

# Scoping Study: Leadership Development Programs/Models

*Project: Building Leadership Capacity in Undergraduate Student.*

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## Table of Contents

<b>Introduction.....</b>	<b>3</b>
Background Information: Literature on Leadership development and theories.....	3
Aim of scoping study.....	3
Methodology.....	3
Report structure.....	3
<b>U.S / Worldwide University Leadership Programs.....</b>	<b>4</b>
Santa Clara University.....	4
University of San Diego, California.....	5
University of Memphis.....	5
University of New Brunswick, Canada.....	6
Portland State University.....	7
University of Maryland.....	7
University of California, Los Angeles.....	12
University of Pennsylvania.....	12
Rutgers University, New Jersey.....	13
Centre for Creative Leadership.....	13
<b>Australian University Leadership Programs.....</b>	<b>15</b>
Central Queensland University.....	15
Curtin University.....	15
La Trobe University.....	16
RMIT University.....	16
University of Melbourne.....	17
University of Notre Dame (Sydney Campus).....	17
University of Sydney.....	18
University of Western Australia.....	19
University of Western Sydney.....	19
University of Wollongong.....	20
Centre for Sustainability Leadership.....	21
Victoria University.....	22
University of Technology Sydney.....	23
University of Tasmania.....	24
University of Southern Queensland.....	24
The University of Queensland.....	25
The University of Newcastle Australia.....	25
LUCY Mentoring Program.....	26
Flinders University.....	27
Monash University.....	27
Macquarie University (Sydney – Australia).....	27
<b>Conclusion: Summary of Findings.....</b>	<b>28</b>
<b>References.....</b>	<b>29</b>

<b>Appendix A: Literature Search Notes.....</b>	<b>32</b>
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<b>Appendix B: Other Leadership Programs at Australian Universities.....</b>	<b>33</b>
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## **Introduction**

This scoping study was conducted as part of a broader study funded by the Australian Learning and Teaching Council Fellowship (ALTC) on *Building Leadership Capacity for Undergraduate Students*. The present scoping study is phase one of the project (see aim below).

Before outlining the current study, it is important to briefly summarise the literature on leadership development and theories.

### **Background information: Literature on leadership development and theories**

Since the late 1970s scholars have criticized the traditional theories of leadership (e.g., Greenleaf, 1991). From the literature (see reports from Anderson & Johnson, 2006; Marshall, 2008), these more traditional theories include: *personality theories* (which propose that leadership depends on traits that are either inherited or emerge in early life development), *trait theory* (which involves the assumption that there are characteristics for leadership deeply embedded in the personalities of leaders), and finally theories of *power and influence* (which assume that leaders are people in positions of formal responsibility within an organization).

During the last 20 years, these theories have been re-evaluated (Outcalt, Faris, McMahon, Tahtakran, & Noll, 2001), and *relational models* of leadership have emerged. These more recent models emphasize collaboration and change (Hall, Scott, & Borsz, 2008; Komives, Lucas, & McMahon, 2007; Outcalt et al., 2001), they assume that the capacity for leadership *can be taught*, and that leadership capacities are *universal* (i.e., anyone is capable of exercising leadership).

### **Aim and methodology**

From the supposition that leadership can be taught, it is important to examine the current programs of leadership development both internationally and in Australia (specifically for undergraduate students). The aim of this study is:

*To identify programs for leadership development for undergraduate students and to identify best practice models both in Australia and internationally.*

An environmental scan of university websites and the literature was conducted in order to build a data base of resources and to identify practitioners who can contribute to an ongoing dialogue and form a network of practitioners with expertise in leadership development (see Appendix A: Literature Search Notes).

### **Report Structure**

The report is divided in three main sections:

1. U.S / Worldwide Leadership Development Programs
2. Australian University Leadership Programs
3. Conclusion: Summary of Findings

## U.S / Worldwide University Leadership Programs

### Santa Clara University

#### *Centre for Student Leadership*

The Centre (see Centre for Student Leadership, 2010), is dedicated to enhancing students leadership potential. The staff provide programs and services that embrace the values of social justice, citizenship, ethical decision-making, service to others, and diversity. The Centre provides leadership education through Leadership Programs and Student Activities, for undergraduate students, in an integrated academic environment, that is, working with faculty, students, staff, alumni, and the community. The Centre's leadership programs are assessment-based, outcome-oriented, focus on concepts and skills, address skill levels, incorporate alternative learning styles, and utilize student and leadership development theories in their design and implementation.

Centre advisors accompany student leaders and offer guidance as mentors, program consultants, and leadership educators. Student leaders are expected to direct and develop their organizations, to manage programs and individuals, and to exercise autonomous decision-making. Examples of programs include:

#### *The Emerging Leaders Program (ELP)*

The ELP is a two-unit course where first year undergraduate students can learn from and collaborate with others. Students reflect on the following questions: What is leadership? What kind of leader am I? What skills and characteristics do I need to lead with competence, conscience, and compassion? Students explore leadership through class discussions, leadership inventories, readings, reflection papers, and experiential activities. Their knowledge is applied in a group service project.

#### *Leader in Residence Program (LRP)*

LRP is a two day series of events where the campus community is invited to connect with an innovative and progressive artist, educator, and activists whose stories, powerful messages, and life experiences empower others to positively serve their communities. Through class visits, leadership seminars, public presentations, and group conversation, the entire campus community is invited to gain insights into the challenges and rewards of serving and leading in today's global community.

#### *Leadership Development Assistants (LDA)*

The LDA program provides experience assisting with the design, planning, implementation, and assessment of leadership programs (e.g., the ELP and LRP). Participation is for senior students, but undergraduate students are also considered. Students develop skills in group process, interpersonal communication, working in teams, and initiating and coordinating programs.

Contact: Santa Clara University - Paul L. Locatelli, S.J. Student Activity Center  
500 El Camino Real, Santa Clara, CA. P: 408-554-4745. E: [CSL@scu.edu](mailto:CSL@scu.edu)

### **University of San Diego, California**

#### *Leadership and the Practice of Presence*

Leadership and the Practice of Presence is an undergraduate course is designed as a weekend with two pre-session and two post-session classes (Getz, 2009). As outlined by Getz, it is a program which engages the learners (i.e., students and faculty) in four levels:

1. Intrapersonal (introspection - the program highlights the importance of a disciplined reflective capacity )
2. Interpersonal (interactions with others)
3. Group (any sub-system within the larger whole)
4. System as a whole (or larger organization)

The weekend includes small group and large-group activities which are designed to increase students' awareness about their relationships with authority (Getz, 2009). In this program, leadership is not viewed as a position or title but as a *process*. Students are given the opportunity to reflect on the ways in which they manage themselves in an organization, and their relationships with those both in formal positions of authority (i.e., instructors) and informal positions of authority –such as peers (Getz, 2009). Most importantly, students are responsible for their own learning – one student commented:

*“Instead of hearing a professor speak all the time and simply soaking up what he or she says, this class forced me to learn from my own experience and reflection. While to me, this was more mentally draining than any other way of learning I’ve gone through, I feel as though it was the most rewarding. Even though gathering information and reflecting on it was very exhausting, it was also very gratifying because the information and knowledge came from me as opposed to a textbook or professor”* (Getz, 2009, p.454)

#### *Passport to Leadership*

Passport to Leadership (see Passport to Leadership, 2010) is a series of workshops designed to build students personal confidence and ability to work with others. Workshops are free and open to all University of San Diego students on a drop-in basis. Sample topics include: leadership styles; effective group work; managing conflict; communication skills; and community impact. Students must attend 12 workshops in order to receive a certificate. Participants are encouraged to complete the program during one academic year. Students must complete an attendance verification form for each workshop in order to receive credit for attending.

