactment" (Bertrand Jones et al., 2016, p. 12).

Leadership Capacity

Leadership capacity refers to interpersonal and intrapersonal knowledge, skills, and attitudes required to engage in the leadership process (Dugan et al., 2011; Dugan et al., 2013). It is the ability to hold, absorb, and retain knowledge (Guthrie, Beatty et al., 2021). It is also the ability to purposefully enact leadership (Guthrie & Chunoo, 2017). By integrating these elements, students learn how to behave as effective leaders (Guthrie et al., 2017).

The CRLL model stresses how leadership educators should build leadership capacity in students. “These include that the skills of leadership can and should be learned, leadership capacities are intertwined, and that learning environments can be intentionally created to help with the integration of knowledge, skills, and experiences” (Guthrie, Beatty et al., 2021, p. 34). It also includes increasing the opportunity for high-impact practices as identified by the Multi-Institutional Study of Leadership (MSL) results: social-cultural conversations with peers, mentoring opportunities, community service, and involvement with off-campus organizations (Bertrand Jones et al., 2016; Dugan et al., 2013).

Knowing, being, and doing are core components in building students’ leadership capacity (Bertrand Jones et al., 2016; Dugan et al., 2013; Komives, et al., 2013; Owen, 2011). By building knowledge on leadership theories and content, engaging in teambuilding experiences, and enacting leadership behaviors, students are building leadership capacities. This should also include building on one’s shared capacity to lead and develop collective efficacy (Guthrie, et al., 2021).

Leadership Efficacy

Efficacy is a key element in one’s ability to enact leadership. Bandura’s (1977) work on the social cognitive theory on human behavior highlights the importance of understanding one’s conviction in one’s ability to produce desired outcomes. According to Bandura (1977), efficacy development is dynamic as it changes when a person learns new behaviors and reflects on experiences. The term self-efficacy refers to one’s own belief and is closely linked to self-confidence and self-esteem. Leadership self-efficacy is one’s belief in one’s own ability to lead (Komives & Dugan, 2010). Awareness of self and others is also a major contributor to leadership

development (Avolio & Gardner, 2005). In the LID model, efficacy falls within the *developing self* category (Komives et al., 2006).

Bandura (1977) also asserts efficacy development can occur as a result of mastery experiences, vicarious learning, verbal persuasion, and physiological and affective states. This corresponds to intentional learning experiences, role modeling, social influences, and emotional cues listed in the LID model (Bertrand Jones et al., 2016; Komives et al., 2009). Since students can differ in their level of readiness, it is important to attend to efficacy development as part of the leadership learning process. This is especially the case when attending to students of marginalized backgrounds and underserved identities who experience efficacy differently (Dugan, et al., 2013; Kodama & Dugan, 2013).

The CRLL model takes into consideration pervasive messages that may encourage or discourage leadership learning based on a students' cultural upbringing or the current climate (Bertrand Jones et al., 2016). Efficacy is rooted in sociopolitical consciousness; it influences the context in which students believe in their ability to enact change (Guthrie & Chunoo, 2017). Educators can focus on increasing participants' leadership self-efficacy by creating opportunities for students to engage across cultures and different levels of developmental readiness (Owen et al., 2017). In addition, CRLL-based educators face the challenge of meeting students at their different stages of leadership developmental readiness compounded with unique formation phases based on intersectional social identities (Owen et al., 2017).

Identity, Capacity, and Efficacy Interactions

These three main elements collectively describe an individual's sense of self as a change agent who engages in interpersonal and intrapersonal relationships as part of the leadership process (Bertrand Jones et al., 2016). Additionally, "…leadership capacity and efficacy are

linked to important academic, career, and life benefits, such as career and leadership aspirations, work performance, the ability to cope and overcome stereotypes, and the adaptation to and persistence in the face of challenging situations" (Nguyen, 2016, p. 830). Even though all three concepts have been individually defined, they are inherently interconnected. For example, a students' leadership identity (if they call themselves a leader) can influence their own belief in their ability to lead (efficacy) and their openness to building the skills to enact change (capacity). All these elements also occur within the cultural, sociopolitical, and environmental context.

Five Critical Dimensions of the CRLL

In the university setting, leadership learning occurs in the context of the higher education institution itself. Campus climate is a major component of CRLL. In the Guthrie et al. (2017) version of the CRLL – the house model – the roof and walls make up the five domains where leadership learning is situated. The systemic context of universities contains visible and invisible barriers that influence leadership learning (Osteen et al., 2016).

Based on Hurtado et al.'s (1999) and Milem et al.'s (2005) work on campus racial climate, these internal forces include: a) compositional diversity, b) historical legacy of inclusion/exclusion, c) psychological climate, d) behavioral climate, and e) organizational/structural aspects (Bertrand Jones et al., 2016). Sociopolitical and sociohistorical forces shape the institution's approach to teaching and learning (Hurtado et al., 1999). This includes proliferating dominant (e.g., White, male, ableist, and heteronormative) perspectives on leadership (Watts, 2016).

Educators can apply these CRLL concepts to navigate the complexities of the higher education landscape (Guthrie et al., 2017). Guthrie et al. (2017) recommend that educators view all these five domains as interconnected and interdependent since each element affects the others.

To begin, one of the CRLL structural elements entails examining the make-up of the campus community.

Compositional Diversity

The CRLL model considers the number and proportion of students from the range of social identities that make up the university community (Bertrand Jones et al., 2016; Milem et al., 2005). By examining compositional diversity, culturally relevant educators attend to the representation of diverse students in the broader environment. This multidimensional approach directly translates to an inclusive way of engaging in the leadership process. Compositional diversity is also concerned with increasing students' access to a variety of distinct ideas, thoughts, and lived experiences (Bertrand Jones et al., 2016). This means going beyond just assessing the numbers of students belonging to each racial/ethnic group, gender, or underserved identities and intentionally focusing on increasing students' exposure to a range of diverse perspectives (Bertrand Jones et al., 2016; Milem et al., 2005).

Historical Legacy of Inclusion/Exclusion

Traditionally, many voices have been included and others excluded from the leadership curriculum and in studying ways to lead. The higher education landscape has a history of resistance to desegregation and not including all students in their mission and policies (Hurtado et al., 1999). The historical legacy of inclusion/exclusion provides a lens for educators to examine the lingering current effects from perspectives that have been disregarded, neglected, or simply ignored in leadership learning.

In many ways, people of color and those belonging to other marginalized groups do not see themselves reflected in leadership learning (Bertrand Jones et al., 2016). CRLL-oriented educators unpack prevailing messages and invisible, yet powerful messages embedded

throughout the institutional culture. Even using the word "leadership" can be seen as detrimental to certain groups that have experienced oppression from those in leadership positions (Armino et al., 2000).

Bertrand Jones et al. (2016) highlighted the importance of considering how this history of exclusion has influenced the campus environment and affected student, faculty, and staff access to leadership opportunities. Educators should be aware of how disenfranchisement influences leadership development (Watt, 2016). It is also imperative for educators to address the negative consequences of exclusion and how to create a more inclusive climate (Milem et al., 2005). These negative consequences influence students' personal development as a leader.

Psychological Dimension

The psychological dimension plays an important part in students' leadership development by attending to an individual's cognitive and internal growth (Bertrand Jones et al., 2016). Students navigate inter- and intra- personal relationships in the leadership learning journey. Their *perception* of these relationships matters. This includes navigating intentional or unintentional discrimination in the educational environment as well as observations of racial and ethnic tension and attitudes towards prejudice on campus (Hurtado et al., 1999). The psychological dimension also entails teaching students to cultivate a flexible and growth-oriented mindset. Unlike the traditional fixed mindset approach, a growth mindset allows individuals to hold the tension within the inherent paradox of leadership (i.e., leaders are born not made) (Dweck, 2008; Watt, 2016). Affective expression is also significant for both educators and students. As a CRLL educator one should examine how students from marginalized identities can express emotions and engage in storytelling from their positionality (Mahoney, 2017).

Through the CRLL approach, educators consider how the environment is affecting students' relationships, especially if they belong to traditionally marginalized identities. This includes attending to microaggressions or even the detrimental environment students of dominant identities could be replicating subconsciously by questioning or critiquing non-dominant students' experiences. CRLL educators understand that oppression leads to dehumanizing certain groups; leaders should engage in the practice of freedom (Watt, 2016). CRLL educators should foster brave spaces for learning to occur in a trusting yet educational environment. Respectful disagreements are part of the CRLL process.

Behavioral Dimension

The behavioral dimension encompasses cross-cultural and inter-group interactions between students (Bertrand Jones et al., 2016). This includes social interactions across students of different identities as well as marginalized students' co-curricular and curricular engagement (Hurtado et al., 1999). The quality of these interactions is significant.

Culturally relevant leadership educators focus on teaching students how to foster cross-cultural conversations and engage in discourse with individuals of different identities (Milem et al., 2005). Socio-cultural conversations with peers are one of the strongest predictors of leadership development (Dugan et al., 2013). These should be embedded into the culturally relevant learning experiences for leaders. In addition, students stand to gain from engaging in critical self-reflection and practices after such experiences (Bertrand Jones et al., 2016).

Organizational/Structural Dimension

The daily operations of the institution inform the organizational/structural dimension (Bertrand Jones et al., 2016). "These structural aspects of higher education institutions are represented by course curricula, budget allocations to support diverse learning opportunities,

admissions practices, hiring practices of diverse faculty and staff, tenure and promotion procedures, and rewards structures" (Bertrand Jones et al., 2016, p. 18). Some social groups, and their members, tend to benefit from their organizational and structural elements more than others (Milem et al., 2005). Therefore, educators should challenge dominant ways of knowing, being, and doing connected to leadership learning (Osteen et al., 2016).

Owen (2012) found over 80% of college and university leadership learning experiences were aimed at educating students to develop as socially responsible leaders by using the SCM, a relational and intentionally inclusive model (Owen, 2012). However, "many leadership programs claim to be grounded in post-industrial, relational, complex theoretical approaches to leadership, yet many (64%, n=57) frequently rely on personality inventories, heuristics, and other non-theoretical (and non-leadership) approaches in program applications" (Owen, p. 11). Overreliance on the SCM, and underutilization of approaches like the CRLL model may explain the gap as noted by Owen (2012), which underscores the need for studies like the one at hand.

The CRLL framework encourages educators to examine leadership course material (are diverse perspectives part of the curriculum?) and the participation of underrepresented students where traditionally dominant perspectives deeply affect learning (i.e., committees, faculty hiring, peer leader opportunities, etc.). It also aligns with the 2020-2025 National Leadership Education Research Agenda – decentering dominant white, patriarchal, heteronormative perspectives and embracing critical race, feminist, queer theories (Chunoo et al., 2020). This includes engaging in deconstructing and reconstructing leadership theories from multiple lenses (Dugan, 2017). Through the operational/structural lens, leadership teachers should understand their positionality and teach students multiple perspectives on leadership theories and curriculum (GuramatunhuCooper & Lyons, 2017; Guthrie & Torres, 2021). As a whole, these CRLL

dimensions deeply influence students' experience. "Taken together, these domains and dimensions create a framework for leadership educators to diagnose, alter, and measure their effectiveness, as well as transform their courses, individual programs, program series, departments, and institutions" (Chunoo, 2020, p. 103).

The Individual and the Leadership Process

Through these five domains, and by focusing on building students' identity, capacity, and efficacy as a leader, culturally relevant leadership educators focus on both the individual's development and on how they engage in the leadership process. Educators are charged with teaching students to develop a critical outlook that considers equity, changing the dominant narrative on leadership, and facilitating cross-cultural engagement (Chunoo & Callahan, 2017). Overall, the "CRLL is relevant to inclusion and equity matters and positions leadership educators to address the complexities of social inequality through leadership learning" (Osteen et al., 2016, p. 96). The individual and the leadership process are the intrapersonal window through which students enact and experience leadership (Anthony, 2018; Guthrie et al., 2017). According to Osteen et al. (2016), educators should approach each individual student with compassion, love, and validation while promoting leaders and followers as equals. They should also facilitate the development of the leadership process as a liberatory practice of freedom.

CRLL Scholarship

The CRLL is complex and multidimensional. It is an essential approach for educators to use in fostering leadership toward social change (Mahoney, 2017). Since 2016, no peer-reviewed publications have used this CRLL as a basis for their inclusive leadership research. However, one research study has cited the CRLL as part of implications for practice (i.e., Graham-Bailey et al., 2019).

Most of the CRLL literature stems from the *New Directions of Student Leadership* (*NDSL*) and the *Journal of Leadership Education* (*JOLE*) *and* books on the topic (e.g., Ardoin & Guthrie, 2021; Beatty & Guthrie, 2021; Bitton & Jones, 2021; Chunoo, 2020; Chunoo et al., 2019; Chunoo & Guthrie, 2018; Dugan & Humbles, 2018; Guthrie, Ardoin et al., 2021; Guthrie, Beatty et al., 2021; Guthrie & Torres, 2021; Haber-Curran et al., 2018; Owen et al., 2021). Since these journals are aimed at examining leadership theories that inform practice, these publications are pedagogical critiques or suggestions not research studies (Guthrie & Jenkins, 2018).

Research Using the CRLL Framework Elements

In this section, I review the only research study directly citing the CRLL as well as two studies that indirectly examine elements of the CRLL as part of their core (i.e., Haber-Curran et al., 2018; Kornbluh et al., 2021). Then I summarize the pieces in *NDSL* and *JOLE* that explore how traditionally aged college students develop the knowledge, skills, and abilities to lead and to engage in the leadership process as culturally relevant leaders.

Social Identity and Culturally Relevant Leadership Development. In 2019, Graham-Bailey et al. published a quantitative study examining the intersection of college students' identities and inter-group attitudes. Using Abes et al.'s (2007) framework, the researchers took an innovative approach in looking at the centrality of identity (how close participants rated a social identity in relation to their sense of self) and how social economic status (SES), race/ethnicity, and gender identities are interrelated.

Using a latent class cluster technique, they analyzed data from 887 college students from a larger longitudinal study on social justice education. Three-hundred and forty-six (39%) participants identified as men and 541 (61%) as women; 443 (50%) as white, 206 (23%) as Black/African American, 146 (16%) as Asian/Asian American/Pacific Islander, 43 (4.8%) as

Hispanic/Latino/a, seven (1%) as Native American, Native Hawaiian, or Native Alaskan, 16 (1.8%) as Arab American/Middle Eastern, 18 (2%) as Biracial/Multiracial, and eight (1%) as other; and 468 (52.8%) as middle class, 185 (20.9%) as upper-middle-class, 116 (13.1%) as upper-class/rich/well-off, 77 (8.7%) as lower-middle or working class, and 41 (4.6%) as lower-class/poor.

Graham-Bailey et al.'s (2019) results illustrated that retaining a minority social identity increased the likelihood of that identity being rated as important to a students' sense of self. For example, chi-square results indicated that women's gender identity was more central to their core than for men ($\chi^2(4) = 17.51$, $p < .01$). Similarly, for students who identified with a racial minority, their racial identity was more likely to be central to their sense of self than for White identifying people ($\chi^2(16) = 144.35$, $p < .01$). In addition, the researchers found significant differences across clusters pertaining to identity-based attitudes ($F[12, 2283.58] = 4.37$, $p < .01$). This also indicated that if an identity was central to a persons' core, they were more likely to have a conscious attitude towards injustices about that identity. In terms of intersectionality, Graham-Bailey et al. (2019) found the relationship between gender, race/ethnicity, and SES only moderately correlated. This illustrated that rating one of these identities central to your core does not indicate that another identity will carry the same centrality.

Since students were self-categorized, one of the main critiques of this study is students' difficulty in understanding SES categories and therefore misassigning their actual SES category. The researchers did not elaborate if the survey itself provided participants with a more detailed definition. However, the purpose of the study was to understand the centrality of each identity to a participants' sense of self. Possibly miscategorizing would also mean that SES is less central to the participant's core.

Graham-Bailey et al.'s (2019) work is one of the few empirical studies to date to cite the CRLL as part of implications for practice. Specifically, their study demonstrated the importance of attending to students' social identity development as part of the leadership learning process. For example, students who rated all three social identities as an important part of their self-concept were more conscious of sexism and racism, felt it was important to face injustices, and indicated higher efficacy in enacting change. Students belonging to dominant groups can benefit from understanding the experiences of minoritized students. Educators should design a CRLL curriculum that provides room for self-exploration for students of underserved identities and from more privileged identities.

College Women's Leadership Self-Efficacy. In 2018, Haber-Curran et al. investigated different variables affecting women's leadership self-efficacy including 19 emotionally intelligent leadership capacities. These capacities were measured quantitatively through the 2nd edition of the *Emotionally Intelligent Leadership for Student: Inventory* (Shankman et al., 2015). Using a subset of a larger study, the researchers examined data on 308 women; 82.5% identified as undergraduates, 10.7% as graduate students, and 6.8% as recent alumni. The sample also included 71.4% of women identifying as white/caucasian, 10.2% as Multi-Racial, 7.1% as Asian/Pacific Islander, 4.2% as African American/Black, 3.2% as Hispanic, and 3.9% as Other. Most participants held leadership positions (77.3%) and/or served in a leadership role in college (83.0%).

Haber-Curran et al. (2018) conducted three multiple regression analyses of the top correlators of leadership self-efficacy and emotionally intelligent leadership variables. Their findings illustrated that for women, leadership self-efficacy is mostly developed in fostering

relational capacities (Haber-Curran et al., 2018). Educators should create opportunities for women to take initiative, facilitate change, develop relationships, and manage conflict.

Even though this research aligned with the CRLL in many ways, the model was not addressed in this study. First, Haber-Curran et al.'s (2018) study is focused on students belonging to a traditionally underserved gender. It was focused on leadership identity (identifying as a woman), capacity (relational), and efficacy (the focus of the study). The study directly addressed the psychological (through the affective, emotionally intelligent leadership lens) and behavioral dimensions (how women engage in leadership through relationships) informing leadership learning. Furthermore, results contradict the dominant patriarchal way to approach leadership learning. The authors discussed the importance of approaching women's leadership development through an equitable lens. This approach mirrors the CRLL's organizational/structural elements: dismantling hierarchical, oppressive approaches to leadership. This inclusive approach is also beneficial for students belonging to a range of different social identities.

Students of Color Engaging in Social Action. Most recently, Kornbluh et al. (2021) published a mixed-methods investigation examining the development of students of color and first-generation students. The authors explored barriers to school engagement for Black Indigenous Persons of Color (BIPOC). The researchers surveyed 134 college students who were involved in a multicultural center and participated in cultural leadership programming; 60.4% identified as first-generation, 35% Latino/Hispanic, 34.3% Black/African American, and 23.9% Asian-Pacific Islander. The quantitative portion of the study used cross-sectional data to investigate if dimensions of *perceived* adult relationships, peer support, and leadership skills were related to higher ratings of center and school engagement. Findings illustrated that

participants who reported higher levels of cognitive engagement also reported higher dimensions of perceived supportive staff relationships ($\beta = .26$, $p = .05$), peer support ($\beta = .27$, $p = .001$), and psychological empowerment ($\beta = .14$, $p = .08$) (Kornbluh et al., 2021).

Of the original sample, 57 students participated in focus groups and seven in a photovoice project. This deep dive provided researchers with qualitative data exploring the relationship between cognitive empowerment and the center and school engagement. Through these methods, Kornbluh et al. (2021) identified five themes: social capital, cultural capital, resistance capital, lack of cultural or ethnic representation, and geographic barriers.

Even though the study did not mention or cite the CRLL, several elements of the model were evident throughout the study. First, participants were immersed in collective and culturally reflective leadership activities that were focused on building leadership capacity, identity, and efficacy – the CRLL's door to leadership learning. Then, elements of the five contextual dimensions in the CRLL are highlighted in the qualitative portion of the study. The lack of cultural or ethnic representation is equivalent to the compositional diversity of the campus.

Students also described the importance of the multicultural center in providing the opportunity for them to develop supportive relationships with staff (social capital) and peers (cultural capital). These experiences relate to the CRLL psychological and behavioral dimensions. The relationships and leadership development experiences provided by the multicultural center also fostered students' resistance capital, empowering them to develop their individual and collective leadership efficacy. These also provided them with the agency to engage in social action to change systemic inequities (i.e., organization/structural dimension). For example, the researchers noted, "Students also articulated increased feelings of personal

empowerment and agency in conjunction with a raised awareness of institutional obstacles within their schooling experiences" (Kornbluh et al., 2021, p. 23).

In general, Kornbluh et al. (2021) illustrated the importance of supportive relationships and social, cultural, and resistance capital building experiences in contributing to students' leadership development. Overall, Kornbluh et al.'s (2021) study serves as an example of how elements of the CRLL can be integrated throughout inclusive research approaches.

In the next section, I expand on different types of publications. The first study, Barnes et al. (2018) is like Kornbluh's in that it does not directly address the CRLL but the theory's aspects are interwoven throughout. Then, I review studies that directly cite and address elements of the CRLL approach in moving from theory to practice.

From the CRLL Theory to Practice

Power is an important element explored in the five contextual dimensions of the CRLL and through leadership identity, capacity, and efficacy. According to Barnes et al. (2018), leadership educators and program facilitators should critically analyze power within leadership curriculum and as part of students' capacity building and efficacy development. Students should explore how sovereign power (formal authority) and social power (the relationship between individuals and society) influence leadership.

Like Kornbluh et al. (2021), Barnes et al. (2018) did not mention the CRLL in their publication; however, the CRLL framework is reflected throughout the piece and in the authors' approach to leadership learning. Similar to the CRLL organizational/structural domain and the historical legacy of inclusion/exclusion, Barnes et al. (2018) suggested educators examine traditions, curriculum, and leadership practices from a power lens. Even when students engage in socio-cultural conversations, are they able to partake in vulnerable social-perspective taking from

an even playing field (similar to the CRLL psychological dimension)? It is important to be aware of how students' multiple identities shape engagement in leadership learning.

In addition, Barnes et al. (2018) suggested that educators consider the biopolitics of power in the analysis; evaluating how power is used to maintain social order and keep certain groups privileged (compositional diversity and organizational/structural dimension). In this way, culturally relevant leadership educators highlight how social location impacts leadership development. Using Dugan's (2017) model of deconstruction and reconstruction, the authors encouraged educators to rebuild and redesign leadership learning from a critical, inclusive lens. Deconstructing power and its roots can be empowering for students of traditionally marginalized identities (psychological dimension). Developing leaders can greatly benefit from understating how power flows and how it influences relationships (behavioral dimension). This includes engaging in discourse analysis, breaking down the meaning behind words. Overall, Barnes et al. (2018) illustrated how critically de-centering power is interconnected to all the CRLL elements.