Contact: Sam Soloman, leadership coordinator in the Center for Student Involvement, (858) 534-0789.

### **The University of Memphis**

#### *The Memphis Institute for Leadership Education (MILE) Leadership Mentoring Program*

The MILE Program (Taylor, 2007) is a program run through the University of Memphis Fogelman College of Business & Economics. The program, matches top undergraduate

students with local area business and organization leaders who serve as their mentors for one academic year. The program entails students and mentors meeting one day a month, during the academic school year for a lecture. The students also attend the mentors work organisation. Benefits for students include:

- leadership training outside lecture series
- personalised coaching from experienced managers
- networking opportunities (that can lead to job opportunities)
- social skill developmental experience
- leadership certificate.

#### *The 2<sup>nd</sup> MILE Program*

The 2<sup>nd</sup> MILE Program allows students who have graduated from the MILE Program and who have another year before graduation to give back to the college and the community by engaging in community service project work, and themselves serving as mentors to local area high school or middle school children (Memphis Institute for Leadership Education, 2010).

Contact (General enquiries): P: (901) 678-2432. A: 3675 Central Avenue Memphis, TN 38152-3120.

### **University of New Brunswick, Canada**

#### *Renaissance College Leadership Program*

The Renaissance College Leadership Program (see Haggerty, 2001; Renaissance College, n.d.) is an *interdisciplinary* leadership *bachelor degree* program for *undergraduate* students. The program is offered over three years. The program is designed to develop student's leadership capacity. Furthermore, students are exposed to a large number of perspectives. Seminar courses are offered in the areas such as:

- Comparative Study of World Cultures and Religions
- Natural Science
- Technology and Society
- Cross-Cultural Perspectives of Leadership
- The Power of Images
- Mathematical and Economic Approaches to Problem-Solving: Citizenship and Community Issues
- Integrative Forums

Forty percent of the courses are electives to be taken outside the College (Haggerty, 2001). The program is designed to enable many possible career paths and students have successfully entered into many different fields. To aid in developing area expertise, students are required to complete a minor in one of the many disciplinary areas offered at the university (Renaissance College, n.d.). The College fosters academic development, practical leadership skills and critical thinking in an outcome based learning program. Outcomes for our students include: discerning and decision-making; problem solving; personal well-being; multi-literacy; effective citizenship; social interaction; knowing oneself; and leadership (Haggerty, 2001).

Experiential learning plays a central role in the program with interactive seminar style classes as well as leadership and community projects. The program features two leadership-focused internships, one in Canada and one abroad.

The College has been expanding its programs beyond the bachelor program and offers a Bachelor of Integrated Studies degree completion program in conjunction with UNB's College of Extended Learning. The latest addition is a Minor in Leadership Studies, offered to students in other UNB faculties (Renaissance College, n.d.).

Contact: Josie Seely, College Coordinator - Phone: (506) 447-3133

### **Portland State University**

Portland State University's (PSU) mission incorporates teaching students' civic leadership for the promotion of social change. PSU:

- offers a specialized (minor) degree in leadership at the undergraduate level through the Mark Hatfield School of Government
- offer independent study of leadership development for credit (see below: Student Activities and Leadership Programs)
- hold an annual leadership conference
- maintain a Leadership Steering Committee
- hold leadership lunches at the beginning of each semester

PSU's leadership curriculum follows a model of community based service learning. PSU's model of leadership is one built from Greenleaf's (1991) text *Servant Leadership: A Journey Into the Nature of Legitimate Power and Greatness*. Greenleaf asserts that instead of leaders being in command of others, they are here to serve the common good.

#### *Student Activities and Leadership Programs*

Student Activities and Leadership Programs (Portland State University: Student Activities and Leadership Programs, 2010) mission is to enrich and integrate students leadership and academic experiences in order to educate students to be ethical, socially just, and civically engaged leaders on campus and in their larger communities. Student leaders are an essential part of PSU. They run student organizations; manage services, publications, and even a radio station; sit on important University committees; allocate Student Fee money; and run Student Government.

Contacts - Ph: 503.725.4452, Fax: 503.725.5680

### **University of Maryland**

#### *Adele H. Stamp Student Union*

The Adele H. Stamp Student Union (see Adele H. Stamp Student Union: Leadership Programs, n.d.), or *Stamp*, is the student activity centre on the campus of the University of Maryland, College Park. It houses nearly all of the university's student organizations and it:

- Promotes leadership, community service-learning and student involvement as integral aspects of college education
- Facilitates leadership learning and community service-learning
- Promotes leadership, civic engagement, and multicultural competence within individuals, groups, and systems
- Promotes socially responsible leadership within individuals, groups and communities
- Believes each individual has the capacity to develop and practice leadership
- Facilitate leadership learning in and out of the classroom

Stamp's practice is informed by the Social Change Model of Leadership Development (see below: Social Change Model, 2010). Furthermore, they utilize leadership frameworks including the emerging Leadership Identity Development model (see below: Komives, Longersbeam, & Owen, 2006).

### *The Social Change Model*

The Social Change Model (The Social Change Model, 2010) is based on the assumption that leadership is: socially responsible; collaborative; it is a process, not a position; it is inclusive and accessible to all; and it is values-based. The Model has seven values of leadership that occur under three dimensions. Each dimension interacts with each other (see figure 1 below), and the goal is positive social change.

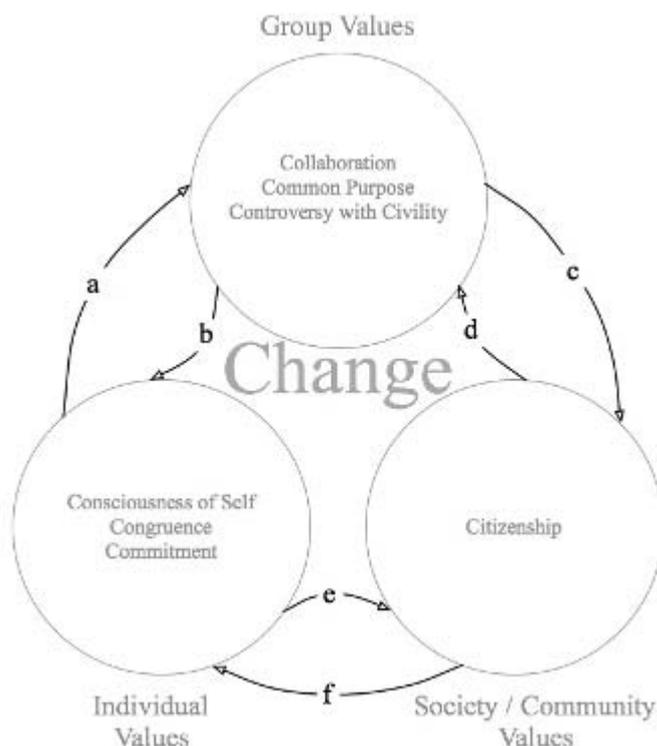


Figure 1. The Social Change Model (The Social Change Model, 2010).

The following is a brief explanation of the values that underpin the social change model:

- Change: creating a better world
- Citizenship: actively working towards change to benefit others

- Common purpose: shared responsibility towards collective aims, values, and vision
- Collaboration: working towards a common purpose
- Controversy with civility: multiple perspectives need to be understood
- Consciousness to self: awareness of personal beliefs and values (i.e., mindfulness)
- Congruence: identified personal values and beliefs and acting consistently with these
- Commitment: willing involvement

### *The Leadership Identity Development (LID) Model*

The LID Model (Komives, Longenecker, & Owen, 2006) was the result of a grounded theory study on developing leadership identity. The authors maintain that identity development is connected to the changing nature on relationship with others. There are six stages to the LID model:

- (1) *Awareness* (educators raise the students awareness about leadership, for example talking about making a difference and speaking about leaders and leadership styles)
- (2) *Exploration/engagement* (educators finding compatible groups in which the students can belong)
- (3) *Leader identified* (educators connecting older peers/mentors with entering students)
- (4) *Leadership differentiated* (educators teach students skills such as teamwork, handling group conflict, and building group community)
- (5) *Generativity* (educators can teach students how to mentor younger students)
- (6) *Integration/synthesis* (educators help students to identify the strengths they can offer any group across diverse contexts).