Practical Approaches. Hobson et al. (2019) was one of the first publications to directly integrate the CRLL into the foundation of leadership curriculum. The authors infused critically reflexive storytelling into a semester-long arts-based leadership learning experience.

Undergraduates at a large research university in the midwestern United States participated in an activity, The Little Buddy, which allowed them to deconstruct their social and leadership identities and engage in perspective-taking. This activity provided students with a framework to navigate intercultural relationships, build self-efficacy, and fight oppression. The storytelling approach allowed for meaning-making through students' lived experiences and affective development. Even though this article described only a pedagogical tool and did not

provide any data or specific methodology, the Little Buddy activity is an empowering, inclusive CRLL tool.

Social Justice, Power, and CRLL. Like Hobson et al. (2019), Chunoo et al. (2019) provided educators with practical CRLL examples. Yet, this piece is one of the first publications to break down each dimension in the CRLL, providing readers with a deeper understanding of the model. Using a case study approach, the authors exemplified the historical context, compositional diversity, psychological and behavioral context, and the structural and organizational contexts that informed Purdue University's Emily Mauzy Vogel Sophomore Leadership Development Experience. This analysis showcased the value of deconstructing a leadership program or experience through lenses of cultural relevance and social justice. Furthermore, Chunoo et al. (2019) illustrated how leadership learning and social justice education are essentially intertwined. Leadership educators are promoting social justice by consciously integrating all elements of the CRLL model in the learning experience.

Leadership education is social justice education (Guthrie & Chunoo, 2018). "Political consciousness, critical reflection, a comprehensive analysis of oppression (both macro and individual) and social location, are all goals for both leadership educators and social justice educators" (Chunoo et al., 2019, p. 101). Chunoo et al. (2019) encouraged leadership educators to move towards leadership as social justice. To foster agents of social change, educators must embrace all the elements of the CRLL including a liberatory pedagogy and activism (Chunoo et al., 2019). The next article demonstrates this connection between the CRLL and social justice by honing in on the Latinx leadership development experience.

Latinx Leadership Development. In 2021, Guthrie and Torres published scholarship in *JOLE* examining a Latinx identity-based academic course. This practical piece is grounded in

research, heavily informed by Torres' (2019) dissertation on the experience of 12 undergraduate Latinas at a predominantly white institution (PWI). In her qualitative research, Torres identified how participants' leadership identity was connected to relationships with peers, mentors, and through on-campus engagement. Torres' students reported viewing leadership as a relational and collaborative processes aimed at achieving a common goal.

The Latinx Leadership Development course at Florida State University had clear, intentional learning outcomes that promoted Latinx student leadership development (Guthrie & Torres, 2021). The course was aimed at fostering students' collective leadership identities. Campus partnerships and support from outside of the course also influenced students' leadership development. Latinx cultural norms and lived experiences were centered in the course (Guthrie & Torres, 2021). The curriculum and course material transcended the white, dominant perspectives on leadership theories and approaches. The textbook and classes showcased Latinx history. The authors illustrate how this leadership learning experience was in line with the CRLL's organizational/structural domain.

Reflection was a vital component of the course and directly contributed to leadership metacognition (Guthrie & Torres, 2021). Students expressed feeling validated and connected to their racial/ethnic identity as part of the learning experience. Through the lens of Latinx students' experience, this research illustrated the importance of CRLL educators in providing students of marginalized identities with intentional, personalized pedagogical practices that enhanced their leadership development. The next series of research examine another social identity, social class, through the CRLL framework.

Social Class Through the CRLL Framework. Most recently, editors Ardoin and Guthrie (2021a) curated an *NDSL* special issue on "Leadership Learning through the Lens of

Social Class." This edition was one of the first to use the CRLL model in detail throughout several, interconnected articles (Ardoin & Guthrie, 2021b; Bitton & Jones, 2021; Guthrie et al., 2021; Owen et al., 2021).

In the first chapter, Ardoin and Guthrie (2021b) explored how social class influences leadership learning. Using the CRLL as the foundation, the authors highlighted ways educators can enhance leadership learning by integrating students' social class into the leadership development experience. Ardoin and Guthrie described how social class differs from social economic status (SES): in addition to income, social class status depends on the environment in which a person is raised and their access to different types of capital (e.g., social, cultural, linguistic, aspirational).

Students identifying as lower and working-class may not view themselves as reflected in the leadership learning experience (Ardoin & Guthrie, 2021b). This exemplifies a cultural mismatch between higher education values, upper and middle-class values, and marginalized students' experience through their social class worldview. This worldview includes a consciousness of their social class attitudes, behaviors, relationship with material objects, lifestyle choices, and relationships with others. Lower and working-class students might experience classism and additional barriers that prevent them from deeply engaging in leadership.

By focusing on a specific identity like social class, Ardoin and Guthrie (2021b) illustrated the complex nature of infusing the CRLL into a more personalized leadership learning experience. The authors proposed three practical ideas for incorporating the CRLL dimensions and the cultural mismatch theory: 1) including working and lower-class examples; 2) inviting working and lower-class identifying students to share their leadership stories and lived

experiences; and 3) advocating for financial access to leadership learning experiences and being aware of cultural barriers that prevent students from participating in certain experiences (e.g. clothes, supplies). These suggestions align with: 1) compositional diversity and the history of exclusion; 2) behavioral and psychological dimensions; and 3) organizational/structural dimensions. All these elements help promote leadership for social change by reducing classism and advancing equity based on social class.

In addition to focusing simply on social class, Bitton and Jones (2021) used the framework of intersectionality to further exemplify how social class and other identities influence students' leadership development. Students' experience of social inequalities is not mutually exclusive to one's social class identity. Their experience also informs student leadership capacity and self-efficacy. Using an asset-based perspective, educators should consider power dynamics inherent in social identities (e.g., race, class, gender) as they intersect with social class. This includes embracing intersectionality as part of the leadership learning experience.

Furthermore, the CRLL model provides educators and scholars with a lens to enhance experiential learning opportunities. Owen et al. (2021) stressed the importance of providing educational opportunities for students to analyze systemic issues tied to their social class. Culturally relevant leadership educators scaffold difficult discussions centered on examining the historical legacy of elitism and exclusion. The authors suggested this uncomfortable, yet powerful learning approach can strengthen working and lower-class students' resistant capital.

Overall, the *NDSL* issue on social class used the CRLL model to illustrate the importance of integrating students' identities into leadership learning. CRLL educators need to personalize leadership learning experiences and allow for leadership engagement across differences (Guthrie

et al., 2021). By reflecting on identity, capacity, efficacy, and the five contextual dimensions of the CRLL model, educators foster an inclusive learning environment that promotes socially just leaders.

Leadership Learning Partnerships. Relationships are also a foundational piece in promoting leadership development for positive social change. In fact, "self-authored leaders are the much needed change-makers for an increasingly complex and complicated world" (Chunoo, 2020, p. 107). According to Chunoo, self-authored leaders develop mutually beneficial relationships that are based on their internal set of values and identities. The author explored how the elements of the CRLL could be incorporated with Baxter Magolda's (1992) learning partnerships model to strengthen self-authored leadership development.

In addition to providing educators with very practical activities and learning experiences, Chunoo (2020) framed how the learning partnership model can help educators address the challenge developing leaders face in the meaning-making process. He defined three learning partnership assumptions interwoven with the contextual dimensions of the CRLL: 1) knowledge is socially constructed and complex (historical legacy of exclusion/inclusion and organizational/structural dimension); 2) the self is central to knowledge construction (psychological and behavioral dimensions); and there is 3) mutual participation of partners in knowledge construction (compositional diversity and behavioral dimensions).

Finally, Chunoo (2020) described how two principles (that allow learners to resolve the internal conflict experienced by the assumptions) are also connected to the CRLL. Validating a learner's knowledge capacity is tied to identity development. Situating learning within the individual's experience allows students to develop efficacy. Overall, the learning partnerships model can be beneficial to educating culturally relevant leaders. The model repositions students

as experts in their leadership development, is in line with the LID model, the SCM, and accepts learning as ever-evolving (Chunoo, 2020).

Need for CRLL Expansion

Like the fields of student leadership development and social justice leadership, the ideas behind CRLL are constantly evolving. In 2014, Ladson-Billings published an article on the 2.0 remix version of culturally relevant pedagogy. She called for educators to continually re-evaluate scholarship, including her own model. Ladson-Billings also described a post-modern approach to the theory, culturally *sustaining* pedagogy where students' multiple identities are at the center of the learning. This includes integrating elements of linguistic, literate, and cultural pluralism in the curriculum that are part of students' lives (Paris, 2012). These types of considerations are important to keep in mind as the CRLL takes shape in the leadership scholarship.

Beatty and Guthrie (2021) discuss the importance of scholars' continual re-evaluation of the CRLL and its applications. There is still much to be explored with this 21st-century model (Beatty et al., 2020; Chunoo et al., 2020). The beauty of the CRLL is that it is inclusive. The CRLL's intricacy and dynamic nature promote different perspectives and non-dominant voices.

One of my main critiques of the CRLL is that it has not gained as much traction outside the Florida State University circle as I originally anticipated. However, the model is young and intricate. Most recently, Beatty and Guthrie (2021) published the book, *Operationalizing Culturally Relevant Leadership Learning,* with over 30 authors, branching further into the higher education leadership scholars' frame of reference. This means that more scholars are aware of this theoretical framework and operationalizing it to revolutionize educators' approach to leadership learning.

As described above, the CRLL approach poses many additional challenges and opportunities for leadership educators. Moreover, the educators themselves might have a difficult time navigating through the elements of the CRLL. Even more recently, Chunoo and French (2022) published a piece operationalizing the CRLL model itself. They clarified the central dynamics of the model: identity, capacity, and efficacy.

Chunoo and French (2021) also added to additional elements that contribute to students' leadership development stemming from Dugan's (2017) work on leader development: motivation and enactment. All of these five components connect individuals to the leadership process. The authors created a range to represent students' inter- and intrapersonal development within the identity (personal versus ascribed), capacity (capability versus competence), efficacy (confidence versus agency), motivation (intrinsic versus extrinsic), and enactment (self-work versus cooperation) continuum. The scholars further operationalized the model by adding a cycle of vital educational tools: reflection, meaning-making, and values (Volpe White et al., 2019). All of these elements are valuable to consider when applying the CRLL model to learning experiences.

In addition, students' and educators' personal narratives can deeply influence leadership learning (GuramatunhuCooper & Lyons, 2017). Understanding one's positionality requires critical reflexivity (Beatty et al., 2020). Educators should consider their social and leader identity where facilitating CRLL experiences (Maia, 2022). Chunoo and Callahan (2017) suggested that CRLL educators be patient with themselves as they engage in this self-critical, pluralistic, equitable work. This also includes navigating the duality of our inner and outer understandings of leadership; these can be at odds with one another due to social, political, and historical influences (GuramatunhuCooper & Lyons, 2017).

There can also be danger in educators and higher education administrators misapplying a model like the CRLL (Ladson-Billings, 2014). The CRLL framework must be personalized according to the learning context and students' identities, capacities, and readiness to lead. Since this complex model considers macro and micro aspects that inform leadership learning, it can take time and attention to implement. In addition, a one-size-fits-all approach is basically impossible when considering all the lived experiences engaging in CRLL (Chunoo & Callahan, 2017). Universal approaches promote dominant norms (Beatty et al., 2020).

Situating the Present Study in the Literature

There is a need to continue to apply this model within different environments and with different student identities. There is a clear urgency for more intentional CRLL research studies. This includes examining the use of the CRLL with different groups of students. For example, in the curricular setting with African-American/Black women or at a small, private religiously affiliated college with LGBTQ+ students.

Co-curricular student leadership programs can range in size, duration, and include elements of leadership education, training, development, and engagement (Dugan & Haber, 2007). Such programs can be described as one-time experiences, workshop series or short-term training, and a sequential program (e.g., a four-year, co-curricular leadership program based on the Social Change Model or a year-long residential assistant training program) (Dixon, et al., 2020). All these types of experiences promote leadership learning in college students outside of the academic classroom environment. Many of these co-curricular programs are intentionally designed, with clear learning outcomes, to empower students to develop their leadership skills, knowledge, or abilities (Gehrke, 2006; Maia, 2021). For example, Black men can benefit from leadership learning experiences centered on the intersection of their gender and racial identity

(Spencer, Jr. & Guthrie, 2021). CRLL could serve as a powerful, inclusive framework for these types of programs. The possibilities are endless.

"While this model is intended for use among leadership educators, its core elements in leadership learning initiatives may result in the creation of culturally relevant leaders" (Chunoo, 2020, p. 103). This has yet to be explored. This study will add to the literature by exploring how students develop leadership identity, capacity, and efficacy to engage in culturally relevant leadership. This includes how students of non-dominant identities, or intersection of identities, experience leadership learning and build the knowledge, skills, and abilities to engage in culturally relevant leadership themselves.

My goal is to further understand how students experience the elements of the CRLL model. This includes listening to and documenting students' experiences that have affected their development as a leader (identity), their confidence in their ability to engage in the leadership process (efficacy), and their capacity to engage in socially responsible leadership. By providing context to the leadership learning experience, I plan to collect data on students' perceptions of meaningful learning experiences that have influenced both their collective and individual development.

Summary

This chapter provided a review of the social change model of leadership development (SCM) and the culturally relevant leadership learning (CRLL) framework. It included an overview of the literature on how traditionally-aged college students develop the identity, capacity, and efficacy to lead and engage in the leadership process as culturally relevant leaders. Most of the research on the SCM is based on large amounts of quantitative data from the Multi-Institutional Study of Leadership and has not addressed how students of different identities

develop as leaders and what contributes to a meaningful learning experience. The CRLL literature is also lacking. Most publications deliver practical suggestions for educators, however, they are not empirically driven. This study aims to provide evidence on what meaningful experiences lead to the development of culturally relevant leadership as well as context on how college students develop leadership identity, capacity, and efficacy. In the following chapter, I detail the methods I intend on using to address this gap in the literature.

Chapter Three: Method

In this chapter, I describe my study design and qualitative methodological approach to uncovering how college students develop leadership identity, capacity, and efficacy to engage in culturally relevant leadership. Specifically, I aimed to uncover what meaningful experience led to students' development. I interviewed nine participant who just completed their first year in a curricular and co-curricular leadership program at a four-year, private, comprehensive university. Then, I held two focus groups (four and five of same individual interview participants in each respectively) to further explore their collective leadership development. The data was collected through Zoom, a virtual platform containing audio and visual recordings of the interviews and focus groups. I also collected internal memos and notes throughout this process.

After transcription, the data was coded using MAXQDA. First, I coded the individual interviews using both inductive and deductive coding methods. From that process, nine major themes emerged. Then, I added the focus group data. Through these semi-structured interviews and focus groups, I uncovered meaningful experiences that influenced students' leadership development from their own perspectives. Furthermore, I discussed limitations, my own biases as a researcher, and the critical constructivist paradigm informing this proposed study.

Critical Constructivist Paradigm

Throughout this process, I committed to the interpretive appreciation and naturalistic view of people's experiences (Denzin & Lincoln, 2013). I approached this study from both a critical social theory and a constructivist lens. By using critical social theory, I examined how power and hegemony – reinforcing ideologies in subtle ways to convince people of the value of

conforming to that ideology – influenced the participants' experiences (Dugan, 2017). This approach is also relevant to my participants' backgrounds. All nine identified with at least one non-dominant social identity as central to their sense of self and all were attending a predominately white institution (PWI). Using both these frameworks, I embraced reality as subjective and multidimensional, shaped by participants' experience, my interpretation, and our context (Sipe & Constable, 1996).

Cultural Relevance

This critical constructivist paradigm approach also complements the culturally relevant leadership learning (CRLL) framework. Since context is a major part of the CRLL, my goal was to interview participants and host focus groups that uncovered individual and collective lived experiences. This included how participants' curricular, co-curricular, and personal college experiences affected their leadership identity, capacity, and efficacy. Since development does not occur in a vacuum, these stories – influenced by culture, socialization, and historical oppression – played a part in students' development as culturally relevant leaders (Bertrand Jones et al., 2016).

This method also aligned with feminist principles and sociocultural approaches that are focused on improving participants' lives and giving voice to their experiences (Grbich, 2013). My focus was to first listen to my participants' stories to increase my level of understanding of their experiences. After building an understanding of students' perspectives, I developed insight to critique the current higher education landscape and eventually create positive changes to make the leadership learning experience more equitable for underrepresented students (e.g., students of color, women, LGBTQ+ students). To do this, I crafted questions in a semi-structured interview procedure where knowledge can be co-constructed with the participants (see Design of the Study

section). This transformative approach provided the space for participants to process their experiences out loud (Denzin & Lincoln, 2013). I hoped to not only highlight communalities and unique elements in the participants' lives but also to fully capture what makes a leadership learning experience meaningful and how students' identities and the institutional context can shape one's experience.

Design of the Study

For this study, I employed purposeful sampling similar to the Leadership Identity Development Model (LID) approach (Komives, 2019). Specifically, intensity sampling served to uncover students' stories that are diverse and manifested an insight into meaningful leadership learning experiences in depth, not extremes (Creswell, 2019; Patton, 2015). The participants invited to be a part of this study were a diverse group of traditionally-aged first-year students in the President's Leadership Fellows Program at the University of Tampa.

The President's Leadership Fellows (PLF) Program

All the intended sample members were selected from the same cohort of PLF program participants at the University of Tampa; a private four-year college in the Southeast United States. The university is a medium-sized, comprehensive PWI. Students applied via a written application to join the PLF program as first-year college students; this included both first-time-in-college or new transfer students. Approximately 50 people from the overall applicant pool were invited to a 30-minute phone interview.

This selection criteria were based on how student responded to three questions related to their desire to learn about leadership development and to create positive change in the world. Senior PLF members served on the selection team, and they interviewed prospective students. Their intended goal was to select a diverse group of top candidates using their acquired

knowledge of leadership development to ensure the new cohort members represented a range of developmental readiness to engage in leadership, in line with the LID (Komives et al., 2006), and varying levels of leadership self-efficacy (Dixon et al., 2019; Dugan & Komives, 2011). As the program advisor, I supported the selection committee and reinforced the importance of recruiting a diverse cohort of students.

This hybrid curricular and co-curricular program was founded in 2008. Admitted students were awarded an annual scholarship of $1,000 as part of the PLF for each of the four years. As a cohort of 30, participants have attended an overnight retreat, four community meetings with leadership speakers (see Table 3.1).

Table 3.1

Required Student Activities in Year One of PLF Program Participation

Learning Experience Type	Description
4-Credit Course	LED 200: Introduction to Leadership Studies, 16 weeks, 1:50-hour classes twice a week
2-Day Retreat	PLF Year One Retreat based on the 8 Cs of the Social Change Model of Leadership Development
Meetings	Four1.5-hour community meetings with all students in PLF
Co-curricular Involvement	Students recommended to become involved in two or three student-led organizations on or off-campus
Community Service	Students are required to complete at least eight volunteer hours in the local community
Journal Reflection	One 500-to-1000-word journal reflection due at the end of each semester
Mentoring	Student paired with Year Two PLF mentors and must meet at least three times a semester

Students completed a four-credit entry course, LED 200: Introduction to Leadership Studies – in the Leadership Studies minor (see Table 3.2).

Table 3.2

LED 200: Learning Experiences

Assignments	**In-Class Experiences**
Reading Quizzes	Simulations
MBTI & Strengths Assessments	Interactive Activities
Leadership Practices Research Paper	Workshops with External Speakers
Personal Leadership Development Presentation	Professor-led Lectures and Presentations
Advocacy Project	Discussions
Advocacy Project Presentation	

This course is focused on the history of leadership studies and development of leadership theory over time. The content aim to empower student to explore their personal leadership philosophy and style, experientially practice specific leadership skills, and critically self-reflection. Both the program and the course were designed around intentional learning outcomes (see Table 3.3, 3.4, and Appendix A). These outcomes were directly informed by the social change model of leadership development (SCM) and indirectly guided by the CRLL. The CRLL was developed after all of these were implemented however, many of the model's features were a core part of the program and the courses.

Table 3.3

PLF Learning Outcomes for First Year

As a result of participating in Year 1, students will:	CRLL Element(s)
recognize the importance of understanding oneself	Identity; Efficacy
identify and deconstruct their individual strengths	All Three
articulate their personal values and how these shape the practice of ethical leadership	All Three
reflect on experiences that shaped their understanding of leadership, motivation to lead, and areas for personal growth	Efficacy; Capacity
define congruence and identify obstacles to overcome incongruence	Efficacy; Capacity
describe and examine their cultural heritage, values, and beliefs	Identity; Efficacy
illustrate at least four current leadership theories	Capacity
recall the eight elements of the Social Change Model	Capacity
set individuals goals for the PLF program	Efficacy; Capacity

Tables 3.3 and 3.4 illustrate the program and course learning outcomes tagged with the corresponding CRLL elements: identity, capacity, efficacy, or a combination of all three.

Table 3.4

LED 200 Course Learning Outcomes

As a result of completing LED 200, students will be able to:	CRLL Elements
Understand the history of leadership and development of theory	Capacity
Identify and critically examine a broad base of leadership theories	Capacity
Begin to understand their personal leadership philosophy and style	Identity; Efficacy
Engage in critical exploration and sustained self-reflection	Efficacy
Identify and experientially practice specific leadership skills	Efficacy; Capacity

Participants

I identified study participants by reviewing a model of multiple dimensions of identity (MMDI) worksheet, based on the Abes et al. (2007) model, that I had created for the LED 200 course (n = 30; see Appendix B). Once I obtained Institutional Review Board (IRB) approval, I presented all 30 first-year students with a voluntary consent form. After reading the consent form, 28 students agreed to participate and completed the worksheet self-identifying at least eight social identities and how close each identity was to their core (or sense of self).

By examining each worksheet, I identified a diverse group of potential participants, each with at least one non-dominant social identities (i.e., a Queer, Black man; or a Latinx woman with an invisible disability) central to their core. I invited all 12 students who met these criteria to participate in an individual interviews and a focus group. Inviting all 12 students ensured that participants belonging to historically underserved identities were not tokenized (i.e., only interviewing one Black student or one student who identified as a gender non-conforming). This also guaranteed that participants belonged to a range of developmental readiness to engage in leadership (since students entered the program with different levels of experience).