The LID model provides a framework which can be embedded into programs to foster leadership identity.

### *Leadership programs offered through Stamp*

The following leadership programs are offered through Stamp (see: Adele H. Stamp Student Union: Leadership Programs, n.d.), the majority of which are aimed at undergraduate students:

- *Peer Leadership Council (PLC)* is a trained group of undergraduate and graduate students who deliver leadership experiences to other students through a series of workshops, institutes, and conferences. PLC participation provides an opportunity to serve the campus community as well as to develop and apply personal leadership skills. PLC works collaboratively to develop students' capacities to be social change agents, critical thinkers, and life-long learners through challenging and engaging leadership learning opportunities.
- *Terrapin Leadership Institute (TLI)* empowers students to achieve their leadership potential through a multi-week leadership workshop series.
- *Turtle Camp: first-Year and Transfer Student Leadership Immersion Program* is a four-day immersion program prior to college that exposes students to various experiences and explores the connections to leadership. Participants continue to meet

throughout the semester (e.g., bi-weekly, monthly) as part of a continuing curriculum beyond the four-day experience.

- *Maryland Leadership Conference: Seeds for Change* is one of the oldest leadership programs in the United States. It is a weekend retreat held for undergraduate and graduate students. Participants explore various dimensions of leadership and learn more about the process of engaging in leadership for social change. Participants have an opportunity to apply their learning to address significant community-based issues.
- *MOSAIC: Diversity & Leadership Retreat* is a weekend retreat focused on exploring the relationship between diversity and leadership. Interactive sessions and group discussions are designed to create an environment for individuals to examine their identity and how it influences their understanding of and approach to leadership.
- *A.C.C Student Leadership Conference*: Each spring, the University of Maryland sends a delegation of students to the ACC student leadership conference for a shared leadership experience focused on building the capacity to engage in leadership for social change. Each delegate receives full funding to attend the leadership conference.
- *Contextual Leadership Programs* are one-shot programs offered to the campus community to explore a specific topic related to leadership. These often take the form of invited speakers and panel discussions. Examples include leadership in the arts, leadership in healthcare, and spirituality and leadership.
- *Voices of Social Change* program brings agents of social change to campus to share their unique stories and offer their perspectives on particular social issues.
- *Women's Leadership Conversation Series* are a monthly conversation series for women from multiple disciplines and life experiences to share their stories and expertise while facilitating dialogue among the group regarding critical questions about women's issues.
- *Chevy Chase Leadership Internship Program (CCLIP)* provides undergraduate students with academic rigor (classroom learning), concrete experience (internship), and active experimentation (international immersion) over two academic semesters. The CCLIP 2011 student cohort will travel to Uganda over spring break in 2011 to deepen their understanding of global leadership, sustainable international development and community partnerships. All major expenses of the international immersion in Uganda will be paid in full by the CCLIP program. Upon returning students are encouraged to share individual and collective learning from their experience.

Contact - The Stamp Information Desk: 301-314-DESK (3375)

#### *International Leadership Association*

The University of Maryland (School of Public Policy) is the home of the *International Leadership Association* (ILA: International Leadership Association, 2010), which has become the largest international and inter-disciplinary membership organization devoted to the study and development of leadership. Based for its first ten years at the University of Maryland's James MacGregor Burns Academy of Leadership, the ILA is one of the few organizations to actively embrace academics, practitioners, consultants, private industry,

public leaders, not-for-profit organizations, and students. The ILA serves as a global network for all those with an interest in leadership. ILA brings together public and private sector leaders, scholars, leadership educators, organizational development professionals, and students from around the world to share information, resources and methods, while developing a deeper understanding of effective leadership. The ILA mission is to:

- Build bridges among leadership scholars, educators and practitioners for the purpose of generating new ideas and practices in the field of leadership
- Disseminate cutting-edge work in leadership theory and practice
- Legitimize the study of leadership.

Contact ILA: P: +1.301.405.5218. E: [ila@ila-net.org](mailto:ila@ila-net.org). A: 1119 Taliaferro Hall Univ. of Maryland College Park, MD 20742, United States.

### *School of Public Policy*

Two leadership programs are offered from the University of Maryland School of Public Policy: the Rawlings Undergraduate Leadership Fellows Program and College Park Scholars Public Leadership Program (see University of Maryland: School of Public Policy, 2009).

*Rawlings Undergraduate Leadership Fellows Program's* purpose is to provide specialized leadership opportunities to University of Maryland undergraduate students. These opportunities are both academic and experiential in nature and occur over the course of two semesters. This program seeks to identify students who take an active interest in the community by mentoring and encouraging others to do well. A series of specialized activities and experiences have been designed to give students the opportunities to learn about leadership and advocate on behalf of something they are passionate about. Benefits include:

- Mentoring relationships
- Access to leadership scholars
- Field trips to state and federal agencies
- Work on a community action project
- Placement in a political or non-profit internship
- A certificate
- Participation in courses and conferences

The basis of application is to demonstrate an interest in public service and a public policy agenda. Applicants must demonstrate their interest in advancing the needs of underrepresented populations. Only 25 students are selected.

*College Park Scholars Public Leadership Program* is designed to provide 75 first- and 75 second-year undergraduate students with an integrated living/learning experience. The focus of Public Leadership is the theory and practice of leadership and citizenship in civic and political spheres from the local to the global.

Contact: School of Public Policy, University of Maryland - T: (301) 405-6330.

## University of California, Los Angeles (UCLA)

### *Bruin Leaders Project (BLP)*

The Social Change Model of Leadership (SCM) is used in the BLP (see above Adele H. Stamp Student Union, and The Social Change Model, 2010). The BLP is a seminar-based, leadership development program designed to provide leadership training with emphasis on personal growth and community involvement. It is open to all UCLA undergraduate and graduates students (Bruin Leaders Project, 2009).

As outlined by Outcalt et al. (2001) student participants attend at least seven seminars. After attending the seminars and performing service, students are awarded a certificate. There are three core seminars which include: an introduction to the BLP and the SCM; a diversity awareness session, and students are also offered a chance to reflect on what they have learned in the program. Elective seminars include: women's leadership; servant leadership; lesbian, gay, bisexual, and transgender issues in leadership; personal leadership development; values clarification; multicultural issues; and assertiveness (Outcalt et al., 2001).

A non-hierarchical style of leadership is practiced - that is, staff, students and faculty come together when making decisions (Outcalt et al., 2001). The BLP is evaluated on both a continuing and an annual basis.

Contact - P: (310) 206-507. A: 105 Kerckhoff Hall, UCLA. E: [blp@ucla.edu](mailto:blp@ucla.edu)

## University of Pennsylvania

### *Management 100: Leadership and Communication in Groups*

The course Management 100: Leadership and Communication in Groups (which is an undergraduate program at The Wharton School, University of Pennsylvania) provides opportunities to enhance leadership, teamwork, and communication skills (Tuleja & Greenhalgh, 2008). This is a *core unit* for management students which provides:

- skill-building sessions
- integrated assignments
- peer undergraduate Team Advisors (TAs) and professional consultants (i.e., industry related mentors) who coach and assess students on their skills.