Research Questions

The purpose of this study was to explore meaningful experiences that contributed to students' identity, capacity, and efficacy development as culturally relevant leaders. Thus, my goal was not only to showcase the leadership development of first-year college students belonging to an intersection of dominant and non-dominant identities but to also uncover how and what types of learning experiences affected their development.

I shed light on educational elements that contributed to students' development as leaders, their sense of self, and their capacity to engage in socially just leadership. By listening to

students' individual and collective stories, I gave voice to a diverse set of developmental experiences. I expected differences and similarities based on students' intersection of identities (e.g., a student who identified as Queer, Black, gender non-conforming, and from a working-class might experience a learning simulation differently than a white, lesbian woman from a middle-class family) and students' developmental readiness level.

I explored the following questions in detail pertaining to students' leadership identity, capacity, and efficacy. (Note: since all three elements are interconnected in the developmental process, these questions address one, two, or all these elements.)

- How do students with non-dominant identities experience leadership learning?
- How do students with non-dominant identities build the knowledge, skills, and abilities necessary for culturally relevant leadership?
- What experiences have affected students' leader identity development?
- What experiences have affected students' leadership efficacy?
- What experiences have affected students' socially responsible leadership capacity?
- What about these learning experiences make them meaningful to students?

Data Collection

For the data collection processes, I recorded audio and visual data with participant consent, transcribed the content, and used MAXQDA to code, review, and develop themes. MAXQDA is a password-protected computer-assisted qualitative data analysis software. I hosted the interviews and focus groups on Zoom, a platform familiar to these students due to the COVID-19 pandemic. I recorded the interviews and focus group sessions on my smartphone as a backup (since there we no issues; these have been deleted). During the interviews and focus groups, I described the nature of the study verbally and asked for consent again before beginning

the Zoom recording. The entire process was in line with my approved IRB submission (see Appendix C).

Individual Interviews

The semi-structured interviews lasted approximately one hour. I asked open-ended questions on students' leadership identity, capacity, and efficacy development before college and after their first year at the university (see Appendix D). This included asking students the about their social and leadership identities, their leadership efficacy, and their capacity to engage in leadership. I also followed-up with elaboration prompts on the meaningful experiences they have had in college, in the co-curricular program, and the LED 200 classes.

Focus Groups to Uncover Collective Leadership Development

Next, I hosted two focus groups. I sent participants a Doodle poll with 5 interview dates. After responses were collected, I invited five participants to attend the first session and four to attend the following one. These assignments were first based on availability, then based on social identities so each group represented a diverse group of voices.

The video and audio content were recorded using Zoom. During these sessions I asked clarifying questions; I crafted additional leadership identity, efficacy, and capacity questions informed by the individual interviews; and allowed for the addition of collective knowledge to evolve on the topic (see Appendix E). I also asked how participants have furthered their ability to engage in the relational, team-oriented leadership process.

Data Analysis

After interviewing all the participants and hosting the two focus groups, I began the data analysis process. I employed both deductive and inductive coding approaches to develop coherent themes.

Initially, I focused on coding the individual interviews. I examined and coded the collected data three times. I then zoomed out and reduced the themes to nine major categories followed by subthemes (see Chapter Four). Next, I added in the collective focus group data.

After the themes were defined, I engaged participants in a member checking process by emailing them the overall themes and any individual quotes to ensure their voices were accurately represented (see Appendix F). I also provided them with one week to respond.

Deductive Coding Approach

The deductive approach provided a foundation to begin coding the data into themes. I used the CRLL model composed of the three development elements of leadership identity, capacity, and efficacy that emerged from students' experience. For identity themes, I coded any social and cultural identities that arose (Abes et al., 2007) as well as developmental readiness elements addressed by the Leadership Identity Development (LID) model (Komives et al., 2006). In terms of capacity, I incorporated knowledge, skills, and abilities related to leadership development. For efficacy, this included students' sense of self, confidence, and motivation. Since all three concepts overlapped, my codes also intersected based on the students' experience and interconnected sense of self. In general, most of the codes evolved from CRLL research (se Chapter Two). I also coded contextual domains that students mentioned related to the CRLL (Bertrand Jones et al., 2016; Milem et al., 2005). Finally, the codes included ad-hoc statements along with specific meaningful activities and experiences dictated by the data itself.

Inductive Coding Approach

Even though the CRLL provided some structure to begin coding, I leaned on inductive, in vivo coding for the creation of the final themes in the study. I *flirted* with my data; engaging with it in multiple ways from different perspectives (Kim, 2016). Inductive coding gave participants'

stories more voice and power, in line with my critical, constructivist lens and sociocultural analysis approach (Grbich, 2013; Miles, et al., 2014). I generated these themes from all the interviews and the two focus groups. Throughout the process, I took notes as a form of analytic memoing. These also informed the overall themes.

After transcribing from Zoom and cleaning up the text, I began the official coding on MAXQDA for the individual interviews. I coded and recoded the data from each interview at least three times – each time reviewing my notes, rereading the transcript, and simultaneously watching the recording. I reviewed every verbalization, idea, and emotion expressed in the recorded interview. During the second round of coding and in the third, I began to connect each participants' codes to one another.

The coding process initially included an analysis of patterns in the data followed by organizing and cleaning for common themes (Miles, et al., 2014). I used in vivo coding to define each code individually, then color-code relatable topics to hone them into themes. During my third review of the data, I also reexamined the established deductive codes for applicable themes.

After the third round was complete, I took a step back and wrote down the overall themes I observed without looking at all the codes. Using MAXQDA's creative coding, I then compared each code to one another and define larger overarching themes. From the individual interviews, I was able to define 15 overarching themes from this process.

After reviewing each code again on MAXQDA within this new structure, I narrowed and redefined the data into nine themes. Next, I engaged in the same process for the focus group data – coding each of the two focus groups three times and then comparing the data to the individual interview themes. Finally, I created a diagram to illustrate the main themes that immerged from this analysis process (see Chapter Four for details).

Reflexivity Statement

Since qualitative research is subjective in nature, a reflexivity statement can serve to illustrate how the role of the researcher may influence the study (Denzin & Lincoln, 2013). As an imperfect instrument for data collection and analysis, I have used this space to disclose and name my influence connected to this project.

As a college leadership educator and student affairs scholar-practitioner, I entered this study with over 11 years of full-time professional experience facilitating leadership experience for positive social change. I have been employed at the University of Tampa for over four years, managing the PLF program and teaching the LED 200 course as an adjunct faculty. I have had the opportunity to facilitate (or co-facilitate with PLF students) all the PLF learning experiences listed above. Thus, my lens included a deep understanding of each learning experience in the program, and I have intentionally implemented activities to address the learning outcomes listed in Tables 3.3 and 3.4. More importantly, I have also had the privilege of getting to personally know each participant individually and in the cohort group setting.

There were limitations and benefits to my role as a researcher and program advisor. I came into this experience with a belief that leadership can be taught and that these students are all unique contributors to the creation of positive social change. Like Guthrie and Chunoo (2018), I believe that social justice and leadership education are and should be inherently intertwined. In terms of challenges, my role as advisor and instructor might have prevented participants from sharing any negative feedback.

As a white, Latinx, Brazilian, cis-gender woman working full-time in higher education, I have constantly questioned my power, authority, and role. Have I shared the stories of

participants in an empowering way? Have I missed their whole story, especially since I was approaching this research from a place of power?

Who was I at the time to be researching the experiences of students of color or students of marginalized identities different than my own? Was I only replicating the dangers of white saviorism in some cases? In the class and during workshops, I aimed to approach every learning opportunity from an inclusive lens, creating a brave space for all students to have difficult discissions on race, power, and privilege. My goal was to empower and acknowledge the experiences of students from underserved identities while simultaneously creating a supportive environment for students of dominant identities to self-reflect and grow. Was I able to do that? How did that affect students' leadership development? To combat this, kept a journal and wrote down memos while I interviewed participants, including participants' emotions and my own reactions. I did my best to remain open-minded and accepting of any that is shared in the data collection process.

I entered this study believing in creating more access and opportunity for students of historically marginalized identities. I believed it was (and continues to be) important to identify the effects of systemic racism and to dismantle oppressive structures. My participants were aware of these beliefs as I have expressed them in class and since our first encounter, the PLF Year One Retreat. From my perspective, this approach was also what allowed students the space to share their experiences in an affirming environment.

Ethical Considerations

Participant consent and protection were central to this ethical research design. Since this proposed study was part of a larger, longitudinal study on the PLF program, I had already attained Institutional Review Board (IRB) approval from the University of Tampa to interview

the first-year students and host two focus groups on fellows' leadership development. I also applied for University of South Florida IRB approval and only began the study after that approval (See Appendix C).

The study consent process began in the recruitment phase. Before completing MMDI worksheets, students were provided with written consent and the opportunity to physically sign their agreement of disagreement to participate in this study (see Appendix G). After they were selected to participate, I invited each participant and attached the same consent in electronic format, with the same information, for them to sign and participate in the interview and one focus group.

For the interviews and focus group, I also asked if students agreed to be recorded and participate in the study out loud, before beginning the virtual recordings. During the focus groups, I also asked participants to keep the information shared by others private.

Participants chose the same pseudonym for both the interview and the focus group to preserve their anonymity. During the Zoom interviews and in-person focus groups, I focused on ensuring that participants felt comfortable and open to sharing their stories. Therefore, this study posed minimal risk to participants even though they would be disclosing their personal and collective experiences.

I attempted to not pose any questions that were upsetting to participants. However, I was prepared to support any student that displayed or expressed discomfort as part of the interviews or focus group. To minimize any perceived discomfort of being interviewed or as part of the focus group, participants were reassured there are no right or wrong answers. Students were also given ample time (a week) to review the informed consent statement. They were informed that they could decide to stop or opt out of the interview or focus group at any time or skip any

question(s) they chose. In the unlikely event that a student experiences an emotional response, I was also prepared to refer them to the University of Tampa's Dickey Health and Wellness Center for counseling resources.

Trustworthiness, Credibility, and Authenticity

Through the critical, constructivist lens, this study addressed issues of validity by building trust and authenticity within the data collection and analysis process. To ensure trustworthiness, I focused on safeguarding that participants' individual and collective views are in line with their cultural and social values and "no single view nor group of views can be privileged over any other" (Grbich, 2013, p. 112). I believe my previously established relationship with the participants also aided in providing the brave space for participants to share vulnerabilities and honest perceptions of how different experiences affected their leadership development.

Since each person was the expert of their own experiences, their stories came from the most credible sources, their own perceptions of their own development. By disclosing the purpose of this study as part of the research consent process, my hope was to empower the participants in this communal research process, providing them with the opportunity to not only enhance their personal learning experience but also to contribute to the field of leadership education for positive social change (Opsal et al., 2016). In terms of credibility, the member checking process that occurred after the data was coded and themed. This gave participants the opportunity to review the overarching themes, revise any personal quotes selected to exemplify a theme, and to contribute to the overall study results.

Limitations

The overall goal of this study was to provide educators and researchers with knowledge on the student experience (Denzin & Lincoln, 2013). I examined the experiences of a small group of participants through purposeful sampling that met the criteria for inclusion. For example, all the participants identified as traditionally-aged college students (between 18 and 19 years old). That means that this study excluded non-traditionally aged college students who also engaged in the leadership learning process during their time in college. The participants also identified with at least one non-dominant social identity being central to their core. That means that students with all dominant social identities or without a non-dominant identity central to their core were excluded from this student (i.e. a straight, Christian, white cis-gender man belonging to the upper-class or a Latinx, able-bodied woman who did not identify her Latinx identity as close to her sense of self).

Therefore, the goal of this study is not to provide educators with generalizable data. Instead, findings will include a deeper understanding of student learning and tailored ideas on how educators can attend to the development of students from both dominant and non-dominant identities. It also provides deeper insight on how students with marginalized identities develop as culturally relevant leaders.

Furthermore, the PLF program admissions process posed a self-selection bias (students decided to apply) as well as a selection bias (from the selection committee) that affected the participant group. As mentioned earlier, students applied to be a part of a leadership program, and due to the selective nature of the program, their developmental readiness for leadership is likely to have been higher than the typical population of traditionally-aged college students. Additional limitations stemmed from my role as the PLF program advisor and the past instructor

for the LED 200 course. This posed an inherent bias that I plan to address through journal reflection and memos.

Summary

In this chapter, I provided an overview of the critical constructivist approach to understanding the college student leadership development experience. By collecting student stories from both individual interviews and focus groups, I hope this study has contributed to an in-depth understanding of what meaningful experiences shape college students' leadership identity, capacity, and efficacy development. In this chapter, I also included a critique of my own influence, study limitations, and outlined the benefits of collecting the data myself. My complex role as the program advisor and course instructor allowed me to create a trusting environment that possibly led to deeper conversations with developing leaders from a range of cultural and social backgrounds.

Chapter Four: Findings

This chapter contains findings on how college students develop leadership identity, capacity, and efficacy to engage in culturally relevant leadership. The goal of this study was to uncover the meaningful experiences that contributed to this development. Once I attained IRB approval, I began interviewing students with no modifications to the original study design.

This findings chapter provides a brief review of the semi-structured interview and focus group data along with the participants' demographic profiles. These findings incorporate participants' individual and collective perspectives through a critical constructive paradigm. They also include an analysis of the interrelated data informed by my interpretation, with a clear focus on empowering participants' traditionally marginalized voices. After the inductive and deductive coding process, the findings were grouped into themes and sub-themes. The nine major themes are illustrated in a model. These themes are also woven together using transcript excerpts in a narrative form.

Participant Demographics

After inviting participants to the study, I interviewed nine (n = 9) college students. These participants just completed their first year in a curricular and co-curricular leadership program, President's Leadership Fellows (PLF), at a four-year, private, comprehensive university. After signed consent, 28 potential participants disclosed their social identities on a worksheet back on the model of multiple dimensions of identity (MMDI; Abes et al., 2007; see Appendix A). Below is a table displaying the final nine participants' self-identified social identities and the centrality of those identities to their sense of self (see Table 4.1).

Table 4.1

Participant Demographic Information

Pseudonym	***Race***	***Age***	***Ethnicity***	***Physical/ Mental Ability***	***Religion/ Spirituality***	***Gender***	***Education Level***	***Sexual Orientation***	***Socio-Economic Status***	***First Generation Status***
Alejandra	Hispanic*	20	Latina*	Good	Christian*	Female*	College Student	Straight*	Middle	Yes (US)*
Claudia	White	19	White	Able	None	Female*	Some College*	Straight	Middle-Class	No
Cole	Black*	19	African American*	Able/ Anxiety*	Spiritual*	Gender Queer*	College	Queer	Low Middle Class	Yes*
Ella	Black	19	Puerto Rican	Able	Agnostic	Woman*	Some College	Straight	Middle Class	Yes*
Mari	Black*	20	Caribbean	Able*	Catholic	Male	College	Straight	Below Average*	Yes (US)*
Mastermind	Black*	18	African American	(left blank)	Christianity	Female	Some College*	Straight	Middle Class	Yes*
Mermaid	White	18*	Hispanic	N/A	Catholic*	Female*	(Planning for) MBA*	Straight	Middle*	Yes (US)
Reina	Black*	19	African American*	Anxiety	Agnostic	Female*	College	Straight	Middle Class	No
Zay	Black/ Mixed*	18	African American*	Able	Not Sure	Male	Undergrad	Bisexual*	Middle Class	Yes*

*Indicates the participant listed this identity in the inner-most prism of the model, as central to their core.

Note: The term used by the participants for each identity is reflected above unless parenthesis were used to clarify.

Findings

Nine total themes emerged from the 1,248 interview and focus group codes. Initially, deductive and inductive codes were produced using first cycle, second cycle, and thematic coding (Miles et al., 2014). I began the process by coding each individual interview independently of the others – to ensure that all participant voices were included in the theme formation. Inductive (see Figure 4.1) and deductive codes (see Figure 4.2) were detailed, summarized, and used to inform the theme development.

Figure 4.1

Inductive Codes with Frequencies from Participant's Individual Interviews

Code System	Master...	Ella	Cole	Mari	Mermaid	Claudia	Alejandra	Zay	Reina
Hard to trust others	1								
My relationship and knowledge allows for deeper questions								1	
Social skills								1	
Previous leadership knowledge							2		
Big change within myself	1						1	2	
Opportunity to re-invent or define self (growth mindset)						1	1		
Hopeful				2	1				
Leadership for the creating good		1							
Leadership can be taught		1			1		1		
Others view me more positively			1					3	
Initially viewing little change		1	1	1	1		1		
Grassroots and relational approach			1						
Intimidated by other's accomplishments			1					1	
Self-care while taking care of others							1		
Flexbility			10						
Subjective			2						
Leadership is abstract and weird			2						
Identification as a leader	4	2	4	1	1	5	6	6	2
Social identities	12	16	17	8	5	15	9	19	15
Respect		1	5	1					5
Independent connection on Social Media									1
Confidence	21	12	7	11	6	20	23	33	15
Continuous growth	4	2	5	4	2	3	6	3	6
Becoming more open and open-minded		1							
Learning and becoming an icon			1						
PLF Retreat	5	2	5	3	5		3	6	4
LED 200	4	2	5	8	6	4	20	3	1
PLF CMs and Workshops	6	5	6	5	3	6	4	3	3
Disagreement is part of leadership			7				2		1
Connection with others	15	21	28	32	15	17	25	20	27
Empathy				3					
Servant leadership			2	2			1		
Non-positional view	3	3	2	4	2	5	5	3	3
What is good versus bad leadership	1	2	1	2	2	4	3	1	2
Step-up	1		2				2		2
PLF qualities and values	5	15	17	19	19	18	9	16	
Taking action	5	13	1	2	4	1	6	2	3
Network of people to make dreams happen		3	1	1					

In the second coding cycle, I revisited each interview and added in deductive codes. Since I was the sole evaluator in this project, I also cross-referenced codes across the individual interviews. Then I coded the focus group data adding to the existing codes and developing new ones.

Figure 4.2

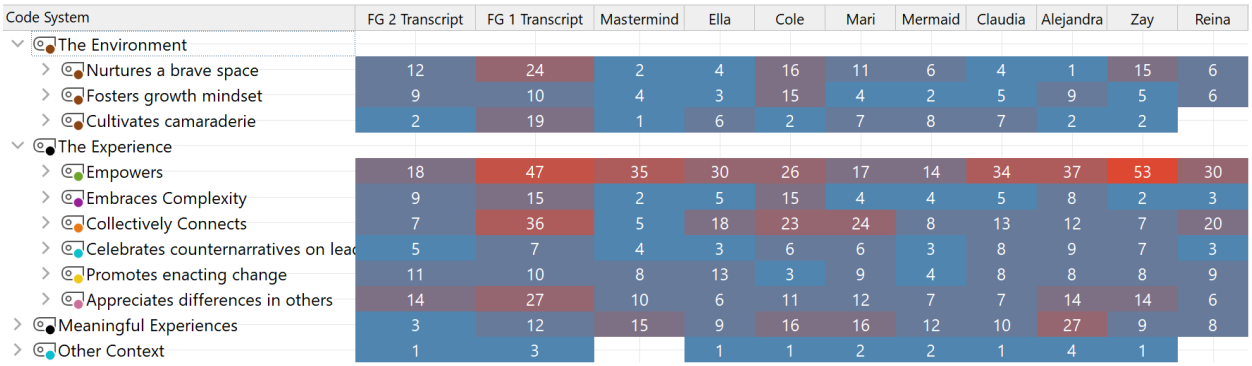
Second-Cycle Codes with Frequencies from Participant's Individual Interviews

Code System	Master...	Ella	Cole	Mari	Mermaid	Claudia	Alejandra	Zay	Reina
Identity, Capacity and Efficacy									
Initially viewing little change within		1	1	1	1		1		
Others view me more positively			1					3	
Confidence	21	8	7	12	5	20	21	32	16
Self-care while taking care of others							1		
Taking action	5	13	1	2	4	3	6	3	4
Non-positional view	3	2	2	6	2	6	5	3	3
Identity									
Leadership identity	4	3	4	1	1	5	6	6	2
Social identities	12	16	18	9	5	15	10	19	15
Capacity									
Critical leadership knowledge	1	4	8	4	3	4	7	1	2
Flexbility			10						
Connection with others	15	24	29	33	15	17	26	21	28
Disagreement is part of leadership			7				2		1
Continuous Growth	4	3	5	4	3	4	8	3	6
Efficacy									
Intimidated by other's accomplishm			1					1	
Big change within myself	1						1	2	
Opportunity to re-invent or define s						1	1		
It's okay to be recognized and at th	1	4	2				3	1	2
Context									
PLF qualities and values	5	15	18	19	21	18	9	19	
Hopeful				2	1				
Empathy				3					
Respect		1	5	1					5
Meaningful Expereinces									
PLF Retreat	5	2	5	3	3		3	3	4
PLF CMs and Workshops	6	5	6	5	3	6	4	3	3
LED 200	4	2	5	8	6	4	20	3	1

During the final phase, I revisited all the data for a macro-level, thematic approach. Then merged the codes into similar themes and renamed them based on their commonalities (Miles et al., 2014; see Figure 4.3).

Figure 4.3

Matrix of Inductive and Deductive Code Frequency for Interviews and Focus Groups Combined



Code System	FG 2 Transcript	FG 1 Transcript	Mastermind	Ella	Cole	Mari	Mermaid	Claudia	Alejandra	Zay	Reina
The Environment											
Nurtures a brave space	12	24	2	4	16	11	6	4	1	15	6
Fosters growth mindset	9	10	4	3	15	4	2	5	9	5	6
Cultivates camaraderie	2	19	1	6	2	7	8	7	2	2	
The Experience											
Empowers	18	47	35	30	26	17	14	34	37	53	30
Embraces Complexity	9	15	2	5	15	4	4	5	8	2	3
Collectively Connects	7	36	5	18	23	24	8	13	12	7	20
Celebrates counternarratives on lea	5	7	4	3	6	6	3	8	9	7	3
Promotes enacting change	11	10	8	13	3	9	4	8	8	8	9
Appreciates differences in others	14	27	10	6	11	12	7	7	14	14	6
Meaningful Experiences	3	12	15	9	16	16	12	10	27	9	8
Other Context	1	3		1	1	2	2	1	4	1	

During this pattern coding process, I met with Dr. Chunoo to discuss code groupings and relationships between the themes. I also discussed the final nine themes with a fellow faculty member who had extensive experience coding qualitative data. These themes, their definitions, and their relationships were revised seven times.