As outlined by Tuleja and Greenhalgh (2008), the course was evaluated and the most successful aspect according to the students was related to the consultants. The students reported that the TAs were more effective coaches compared to professional consultants. This may be related to the fact that the students form a close, trusting relationship with their TAs as their role is to help new students make the transition to university life.

Contact: University of Pennsylvania, 3451 Walnut Street. Philadelphia, PA 19104. General equities: 215-898-5000

## Rutgers University, New Jersey

### *The Leadership Scholars Program*

The Leadership Scholars Program is a two-year, nineteen-credit program for undergraduate women (Trigg, 2006). As outlined by Trigg, it combines classroom learning, research and policy internships, and independent social action projects. The program seeks to expand students' understanding of leadership, policy making, and social change and to encourage them to take responsibility for making change. Fifteen to eighteen students are chosen in a selective process each year (Trigg, 2006). The four goals of the program are:

- (1) to offer students an opportunity to deepen their understanding of leadership and women's contributions to social change
- (2) to enhance students' leadership abilities
- (3) to provide an opportunity for students to learn the issues and problems specific to their disciplinary fields and to develop ways to implement a social action project
- (4) to build bridges between the university and the community by connecting women students with community representatives and women leaders and by providing career-building *internships* in corporations and non-profit organizations.

As maintained by Trigg (2006), students explore the policy areas that are embedded in their disciplines and that cross disciplines. The program includes three components:

- Coursework
- An internship (140 hrs over one semester) where students learn about the organization's mission, women's leadership in organizations, gaining professional experience, and skills development
- A social action project, which is conducted during the third semester requires students to practice leadership. Each student is given a \$500 to implement her project, for which she is required to write a formal funding proposal.

Contact: Institute for Women's Leadership - Rutgers, the State University of New Jersey  
Address: 162 Ryders Lane New Brunswick, NJ 08901-8555. Phone: 732/932-1463. Fax: 732/932-4739

### **Centre for Creative Leadership (CCL )**

The CCL (see Centre for Creative Leadership, 2010) offers a focus on leadership education, research and expertise. The Centre equips clients *around the world* (i.e., America, Europe, Middle East, Africa, Asia Pacific) with leadership skills. Two youth initiatives are run at the CCL: The Rotary Youth Leadership Program and the Young Women's Leadership Program<sup>1</sup>.

The CCL has a bibliography on youth and leadership literature (the PDF of the bibliography may be accessed from <http://www.ccl.org/leadership/solutions/youthLeadership.aspx>). Furthermore, The CCL website has a link to organisations that deal with the development and

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<sup>1</sup> These two programs however are aimed at high school students, and are therefore not discussed (similar to other programs, they include workshops and mentoring).

training of student leaders. Below is a list of the youth leadership development training organisations<sup>2</sup>.

- The Youth Leadership Institute ([www.yli.org](http://www.yli.org)).
- Lead America ([www.lead-america.org](http://www.lead-america.org)).
- The Innovation Center for Community and Youth Development ([www.theinnovationcenter.org](http://www.theinnovationcenter.org)).
- The Congressional Youth Leadership Council ([www.cylc.org](http://www.cylc.org)).
- The National Youth Leadership Forum ([www.nylf.org](http://www.nylf.org)).
- Hugh O'Brien Youth Leadership ([www.hoby.org](http://www.hoby.org)).
- Points of Light Leadership Institute ([www.pyli.org](http://www.pyli.org)).
- The International Youth Leadership Institute ([www.iyli.org](http://www.iyli.org)).
- National Council on Youth Leadership ([www.ncyl.org](http://www.ncyl.org)).
- Youth Leadership Support Network ([www.worldyouth.org](http://www.worldyouth.org)).

The CCL has also compiled annotated bibliography's on *emerging leaders*, that is generation X and Y. The CCL's review (see Deal, Peterson, & Gailor-Loflin, 2001) of issues about training younger generations to be leaders, explores the development needs and learning styles of generation X and Y as different from older workers. Demographically, they share a common set of characteristics that should be considered in light of leadership development (Deal, et al., 2001). As maintained by Deal and colleagues, compared with previous generations:

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

These differences are important to consider in the context of an organization. According to Deal and colleagues (2001) younger workers feel fewer obligations to be loyal to their employer and are more sceptical of authority.

Contact Centre for Creative Leadership: CCL Americas +1 336 545 2810; CCL - Europe, Middle East, Africa +32 (0) 2 679 09 10; CCL - Asia-Pacific +65 6854 6000; E. [info@ccl.org](mailto:info@ccl.org)

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<sup>2</sup> These programs are aimed at high school students and are therefore not discussed in detail.

## Australian Universities Leadership Programs

### Central Queensland University

#### *Student Mentor & Leadership Program (SMLP)*

The SMPL (see Student Mentor & Leadership Program, n.d.) assists new students in undergraduate and postgraduate programs. Student mentors are students who have acquired information about the tertiary education environment and how the system works. A student mentor has volunteered to assist students throughout their first year of study. All mentors are undergraduate students who have completed at least one year of study and are committed to helping new students in their transition to uni life. They receive ongoing training throughout the year. Student mentor benefits include:

- Gain employment skills (i.e., leadership)
- An opportunity to help peers
- Increased self-confidence and ability to work with and manage people
- A certificate of appreciation

Contact - Student Support Centre: Building 31 CQUniversity, Rockhampton QLD 4702 (or email to [ssc@cqu.edu.au](mailto:ssc@cqu.edu.au))

### Curtin University

#### *John Curtin Leadership Academy<sup>3</sup>*

In the John Curtin Leadership Academy (see John Curtin Leadership Academy, 2009), participants are selected on the basis that they have the potential to represent John Curtin's values of vision, leadership and community service. The program runs across two semesters, with two intakes per year. It begins with a four day residential workshop (i.e., Foundations of Leadership) and the final semester begins with a three day advanced workshop. In addition there are regular seminars during each semester organised at a time convenient to all participants.

During each semester, participants work on a group project that provides benefits to the community, and reinforces the skills learned during the workshops and seminars. Each semester concludes with a poster presentation, in which students report the progress made with their projects. Future employers are invited to attend the presentations, as this allows them to evaluate the integrity of the participants and to consider them for their organisation. In order to be considered for the Academy, students must either be nominated by a Curtin club or society president, or by a Curtin staff member.

Contact Daniel Mitchell (Senior Student Advisor) P: +61 8 9266 342.  
[D.Mitchell@curtin.edu.au](mailto:D.Mitchell@curtin.edu.au).

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<sup>3</sup> Does not specify if this program is for undergraduate students.

## La Trobe University

### *Infinity Leadership Program (ILP)*

The ILP (see Infinity Leadership Program, 2009) is for students aspiring to leadership roles. It provides an opportunity for participants to utilise and develop their knowledge of leadership and to extend their skills and experiences by putting leadership into practice. The program consists of three components:

- A two day conference
- A series of leadership seminars by guest speakers
- Completion of a *leadership in action* project

The program is open to undergraduate students who have completed at least two semesters of study, postgraduate students and recent graduates. Entry is based on a combination of criteria including evidence of previous community engagement, academic record and interview performance. Participants receive a certificate on completion of the program, which recognises the acquisition of leadership skills and theories, and the completion of a *leadership in action* project.

Contact: Student Centre - T: (+61 3) 9479 2005. E: [studentcentre@latrobe.edu.au](mailto:studentcentre@latrobe.edu.au)

## RMIT University

### *Student Leadership Program (SLP)*

The SLP (see Student Leadership Program, 2010), is open to all RMIT students, however there is a limited intake. The program consists of three stages (students spend approximately 50 hours per stage). The stages include:

1. *Personal leadership*, which focuses on personal development (i.e., strengths, weaknesses, goal setting and exploring leadership styles)
2. *Team leadership*, which focuses on what one brings to a team as well as an understanding of team learning and group dynamics
3. *Transformational leadership in practice*, which focuses on practicing leadership skills and learning from established leaders

In each stage students are required to complete a personal leadership plan activity, a leadership development workshop, service learning hours (i.e., volunteering), and leadership reflection activities. The benefits of participation include: developing networks, working on projects that help RMIT and the community, leadership experience, and a certificate signed by the Vice Chancellor.

Contact - P: 03 9925 4113 or 03 9925 4462. E: [slp@rmit.edu.au](mailto:slp@rmit.edu.au). A: Student Leadership Program: Student Engagement and Leadership Building 57, Level 4, Room 13 City Campus

## University of Melbourne

### *Student Ambassador Leadership Program (SALP)*

The SALP Program (see Student Ambassador Leadership, 2010) is an extra-curricular program which provides opportunities for young people to create networks and develop their qualities and skills via active engagement within the University and volunteering within the wider community. Program runs over three semesters and consists of two main components:

- Training (i.e., Seminars, workshops, leadership weekends and symposium )
- Contributing, which consists of three activities:
  1. *20 hours of University Service: Volunteering* in activities such as mentoring new students, working with university staff on various events and programs, or developing an environmental project
  2. *40 hours of Community Engagement work: Volunteering* with a non-profit organisation or developing a project aimed at addressing the needs of a community group
  3. *Action-Learning Group Project: Students* organise and undertake a university or community project with a mentor

SALP contacts:

Kate Abraham, Manager - Student Leadership Programs

Tel: +613 8344 0384 / Fax +613 9348 1237

Email: [kabraham@unimelb.edu.au](mailto:kabraham@unimelb.edu.au)

Zoe Dauth, Student Leadership Programs Assistant

Tel: +613 8344 4691 / Fax +613 9348 1237

Email: [zldauth@unimelb.edu.au](mailto:zldauth@unimelb.edu.au)

## University of Notre Dame (Sydney Campus)

### *Newman Program<sup>4</sup>*

The aim of the Newman Program (see Newman Program, 2007) is to engage senior students who have the potential to become future leaders and engage these students in a program that will nurture their spiritual, social and civic awareness. Students will be assigned a mentor who is a leader in their own professional and/or spiritual community. Students and mentors meet regularly to discuss their progress at university, to set future goals and to engage in discussions about current issues. Guest speakers, culturally broadening experiences, retreats and engagement in university activities also form part of the program.

Contacts: General Enquiries (Sydney Campus) Broadway Campus

104 Broadway (PO Box 944) Broadway NSW 2007

T: (61 2) 8204 4400. F: (61 2) 8204 4422. E: [sydney@nd.edu.au](mailto:sydney@nd.edu.au)

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<sup>4</sup> The Newman Program was launched in 2008, however it is not clear whether it is still running.

## University of Sydney

### *Talented Student Program (TSP)*

The aim of the TSP (see Talented Student Program, 2010) is to offer high achieving science students, additional challenging material to enable them to maximise their intellectual growth and potential. The TSP was developed in response to the faculty recognising a need to engage, challenge, encourage and extend the best students. The faculty wished to encourage students to: focus and expand their interests; form a community of scholars which interact effectively across their own disciplines; develop student's teamwork, leadership and interpersonal skills. There are two main aspects of a student's involvement:

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

For more information contact the Faculty of Science on (02) 9351 3021 or email TSP Coordinator, Associate Professor Tony Masters at [anthony.masters@sydney.edu.au](mailto:anthony.masters@sydney.edu.au)

### *The Science Mentoring and Leadership Program (SMLP)*

The SMLP (see The Science Mentoring and Leadership Program, 2010) was introduced in 2009 to help new students acclimatise to university life. SMLP is for first-year undergraduate students enrolled in a Science degree. The program consists of meetings which provide an opportunity for students to meet other first-years with similar interests, senior students and researchers within the Faculty of Science (i.e., mentors). The mentors are senior students (in 2nd year, 3rd year, 4th year, and honours). Students can register for a group that is led by two to three senior students who are able to answer questions and share their insights.

For more information on the Science Mentoring and Leadership Program, contact Misha Donohoe in the Faculty of Science at [misha.donohoe@sydney.edu.au](mailto:misha.donohoe@sydney.edu.au).

### *International House: Rotary Youth Leadership Awards (RYLA)*

International House (for international students attending the University of Sydney) runs education and leadership programs. One of these programs is the RYLA (see Educational and Leadership Programs, 2010). RYLA is a youth leadership development program designed to promote proactivity, personal and professional development of Australian youth who have already been identified with exceptional leadership potential. RYLA is a seven day program, which offers residents: a networking opportunity, the chance to meet motivated individuals from different backgrounds, and the chance to access some of Australia's most influential and motivational speakers. RYLA focuses on leadership, citizenship, and personal development. Each year International House nominates one resident to attend the program. The program is designed to:

- Build on the existing leadership potential of participants
- Encourage participants to further develop their own unique talents and abilities
- Remind participants of their responsibility to their communities and to the world.

Contact: International House, The University of Sydney, 96 City Road Chippendale  
NSW 2008 AUSTRALIA. T: +61 2 9950 9800. E. [ih.office@sydney.edu.au](mailto:ih.office@sydney.edu.au)

## University of Western Australia

### *AIESEC*

AIESEC has 62 years of experience in developing high-potential youth into globally minded leaders. AIESEC is run by young people for young people and is recognized by the United Nations as the world's largest student organization. Present in over 110 countries, with over 50,000 members, it is focused on providing a platform for youth leadership development. AIESEC offers the opportunity for students each year to live and work in another country. Furthermore, it is an organization that activates leaders, creating a network of global change agents that have a positive impact on society (see AIESEC, 2007; AIESEC UWA, n.d.).

As outlined in AIESEC University of Western Australia (n.d.), student members of AIESEC gain:

- *ulti-Functional Skills* (i.e., experience in sales and marketing, customer service, human resources, planning, budgeting, and public speaking) *M*
- *eadership*, as members have the opportunity to lead projects and teams *L*
- *elf-Awareness*, through goal-setting, mentorship and personal vision exercises *S*
- *ffectiveness*, as members manage their AIESEC responsibilities along with other commitments *E*
- *ncouraging Proactivity* (i.e., it is up to members to take advantage of the opportunities, responsibilities and experiences) *E*
- *iversity*, as members participate in discussions on social issues with AIESEC members from all around the world. *D*

Finally, results from a study which was presented at the International Positive Psychology Summit (in Washington, D. C.), indicated that AIESEC leaders possess distinct leadership characteristics (when compared to the peers their age and education) such as: hope, curiosity, perseverance, leadership, teamwork, fairness, zest, bravery, forgiveness, and perspective (Pollay, 2006).

Contact AIESEC UWA - E: [aiesec.uwa@aiesec.net](mailto:aiesec.uwa@aiesec.net) . P: +61 8 6488 2456. A: AIESEC UWA Mailbox 14, M300, 34 Stirling Highway, CRAWLEY WA 6009 Australia.

## University of Western Sydney

### *ASPIRE Leadership Program*

ASPIRE (see ASPIRE Leadership Program, n.d.), is a practical response to the need for higher levels of professional skills and better leadership capabilities, over and above

academic excellence, that prospective employers are looking for in graduates. ASPIRE presents students with the challenge of leading a team. Students are encouraged to:

- provide and receive honest, constructive feedback
- learn about themselves
- discover their strengths and weaknesses
- develop their own leadership style

Admission is by invitation only on the basis one's: ATAR score (a minimum ATAR of 90), personal qualities, leadership potential, motivation, and non-academic achievements (i.e., community service or engagement). It is for those students who are entering their first year of undergraduate studies (however students must be Australian citizens).