Culturally Relevant Leadership Identity, Capacity, and Efficacy Development Themes

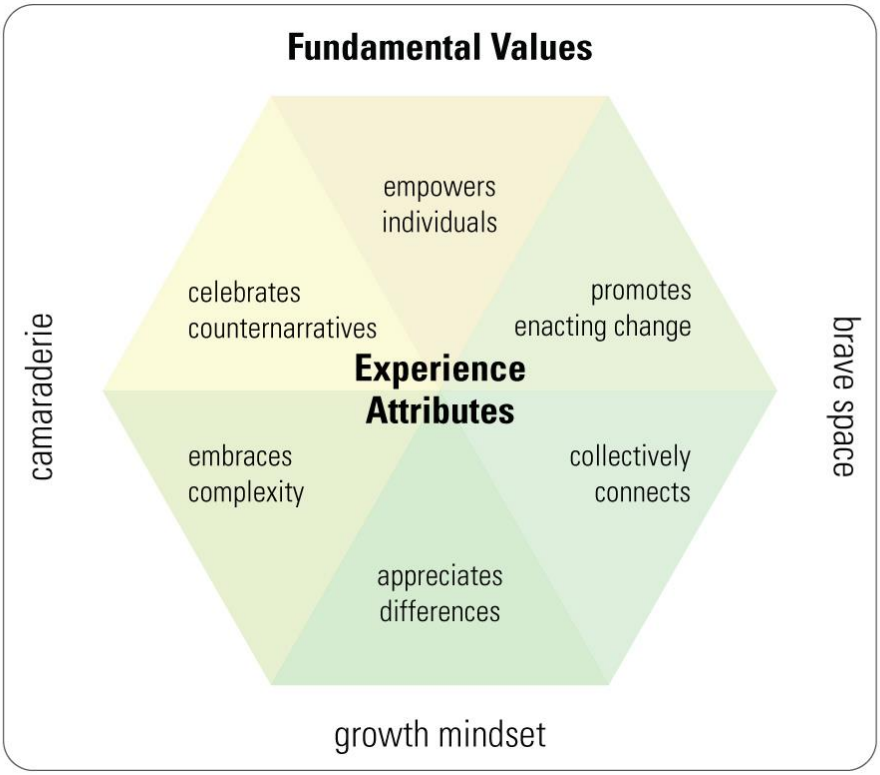
During the interviews and focus groups, participants described elements and experiences that led to their leadership development. The resulting nine themes were conceptualized into a thematic figure to illustrate important elements that led to meaningful leadership identity, capacity, and efficacy experiences (see Figure 4.4). In other words, these experiences contributed to students' sense of self, their development as a leader, and their ability to enact leadership.

The first three themes – brave space, growth mindset, and camaraderie – are grouped as the culturally relevant leadership learning (CRLL) fundamental values. The other six are classified as factors contributing to the CRLL experience. They are considered attributes or characteristics that facilitate the development of culturally relevant leaders. A CRLL experience empowers individuals, promotes enacting change, collectively connects, appreciates differences

in others, embraces complexity, and celebrates counternarratives on leading. Below are the descriptions of the groupings and themes in detail.

Figure 4.4

Culturally Relevant Leadership Identity, Capacity, and Efficacy Development Themes



The CRLL Fundamental Values

At the outermost area of the model are elements students described as meaningful to their leadership development. They are essential to CRLL. During the interviews, all nine participants described the importance the presence of these values. According to the participants' experience, an educator creates a rich CRLL environment that nurtures a brave space, fosters a growth mindset, and cultivates camaraderie.

Brave space. One of the most salient themes that emerged from participants' stories was the value of a brave learning environment. Participants discussed how they developed leadership

identity, capacity, and efficacy in CRLL environments that nurtured a brave space. As a concept, brave space was first defined in Arao's and Clemens's (2013) piece showcasing an inclusive learning environment. Brave spaces go beyond the safe space ideology – one that could never be truly achieved, especially for traditionally underserved students. They include developing an environment of respect, support, care for all students. These spaces value vulnerability. In establishing brave spaces, educators build a foundation of respect for difficult dialogue, such as discussing controversial and sensitive topics.

According to Claudia, the "trust component" was an important part of the learning environment. Reina highlighted the importance of creating a space where all members cultivate this culture:

> Not every person is going to give into that space… to make it safe like they can… I feel [that with] safe spaces, everyone must be 100% in it. They can't just go because they're forced to. Because if you're forced to, you're not going to be in it at all. You're just going to be rejecting it all the time.

Zay described the LED classroom environment, "I feel very comfortable in that space." For Mermaid, it's a community where "[other students] trust us with their story." Cole also felt himself opening-up in such a brave learning space. "It's just allowing myself to be open. That is really new for me. Normally I'm very guarded and like thinking things through… this year I'm really just being open. Whatever happens, happens."

Promotes respect. Respect is a big component in nurturing a brave space. Eight participants described the importance of being respected in the CRLL environment. Cole describes the feeling of belonging to the PLF community, "The respect to walk into a room and even before we talk and just feeling that I'm already respected, it was so crazy… [During the

retreat, I walked into] a room full of people already respected me as me." In the focus group he also added, "I definitely feel like people will listen when I speak, and we equally take turns listening, appreciating, and respecting one another." Reina also expressed the respect she feels in the classroom and during the PLF workshops:

> You're really big on not just if someone had something to say, or how your personal feelings about a subject were… It was important not to talk over them or discredit them for how they felt. That's very important too because we did talk about some touchy subjects and stuff.

In addition, a brave space also provides room for respectful disagreements. Four of the participants discussed the value of being able to engage in difficult dialogue with their peers in such an environment. To Reina, "It's about respect, respecting each other." As Cole described, "We were still having several conversations… like sharing, but like nobody was losing respect for somebody else to having a different opinion. Those are things I hope… when I'm leading groups."

Values vulnerability. One of the most prominent sub-themes that emerged in participants' stories was being in a space that values vulnerability. Vulnerability entails leaning into uncertainty and emotional exposure, courageously embracing risks (Brown, 2015). This was especially true of the Life Maps activity. The facilitation occurred during the PLF retreat, on their first day in the program. The purpose of Life Maps was to honor each student's life story and to build community. It required courage and openness. It was also a challenge-by-choice activity so students may opt out.

In Life Maps, students had 15 minutes to draw out their own life stories on a poster. Then, every willing student presented for four minutes or less to the entire group on their life

path. Before the presentation began, three student leaders modeled the way by presenting their own life stories. All nine participants brought-up Life Maps in their individual interviews.

Ella appreciated that “people were very vulnerable and very open” from the start. When asked about any meaningful experiences that led to his leadership development, Mari stated, “Obviously the Life Maps thing, where we each got really intimate and just broke down all of our experiences before coming to UT.” Cole also shared:

> By the time I went it was already such a vulnerable and open place. People had already started crying they have shared their entire life story. And already just in a place of heightened emotion in a good way, like everybody was so respectful of each other. We were like genuine caring about one another's opinions and thoughts in life.

Claudia also expressed in her interview that during the retreat:

> You're already in a new place and now there's 30 people and you're like, “Oh my God, who are all these people?” and then, you like start off with the Life Maps and then you're like, “Okay.” You feel like you can be a lot more vulnerable with them and you really get to know everyone a lot better because it's not like you're trying to put on a front for everyone and be super likable for everyone.

Activities like Life Maps also allowed for students to grow their emotional intelligence and connection to others. Mari disclosed:

> I’m more, now, empathetic. Learning about this leadership is showing me that there's more to it than just caring about myself. So before it was more of like a focus on myself. I never really took into [consideration] what I do would affect others.

The vulnerability valued in a brave space also set the stage for students’ self-confidence and leadership efficacy to blossom. Mermaid described her own fear of public speaking and the

experience of presenting in class after getting to know peers, “The Life Map, I think, was very personal and that helped too.” For example, “Because I knew the audience, it was like more relaxing for me speaking in front of them.” Zay shared his reflection of the Life Maps activity:

> Because I’d never really done [an activity like] that before. And I think seeing that firsthand from the start, really helped me gain confidence and see that there are people that are alike… I think it was the culture of it and it just gave me, I guess, more confidence and I felt like I just I could do whatever I wanted.

Participants also described that they felt accepted in this brave learning environment. According to Ella, PLF was a “very welcoming environment.” For Mari, PLF was “all appreciative and open and accepting” and “definitely open-mindedness” was a palatable value. Mermaid stated, “I’m more open-minded after taking the year's course.”

The nurturing of brave space in a CRLL environment also led some participants to feel comfortable coming out or bringing their whole selves into the learning space. Cole disclosed, “I was open to whatever needed to come out… my genderqueer identity.” Zay shared that:

> During the [PLF] interview I had my nails painted and I hid them because I was scared… From the very beginning [of my college experience] I felt accepted and I have always felt that, especially here [in PLF]. And I just felt like I was able to express myself.

Furthermore, participants also revealed that this type of inclusive environment was helpful in combating exclusion and the discrimination they experienced at the university. In the focus group, Cole shared that:

> Overall I feel included, but you know there's always that one thing that happens every now and then it's like, “Oh yeah, we're still working towards full inclusivity…” I remember my first semester. I thought I was alone. I remember I would come in at night

> and a campus security person with follow me back to my dorm. Never say anything to me. Never really acknowledged me, but always almost, like from the time I crossed the bridge on campus to my room, they'd be right behind me. And then I joined the Black Student Union… knowing that a lot of Black people felt the same. We get stopped and asked for ID for no reason. Our events are always getting, kind of like, it felt like a raid. You know, they always just pop up and be like, "Well, why are you guys here?" and it's like, "We are a student org." Again, you have to go through all the paperwork and everything… That's definitely one of the things that hinders the full aspect of inclusiveness. Because it's never from faculty and staff, really. Faculty and staff, I always feel like they're gun-ho to help everyone. But it's just some of those like smaller things like campus security or sometimes the dining staff are a little [*gestures backing-up].

Exhibits care. Participants described appreciating being a part of a supportive and caring environment. In Alejandra's words, "PLF really cares about others." For Zay, "I feel like [PLF is] a second home." During the focus group, Cole elaborated on the supportive community:

> It's crazy when, like me, my friends, we all like how you [, the advisor,] are our cheerleader… it's like, there's so many things. I know my college life will be completely different if it wasn't for PLF. Just because there was that constant support there… you have my cohort of 30 people, we're always talking to each other and … my [PLF 2nd year] mentor too.

Participants elaborated in both focus groups about the importance of having an educator that acknowledges their humanity and is understanding. For example, when talking about her first year at the university, Alejandra disclosed, "So that was a big shocker for me… in college, there's no line of respect when some stuff comes up… things happen in life that you can control

and that's life… [my first year] was a rough experience." In the same conversation, Ella added, "I feel like that also creates this environment where people are scared to ask for help." She also shared:

> I think the distance learning was… we were online for so long, and a lot of people had to experience a lot of different things, and now there's a lack of sensitivity. All the professors are like, "Get your homework in on time." There's no excuse… There's no wiggle room anymore. And I feel like for so long, it was a lot more flexible and now it's like this super hard structure of this has to get done… There's like a lack of understanding. It's like we're no longer human now – we're students. It's like we're out of COVID so they don't care anymore.

Reina discussed the value of educators being student-centered in their approach. She shared, "I feel it could be so much better if they prioritize the students, instead of the school." By valuing students as whole people, a brave space allows for different perspectives to surface and a deepening of student growth. The brave space environment also complements the growth mindset philosophy, where the environment is set for students to explore, make mistakes, and bounce back as life-long leadership learners.

Growth mindset. On several occasions, all nine participants described the importance of being in a learning space that fostered a growth mindset, in line with Dweck's (2008) work. All students described different levels of awareness pertaining to learning from their mistakes and experiences. For example, Zay acknowledged, "You can grow from rejection and it's actually better to have that, to learn." Other students, like Alejandra, described the idea of perfectionism (fixed mindset) as holding her back and the value in adopting a growth mindset:

> I've always been told you can do whatever you want to do. And it has its pros and cons because, yes, we can do everything we want to do, but it's not as easy, so… it made me become a perfectionist. So, when I make a mistake, I freeze. I don't know how to handle it. I'm learning how to handle it better, but it's something that's taken a year and a half, and now I can say, I learned how to make a mistake and not cry about it or feel bad… we just have to learn to fail, I think, as leaders. It's hard for you to think about that.

Claudia added in the same session, "When I don't succeed it's something that makes me question everything for a second and then you have to remind yourself that like, 'Okay, yes, I am capable.' For Zay, his previously fixed mindset approach held him back too and he expressed learning to be accepting of mistakes as he grows his leadership efficacy:

> 'Cause now [with] a lot of the things I'm starting to do, it's all on me and it's the full responsibility on me and I'm scared to do it because I don't want to mess up. But I want to do it, if that makes sense.

In addition, participants described how a growth mindset affected their capacity to lead in other ways. This included being open to changing one's mind and being flexible when working with others. For Cole, he learned the importance of "leaning into that flexibility." He described an experience of working with other students in the LED 200 advocacy group project, "You have to be ready for your team to completely veto [your idea] and hate it and, like have to come up with something new." By leaning into the growth mindset approach, students shared about not only growing their leadership efficacy and capacity but also their leadership and social identities.

College provided some participants with the opportunity to redefine themselves and experiment with different ways of expressing identities. For example, Zay shared his identity exploration in college, "I just felt like I was able to express myself, and I was able to just

experiment. I guess, like with what I wanted to do, and who I was as a person… I think I got a trial-and-error period, especially in this first year."

Participants also described their ever-evolving leader identity. As Claudia stated, "I think my perception of myself is always changing." In Cole's words, "I'm learning how to be a leader." He also mentioned in focus group two:

> As a leader, you can't be a stagnant person. So, I'm the type of person who's always looking for a change and always looking to grow, and so I mean after every situation I sit down and analyze it and how I could have done it better.

Reina also embraced the idea of leadership as life-long learning. "For me, it's just basically growing. Growing yourself." She also added:

> There's not much you can change from eight or nine months immediately. You need to continue to act so you can understand that what you're doing.... [This growth will continue] for the rest of your life… I'm very excited and I feel like I'm going to grow into a really good person. I feel like I'll be able to do things that I wanted to accomplish when I graduated high school, and that makes me happy because just seeing how much I grew this year, I think I'll grow pretty well.

Moreover, participants expressed the value of building relationships with their peers during their lifelong leadership development journey. The theme of cultivating camaraderie addresses the value of a relational focus in a CRLL environment.

Camaraderie. All nine participants described how the opportunity to build relationships with their peers affected their leadership development. To Mermaid, PLF was defined as "a close-knit environment." In this community-oriented learning environment, students developed their sense of belonging. For Claudia, this "sense of community" was formed early on. "I think

PLF helped… [me in] meeting people and finding the people that aligned with my values the best. I think something struggled with before coming to college was finding the right kinds of friends."

The friendships and connections formed through the leadership program also helped students, from other states and countries, adapt. For Reina, "Coming from different states to school at the end, we need people to interact… [PLF] gave me the opportunity to connect." Mari also described how these bonds not only contributed to his sense of belonging but also led to the development of critical thinking skills important for collaborative leadership. "People would all come together and then bounce ideas and then form some kind of mutualistic relationship with each other. And then that grows and they become closer."

In contrast, Mastermind described missing the opportunity to develop a stronger bond with the students in her cohort. "I feel like we're not as strong as a cohort as we should be." Even as a critique of the current community, Mastermind points to the importance of having these connections in the learning environment.

The value of cultivating camaraderie also set the foundation for deeper friendships to develop – important relationships that helped students thrive beyond the leadership learning environment. Ella disclosed the importance of these bonds in the first focus group:

> Especially when some of us were just going through something, but then other people had already gone through that in their life, and it was like well, "Here's a helping hand", like, "Hey, this is how I got through it," and that built [a connection] in a totally different than a normal friendship would… Being able to come together at that time, solidified a lot of my friendships.

Participants also revealed that such a connective learning environment led others in the cohort to organically establish connections. Alejandra shared about this unprompted connection:

> I don't remember who it was, but I know somebody took the initiative, as a leader initiative, in a text… and asked for their social media, to start with the group chat… It was nice. Not everyone is willing to do that, and the fact that he did that shows leadership qualities are an initiative… because he wants to bring strangers together.

Alejandra added later:

> Our cohort… we have a Snapchat group chat and randomly, they would… text often if they go out or with another PLFer… so the connection was there. I don't think all of us might be best friends, but I do think that when we see each other we're like, "Hey you're in my class… let's study…" You feel better in a classroom setting or in a social setting … the group chat helped a lot… they even started a volleyball team from PLF.

Fun, humor, and time to bond. Another element that tied in with the theme of cultivating camaraderie was creating a learning environment that was embracing of fun, humor, and levity. Mari shared in his interview that, "I don't have that kind of fun in class unless it's in PLF." This comment was especially noteworthy as leadership discussions and certain topics can be quite heavy for students.

Ella shared the value of having breaks to process the information and heavy topics. "I think that the free time was important because that's the way that I made my friends." The connection established within the learning space can also help generate a positive environment after a difficult dialogue. As Cole shared:

> Because when we're all together, there's always gonna be somebody cracking a joke. There's going to be, no matter how deep the conversation gets, there's going to be a sense

> of levity that allows us to keep going forward… So nothing becomes so heavy or burdensome because it's like somebody's gonna make a joke or somebody is going to do something silly to just bring us all back… it's a nice place to keep going.

By providing the space for humor to break down difficult discussions as well as time for students to bond, educators are fostering a foundation for culturally relevant leadership development. A focus on cultivating camaraderie helps foster a sense of belonging vital for leadership identity, capacity, and efficacy to prosper.

Overall, the participants in this study shared the importance of being a part of a CRLL environment that nurtures a brave space, fosters a growth mindset, and cultivates camaraderie. These foundational values are essential components that lead to CRLL experiences where students thrive as developing leaders who engage in the culturally relevant leadership process. It is important for educators to attend to these values as foundational elements in crafting CRLL experiences.

CRLL Experience Attributes

CRLL experiences include activities, programs, and curricula that lead to the development of culturally relevant leaders. After setting the groundwork for CRLL through the three CRLL Fundamental Values, participants described in detail how and what about these meaningful experiences led to their leadership identity, capacity, and efficacy development. These experiences 1) empowered them, 2) promoted opportunities for enacting change, 3) collectively connected them with others, 4) allowed students to practice appreciating differences in others, 5) embraced the complexity within leadership, and 6) celebrated counternarratives on leading. As depicted in a hexagon format (see Figure 4.5), all these elements are interconnected

as each theme contributes to the identity, capacity, and efficacy development of culturally relevant leaders who engage collectively in the culturally relevant leadership process.

Empowers individuals. The theme with the most codes, that participants discussed heavily in their individual interviews and in the focus groups, pertained to leadership experiences that empowered them to evolve as leaders. All nine participants described how for them, meaningful CRLL experiences were empowering.

Builds cultural, social, and human capital. One of the most prominent elements mentioned by all the participants, pertained to leadership development experiences that facilitated them in building cultural, social, and human capital. In focus group one, Claudia shared her struggles when trying to navigate the university's services and how the program helped her build cultural capital.

> When you were struggling [the University points out:] you have all these resources. Just use the resources. But they don't tell you how to use the resources. So sometimes it's really, really, hard to figure out. Like, we had to use the Speech Center… We all had to use it for leadership [class] and then I had to use it for another class. And then, luckily, we learned how to use it for leadership… I think like there is kind of that hidden agenda… [The University is] like, "You're adults. You should know how to figure this out." And you're like, "I'm new here. I don't know how all of this works quite yet…" It makes you question yourself because you're like, "I'm trying to get hope here and I'm trying to improve myself as a person", but then someone they're telling you that you don't know anything.

Reina voiced a similar experience:

> Coming from different states and everything... was harder… like, “Oh, I don't understand what I'm doing…” Everything's new stuff. That's something that they expected us to know, like how to use our resources and get help. But… we weren't given the chance to or the opportunity to learn how to get the help that we needed.

Students disclosed that PLF helped them build that capital. For Zay, “[PLF has] set me in a position where I feel like I’ve gotten more opportunities.” Cole also shared a specific example of how he learned of opportunities on campus, “When you [, the program advisor,] send out like your opportunity emails and the different things that are happening like chances to get connected on campus and interactions like those are things."

Specifically, the opportunity to build social, cultural, and human capital was disclosed in interviews with participants of color, attending this predominantly white institution (PWI). For Mastermind, the university was very different from her home culture:

> Different because I came from a high school where it was predominantly Black and in a town that is predominantly Black. So coming to the university, it's just all new to me because I don't see as many [people like me]… this is very different. I have to not say, “I’m not going to work as hard as others,” but then it's like I had to prove a point.

Students like Mari were also aware that they were one of few. “Oh, [the University is] very different from what I thought it would be. It is a predominantly white college and so there are other Caribbean students [but] they're not from the Caribbean island I’m from.” For Reina, “As a person of color that's also very important. Especially coming to a predominantly white school where there’s not a lot, like, the percentage of African Americans is just really small. And that was a big culture shock when I came to school. But it was nice at PLF to see a couple more

people like me that I can be friends and connect to even when topics in the classroom are kind of tough."

Ella and Cole both took on the challenge of connecting with others like them to build community. They felt empowered to act in making connections. Ella disclosed her thought process when coming to college:

> I'm minority. How can I use this? How can I build on this? How can I support others and instead of looking at them as a bad thing? I feel like that's what happens a lot now. You hear about what all these different demographics are experiencing. All these issues, but sometimes those demographics have opportunities that others may not.

Cole disclosed:

> You know I'm always a black gay person so [PLF has] really done a good job of making myself welcome. With that, like I feel welcome. I can really step into any room and people there are people interested in what I have to say, because I am a person.

This connection with students of the same non-dominant identity served as a protective factor in facilitating participants' development. As Mastermind shared, "Sometimes it's nice to hang out with people in your race 'cause certain things you say or do, they understand you. Sometimes it feels nice to have people that you connect with."

Furthermore, as another protective factor, students shared perceiving the University environment as positive. As Ella described, "I think I personally play a lot on my social identities. Like being a Black woman and being Latina… I've seen… opportunities." Zay also viewed the university community as more open minded, "Depends on who it is, but people are more open because I've seen that people will listen to me over other people and it's like strange because of my ethnicity."