For details refer to [serious.uws.edu.au](http://serious.uws.edu.au) or call 1300 897 669.

### **University of Wollongong**

The Centre for Student Engagement (UniCentre) at the University of Wollongong offers a variety of leadership programs (see UniCentre Leadership Programs, 2007). All programs are extracurricular, but there is the opportunity for students to gain academic credit (depending on their degree). Current programs open to all students include:

#### *Australian Student Leadership Association (ASLA)*

ASLA is a national student leadership initiative run by students. All students are able to join for free and be involved in activities and events.

#### *Community Impact Team (CIT)*

CIT is a student leadership team that seeks to make a lasting impact on a community in rural Australia. Some of the projects the team has worked on include: running a sustainability mural competition in primary schools in the Illawarra and South Coast, and building a house in Thailand in partnership with Habitat for Humanity. Currently the CIT has partnered with Strategic Community Assistance to Refugee Families to plan, promote and implement a water safety and awareness campaign focussing on refugee families and international students of the Illawarra. CIT members:

- Work collaboratively with students from different faculties and backgrounds, as well as with a partner organisation and local community members
- Share knowledge and expertise with a community and a partner organisation
- Expand their experience and develop new skills by working on a real life project
- Participate in regular weekly team meetings to prepare for the project
- Engage in fundraising activities

Students from all faculties may join the CIT, however a maximum of 20 places can be offered.

#### *Big Fish*

Big Fish connects students to the wider Wollongong community to develop and extend their leadership skills. There are workshops, lectures and practical tasks involved. The program

runs for 12 weeks and is open to all students. Big Fish offers the flexibility to choose the meeting times and workshops that one would like to participate in as long as one completes the following minimum requirements: participation in a minimum of five workshops, two team meetings and completion of a minimum of three hours volunteer work.

Contact UniCentre - P: (02) 4221 8172. E: [cse\\_unicentre@uow.edu.au](mailto:cse_unicentre@uow.edu.au)

### **Centre for Sustainability Leadership**

The Centre for Sustainability Leadership offers three programs:

- The Future Sustainability Leaders (FSL) program
- The Global Future Sustainability Leaders (GFSL) program
- The Centre for Sustainability Leadership Fellowship program.

The FSL and the GFSL are run through the organisation and are not connected to universities as such; the Sustainability Leadership Fellowship Program on the other hand is also for university students who are enrolled in Sydney or Melbourne universities. The programs are briefly described below.

#### *The FSL program*

The program is designed to build cross disciplinary relationships between participants, in a interdisciplinary network of mentors and current leaders. Rather than providing students with an overview of the problems and possible solutions, the FSL curriculum ensures students come up with their own answers to the goal of sustainability. The FSL course offers weekly seminar sessions, as well as practical group assignments and one-on-one contact with a mentor with the aim of providing students with a broad range of business leadership skills (Centre for Sustainability Leadership: Annual Report, 2008).

#### *The GFSL program*

The global program is an innovative online version of the FSL program. Instead of the intensive, eight-month course, global FSL is an online short-course that can be delivered to anyone, anywhere in the world (The Global Future Sustainability Leaders Program, 2010).

#### *The Centre for Sustainability Leadership Fellowship Program*

The program (see The Centre for Sustainability Leadership Fellowship Program, 2010), is an eight-month course consisting of weekly workshops, group project activities, a mentorship program and residential retreats. The course focuses on developing the qualities and skills required for leadership and provides opportunities to apply these skills. From 2010 applications are open to students currently enrolled at university (in Melbourne or Sydney)<sup>5</sup>, and young professionals. There is no age limit for applicants.

Centre for Sustainability Leadership contacts:

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<sup>5</sup> Does not specify what universities.

*Melbourne Headquarters:* Office and Postal: Level 7, 225 Bourke St, Melbourne CBD, 3000, Australia. E: [info@csl.org.au](mailto:info@csl.org.au). P: +61 3 9639 9863. F: +61 3 8677 2443

*Sydney Office:* Office: 37- 47 St Johns Road, Glebe, NSW 2037, Australia.  
E: [kate.harris@csl.org.au](mailto:kate.harris@csl.org.au). P: +61 2 9660 8009. F: +61 3 8677 2443.

## Victoria University

### *Leadership and Professional Development*

Student Leadership at Victoria University (VU) is defined as a dynamic and relational process. It involves building relationships with other students, peer leaders, and other members of the University and external community. Student Leadership may involve: educational, political, social and/or recreational leadership. Furthermore, student leadership at VU may be developed through participation in a variety of independent programs (Mordaunt, 2009). There is also the opportunity for 100 VU students to participate in a leadership conference (Leadership and Professional Development, 2010).

VU offers *Student Leadership Awards* which are for students who play a significant leadership role and improve the quality of the student experience within or beyond VU. Up to 10 awards are granted annually with winners receiving \$300 (Leadership and Professional Development, 2010).

For students to gain recognition on their academic transcript, they must earn a total of 50 points under the *Student Leadership Model* (Leadership and Professional Development, 2010).

### *Student Leadership Model* (Mordaunt, 2009)

The student leadership model is made up of four quadrants (see figure 2 below). The quadrants represent parts of the University community: students, staff, faculties and VUs partnerships within VU Industry and Community. All quadrants are separate but inter-related.

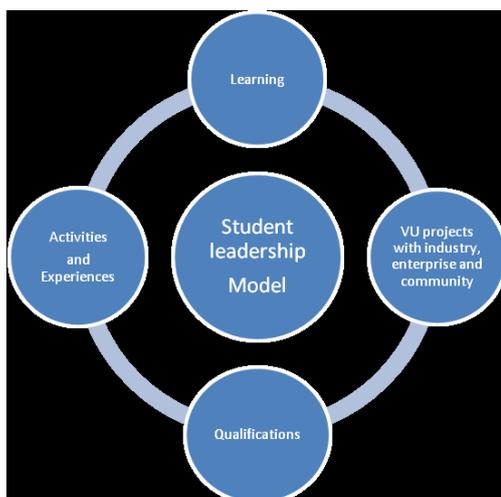


Figure 2. Student Leadership Model (Mordaunt, 2009)

1. *Learning*: the aim is to develop student capabilities and skills for active leadership participation. Activities within this quadrant can include: attending workshops, conferences or seminars; presenting a paper; organising a student project; and studying as an exchange student. Students must gain points in a minimum of three activities from this area.
2. *Activities and Experiences*: the aim is to develop student learning through participation in independent university programs. Activities can include: 15-20 volunteer hours; being a committee/board member, a club committee position, a conference organiser, or helping to be a host during international orientation.
3. *VU projects with industry, enterprise and community*: the aim is working on VU projects in industry, enterprise and communities to build relationships that will enhance the skills and abilities of students. Activities may include volunteering or assisting at both internal or external community events, and/or assisting with open day.
4. *Qualifications*: the aim here is to give formal recognition to the skills developed during the Student Leadership Development Program activities.

Within the framework students must complete competencies and gain at least 50 points. Students may gain points from all four quadrants (however, they are not able to do all the activities from one quadrant). Each activity will have points assigned and students will need to complete an assessment portfolio and reflective journal before receiving recognition with a Certificate of Leadership.

Contact: Email [lead@vu.edu.au](mailto:lead@vu.edu.au) or [Facebook group](#).

## **University of Technology Sydney (UTS)**

### *Beyond UTS International Leadership Development (BUiLD)*

BUiLD (see Beyond UTS International Leadership Development, 2010) is an international leadership program, open to all UTS students. The program provides opportunities to develop leadership potential and take part in local and international activities. Benefits of participation include: being inspired by internationally renowned leaders; participation in seminars on global issues; creating networks with students and professionals from diverse backgrounds; being involved with global community projects; and studying overseas.