However, these examples do not negate the fact that microaggressions and racism were still prevalent on campus for participants. Cole disclosed, “I just learned to tamper [my identity expression] because, you know, we live in a society where being black and gay… is a very controversial thing.” As an honors student, Reina experienced looks as if she did not belong due to her Black identity, “I lived in the honors dorm and they be like, ‘Oh, like she's an honors?’” Other students, like Mari, shared that they really had to lean into their positive internal view of themselves when questioned, “I’m not going to change who I am just because of the situation. I’m going to make sure that.”

Ella disclosed the difficulties in navigating the institution. For example, she stated, “There's certain social things that I’m not going to do as a Black Latina. Like I’m not going to go to a frat party.” The adaptation to the PWI life can be tricky. Mastermind, felt the need to practice passing as white in order to have a more seamless time adjusting. When working at the University call center, Mastermind shares:

> Sometimes I would think people… expected like a white [person]… Over the phone they're not gonna like say, “Oh, I think this is a Black girl.” On the phone I try to sound as professional as possible. And then it's like if they see me in person, [I could] change their viewpoint of how they see me… at the same time, I'm still the same person, the same professional person on the phone. I'm here for a reason.

In some ways, discrimination affirmed some participants’ non-positional view of leadership. Claudia describes an experience she has as a woman that changed her view of the prototypical leader:

> Because I was never given that position, it almost felt like, no matter what I did I was a leader… how I tried to conduct myself and help other people… I want to welcome

> people, and I want them to know that I care about them… Even though I technically didn't have a title, I usually had to be the one where I was like, "Okay, we want to do this."

Values all types of individual strengths. By feeling empowered, some participants described the importance of understanding their own strengths that are intertwined with their non-dominant identities. For Alejandra:

> The Colombian side of my leadership is more like… ABC and D. Why can people be ABC and D?... When you realize, "Okay, not everyone is like that, but how can I help them be a little bit like that?" Yeah, it won't ever be that, because they grew up in a different culture in a different environment. Your environment and your culture shape you.

In his interview, Cole also shared that he felt recognized for his whole self – not just an individual out of the dominant norm. "I didn't feel like I was some icon or totem or some untouchable thing for my identity. It was like I was another person in the class sharing."

Supports recognition of accomplishments. Another factor that six participants shared was the value of holding a position or being recognized for their accomplishments. Many of these participants, who have multiple marginalized identities, received subliminal messages to be humble leaders and take the back seat. These six participants disclosed the significance of being acknowledged for their successes. As Cole shared "I've learned that I could expand my ego, and that I could take more credit than I've ever given myself." For Ella, she learned to accept her achievements, "You can take that title and not feel bad about it or, like yeah, you deserve that title. You don't feel bad about it."

Increases self-confidence. Furthermore, all participants expressed strengthening their self-confidence, and in turn their leadership efficacy. This was one of the most prevalent sub-themes pertaining to empowering individuals to develop as leaders. Mari shared what he gained from participating in the leadership program, “I would definitely say confidence… I didn't have as much of it, as I do now.” Ella also revealed, “I’m better at speaking up for myself.” Reina shared, “I'm much more comfortable now and I'm much more able to like express my values.”

For Alejandra and Zay this also affected their internal self-concept in relation to others. Alejandra expressed, “I’m more confident, regardless if they like it or not.” Zay also leaned into the discomfort inherent in growth, “I was so fearful of confrontation or rejection and stuff like that. I feel like I’ve gotten over that barrier for the most part… I just feel more confident. I feel a lot more confident.”

The program also gave participants the opportunity to step outside of their comfort zone and they grew confidence. Mastermind described her development, “I was stepping out my own comfort zone as a leader and I was making different moves, contacting different people to set-up different things.” Later she added:

> Before PLF, I always used to second guess myself as far as like my decision making because I didn't know whether or not it will be helpful… I felt with PLF I don't really do that as much. I just go for it. And I’m glad I go for it.

For Claudia, “This first year, a lot of independence, a lot of changes… Realizing that you're a lot stronger than you think you are which kind of helps you feel better about yourself as being a leader."

Furthers communication skills. Moreover, eight students mentioned that furthering their communications skills helped them grow their leadership efficacy and capacity. For many, this

included the ability to communicate with others. Cole shared, “Communication is really what I learned this over this year. Just keep trying and keep talking." As Claudia disclosed, “I think a big one that grew for me, it was communication – finding new ways to communicate with people.”

Zay even went into greater detail. For him, there was significant growth since high school, “The communication, I used to be really bad. I’m so grateful that… I’m out of my shell… That has built my confidence.” Reina expressed a similar development since entering the program, “Compared to now because I'm much more comfortable now and I'm much more able to express my values.”

In general, participants described the value of being a part of leadership experiences where they felt empowered. These experiences led them to build social, cultural, and human capital; to value individual strengths pertaining to their leadership and social identities; to lean into being recognized for their achievements; and to increase their self-confidence as well as their communication skills. All these elements can be incredibly beneficial for developing leaders to create positive social change.

Promotes enacting change. Another element that all participants addressed in this study pertained to CRLL experiences where they took action to create change. In Ella’s words her first year in the program was characterized by, “A lot of hands-on learning… I felt like this last year I was doing a lot more than just learning so that was really helpful.” Eight of the participants described ways where their leadership efficacy and capacity increased after engaging in an experiential activity such as the ropes course or immersing in a community service project such as the advocacy group project in the LED 200 course. Cole described his experience at the university challenge course:

> For me it was recently [when] we did a rope course thing. One of the little things we had to do was switching from one part, like the yard, to the other on the rope. And just me being able to physically hoist myself. Once I was swinging across and landed on the platform it was just reaffirming for me because… I received a lot of praise especially like for my physical capabilities… I don't look like someone who could who have a lot of strength or power behind them and so sometimes that does get to me. I'm like, "Okay, can I actually do that? Am I strong enough to lift this chair?"... That can start feeding into more social things. "Am I, you know, am I going to be able to endure and to get through this?" And so… just being able to swing across and landing and then everybody grabbing on to one another, and you know just reaffirming the community that we have. That was one of the things I was like, "Okay, I can do this as a leader."

As Alejandra shared during the focus group, "I strongly believe that all of us have the ability to create positive change in a community and we've done that. Starting with taking the initiative to talk to others or help others around you for the project." Claudia shared her experience with the advocacy group project, "Actually planning those events and figuring out helped me to be at least like, 'Ok, yeah I can be a leader here.' And provided a little bit of a boost for that." She later elaborated on being able to apply what she had learned in class and enact it through this project, "First learning about those theories and then really implementing them." Mari also developed leadership skills and his belief in his ability to lead after participating in the advocacy group project. "It's not something I'm accustomed to. I've done volunteering before but actively looking for one was a different experience... It showed that I have the ability to want to help others."

Cole then describes the process of beginning their multi-year-long social change project in the community and what he has learned so far:

> Definitely, I think, the most challenging one so far [has] been the social change project. Us developing that starting now because there was so much leeway. We knew what we had to do, but we didn't realize how hard it would be to do it, and so it was reaching out to these nonprofits, finding groups that would even respond [to us]… It really put into perspective, because I feel like as a normal person who doesn't identify as a leader it's very easy to look at the leaders of the world and be like, "They're not doing anything. They're not helping us. They don't care." But then when you get there and you're trying to make this social change project and you're trying to make a difference, you realize just how hard it is.

The opportunity to engage in community change projects provided these participants with not only the opportunity to enact change and practice their leadership skills, but also serve as a leadership efficacy boost and to solidify their leadership identity.

Another facet of enacting change also emerged in the interviews. Claudia, Ella, Reina, and Zay shared experiencing injustices that led them to step up and take charge. These experiences affected how participants engaged in leadership. Reina shared her response post-George Floyd's murder, when the Black Lives Matter movement reignited:

> I can understand injustices more so because they… have happened to me, and I can understand, like "Oh that's not right." I can feel more inclined to want to make social change or make awareness happen compared to maybe someone who doesn't quite understand what it means to have that against them.

For Zay, it was about "leaving [the world] better than it was before."

As a whole, promoting enacting change is about developing CRLL experiences where students can practice their leadership skills while follow their life's purpose. As Cole shared:

> PLF has helped me realize that… leadership and change is more than just talking. In PLF we really get the nitty-gritty of how to make a change, how to act, what it actually feels and looks like to make a difference. PLF taught me that you can't just say you're against something. You can't just say you support something. You have to be on the ground, doing the work. And seeing how to make the difference. If you want to do something, how's it going to be sustainable?

For educators to create opportunities that promote enacting change, they not only have to focus on empowering each individual student but also on how students can create positive change in unison with others.

Collectively connects. During the interviews and focus group process, all the nine participants shared the value of gaining a deeper understanding of how to further their teamwork abilities as well as their capacity to collectively connect with others. Beyond the foundational value of cultivating camaraderie, this theme showcases learning opportunities that taught participants to collaborate and engage in leadership as a group.

All nine participants shared the value of engaging in experiences in connection with others. To Mastermind, leadership development experiences presented the chance to "connect and network with other people." Ella, Cole, and Mari explained that PLF provided them with a network of people important for furthering their causes. Cole shared, "You come in, you start college, with an entire network of people who can help you make your dreams happen… that's really different than any other org. I'm a part of."

Mari described the value of being in community meetings with students from the upper cohorts:

> The meetings in general, where we intermingle amongst the different senior cohorts…getting to hear their perspectives and how different their experiences were from when they first started and then comparing that to what we are currently going through at the time. It's just so amazing to see that different generations and different times in which people start their experiences that affect people in different ways.

For Mermaid, this meant surrounding yourself with other leaders that can stretch you. "Your ego can get in the way sometimes of your growth. So it's important to surround yourself with people who are on another path. That is not like better [than you] but they're more far along in the journey." Zay felt inspired observing his peers work on the advocacy group project:

> I remember there were a few people that did a lot of fundraising money… it just shocked me and just made me realize that it can be done… They are my age… It gave me the realization that it is possible and within reach.

On the other hand, Alejandra described how she's also learned what not to do from others. "From bad leadership experience, I'm like, 'Okay, I definitely don't want to do that too.' It's learning, watching other people, and seeing how I want to be better and do better than them. To me, [that's] how I developed my leadership skills."

Participants shared specific elements that contributed to the growth of their relational leadership capacity. When talking about the program, Cole discloses that PLF also taught him that:

> If you believe in something, [you need to figure out] how you are going to extend to other people that it's worth believing in. That is something that we need… [PLF] taught me the skills to be able to do that or is teaching me the skills to be able to do that.

Claudia shared a generative experience in high school where she empowered others to continue the change she had created in band:

> Seeing that after I left, not only did someone take it over, but a group of people took it over and they rotated that responsibility within themselves… It was modeling that way and then seeing them change it, and almost make it better. I felt like I made an impact on them. And obviously [it] was important enough to them that they would want to continue that. So, I thought that was super important.

Others like Reina brought up the importance of compromise while Mermaid discussed learning how to work "towards a common goal."

Many participants began to recognize how teamwork-building experiences increased their agency. As Cole voiced, powerful leadership learning experiences are about "getting better at leading groups." Mermaid also expressed the value in "communicating, especially with a team" and in "guiding a group of people." By engaging in a team project, Mermaid felt that she further developed her capacity to lead a group. Moreover, Cole expressed a desire to learn more about how to work with others, "I still struggle to understand is how to get people to care."

Participants disclosed learning different ways of leading in collaboration with others. To Ella, "leadership is recognizing skills in yourself and others and then using them for good." Alejandra describes that PLF "allowed each of us to really experiment with who you are, how we do things, and how we play a role in our group." In Mermaid's words, "After taking LED 200, I

really was active at [the university] with like three leadership positions last semester where I learned how to delegate and not do everything myself."

Participants like Mastermind voiced how their leadership identity and efficacy grew through group work:

> Usually, I'm the leader that just steps back… Now, I felt like I had to be the person that just had to make that move... I think it has to do with trust because usually when it comes to group projects, I'm not really good with trusting people. It's just a lack of communication and making sure people do what they have to do.

Mari also shared how his view of leadership evolved to consider others, "Although you're the leader, you need to take into consideration what the people who follow you think and how it will affect them what your decisions… Even though they follow us, they have a say as well." Understanding others' skills and strengths is a vital component of collective leadership.

Appreciates differences in others. All the participants addressed the importance of valuing what others bring to the leadership process. The theme of appreciating differences in others was mentioned frequently in the individual interviews and focus groups. Claudia describes one of her main takeaways from her year in PLF:

> Everyone really does have different ways that they operate and then sometimes the best thing you can do is trying to figure out how someone else operates and use that, not necessarily to your advantage, but to help that communication. To help get done whatever it is that you're trying to get done. So, I think that was the major, major thing I learned.

During the retreat, Reina shared that “it was also cool to connect with people who have the same values as you, even if they didn't come from the same background.” Later, in “the classroom you saw their personality types.”

Alejandra expressed how her leadership identity evolved from working with peers with different sets of skills. “I think that I developed leadership qualities. I was not used to working with different people.” Mari explained that during the Four Corners activity he gained insight into others’ thought processes, “Seeing the different views of different people from different backgrounds… what I learned was that the thoughts of other members within the group definitely matters.” Cole also shared learning from these types of engaging activities, “I guess we gave the grace to have differing opinions and not be mad at each other nonstop for it.”

Having a deeper understanding that people enter the leadership experience with different backgrounds and strengths was a key component of the LED 200 course and of the PLF retreat. The Life Maps activity was one of the most mentioned experiences – all participants brought it up as not only helping them connect to others but also understanding where others are coming from. As Cole described, “To hear somebody's entire life is like, wow… I understand why you're like this now. You're not what I thought you were at all.”

During the focus group, an additional element emerged related to appreciating differences in others. In both groups, participants shared the value in not comparing themselves to others. Comparison can be harmful to one’s self-esteem. Participants expressed learning to avoid comparison even before entering college. This mostly occurred through their experience with social media engagement. Instead, students described the importance of understanding that every human is unique, and they do not know people’s full stories at first glance. Activities like Life

Maps reinforced this concept by allowing students to share their personal stories and go beyond immediate assumptions. Zay described this:

> I find myself, especially with social media, just comparing and seeing how other people have certain things. That's why I try not to keep up with it. I don't like to follow many people… I saw this one thing, the other day where someone that I thought highly of because they had this lavish life. And they talked about how they had like $60K in credit card debt and I was like, "Well, I'm not there…" There's always something like this behind the scenes… and not to compare yourself is hard sometimes. And people have different paths, but sometimes it's very tempting to do certain things because they seem fun now but they have consequences later.

Mastermind disclosed how difficult it is to not compare yourself to others and how she is working towards changing her thought process:

> I'm from a small town so there's only so much I can do [at home] versus when I go to [the university]. I see all these different people. I'm like, "What the heck am I doing? I can't really compare myself." So I'm like, "I'm here and they're all the way up here." And I'm trying to wrap my mind, "How am I going to get there? What do I have to do?" And then I just start overthinking. I think it just brings a bunch of negative energy to me, which I really don't need and I need to start changing it into positive energy.

By gaining an understanding of others, Alejandra, Zay, Ella, Mastermind, and Claudia also shared how they gained a deeper understating of how others perceived them. This has provided them with the opportunity to grow their emotional intelligence too. For example, Alejandra disclosed being viewed as "bossy" when she was just trying to help and how she is working on that perception. Ella shared how some may perceive her as "very intimidating, not

that I mean to be." She expressed working on "trying to become friendlier and less like intimidating."

Overall, participants learned that there are different ways of leading. In Claudia's words, "We are all technically leaders. But there's just so many different styles and everyone just acts in a different way. It's interesting to see how we're all different kinds of leaders." This thought process bleeds into the theme of embracing the complexity as part of leadership learning.

Embraces complexity. The theme of embracing the complexity, inherent in leadership studies and in leading, was voiced by all nine participants throughout the interview and focus group process. During the program, students began to question the definition of leadership and leader. This extended passage from Alejandra exemplified the complexity of her view and how that view developed during her first year in the program:

> When we said in class, when we read,"Lleaders are not born, they're made." I think that really sticks with me. Yes, they're made. And I love everyone leads in our cohorts… So they have the ability. Maybe they're not the leader but they have the ability to influence the majority of different people. So, in my eyes they are leaders. And, let me tell you, not everyone should lead… When I see great leaders I'm like, "Wow, I wish I was"… even from our class I'm like, "Okay, that's the best way to do things." But it's also a personal perspective and sometimes I feel out of place to say anything. But then you think about, well, as a leader, "Should I say something?" But then it's just my perspective. What about if I'm just looking at things very differently, and what if my perspective is wrong? So yeah, everyone can be a leader but I don't think everyone should hold that power.

As participants start to develop a critical outlook on leadership, they question what is *positive* change or *good* versus *bad* leadership. Claudia brought up a day in class when we discussed

Hitler as a leader. During her interview, she shared her viewpoint, “You can have good leaders and bad people that are leaders. Yeah, I think it like more so depends on the person.” Cole shared how his thoughts evolved through his social change project exploration process:

> As a normal person, [a person] who doesn't identify as a leader, it's very easy to look at the leaders of the world and be like,“They're not doing anything. They're not helping us. They don't care.” But then when you get there and you're trying to make this social change project and you're trying to make a difference, you realize just how hard it is. It really puts it into perspective. Yeah, there are bad leaders out there who don't care, but also a lot of good leaders are doing as much as they can, and it just looks like nothing because it takes so long.

Conflict with civility. Cole, Alejandra, and Reina separately mentioned learning that disagreement is an inherent part of leadership. Reina expressed understanding that even with all the community building, “Everyone doesn't really get along immediately and even after you've grown together, there's still room to butt heads.” That is part of the leadership process. Cole shared that he is “getting better at conflict” after participating in the program. During a difficult dialogue in class, Cole disclosed, “We were still having several conversations about it and sharing, but like nobody was losing respect for somebody else for having a different opinion.”

The complexity inherent in leadership opens students’ minds to embrace non-dominant ways of leading. There is no one way to lead. This understanding is also connected to the theme of celebrating counternarratives in leading.

Celebrates counternarratives on leading. All participants disclosed the value of listening to stories pertaining to non-dominant ways of leading. During the retreat and in class, we deconstructed the prototypical, positional views on leadership. The theme of celebrating

counternarratives in leadership is in line with Mahoney's (2017) CRLL approach – the is value in presenting traditionally marginalized leadership stories.

Non-positional view of leadership. One of the most salient sub-themes that all participants remarked on during their interviews addressed their view of leadership as non-positional. Many expressed changing their outlook due to their participation in the PLF program. Mastermind shared her experience, "Until I had this class, I thought leadership was like, 'Oh it's just a leader who everybody follows.' And there's more to that than just having people that follow a leader." Many participants aligned with Mari's thoughts, "I think that anyone, regardless of skill, has the capacity to lead… there's no set way on how to do this." Ella also exemplifies this by stating, "Good leaders are like okay with sometimes take taking that step back… I learned a lot about like behind-the-scenes leaders."

Participants also expressed learning about how their social identity shaped their leadership identities and understanding of leadership. For Mermaid, this entailed learning about "different types of leadership styles as well, which I had never really heard about… so it was all new information."

Zay described the process of leaning into his own way of leading as a positive experience. "Before I used to think people thought of me negatively… [Now] it doesn't bother me. I feel like I learned to not care." Mari also felt comfortable voicing, "I lead from a follower stance."

Cole shared how the "jazz versus orchestra" leadership example during a LED 200 class served to acknowledge one of his ways of leading. "I think about differing leadership styles… the examples of jazz music and orchestra music. Seeing how people with different opinions

interact. I really understood the jazz side, while somebody else in class really understood the orchestra side."

This is especially meaningful since all the students in this study have at least one non-dominant identity as central to their core. Mastermind expressed the process of leaning into her own way of leading. "I need to be more brave in my own thoughts and actions. I shouldn't let somebody else depict what I need to do as a leader." For Ella, it's about, "knowing your strength and knowing how much you can take on."

This identity exploration was a significant part of Cole's development:

> With my queer identity, I've learned a lot about myself. I remember during the retreat was the first time I ever said I was genderqueer. Beforehand I'd always identified as a man. And then just like in the spur of the moment… when I realized I said it. Yeah, and I was like, "That feels really good." And so that's kind of been my approach to everything recently… You don't know what you're about to say, but if you give that the chance to grow into something… something may come my way, be good or bad, but if I'm open to it it'll be a whole lot easier to get through it."

As mentioned earlier, Alejandra felt able to lean into the "Colombian side of her leadership" in college. Both Claudia and Reina also brought up how they lead differently as women in STEM. Reina also expressed the challenge is having to prove herself as a Black woman in honors. By hearing about more counternarratives, students of non-dominant identities see themselves reflected in leadership roles and the leadership process.

Summary

This chapter provided an overview of the findings on the nine participants' leadership identity, efficacy, and capacity development experiences. Participant demographics and data

from the multiple cycle coding process on individual interviews and two focus groups are presented in this chapter. Furthermore, the framework for defining the nine themes and sub-themes emerged from the coding process is detailed in this section (see Figure 4.5). The next chapter will further analyze the findings, propose implications for practice, and future study opportunities.

Chapter Five: Discussion and Conclusion

This study sought to uncover meaningful experiences that contributed to college students' leadership identity, capacity, and efficacy development as culturally relevant leaders. It addressed the 2020-2025 National Leadership Education Research Agenda's first two priorities: a culturally relevant leadership call to center non-dominant social identities in leadership research (Beatty et al., 2020); and a call for critical leadership research that disrupts systemic oppression (Chunoo et al., 2020). The findings in the study give voice to college students of non-dominant identities (Grbich, 2013) by illustrating nine first-year students' experience in a curricular and co-curricular leadership development program. This research also provides educators with applicable ways to create meaningful leadership experiences that meet diverse student needs.

In this chapter, I review and analyze the study's nine major culturally relevant leadership identity, capacity, and efficacy development themes (see Figure 4.5). I also propose an applicable model to provide educators with practical ways to implement the culturally relevant leadership learning (CRLL) framework to college students' learning experiences.

Study Questions Revisited

I studied the following questions during the individual interviews and focus groups pertaining to students' leadership identity, capacity, and efficacy. Since these three elements are interrelated and overlap, so do the questions below. (For a detailed list of questions see Appendixes E & F).

- How do students with non-dominant identities experience leadership learning?

- How do students with non-dominant identities build the knowledge, skills, and abilities necessary for culturally relevant leadership?
- What experiences have affected students' leader identity development?
- What experiences have affected students' leadership efficacy?
- What experiences have affected students' socially responsible leadership capacity?
- What about these learning experiences make them meaningful to students?