Students develop their international leadership skills through on campus seminars, guest lectures, international relations events and networking sessions. These activities make up the compulsory component of the program. BUiLD is free to join, however some of the elective activities will have costs involved. For example, if students undertake an exchange program they will be required to cover their international travel and living expenses. The program has a range of scholarships and subsidies available to help offset the cost of participating in experiential activities that take place outside of Australia.

To complete BUiLD students must obtain 100 points of Credit for Leadership and International Competency (CLICs), which are made up of 40 compulsory CLICs (e.g., UTS

run seminars, guest speaker and networking events) and 60 elective CLICs. The following are possibilities for elective CLICs:

- Global exchange
- International short term programs and study tours
- Australian and international internships
- Volunteering and community work, either in Australia or overseas
- Leadership conferences and Model United Nations international conferences
- International leadership development programs

Contacts: E. [build@uts.edu.au](mailto:build@uts.edu.au) . P:+61 2 9514 2731. A: Beyond UTS International Leadership program - University of Technology, Sydney, P.O. Box 123, Broadway, NSW 2007, Australia.

### **University of Tasmania**

#### *The Vice-Chancellor's Leadership Award*

The Award (see The Vice-Chancellor's Leadership Award, 2010), is a program designed to give students the types of skills and experience that employers are looking for, with a focus on personal development. The award is for students in final and penultimate years<sup>6</sup>. Across a 10 month period, students will:

- Attend six seminars (examples topics: leadership and teamwork, leadership and communication, leadership creativity and problem solving, and leadership and ethics)
- Complete 40 hours of volunteer work
- Write eight reflective pieces.

Contact the Career Development & Employment Service:

*Hobart* - Gaon.Mitchell@utas.edu.au, Ph +61 3 6226 7264.

*Launceston* - Jane.Emery@utas.edu.au, Ph +61 3 6324 3101.

### **University of Southern Queensland (USQ)**

#### *USQ Women's Network*

The Network (see USQ Women's Network, 2010), is a body that provides and encourages leadership for women. Applicants must be over 18 years of age and a staff member or student of the USQ. The Network aims to:

- support equal opportunity initiatives for women in the USQ community
- provide a voice and discussion forum for issues of concern to women
- sponsor public information talks, meetings and workshops on topical issues
- promote mentoring and networking
- encourage personal development

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<sup>6</sup> Does not specify if this refers to undergraduate or postgraduate courses.

- promote career development

Contacts:

*Secretary:* Jill Lawrence - Senior Lecturer(Communication) and Associate Dean (Learning & Teaching). P: 61 7 4631 1004. E: [jill.lawrence@usq.edu.au](mailto:jill.lawrence@usq.edu.au)

*President:* Assoc Prof Lorelle Burton - Associate Professor (Psychology) and Associate Dean (Learning & Teaching). P: 61 7 46312853. E: [lorelle.burton@usq.edu.au](mailto:lorelle.burton@usq.edu.au)

## **The University of Queensland**

### *Leadership Opportunities: Student Services*

Student services at the University of Queensland (UQ) provide a range on leadership programs (see Leadership Opportunities: Student Services at UQ, 2010). These programs include:

#### *The Peer Notetaking Program*

This program helps students who are unable to take adequate notes due to a disability. In this program, a student peer is recruited to provide a copy of their lecture and tutorial notes on a weekly basis for the student(s) who require them.

#### *Volunteer Mates @ UQ*

Is a program designed to encourage interaction between domestic and international students. Volunteer Mates provides opportunities for students to get hands on experience, build communication and leadership skills, and establish networks.

#### *Mentoring*

There are three types of mentoring programs which allow students to gain leadership skills.

- An e-mentoring program for first year students at UQ, in which students are mentored by a second year (or above) student.
- Tertiary students can also mentor high school students who participate in the homework centre program.
- Tertiary students from Pacific Islander backgrounds can mentor high school students who participate in Polyvision (which is a program which targets Pacific Islands' students from low SES backgrounds).

## **The University of Newcastle Australia**

### *International Leadership Experience and Development Program (iLEAD)*

iLEAD (see International Leadership Experience and Development Program, 2010) is open to all undergraduate students who are interested in community, diversity, international leadership and international awareness. It is an opportunity for students to gain international experience and leadership skills. As part of the program students attend interactive seminars to learn about global issues and build their leadership experience. The program is flexible and

covers specific themes: leadership in an international context; international awareness; community, diversity and integration. Completing the program means student will have to:

- Attend an induction seminar
- Attend lectures by speakers who are experts and international leaders in their field
- Participate in nine dynamic skill-building seminars (see below)
- Gain leadership and international experience by undertaking activities such as student exchange, internships, volunteering and community work activities (the University offers travel scholarships of up to \$3000 to subsidise these activities).

*iLEAD seminars* are designed to be practical and they revolve around the three program themes. In order to complete the program students need to complete three seminars from each theme. Seminars topics include:

- Models and styles of leadership
- Critical global trends and issues
- Cross Cultural Project Management
- Citizenship and Social Responsibility

iLEAD gives students the opportunity to gain leadership and international experience by undertaking activities either in Australia or around the world. Over the course of the program students will have to gain *100 points* worth of experience. Students can gain points by doing local or international volunteering or internships, and by being part of clubs, societies and local organisations. Overseas activities may include:

- Summer school at Oxford or Cambridge
- Work with indigenous communities
- Teach sport to children in HIV-affected communities in Africa
- Learn another language (e.g., French in France, Italian in Italy or Spanish in Mexico)
- Work for a grass-roots advocacy group
- Take an intensive course in English on International Law (Czech Republic), Psychology (London), Business (Milan), Health (Mexico), Environment and Sustainability (Malaysia)
- Undertake an internship in Washington DC, New York or elsewhere in the USA
- Participate on an intensive leadership program in the Czech Republic or the USA

Contact: E: [ileadprogram@newcastle.edu.au](mailto:ileadprogram@newcastle.edu.au)

### **LUCY Mentoring Program**

*Lucy* is a leadership program with a primary focus on women in University studying business, finance, economics, accounting and law (LUCY Mentoring Program: Participant Manual, 2009). The program motivates and educates women about the opportunities available for employment and leadership in major corporations and the public sector. Lucy is a partnership between the NSW Office for Women's Policy, Women Chiefs of Enterprises International and the following universities:

- University of Western Sydney ([lucy@uws.edu.au](mailto:lucy@uws.edu.au))
- University of Sydney ([lucy@econ.usyd.edu.au](mailto:lucy@econ.usyd.edu.au))
- University of New South Wales ([careers@unsw.edu.au](mailto:careers@unsw.edu.au))
- University of Newcastle ([FBL-LucyProgram@newcastle.edu.au](mailto:FBL-LucyProgram@newcastle.edu.au))
- University of New England ([careers.service@une.edu.au](mailto:careers.service@une.edu.au))
- University of Wollongong ([careers@uow.edu.au](mailto:careers@uow.edu.au))

As outlined in the LUCY Mentoring Program: Participant Manual (2009), mentors are selected on the basis of their work and life experiences in the corporate and public sectors and willingness to share their time, skills and workplace with a student. Students from second year and above are recruited from relevant universities through an expression of interest process. Applicants indicate areas of professional interest and these are matched as closely as possible with the mentors' area of expertise. The role of mentor is to inspire women to think about the range of work options available to them in the private and public sectors and to actively support women seeking a career in the finance, business, accounting and legal fields. The mentor will share knowledge and experience to equip the student to meet the challenges often experienced by women in their chosen industry.

## **Flinders University**

### *Leadership Program*

The Leadership Program (see Leadership Program: Flinders University, 2010), gives undergraduate students the opportunity to explore personal characteristics, prepare, develop and broaden their leadership skills and understanding. The Program is provided by leading professionals in the student's fields. Contact - T: (08) (61 8) 8201 3911

## **Monash University**

### *The Vice-Chancellor's Ancora Imparo Leadership Program*

This program (see The Vice-Chancellor's Ancora Imparo Leadership Program, 2010) is designed to help students prepare for future leadership roles. It involves theoretical and case study components, discussions, debates and seminars, as well as the study of past and present models and contexts of leadership. Many of the seminars are led by Australian leaders and students have the opportunity to meet a range of community leaders.

Students participate in a three-day residential component prior to first semester and attend monthly seminars. The program takes place over 12 months during the students' second year of study at Monash. The program is not a lecture series and involves no formal assessment. The selection criteria includes: personal response to the question on leadership, school and community activities, referee's recommendation, and interview (for short-listed applicants).

The Program is coordinated by the Leadership and Management Development team located in the Human Resources Division. All enquiries can be directed to: Rachel Whitworth (Ancora Imparo Student Leadership Program Coordinator), P: 9902 9910.

[Leadership.enquiries@adm.monash.edu.au](mailto:Leadership.enquiries@adm.monash.edu.au)

## **Macquarie University (Sydney – Australia)**

### *Global Leadership Program (GLP)*

The GLP (see The Macquarie Global Leadership Program, 2010), is offered to both domestic and international students in all disciplines. The GLP involves: participation in workshops on global issues; attendance and networking at seminars; engaging in activities at Macquarie and abroad for experiential credit.

Contact: Global Leadership Program - T: (02) 9850 676. E: [glp@io.mq.edu.au](mailto:glp@io.mq.edu.au)

Global Leadership Program Advisors:

[anneke.rowe@mq.edu.au](mailto:anneke.rowe@mq.edu.au); (02) 98504333

[chloe.spackman@mq.edu.au](mailto:chloe.spackman@mq.edu.au); (02) 98507396

## Conclusion: Summary of Findings

Below is a brief summary on the findings, from the present scoping study, related to the literature on leadership development programs.

- The area of leadership development in undergraduates has been under-researched.
- There has been considerable focus on leadership development for staff within the higher education sector (see Appendix B), however not specifically for undergraduate students.<sup>7</sup>
- There appears to have been no national review, synthesis or analysis or any formal collective discussion about: leadership development for students, the existing leadership development programs, and what might constitute good practice in leadership development.
- There is a lack of evaluations of leadership development programs for students.
- The majority of leadership development programs are often "housed" in student support units rather than an academic unit and are characterised by their voluntary nature and competitive entry.
- Participation may occur through extra-curricular activities such as student societies and clubs and may or may not include some form of formal skills development program.
- Programs are often based in a specific discipline (e.g., the science mentoring and leadership program at the university of Sydney) and for specific populations (e.g., gifted/talented students or women).
- Programs are often for *all* students (not specifically for undergraduate students).
- The majority of the leadership programs have experiential learning and service learning.<sup>8</sup>

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<sup>7</sup> As outlined in a current report, leadership programs have focused upon those people already in official positions of responsibility rather than all members of the university community (Marshall, 2008).

<sup>8</sup> Several authors (Carey, 2007; Newman, Bruyere, & Beh, 2007) outline that *experiential learning* (or 'hands on' learning) is a preferable approach for teaching concepts of leadership and that knowledge can be learned more effectively through experience than in a classroom context. Furthermore, the authors outline that *service*

- Models of leadership that have emerged from the literature include:
  - The Social Change Model (The Social Change Model, 2010) –see pg 8
  - The Leadership Identity Development Model (Komives et al., 2006) – see pg 9
  - Student Leadership Model (Mordaunt, 2009) – see pg 22.

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*learning* (i.e., a teaching method where students learn through active participation which meets the needs of the community) has the potential for students to reflect on and develop leadership skills.

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## Appendix A: Literature Search Notes

### *Process*

- An environmental scan of university websites and the literature was conducted in order to build a data base of resources and to identify practitioners, both in Australia and internationally, with expertise in leadership development.
- The majority of programs outlined stem from online sources (i.e., websites of specific universities). This indicates a lack of published literature on undergraduate leadership development programs.
- After downloading a list of Australian universities, a key word search was conducted in each Australian university website in order to identify leadership programs. The following keywords were used: *leadership for undergraduate students; leadership programs; leadership development; student services*.
- A list of leadership programs in Australian and U.S universities was also obtained from an existing literature review on leadership written by A/Prof Lynne Cohen.

### *Other relevant notes*

- For the Australian University search, specific academic units on leadership were not included in the report. This was because the majority of units offered in leadership, were for postgraduate courses in business.
- Specific mentoring programs were not included in the report. Although mentoring programs increase leadership skills, and the two are indeed connected, the focus of the report was on undergraduate leadership development programs (as has been shown, the majority of the programs outlined include mentoring aspects).
- If a specific contact was not available, general enquiries or student centre numbers were used.

### *Useful texts*

Komives, S. R., Lucas, N., & McMahon, T. R. (2007). *Exploring leadership for college students who want to make a difference* (2nd ed.). San Francisco, CA Jossey-Bass.

- The book presents evolving concepts of leadership, emphasises leadership as a group process, and presents a new framework, the Relational Leadership Model.

Greenleaf, R. K. (1991). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press.

- Greenleaf asserts that instead of leaders being in command of others, they are here to serve the common good.

## **Appendix B: Other Leadership Programs at Australian Universities**

Main Findings: Most of the programs on leadership development at Australian universities are targeted at academic and general staff. There are also specific programs for women, indigenous students and postgraduate students.

**Bond University:** Centre for leadership studies (research leadership).

**Charles Darwin University:** Leadership and management (for staff).

**Charles Sturt University:** Leadership development program for women (for staff).

**Curtin University of Technology:** Leadership and management development (for staff).

**Deakin University:** Leadership programs (for staff).

**James Cook University:** The Australian leadership awards (for postgraduate students); Indigenous leadership programs.

**Monash University:** Senior women's leadership program (for staff).

**Murdoch University:** The higher education leadership and management program (for staff).

**Queensland University of Technology:** Leadership and supervision programs (for staff); The stronger smarter leadership program (indigenous students/staff).

**Southern Cross University:** Leadership program (for women staff).

**Swinburne University of Technology:** Leadership training (for staff).

**University of Adelaide:** Future research leaders program; Resources for leadership in university teaching.

**University of Ballarat:** Leadership development (for women/staff).

**University of Canberra:** Leadership development (for staff).

**University of Melbourne:** Academic leaders program.

**University of New South Wales:** Leadership and decision making (managers).

**University of Newcastle:** Leadership development (for staff).

**University of South Australia:** Research leadership development program (for staff).

**University of Southern Queensland:** Management and leadership development (for staff); Leadership research (centre for research on leadership); Women and leadership mentor program (women/staff).

**University of Sydney:** Leadership development program (for staff); Women in leadership program (female staff); Leadership in learning and research programs (staff); Leadership and change program (staff); Leadership in learning and research (staff).

**University of Tasmania:** Leadership development program (for staff); Women in leadership program (female staff); Leadership and management (staff).

**University of Technology Sydney:** UTS professional development (female staff); “UTS and AusAid build leadership in the Pacific” (The World Health Organisation collaboration Centre for Nursing, Midwifery and Health development at UTS).

**University of Western Australia:** Women in leadership program (female staff).

**University of Wollongong:** Leadership development program (for staff).