Limitations

In this study, I focused on providing leadership educators with an in-depth understanding of the student experience through a critical-constructive lens employing a qualitative approach (Denzin & Lincoln, 2013). This process and the findings are presented with some limitations (see Chapter Three for additional details). Below are the following main limitations:

1. This study examined the experiences of a small group of participants through purposeful sampling that met the criteria for inclusion.
2. Due to its qualitative nature, this study explored participants' individuals experience in depth through semi-structured interviews and their collective experiences through focus groups. Therefore, these findings should be viewed from a transferability lens which includes a richer understanding of student learning and personalized ideas on how educators can attend to all learners. Findings also provided insight into how students with marginalized identities develop as culturally relevant leaders. Other approaches such as quantitative measures might explain generalizable differences between college students beyond this group of participants.
3. As the leadership program advisor, leadership course instructor, and study researcher, I influenced this study in positional ways (this was detailed in Chapter Three in my

reflexivity statement). I hold power as a professor, program advisor, and with my privileged social identities. Yet, the relationships I cultivated during the participants' first year may have enabled students to be receptive and open during the interviews and focus groups. I also offered participants to contribute to this study and to critique my findings through a member check process.

Summary of Major Findings and Connections to Current Literature

The nine participants in this study shared several experiences that contributed to their leadership identity, capacity, and efficacy development. They reflected on what made these experiences meaningful. They also expressed how these experiences connected to their individual and collective growth as they pertained to engaging in the leadership process.

The Interconnection of Leadership Identity, Capacity, and Efficacy

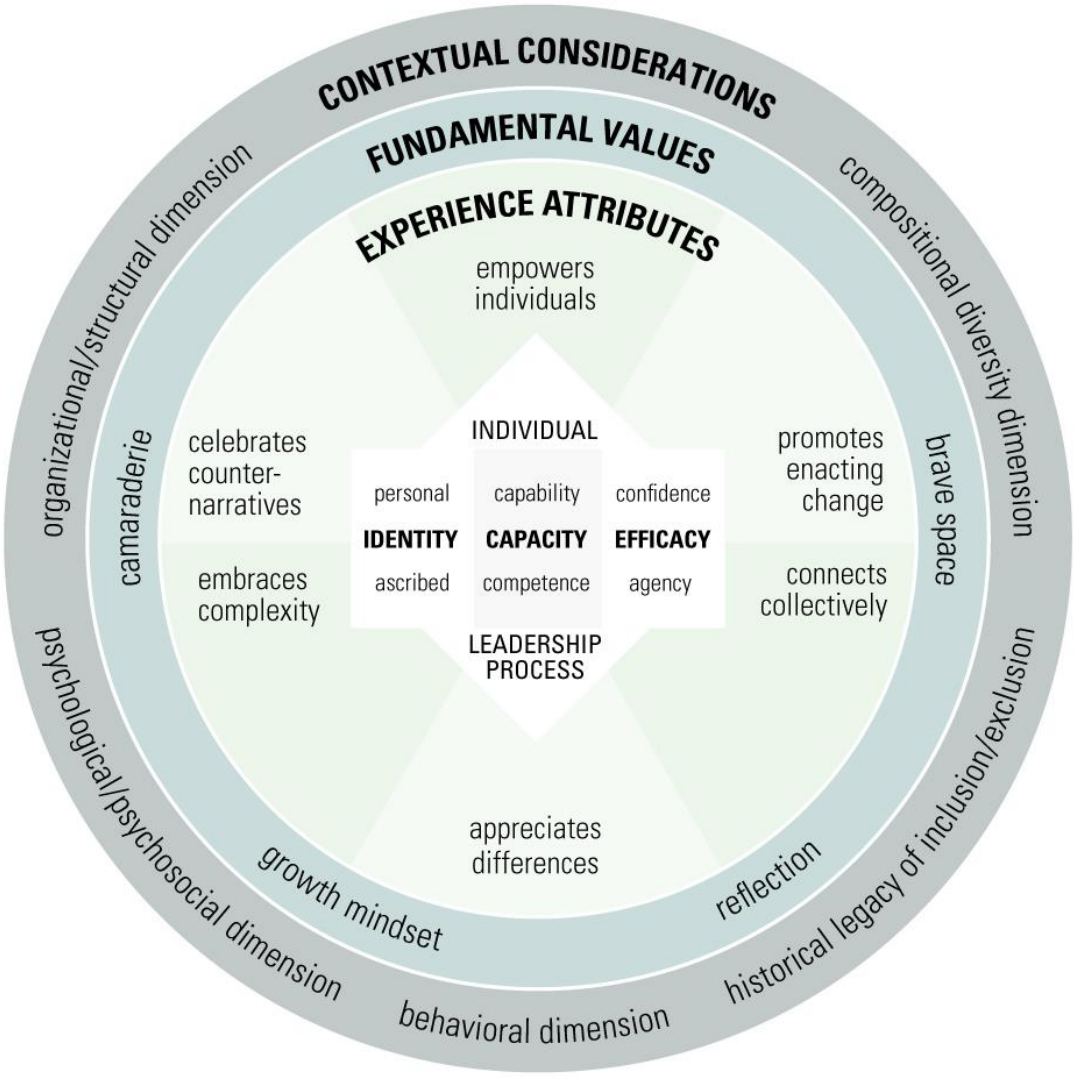
Initially, I entered the interview process assuming that I could separate and dissect the concepts of leadership identity, capacity, and efficacy by asking students certain questions (see Study Questions Revisited above). However, it quickly became clear that in sharing their development stories, these concepts were not so distinct for the participants. Without learning the definitions, they described many ways in which their identity, capacity, and efficacy were intertwined. Consequently, I changed my theming approach to reflect that, moving away from categorizing identity, capacity, and efficacy as discrete. Instead, I created nine themes that illustrated students' individual and collective development, identifying where each concept was individually addressed or how identity, capacity, and efficacy meshed in participants' developmental journeys.

Examining and Applying the Culturally Relevant Leadership Development Themes

Three fundamental values and six experience attributes for fostering culturally relevant leadership identity, capacity, and efficacy development were generated from participants' individual and collective stories (see Figure 4.5). In this chapter, I conceptualized a new, applicable model for educators to foster culturally relevant leadership identity, capacity, and efficacy development in their college students (see Figure 5.1). The goal of this model is to provide CRLL educators with a practical framework to facilitate students' culturally relevant leadership development.

Figure 5.1

Model for Fostering Culturally Relevant Leadership Development (FCRLD)



In the following sections, I examined each of the model elements further by connecting them to current literature. I also added features to further describe identity, capacity, and efficacy development (Chunoo & French, 2021); *reflection* as a fourth fundamental value (Volpe White et al., 2019); and the CRLL's five critical dimensions as contextual domains (Bertrand Jones et al., 2016; Hurtado et al., 1999; Milem et al., 2005).

The Core of the Model: Leadership Identity, Capacity and Efficacy

Leadership identity, capacity, and efficacy are at the core of the model. Like the CRLL framework, student leadership identity, capacity, and efficacy are what educators are working towards developing (Bertrand Jones et al., 2016; Guthrie et al., 2017). These three elements address who students are (identity), their ability (capacity), and what they do (efficacy) as part of their individual development and their engagement in the leadership process (Guthrie et al., 2021). In other words, this model also focuses on leader and leadership development necessary for attending to issues of power and oppression inherent in the field (Day, 2000).

Most recently, Chunoo and French (2021) proposed that educators view identity, capacity, and efficacy on a continuum linking individual development to engagement in the leadership process. For identity, student development toggles between a person's ascribed, socially constructed public identity and their personal identity. In terms of leadership capacity building, educators focus on enhancing students' capability (individuals' leadership development) and their competence (to engage in leadership process). As for leadership efficacy development, educators balance focusing on confidence building (one's individual self-belief) and agency (one belief in their ability to create collective change) development.

Chunoo and French (2021) also operationalized the culturally relevant leadership learning (CRLL) model to include additional basic domains based on Dugan's (2017) dynamics of motivation and enactment. After contemplation and immersing myself in leadership identity, capacity, and efficacy research, I decided not to include these two – motivation and enactment – at the core of the model for fostering culturally relevant leadership development (FCRLD). Enactment (both self-work and cooperation) and motivation (intrinsic and extrinsic) occur within

each of these three components already (K. Guthrie, personal communication, September 15, 2022).

Instead, motivation and enactment are interwoven into several of the FCRLD's elements. In the descriptions below, I have added more detail on how both influence different CRLL experience attributes. Enactment is also addressed under *promotes enacting change* and *collectively connects* while motivation is discussed under the *empowers individuals* attribute. Moreover, leadership identity, capacity, and efficacy are already interconnected to some degree (see The Interconnection of Leadership Identity, Capacity, and Efficacy section above).

Experience Attributes: Empowers Individuals

The next level in the model includes six CRLL experience attributes that facilitate culturally relevant leadership identity, capacity, and efficacy development. These six attributes mirror the leadership learning framework where knowledge, development, training, observation, engagement, and metacognition development facilitate students' growth in the leadership process (Guthrie & Jenkins, 2018). Participants shared how these developmental experiences empowered them, promoted opportunities for enacting change, collectively connected them with others, allowed students to practice appreciating differences in others, embraced the complexity within leadership, and celebrated counternarratives on leading. Even though these six factors are described as distinct characteristics, they can also be interconnected in the student learning experience.

Empowering individuals is one of the most robust of these six attributes. This experience attribute addresses how learning experiences empower students by helping them build cultural, social, and human capital; valuing all types of individual strengths; supporting recognition of students' accomplishments; increasing self-confidence; and by furthering student's

communication skills. Impactful CRLL experiences focus on welcoming a person's whole self to the learning and providing ways for that individual to successfully navigate their environment.

Builds cultural, social, and human capital. Learning how to navigate the university environment, especially as students from non-dominant identities, was an important part of the participants' meaningful leadership experiences. Cultural capital development, along with other types of capital, is one of the main components of CRLL (Chunoo, 2018). The revised version of the social change model of leadership development also included the group values of power and oppression acknowledgment (to understand and eradicate power imbalances) and support networks, as vital for minoritized students' leadership development for positive social change (Harper & Kezar, 2021).

Educators should focus on sharing university resources with their students to help them succeed academically and as leaders on campus. To further students' social capital, educators should reveal how power flows on campus and connect students to positional leaders. This is especially meaningful for first-generation students who may not have any idea of how to create a student organization, plan a protest, or advocate for positive social change.

Teaching to increase students' human capital as leaders includes adding to their leadership enactment by creating experiences that focus on self-work and cooperation (Chunoo & French, 2018). While this overarching theme is about empowering *individuals*, cultural, social, and human capital do not occur in a vacuum. They can also be gained in leadership learning experiences that engage students and their peers collectively in the leadership process. The relationships cultivated in the learning environment also helps students build social and human capital critical for both person and group development (Guthrie & Jenkins, 2018)

Values all types of individual strengths. Empowering individuals involves facilitating experiences on the social change model's consciousness of self (i.e. self-awareness; HERI, 1996). A CRLL educator teaches students to look beyond the prototypical, dominant leader and ways of leading. They allow space for students to explore who they are and the unique strengths they bring to the leadership process. This was described as especially valuable for participants making sense of their strengths in combination with their non-dominant identities. Through a critical lens, educators can use inventories and assessments, like CliftonStrengths and the Myers-Briggs Type Inventory, to help students engage in this strengths and identity exploration (Dugan, 2017; Maia, 2022).

Furthermore, attending to the concept of liberation can be incredibly empowering for educators working with students of non-dominant identities (Harper & Kezar, 2021). This means facilitating ways of thinking beyond socialized norms and embracing one's whole self. For example, empowering a Catholic, Latinx, gay, cis-man to appreciate his reserved and caring leadership approach as an invaluable to his development.

Supports recognition of accomplishments. In line with liberatory practice, empowering students also encompasses creating opportunities for students of traditionally marginalized identities to be recognized for their accomplishments. Participants of color in this study shared how they were learning to stand out as strong, recognizable leaders and to hold positional roles. Students can use educators' support in breaking away from implicit racist and colonial messages that teach them to be humble and to remain silent. By standing out and taking on positional roles, students are changing the narrative on leading. They are also developing the confidence to increase their individual leadership efficacy.

Increases self-confidence. The participants in this study disclosed the value of participating in leadership experiences that increase their confidence. Confidence is connected to leadership efficacy development (Dugan et al., 2008; Dugan & Komives, 2010), specifically students' individual development (Chunoo & French, 2021). Individually empowering experiences create opportunities for students to step outside of their comfort zone and engage. They also help cultivate the agency needed to engage in the leadership process (Chunoo & French, 2021) and communicate change.

Furthers communication skills. By enhancing their communication skills, not only do students gain leadership efficacy but they also grow in their capacity to lead. Eight of the participants described either improving their public speaking skills, professional writing competence, or ability to engage in difficult dialogue as a meaningful part of the leadership learning experience. Students of color and other minoritized identities can also benefit from storytelling development – strengthening their verbal and written communication to share their perspectives and create a shared vision (Harper & Kezar, 2021). Educators should establish more opportunities for students to practice these skills in powerful ways.

Experience Attributes: Promotes Enacting Change

Another important CRLL experience attribute is about promoting opportunities for students to enact change. Eight of the participants shared ways their efficacy and capacity grew after participating in experiential leadership development experiences. Experiential leadership learning includes intentionally designed, structured experiences that allow for student to apply their knowledge, skills, and abilities (Guthrie & Jenkins, 2018). Experiential activities such as service-learning, are pedagogical tools for socially just leadership education (Volpe White, 2018). Participants shared several examples of learning from such experiences. These included

spending two hours at the university challenge course or partaking in a semester-long community service project with a team of other students.

Enacting change can also occur outside the traditional learning space. Educators can encourage students to engage in activism and resistance that challenge the norm (Shenberger & Guthrie, 2021). This is tied to promoting individual confidence and the collective agency required to enact the change (Chunoo & French, 2021). System challenging is an additional group value in the revised version of the social change model that acknowledges oppressive systems, policies, and practices that have hindered minoritized students from generating change (Harper & Kezar, 2021). Educators should teach underserved students to work within these different systems to enact positive social change.

Experience Attributes: Collectively Connects

The culturally relevant leadership process occurs in connection with others. Learning to create communities and how to engage in collective leadership are two tenants of liberatory leadership in practice (Owen, 2014). The group value of collaboration is also at the core of the social change model (HERI, 1996). Participants expressed the benefit of working with others to accomplish leadership goals. Such experiences increased their capacity to lead.

Practices teamwork. Teamwork is an essential part of leadership learning (Guthrie & Jenkins, 2018). The students in this study also disclosed teamwork scenarios in which they developed both individual and collective efficacy. Many learned that in community. “Collective efficacy, as a concept and process, provides critical hope in responding to inequitable systems and institutional practices” (Guthrie et al., 2021, pg. 53). CRLL leaders know the value of self-work and collaborative development (Chunoo & French, 2021). By working with others, participants learned the value of appreciating different ways of leading.

Experience Attributes: Appreciates Differences in Others

Culturally relevant leadership development is about viewing all students as assets and as contributors to the learning experience (Bertrand Jones et al., 2016; Ladson-Billings, 1995). The participants in this study described how meaningful leadership development experience taught them to appreciate the differences in their peers. Each individual adds to the leadership process. Appreciating differences in others is also about understanding that individuals are complex and can hold individual and collective identities (Day & Harrison, 2007).

Therefore, CRLL educators should focus on growing students' social skills and their awareness of different ways of leading. This includes recognizing the humanity within every person (Watt, 2016). It also entails providing opportunities for students to explore their own social identities and those of their peers. For example, in *Shifting the Mindset: Socially Just Leadership Education*, chapter authors address the importance of focusing on different identities and intersections of identities as part of the CRLL curriculum and co-curriculum (i.e., native, Asian America; lesbian, gay, and bisexual; and transgender college students; Guthrie & Chunoo, 2021). Gaining this deeper understanding of others also requires students to embrace the complexity inherent in leadership.

Experience Attributes: Embraces Complexity

Leadership is complex (Guthrie et al., 2018). "Individuals may define this complex process differently based on personal identities, experiences, traits, behaviors, or worldviews" (Guthrie & Jenkins, 2018, p. 4). All nine participants expressed the complexity inherent to understanding bad versus good leadership, comprehending different ways of leading, or engaging in conflict with civility/courage (Harper & Kezar, 2021; HERI, 1996).

Leadership is also socially constructed (Dugan, 2017; Guthrie et al., 2013). This means our society places value on specific leader prototypes. Symbolically such examples do not include non-dominant traits. Educators should add leadership content that addresses this complexity. Critical reflection is also essential for students to process and deepen their understanding of diverse leadership literature (Owen, 2014). It is invaluable for students of both dominant and non-dominant identities to recognize this complexity as part of their leadership identity, capacity, and efficacy development.

Experience Attributes: Celebrates Counternarratives on Leading

Celebrating counternarratives on leading entails listening to stories of non-dominant and minoritized groups as part of the CRLL experience (Mahoney, 2017). These counterstories contribute to students' critical and complex understanding of leadership. All participants shared the value of learning about different ways of leading. This viewpoint also validated the leadership identities of these participants.

Educators should take action to include non-dominant voices in the learning experience. Ardoin and Guthrie's (2021b) study on leadership development with students identifying with different social classes showcases the value of counternarratives. The authors highlighted this through the CRLL framework and by integrating cultural mismatch theory. Suggestions included adding working and lower-class (non-dominant) examples to the learning experience and inviting individuals of those identities to share their leadership stories and lived experiences with students (Ardoin & Guthrie, 2021b).

I recommend a similar approach in addressing other forms of traditionally marginalized identities (and the intersection of these identities) in the learning space. This experience attribute aligns with the revised social change model. The group value of power and oppression

acknowledgement is about sharing personal stories that help students understand social imbalances and how to approach creating change (Harper & Kezar, 2021).

A main tenant of celebrating counternarratives on leading is approaching leadership learning from a non-positional view. This view is a core tenant of college student leadership learning (Komives et al., 2013; Dugan, 2017). All participants shared the value in learning this during their first year in the program. This knowledge affected their leadership identity, capacity, and efficacy. Furthermore, a non-positional leadership outlook is connected to the experience attributes of appreciating differences in others and empowering individuals to enact change. Nevertheless, for all the experience attributes to impact meaningful culturally relevant student leadership development, educators must first establish a foundational, inclusive learning environment.

Fundamental Values: Brave space

The fundamental values are in the second layer of the model for fostering culturally relevant leadership development (FCRLD; see Figure 5.1). Culturally relevant leadership educators should focus on creating foundational learning experiences that consist of a brave space, a growth mindset approach, an environment that cultivates camaraderie, and room for reflection. One of the most prominent themes participants discussed during the interviews and focus groups describes characteristics inherent in a brave learning space.

This fundamental component of the CRLL learning environment is based on Arao's and Clemens's (2013) brave spaces publication – a realistic and inclusive redefinition of the safe space concept. Brave spaces empower students to share perspectives on traumatic experiences such as those related to their non-dominant identities (i.e., sexism, racism, or discrimination)

(Brazill, 2020). Not only can such disclosing facilitate personal growth, but it can challenge others' beliefs in a supportive environment (Gurthrie & Jenkins, 2018; Maia, in press).

Participants like Zay and Mermaid expressed feeling comfortable self-disclosing in the classroom and co-curricular learning environments. As the program advisor, creating a brave space was one of the first culture-setting approaches I addressed during the program's Year One Retreat. We spent time co-creating community agreements. The eight student facilitators also modeled-the-way in their small cluster facilitation groups. I intentionally shared how I would be treating each first-year student as a responsible adults and my hope for creating a respectful leadership community.

Demonstrates respect. Respect is a key tenant of the brave space approach (Arao & Clemens, 2013). Since CRLL sets the stage for students to engage in deep, meaningful, and difficult dialogues, respect is essential for students discussing sensitive topics. Even with middle school students, a promotion mutual respect in the learning space was positively linked to behavioral engagement and higher levels of self-efficacy in students (Sökmen, 2021).

As for the President's Leadership Fellows program, I have taken care to ensure that even during controversial activities (e.g. the four corners or barometer activities where students disclose their political ideologies), I respect each opinion and do not pass judgment. I always begin these activities by reminding students of the brave space community agreements, the use of "I" statements, and the importance of respectful disagreements. Infrequently, I have had to summarize a student's disrespectful delivery in a caring way asking for clarification or check-in-in later or co-creating how to address it with the group. By continually nurturing a culture of respect, students courageously self-disclose.

Values vulnerability. Participants shared the value of being in an environment where they could be vulnerable. Vulnerable moments call for embracing uncertainty, emotional exposure, and taking risks (Brown, 2015). Brave spaces prioritize the trust-building and transparency that precede vulnerability in reflection (Volpe White et al., 2019). Vulnerability can also lead to authentic conversations and increased self-awareness, overall contributing to the development of college students as both leaders and followers capable of meaningful change (Byrd et al., 2019; Watt, 2016). Individuals who are authentically vulnerable lean into the discomfort inherent to the powerful process of leadership learning and unlearning (Osteen et al., 2016).

As a caution to educators, vulnerability is tricky to encourage and facilitate. If a brave space is created to address systemic issues of distrust inherent in the learning environment, vulnerability can lead to intentional development. However, if students do not feel able to share and be their authentic selves, educators should examine if any of the five critical domains of campus climate are creating a toxic environment where students are unable to courageously participate.

Exhibits care. Care and support are also foundational characteristics of brave spaces. Students' perception of support matters and can influence their retention and persistence (Kuh et al., 2006). A supportive leadership learning community can be especially helpful for first-generation students and students belonging to underserved identity groups. The participants in this current study shared how the caring learning environment increased their sense of belonging. For example, Reina and Ella expressed that the student-centered environment allowed them to flourish as leaders.

The role of the educator in creating a supportive, authentic, and caring learning environment can be a significant factor affecting student success (Murphy, 2016). A large longitudinal study with over 20,000 diverse participants examined staff and faculty relationships as mediating factors in discrimination and bias within higher education (Hurtado et al., 2015). Researchers found that supportive and caring student-faculty/staff relationships facilitated how students coped with microaggressions and combated the negative effects of discrimination. These validating relationships mattered to students and their success as learners.

Students contribute to this supportive and caring environment too. Reeve (2013) found that agentic engagement (a student-led, motivationally supportive environment) led to greater achievement and independence for college students. The focus on creating a mutually engaging brave space that is respectful, values vulnerability, and promotes an ethic of care and support can be incredibly beneficial for the development of resilient, lifelong leadership learners.

Fundamental Values: Growth mindset

Throughout the interview and focus group process, all the participants mentioned the value of being in a learning space that promoted the concept of a growth mindset. Their stories echoed Dweck's work (2008) on growth mindset: students recognize that their talents and abilities can be developed by immersing in the learning experience, practicing, persevering, and considering feedback. By engaging in a learning mode of self-improvement or self-enhancement students can further their leadership development (Harding & Kezar, 2017).

The growth mindset approach facilitated participants' leadership identity, capacity, and efficacy development in different ways. Zay and Claudia learned to embrace mistakes as part of the leadership learning process. This helped both students enhance their leadership efficacy.

Additionally, four participants described their leadership identity and capacity development as an ever-evolving lifelong journey. Embracing continuous learning is an invaluable outlook as individuals are exposed to a range of critical experiences as emerging adults, and even into late adulthood (Liu et al., 2021). Not only is it valuable for developing students to experience a variety of leadership learning opportunities but to also reflect on such experiences.

Fundamental Values: Reflection

Reflection is a key element in the leadership learning process (Ashford and DeRue, 2012; Guthrie & Chunoo, 2021; Guthrie & Jenkins, 2018; Harvey & Jenkins, 2014; Volpe White & Guthrie, 2015; Volpe White et al., 2019). Although not directly identified as a theme in the findings, reflection was a vital part of participants' culturally relevant leadership development. During the interview process and the focus groups, all nine participants reflected on their leadership development. Most had already engaged in that meaning-making process before participating in the study and contributed with ease and without pausing. Others, like Reina, Ella, Cole, and Zay generated additional insight in the moment by stating it in their interviews.

Ashford and DeRue (2012) found that students who systematically reflected on experiences from several viewpoints gained insight into their capacity and efficacy to lead. By actively listening to others and considering their perspectives, developing leaders can gain the critical thinking skills required for culturally relevant leadership capacity building. Critical reflection of leadership actors can also contribute to socially just leadership learning (Owen, 2014). Furthermore, critical reflection influences leadership metacognition (Guthrie & Jenkins, 2018).

Additionally, reflection is a powerful pedagogical tool that creates a meaningful learning environment for leadership development to thrive (Volpe White & Guthrie, 2015). By analyzing journal entries from participants in a college Leadership Certificate Program, Volpe White & Guthrie (2015) found that engaging in dialogue with students of diverse backgrounds gave participants opportunity to examine their own beliefs (i.e., leadership efficacy). This can be especially beneficial for students engaging in culturally relevant leadership.

The scholars also found that lack of time was one of the major barriers to reflection (Volpe White & Guthrie, 2015). Therefore, CRLL educators should create intentional reflection opportunities. Students can participate in reflection through active observation and contemplation; creative means; writing; digital forms; and discussions with their peers (Volpe White et al., 2019).

Fundamental Values: Camaraderie

Peer engagement and relationship building was mentioned by all nine participants as a part of their leadership development. Participants described the value of having moments to bond as part of their leadership development experience. The fundamental value of camaraderie is about educators intentionally creating room for participants to connect with their peers and build friendships, especially with students of different identities and strengths. This value is in line with the ethic of care present in supportive learning environments that encourage meaningful peers connections (Murphy, 2016). It is also reflective of the fellowship community value in the revised social change model where familial capital and kinship enable students to create collective change (Harper & Kezar, 2021).

Camaraderie also includes allowing for space for humor and free time for students to interact at a personal and interpersonal level. Participants like Cole shared the importance of

levity and laughter after engaging in controversial or heavy leadership topics. This lightness allowed time for students to process heavy yet impactful content and still feel supported in the learning community. Play can lead to leadership identity and efficacy development, including decision-making and interpersonal skills (Kark, 2011). To further students' development, educators can add games or simulations to the leadership learning experience (Guthrie & Jenkins, 2018).

Contextual Considerations: Five Critical Dimensions

The outermost band of the model for fostering culturally relevant leadership development (FCRLD) encompasses the five CRLL domains pertaining to the educational climate. These include the compositional diversity, historical legacy of inclusion/exclusion, behavioral, psychological/psychosocial, and organizational/structural dimensions (Bertrand Jones, et al., 2016). It was evident from the interviews and focus groups that the environment in which leadership learning occurred influenced participants' experiences.

For example, all the participants of color expressed concerns related to attending their predominantly white institution (PWI). Students, like Reina, directly experienced racism on campus. By being aware of such incidents and the overall climate (historical legacy of inclusion/exclusion), educators can be better equipped to address such occurrences and their connection to the leadership learning experience. Leadership educators should consider: How is the tension of systemic oppression, prejudice, and discrimination being addressed (psychological dimension) at the institution and in the learning space? Are their diverse viewpoints showcased in the environment? Not only should educators assess the current presence of leaders of traditionally marginalized identities in positional roles (compositional diversity), but also how students, faculty, and staff engage in leadership within the institution (Beatty & Guthrie, 2021).

The FCRLD experience attributes also illustrate the importance of focusing on these five critical dimensions within the CRLL context. By celebrating counternarratives, educators address at least three critical dimensions, adding representation to the leadership experience. These counterstories serve to include diverse voices in the leadership curriculum/co-curriculum (organizational/structural dimension) and to showcase different ways of leading and engaging in leadership (behavioral and psychological/psychosocial dimensions). Participating in critical discussions and learning about a range of perspectives (behavioral dimension) is a core part of appreciating differences and embracing complexity. Empowering individuals of non-dominant identities can necessitate breaking the cycle of systemic oppression in several ways (historical legacy of inclusion/exclusion) by building cultural, social, and human capital; valuing all types of individual strengths (behavioral and psychological/psychosocial dimensions); and supporting recognition of accomplishments (changing the compositional diversity).

It is vital for educators to reflect on such dimensions when designing and facilitating a CRLL experience (Osteen et al., 2016). Inclusive educators should consider what leadership learning content is selected, presented, or delivered (organizational/structural dimension); how students are recruited or invited to participate in leadership programs (compositional diversity dimension); what style of leadership behaviors are valued (behavioral dimension); what interpersonal feelings and interpersonal interactions are valued in group contexts (psychological/psychosocial dimensions); and how to interrogate systemic issues tied to learning (historical legacy of inclusion/exclusion) (Chunoo & French, 2021; Maia, in press).

Directions for Future Research

In general, there have not been any research studies directly examining culturally relevant leadership learning (CRLL) in practice. Most publications are theoretical in nature and stem from

scholars' professional experiences (e.g., Ardoin & Guthrie, 2021; Beatty & Guthrie, 2021; Bitton & Jones, 2021; Chunoo, 2020; Chunoo et al., 2019; Chunoo & Guthrie, 2018; Dugan & Humbles, 2018; Guthrie, Ardoin et al., 2021; Guthrie, Beatty et al., 2021; Guthrie & Torres, 2021; Haber-Curran et al., 2018; Owen et al., 2021). In addition to researching the CRLL empirically, this study examined culturally relevant leadership development from the student perspective. It also provides educators with much-needed learning initiatives that foster culturally relevant leaders (Chunoo, 2020).

I approached this study through a critical-constructivist paradigm and applied qualitative methods (Denzin & Lincoln, 2013) to reveal how nine college students developed leadership identity, capacity, and efficacy. This approach was helpful in uncovering how first-year college students, strongly identifying with at least one non-dominant identity, grew as leaders and leadership actors. The findings in this study are transferable, yet not generalizable.

Future research could examine the model for fostering culturally relevant leadership development (FCRLD) through a quantitative lens. For example, surveying a larger group of students from a range of university types could add data to support or challenge the elements in the model. Further studies could also explore the development of non-traditionally aged college students or students identifying with a specific identity or intersections of identity.

The field of leadership studies could benefit from additional research on the faculty, staff, and/or educator perspective. This could include insight into implementing specific elements of the FCRLD in the curricular or co-curricular spaces or the educator's perspective on applying the model to different types of learning environments. The FCRLD could also be applied in other areas of student affairs that focus on culturally relevant leadership development (e.g., academic advising, housing, orientation, campus recreation, etc.) or in different academic disciplines.

Moreover, a longitudinal study on students' development over time, at different levels of developmental readiness, could provide insight into what elements of the FCRLD are the most effective in educating culturally relevant leaders. I am also curious about how students of dominant identities (or mostly dominant) experience culturally relevant leadership learning and the aspects showcased in this model.

Revisiting Reflexivity and Research Reflections

My understanding of culturally relevant leadership development evolved throughout this study. I entered having an understanding of leadership identity, capacity, and efficacy as very separate concepts with only minor overlap. However, as I was listening to student stories – even the responses in the interviews pertaining to one of those elements specifically – these concepts became intertwined. For example, an experience that was meant to develop leadership identity also furthered the student's efficacy and capacity development. This perspective changed how I approached the data theming and the final model for fostering culturally relevant leadership development (FCRLD).

I was very aware of my power and positionality during the interviews and focus groups. After the data collection process, I believe my original assumptions held up. My relationship with each participant allowed us to dive right into the topic and the conversations seems to flow as they disclosed personal and intimate developmental experiences such as coming out or experiencing discrimination. I also wrote in my notes, "It seems like participants are opening up with ease, however, there is little sharing regarding negative aspects of the program." That could be due to my role as the program advisor, or it could have been due to students truly not having anything to share. Regardless, my relationship with the students influenced the findings.

Furthermore, I learned from the participants' stories the value of creating a leadership culture that is inclusive of non-dominant voices. Not only did they share how this approach affected their leadership development, but also their relationships, resilience, and overall personal development. I know I need to integrate more counterstories in the curriculum and begin the process of critical reflection earlier in the program.

This study has further reinforced my belief that culturally relevant leadership learning (CRLL) is empowering for marginalized students. As an educational approach, I believe this CRLL has the potential to inspire more and more students to create sustainable, positive social change.

Summary

In this study, I investigated meaningful experiences that contributed to college students' leadership identity, capacity, and efficacy development as culturally relevant leaders. I held nine interviews and two focus groups with traditionally-aged college student participants with at least one non-dominant identity central to their core. The findings demonstrated vital factors for educators to intentionally implement in the creation of culturally relevant leadership learning (CRLL) experiences. These results are combined and illustrated in the applicable model for fostering culturally relevant leadership development (FCRLD; see Figure 5.1). I describe each element of the model in detail. Finally, I discuss future research directions and revisit my role in the study.

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Appendix A: LED 200 - Introduction to Leadership Studies Syllabus

Course Learning Goals

Students in this course will:

- Understand the history of leadership studies and development of leadership theory over time
- Identify and critically examine a broad base of leadership theories
- Begin to and understand their personal leadership philosophy and style
- Engage in critical exploration and sustained self-reflection
- Identify and experientially practice specific leadership skills necessary for a growing pluralistic society

Course Description

This is a four-credit hour course designed for students interested in learning more about the nature of leadership. Over the course of the semester, we will look at leadership from the individual, team, and organizational/community perspectives. The course will demonstrate the interrelatedness of an individual with the community/organization and the skills necessary for leading in a global society. Accomplishing these aims makes it necessary for the course to be multifaceted.

Knowing one's self is at the core of developing a strong leadership practice. Therefore, one aspect of the course is going to require that you spend time critically reflecting on whom you are as an individual and how this shapes your leadership style. You will be given opportunities to complete assessments, practice leadership in various contexts, engage in sustained self-reflection, and begin contemplating your personal leadership philosophy.

Twenty-first century leadership, thus far, is often non-hierarchical, values driven, process oriented, and team-based. Additionally, employers also cite teamwork/collaboration, communication, and group decision-making skills highest when commenting on what they are looking for in a new employee. Thus, we will explore relevant theory on teamwork, and through experiential activities, practice the aforementioned skills.

Finally, today's leaders are called on to be a part of managing the "permanent white water" (Vaill) that today's organizations and communities face, while also moving the organization or

community towards a shared vision of the future. To do so, these leaders must be continual learners, who are comfortable with complex, often unclear problems.

Course Expectations

We all vacillate between the positions of learners and teachers. As individuals we have all had different life experiences that have informed who we are (our values, beliefs, etc.), who we wish to become, and what we know. To be active learners and teachers, we must actively read and actively participate in activities both inside and outside the classroom.

Active Reading – Active reading means that we not only read all assigned materials, but also make notes about what message the author is communicating, our thoughts on his or her ideas, questions raised in the reading, and links to other ideas we have discussed in class.

Assignments – There are graded assignments. If you miss class, it is best to contact a class member to see if an assignment has been given. You are responsible for obtaining and knowing the assignments given in class and turning them in on time. You must turn in all assignments at the beginning of class on Blackboard by the due date.

Required Materials

To successfully complete this course all students will need the following:

Komives, S.R., Lucas, N., & McMahon, T.R. (2013). Exploring leadership: For college students who want to make a difference (3rd eds.). San Francisco: Jossey-Bass.

Additional assigned articles and reading distributed throughout the semester.

Leadership Defined

Leadership at The University of Tampa is defined as follows: Leadership is a process engaged in by responsible citizens in influence relationships who share a common purpose of transformational changes. Leadership is an active process. It does not require that one be in a position of formal authority. Therefore, any responsible citizen can engage in leadership. Leadership creates transformational change. The needed change is identified mutually by all stakeholders in the issue – and all have the opportunity to participate in the process of change (to varying degrees). It is transformational because it addresses a systemic social, cultural, or organizational issue. It changes how we do things or how we know that will guide future action and thinking.

Often, as the process of leadership unfolds, individuals actively engaged in the process experience personal transformational change. Therefore, leadership is also a developmental process. Leadership is engaged in by responsible citizens. This implies that there is an ethical dimension to leadership, and that leaders must be individuals with character and integrity.

Leadership is relational. It happens in the space between people – this is where we develop trust, respect, a common purpose, engage in controversy with civility, and share power. Leadership often happens in groups/teams of people. Those participating in leadership use influence to create change. Influence can come in the form of formal or informal authority – but is often most effective when informal authority is utilized. Leadership of this nature necessitates that groups/teams develop a common purpose. A common purpose is the aims and values a group/team shares. Leadership is best learned through experience. Therefore, when teaching leadership, it is important to balance "learning by thinking" and "learning by doing."

Grading

Each learning activity has a point value (listed below). I suggest keeping all of your work in the event there is a discrepancy between the grade I believe you have and the grade you believe you have. If you are concerned about your grade, please come see me. If you turn in an assignment late, you will still get a grade, however, each day or portion of a day you are late you will be deducted a letter grade points. Assignments are due before class begins on Blackboard, on the due date.

The grading scale we use is as follows:

A	920-1000	C	730-770
AB	880-910	CD	680-720
B	830-870	D	630-670
BC	780-820	F	620 and below

Learning Activity	Due	Points
Reading Quizzes	Every EL* Reading Day	100
Myers Briggs Assessment	9/2	10
Strengths Finder Assessment	9/9	10
Leadership Practices Research Paper	9/16	150
Personal Leadership Development Presentation	9/21 through 28	200
Advocacy Project Plan	10/5	50
Midterm Total		520
Advocacy Project Presentation	11/30 or 12/2	250
Advocacy Project Evaluation	12/2	30
Attendance and Participation	Ongoing	200
Total Points		1000

Course Outline:

	Topic	Assignments Due
1	Introduction to Leadership	Review Syllabus
2	The History of Leadership	EL (Exploring Leadership) Chap. 1; MBTI

3	Leadership Theories	EL Chap. 2; Appt. w/ Speech Center
4	MBTI	EL Chap. 4; Strengths Finder; Advocacy Issue.Form
5	Values and Beliefs	
6	Strengths Finder	Leadership Practices Research Paper
7	Personal Leadership Dev. (PLD) Presentations	Begin Advocacy Project Plan (Due 10/1)
8	PLD	
9	PLD	
10	The Leadership Challenge	EL Chap. 3
11	Relational Leadership Model	Advocacy Group Plan
12	Diversity and Intersections of Identities	EL Chap. 5
13	Ethical Development	EL Chap. 6
14	Emotional Intelligent Leadership	
15	No Class Meeting (Retreat Make-up)	Work on Advocacy Projects
16	No Class Meeting (Retreat Make-up)	Work on Advocacy Projects
17	Being in Communities	EL Chap. 7
18	Tuckman's Model	EL Chap. 8
19	Interacting in Teams and Groups	Advocacy Project Check-In
20	Conflict with Civility	
21	Complex Organizations	EL Chap. 9
22	Understanding Change	EL Chap. 10; Select Presentation Time
23	Social Change Model	EL Chap. 11
24	Spartan Ready Leadership	
25	No Class Meeting (Retreat Make-up)	Wrap-up Advocacy Projects
26	Thanksgiving Break (no class)	
27	Final: Advocacy Project Presentations	
28	Final: Advocacy Project Presentations	Advocacy Project Evaluation
29	Strategies for Change Together	EL Chap. 12
30	Wrap-up Semester	

Assessments

MBTI: Complete the assignment by simply submitting your 4 letters on Blackboard by the date listed.

Strengths: I will send you the Strengths code with instructions. Please make sure you set 30 minutes aside, in a quite space, to complete this. Complete the assignment by simply taking the assessment. I can see your results in the back end.

Reading Quizzes

For every assigned Exploring Leadership (EL) chapter, you are required to take the corresponding reading quiz on Blackboard. This quiz is due before the class date of the assigned reading. You may take each quiz as many times as you like before the due date. Blackboard will record you most recent grade. Keep in mind that the questions will differ for each version.

This assignment is out of 100 points. Since there are 12 chapters/reading assignments, the two lowest grades will be dropped at the end of the semester.

Leadership Practices Research Paper: 3-5 pages

This reaction paper is designed for you to use your critical thinking abilities, reflect on the learned class material, and apply it to a current social justice issue.

You will research the Kiva.org. First, watch the TED video on Jessica Jackley (ted.com/talks/jessica_jackley_poverty_money_and_love). Describe Jessica's leadership styles and connect these styles to at least two leadership theories you have learned so far. Make sure you cite these theories.

Then, focus on the issue from the video. What problem is Jessica working to address? How does she go about solving it? Make sure you also identify the root of the problem Jessica is working to address – what is the root of poverty? What led people Kiva.org serves to remain in poverty? Also, what were some of your reactions learning about this problem? Why is it a systemic problem? What prevents people from breaking free or rising above this issue?

Next, research Kiva.org from at least 3 diverse sources other than Kiva itself (remember to cite these sources). What is the organization about? What is its purpose? Do you believe it is addressing the social justice issue you wrote about earlier? In other words, is Kiva's approach working? Why or why not? Lastly, would you donate to kiva.org? Why or why not?

Important: Use APA format. Papers must be typed in 12-point Times New Roman font, with 1-inch margins on all four sides of paper. If you are not familiar with APA this website will be very helpful: http://owl.english.purdue.edu. Make sure you are citing the textbook here as well as the classroom content and the additional sources. This should include your content (3-5 pages) and a references page. You do not need to include an abstract or cover page. The citations should be in the text (in a short APA format) and then fully listed in the "References" page.

Grading Criteria	**Points**
Connecting Jessica's leadership style to your class readings	25
Identifying the problem and its root causes	25
Research on kiva.org for at least three reputable sources	30
Critical analysis of your research on kiva and its influence on your decision to donate	45
Organization, style, mechanics, and citations	25
Total Points: 150	

Personal Leadership Development (Pecha Kucha Style Presentation)
Your Personal Leadership Development Presentation will need to consist of the following:

Tell us the story of who you are. Include the following:

- What are your top values?
- Where are you from? What was your life like before UT?
- Describe your identities and the intersection of your identities?
- What identities are the most salient to you? (i.e., you race, socio-economic class, gender, sexual orientation, ability, religion, age, education-level, military background, immigrant status, language.
- Which MBTI types do you align with?
- What Strengths best describe you?
- Describe your leadership philosophy and/or style
- List at least two examples from class connecting your style to the theories we discussed.
- What social issues do you care about? What type of impact to you hope to make in our world?

You will use the Pecha Kucha style, which is a timed PowerPoint slide presentation consisting of 20 slides timed at 20 seconds each. Your presentation should move to the next slide automatically. For each slide, there should only be a maximum of four words on top of one image. Practice is key. The links below provide you with an example of a Pecha Kucha and the steps needed to set-up the presentation settings. Also attached is a sample Pecha Kucha for your review.

Make sure you cite the textbook and other references using APA in-text citations. Your presentation skills count for 10% of your grade. It is highly recommended that you attend a coaching session at the UT Center for Public Speaking. Meredith Clements and her staff will email me after you have attended session.

A Pecha Kucha about a Pecha Kucha: http://www.youtube.com/watch?v=jJ2yepIaAtE

Creating a Pecha Kucha: http://www.youtube.com/watch?v=l9zxNTpNMLo

Grading Criteria	**Points**
Your story. What are your top values? Where are you from? What was your life like before UT?	20
Describe your identities and the intersection of your identities?	20
Which MBTI types do you align with?	20
What Strengths best describe you?	20

Describe your leadership philosophy and/or style. Connect this to leadership theories and class content	50
What social issues do you care about? What type of impact to you hope to make in our world?	30
Presentation skills (this includes the coaching session at the UT Center for Public Speaking)	20
Timing, organization, and citations	20
Total Points: 200	

Advocacy Group Project

This is a large-scale group project that is 33% of your grade in the class. Therefore, your work on this project should reflect that. You will also be graded as group so it is imperative that you work together and keep me posted on your progress.

First, you will rank the following issue area and then be assigned to a team of 3-5 students.

- Youth and Children Rights
- Animal Rights
- Environmental Rights
- Poverty, Homelessness and Hunger
- Spiritual Freedom
- Mental and Physical Health
- Social Justice and Human Rights

Together, you will decide on a topic you wish to advocate for within the chosen issue area. For example, if I am a part of the "Environmental Rights" issue area, as a group we might decide to support the Zero Nuclear Weapons campaign or advocate for a cleaner Everglades. Your team would then create a plan to stop nuclear weapons from being created or to change a policy. Your projects should be immersive and involved. You should be reaching out to the non-profit or student organization you would like to support. You are encouraged to volunteer with them and to meet with stakeholders and leaders in the organization. I encourage you to be creative and to plan for a significant outcome in the Tampa Bay community and at UT. Your projects can be a social media campaign, an advocacy event, a campaign to change a governmental policy, and/or a unique social change project.

Advocacy Project Plan: As a group, you will create a detailed plan of action to achieve your project goals. Each person should be assigned to specific tasks so you can hold each other accountable. I will provide you with a worksheet to complete once you are assigned a group.

Advocacy Check-In: This is the time to inform me on how the project is going. You should have made progress already. Is everyone working well together and contributing to the group?

We will also be working to plan a visit to your non-profit or to attend one of your events as a class.

Advocacy Project Presentation: The presentation should also be similar to the Pecha Kucha style except all members are required to contribute and present. It is recommended that your presentation be between 50-80 slides, 20 seconds each. The presentation should include the following:

- Description of the issue. Why you decided to advocate for this exact topic?
- History and root causes of the issue?
- What was your plan for tackling the topic? How did you go about it? What were your goals?
- Connect the topic and your approach to at least two Cs in the Social Change Model
- Connect the topic and your approach to at least two other leadership theories
- What did you do? This is your chance to add pictures.
- What were your results (be critical and constructive)? How can you enhance your project to make it even more effective?
- What do you hope to learn from this project?

Grading Criteria	**Points**
The Cause And The Issue	
Description of the cause you are advocating for. Why you decided to advocate for this exact topic?	20
History and root causes of this issue.	20
Project Implementation	
What was your plan for tackling the topic? How did you go about it? What were your goals?	20
What did you do? What were each of your roles?	20
What were your results (be critical and constructive)? How did you contribute to the cause you are advocating for?	30
How can you enhance your project to make it even more effective?	20
Connecting Work To Class Content	
Connect the topic and your approach to at least two Cs in the social change model. Examine this in detail and tie it to the project.	20
Connect the topic and your approach to at least two other leadership theories. Examine each theory in detail.	45
What did you learn from this project?	20
Presentation Skills	
Presentation design and organization	10
Presenting skills and flow	15
Professionalism	10
Total Points: 250	

Advocacy Project Evaluation:

Group Process Evaluation is due on Blackboard. Every member in your group should be participating and contributing throughout the project. This will not be a group grade. Your involvement in the group process will be critiqued here. Self-awareness, congruency and honesty are important for this assignment. Please take note to provide your teammates with constructive feedback.

Appendix B: Model of Multiple Dimensions of Identity Worksheet for Participants

Pseudonym: _____

MY MULTIPLE IDENTITIES

Directions: 1) For each category listed below, write-in the word(s) you use to describe how you identify. The "Other" categories are optional/additional; feel free to use them if one of your core identities is not included in the ones provided. 2) Use the corresponding symbols to mark on the atom, how close such identities is to your sense of self. How important is this identity to you and central to your core?

Race ◆
_____

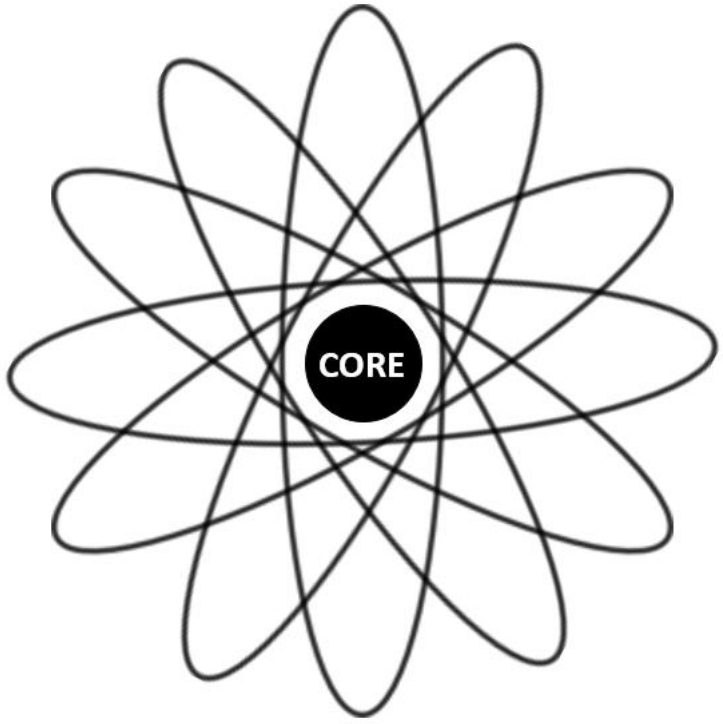
Age ●
_____

Ethnicity ★
_____

Physical/Mental Ability ♥
_____

Religion/Spirituality ■
_____

Other __
_____



Gender ✹
_____

Education level ✖
_____

Sexual Orientation ⬢
_____

Socio-Economic Status ◣
_____

Other __
_____

Other __
_____

Created by Ana Maia, 2021. Adapted from Jones, S. R., & McEwen, M. K., 2000. A conceptual model of multiple dimensions of identity. *Journal of college student development*, *41*(4), 405-414.

Appendix C: University of South Florida Institutional Review Board Approval

UNIVERSITY of SOUTH FLORIDA

EXEMPT DETERMINATION

May 6, 2022

Ana Maia
[redacted]

Dear Ana Maia:

On 5/5/2022, the IRB reviewed and approved the following protocol:

Application Type:	Initial Study
IRB ID:	STUDY003885
Review Type:	Exempt (2)
Title:	Meaningful Leadership Development Experiences
Funding:	None
Protocol:	• HRP-503a - Social-Behavioral Protocol_STUDY_3885_Clean_4.25.22.docx;

The IRB determined that this protocol meets the criteria for exemption from IRB review.

Approved study documents can be found under the 'Documents' tab in the main study workspace.

In conducting this protocol, you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Please note, as per USF policy, once the exempt determination is made, the application is closed in BullsIRB. This does not limit your ability to conduct the research. Any proposed or anticipated change to the study design that was previously declared exempt from IRB oversight must be submitted to the IRB as a new study prior to initiation of the change. However, administrative changes, including changes in research personnel, do not warrant a modification or new application.

Ongoing IRB review and approval by this organization is not required. This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about

whether these activities impact the exempt determination, please submit a new request to the IRB for a determination.

Sincerely,

Tatyana Harris
IRB Research Compliance Administrator

Appendix D: Interview Checklist and Questions

Checklist:

- Purpose of the study
- Explore meaning leadership development experiences
- From your perspective
- Confidentiality
- Pseudonym
- I'll be taking notes
- I'll ask similar questions in many ways
- Focus Groups
- Member Check
- Permission to be recorded
- Record
- Interview (questions below)
- Optional Member check
- Focus groups

Questions:

1. What have you learned about leadership thus far?
2. What leadership knowledge, skills, and abilities have you gained this past year?
3. How has your view of yourself changed since starting the PLF journey?
4. How about your view of self in relation to others? How others view you?
5. Please describe any meaningful experiences that have influenced your growth and your ability to create positive social change.
6. How do you feel about the word leadership?
7. How do you define it?
8. The word leader? Does it connect to you?
9. Does the word leader have any connotation? Positive/negative? Selfishness?
10. Meaningful experiences from the retreat? Course? Community Meetings? Workshops?
11. What makes these experiences meaningful?
12. How has PLF shaped your development?
13. What is about PLF leads to students' leadership development? What stands out to you as the magic?
14. Any values that are reflective of the program?
15. On the flip side, anything detrimental or that don't contribute?
16. How have your social identities affected your development as a leader?

17. How has your experience this past year affected your ability to create positive change in the world?
18. What about looking forward into the next few years?
19. Any advice for me as I improve the program? What's missing?

Appendix E: Focus Group Checklist and Questions

Checklist:

- Purpose of the study
    - Explore meaning leadership development experiences
    - From your perspective
    - Confidentiality
    - Pseudonym – Rename your Zoom
    - I'll be taking notes
    - I will step back here, this is your opportunity to interact and bounce ideas off each other
        - Let the discussion flow here
    - Member Check
- Permission to be recorded
- Record

Questions:

1. Anything to share after the individual interviews? Any insights you had after we met?
2. Everyone here disclosed identifying as either leaders or developing leaders. What are some factors that contributed to this development? These can be in your environment, in connection to others, or internal.
3. Do you question, am I a leader?
4. Getting into PLF, did that change how you identify?
5. Did you or do you ever think, do I belong to PLF
6. Do you believe you have the capacity to create positive change in the world? How come? Anything missing? What are some experiences that have contributed to your internal belief in your ability to lead?
7. What are some experiences that have contributed to your internal belief in your ability to lead?
8. What are some experiences that have hindered your internal belief in your ability to lead?
9. How has PLF helped or hindered your internal belief in your ability to lead?
10. How has our campus climate at UT influenced your leadership development? What about the climate in FL?

Appendix F: Invitation to Participate in Member Check

From: Ana Maia (amaia@ut.edu)

To: Eligible Participants

Email Subject: 'Meaningful Leadership Development Experiences' – Optional Review of Preliminary Findings

Dear «First» «Last»,

Thank you for participating in my qualitative study, *Meaningful Leadership Development Experiences.* I really appreciate your time and all the insight you provided during the individual interview and the focus group. So insightful!

At the end of our interview and the focus group, I mentioned that I would invite you to participate in a 'member check' later in the summer or early fall. At this time, I have completed my initial analysis of the data from all participants. Over the next week, you have the opportunity to review and provide feedback on the preliminary analysis of the results.

I attached the table with participants' demographics based on the identity worksheet you completed as part of the study consent. You are listed under your pseudonym, «Pseudonymn». Please let me know if you see any changes. Note: In the study, I do not mention which PLF cohort is interviewed to preserve your privacy and anonymity further.

I'm also attaching a document of preliminary findings organized by a model I developed – A Model for Fostering Culturally Relevant Leader Identity, Capacity, and Efficacy. In this full document, you may enjoy reading your responses and those of your peers. You can read the entire document, or you can search by your pseudonym «Pseudonymn» and only read the passages that include quotes and paraphrases from your interview. If you have any feedback on how you were represented in this preliminary analysis, please reply with a specific correction or additional information to better represent your experience. The quotes were taken directly from the audio transcript of our interview with some filler words removed for readability. I would also like to hear any affirmative feedback. All of your comments and questions are welcome!

This review is optional. However, **if you choose to respond, please do so by Saturday, September 17th, 2022**. Any replies after **9/17/22** may not be incorporated into the final data analysis and findings.

«First», I am so grateful you took the time to share with me your story and contribute to the field of leadership education! If you have any further questions or would like more information about this study now or in the future, please do not hesitate to contact me.

Sincerely,

Ana Maia

[redacted]

amaia@ut.edu

Appendix G: Informed Consent to Participate in Study Involving Minimal Risk

Information to Consider Before Taking Part in this Research Study

Title: Meaningful Leadership Development Experiences

Study # 003885_

Overview: You are being asked to take part in a research study. The information in this document should help you to decide if you would like to participate. The sections in this Overview provide the basic information about the study. More detailed information is provided in the remainder of the document.

Study Staff: This study is being led by Ana Maia who is a Doctoral Candidate at University of South Florida and a Senior Associate Director of Leadership & Assessment and Adjunct Faculty at the University of Tampa. This person is called the Principal Investigator. Other approved research staff may act on behalf of the Principal Investigator.

Study Details: This study is being conducted at University of Tampa through University of South Florida (USF). The purpose of the study is to examine what meaningful experiences contribute to undergraduate students' leadership development. This research study is part of a dissertation within the USF Department of Education, Curriculum and Instruction, Educational Psychology program. The folder where the data, consent forms and recruitment materials will be stored through password-protected folder in the USF BOX (cloud-based storage) that only the PI has access to and is protected by the USF safe-sign on.

Subjects: You are being asked to take part because you participated in the first semester of the President's Leadership Fellows program at the University of Tampa. Participants are college students between 18 and 20 years-old.

Voluntary Participation: Your participation is voluntary. You do not have to participate and may stop your participation at any time. There will be no penalties or loss of benefits or opportunities if you do not participate or decide to stop once you start.

Your decision to participate or not to participate will not affect your status in the President Leadership Fellow's program, scholarship status, student status, course grade, recommendations, or access to future courses or training opportunities.

Benefits, Compensation, and Risk: We do not know if you will receive any benefit from your participation. There is no cost to participate. You will not be compensated for your participation. This research is considered minimal risk. Minimal risk means that study risks are the same as the risks you face in daily life.

Confidentiality: Even if we publish the findings from this study, we will keep your study information private and confidential. Anyone with the authority to look at your records must keep them confidential.

Why are you being asked to take part?

You are asked to take part of this study to uncover what meaningful experiences lead to undergraduate students' leadership development.

Study Procedures:

All study procedures will take place on The University of Tampa's campus or be conducted virtually with The University of Tampa's password-protected videoconferencing application. Since this research study is part of a dissertation within the USF Department of Education, Curriculum and Instruction, Educational Psychology program, the data, consent forms and recruitment materials will be stored through password-protected folder in the USF BOX (cloud-based storage) that only the PI has access to and is protected by the USF safe-sign on.

If you partake in this study, you will be asked to:

Participate in a single interview, lasting up to 60-minutes, virtually via University of Tampa password protected Zoom videoconferencing.

Participate in one of two focus-group follow-ups lasting up to 90-minutes with four to six students in the President's Leadership Fellows program. This session will be held virtually via University of Tampa password protected Zoom videoconferencing.

Choose a pseudonym, which will be assigned to all digital files. If you do not select one, one will be assigned for you.

Review the preliminary analysis of your data and provide clarification and/or feedback. This review and response are optional and not required as a participant in the study.

At each interview or focus-group, you will be asked to:

Answer open-ended questions regarding your perceptions, experiences, and opinions that contributed to your leadership development. There are no right or wrong answers.

Consent to the interview being audio or video recorded. As a participant, you are given the option to agree to be recorded. If you are not comfortable with being recorded, you have the option to withdraw from the study.

When submitting audio files for third-party automated transcription, no personally identifiable information will be included. Upon completing the transcription and analysis process, all audio and video files will be deleted from their respective hosting applications.

Data collected for this study will be confidential. Only the primary investigator (PI) will maintain access to the data files. Data will be stored in the PI's University of Tampa laptop computer. The laptop is located in Vaughn Center, 215C, the Office of Student Leadership and Engagement, Student Affairs Department. The folder where the data is stored is through password-protected folder in the University of Tampa Business Dropbox account (cloud-based storage) that only the PI has access to and is protected by the MyUTampa safe sign-on.

These files will be identified with your pseudonym and will not include any personally identifiable information. Signed consent forms identifying you as a participant will be locked in a filing cabinet or electronically stored separately from the data files. You may be offered the opportunity to interview one more time. You will also have the optional opportunity to review the preliminary analysis of your data and provide clarification and/or feedback. After this optional review, no further attempts will be made to contact you once the study has ended.

These data will not be used or distributed for future research studies even if identifiers are removed.

Downloaded audio files from both recording options and subsequent transcriptions of these files will be stored on the primary evaluator's password-protected computer in MAXQDA, a Computer-Assisted Qualitative Data Analysis (CAQDAS) software with search capabilities for five years. Upon completing the transcription and analysis process, all audio and video files will be deleted from their respective hosting applications. Transcriptions will be deleted from MAXQDA no later than five years after data

Total Number of Subjects

About 8-12 individuals will take part in this study at University of Tampa.

Voluntary Participation / Withdrawal

You do not have to participate in this research study. You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study. If you decide to withdrawal from this study at any point, your data will be destroyed and not used as part of the research.

Benefits

You may benefit from participating in this study by enhancing your self-understanding and leadership development.

Risks or Discomfort

This research is considered to be minimal risk. That means that the risks associated with this study are the same as what you face every day. There are no known additional risks to those who take part in this study.

Compensation

You will receive no payment or other compensation for taking part in this study.

Costs

There will be no additional costs to you as a result of being in this study.

Privacy and Confidentiality

We will do our best to keep your records private and confidential. We cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law. Certain people may need to see your study records. These individuals include:

The research team includes the Principal Investigator and other staff members.

Certain government and university people who need to know more about the study. For example, individuals who provide oversight on this study may need to look at your records. This is done to make sure that we are doing the study in the right way. They also need to make sure that we are protecting your rights and your safety.

The USF and UT Institutional Review Board (IRB) and its related staff who have oversight responsibilities for this study, and staff in USF and the UT Research Integrity and Compliance.

Your identifiers might be removed from your private records. Your information collected as part of the research, even if identifiers are removed, will NOT be used or distributed for future research studies.

Please be advised that although the researchers will take every precaution to maintain confidentiality of the data, the nature of focus groups prevents the researchers from guaranteeing confidentiality. The researchers would like to remind you to respect the privacy of your fellow subjects and not repeat what is said in the focus group to others.

What if new information becomes available about the study?

During the course of this study, we may find more information that could be important to you. This includes information that, once learned, might cause you to change your mind about being in this study. We will notify you as soon as possible if such information becomes available.

Questions, concerns, or complaints.

If you have any questions, concerns or complaints about this study, call Ana Maia at [redacted]. If you have questions about your rights, complaints, or issues as a person taking part in this study, call the USF IRB at (813) 974-5638 or contact by email at RSCH-IRB@usf.edu.

Consent to Take Part in Research

I freely give my consent to take part in this study/ I understand that by signing this form I am agreeing to take part in research. I have received a copy of this form to take with me.

_____ _____

Signature of Person Taking Part in Study Date

_____

Printed Name of Person Taking Part in Study

Statement of Person Obtaining Informed Consent and Research Authorization

I have carefully explained to the person taking part in the study what he or she can expect from their participation. I confirm that this research subject speaks the language that was used to explain this research and is receiving an informed consent form in their primary language. This research subject has provided legally effective informed consent.

_____ _____

Signature of Person Obtaining Informed Consent Date

_____

Printed Name of Person Obtaining Informed Consent

Appendix H: Invitation to Participate in the Study

From: Ana Maia (amaia@ut.edu)

To: Eligible Participants

Email Subject: 'Meaningful Leadership Development Experiences - Your Invitation to Participate

Dear [Student Name],

Since you are in your first year and University of Tampa (UT) and in the President's Leadership Fellows Program, you are invited to participate in a study that I am conducting as a doctoral candidate at the University of South Florida (USF). I am writing to request your participation.

This qualitative study, *Meaningful Leadership Development Experiences,* seeks to examine what meaningful experiences contribute to undergraduate students' leadership development. This study has been approved by the UT and the USF Institutional Review Board.

By participating in this study, you may enhance your self-understanding of developing your leadership identity, capacity, and efficacy. Additionally, you may shape future practices to help undergraduate students develop their collective and individual leadership skills.

To participate in this study, you will complete one virtual interview, which may last up to 60 minutes followed by a 60-minute virtual focus-group session with a total of four to six PLF members in your cohort who are also participating in the study. The interview will address your leadership development experiences during your time at UT and in PLF. Please know that participation is entirely voluntary and confidential. Before participating in the interview, you will be asked to provide informed consent. All of your responses will remain confidential. However, the results of the study could be shared at a professional conference, meeting, and/or through a scholarly journal submission.

If you would like to participate, please read the attached informed consent document and respond directly to this email to communicate your interest is being a part of this study. I will follow up with you to set up an interview time through my virtual calendar. Your decision to participate or not to participate will not affect your student status, PLF status, course grade, recommendations, or access to future courses or training opportunities.

Thank you in advance for your consideration, and please contact me with any questions by phone or email.

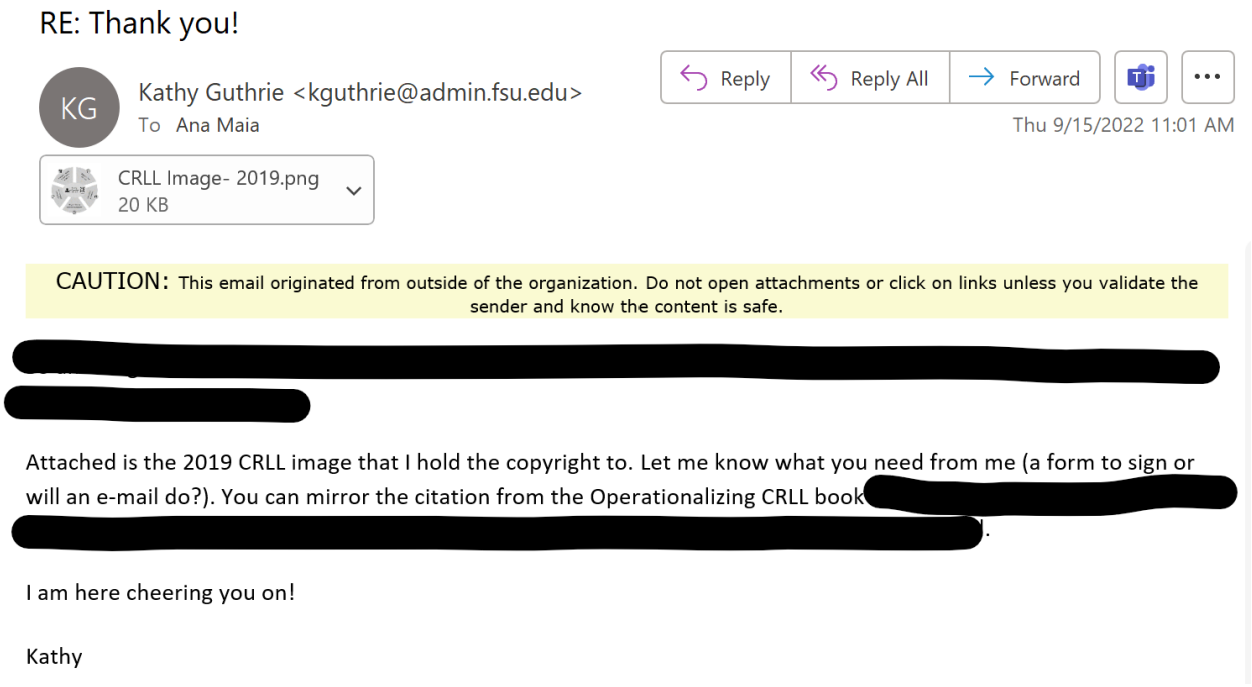
Sincerely,
Ana Maia

[redacted]

amaia@ut.edu

Appendix I: Copyright Permissions

Permission to use the Culturally Relevant Leadership Learning Model in *Operationalizing Culturally Relevant Leadership Learning* by Beatty & Guthrie, 2021, p. 22.



RE: Thank you!

KG Kathy Guthrie <kguthrie@admin.fsu.edu>
To Ana Maia

Reply | Reply All | Forward

Thu 9/15/2022 11:01 AM

CRLL Image- 2019.png
20 KB

CAUTION: This email originated from outside of the organization. Do not open attachments or click on links unless you validate the sender and know the content is safe.

[redacted]

Attached is the 2019 CRLL image that I hold the copyright to. Let me know what you need from me (a form to sign or will an e-mail do?). You can mirror the citation from the Operationalizing CRLL book [redacted].

I am here cheering you on!

Kathy