



Minnesota State University, Mankato
Cornerstone: A Collection of Scholarly
and Creative Works for Minnesota
State University, Mankato

All Graduate Theses, Dissertations, and Other
Capstone Projects

Graduate Theses, Dissertations, and Other
Capstone Projects

2013

Undergraduate Sport Management Students' Perceptions of Leadership Behaviors through Service Learning: A Quantitative, Quasi-Experimental Study

Bryan Romsa
Minnesota State University, Mankato

Follow this and additional works at: <https://cornerstone.lib.mnsu.edu/etds>



Part of the [Educational Leadership Commons](#), and the [Sports Management Commons](#)

Recommended Citation

Romsa, B. (2013). Undergraduate sport management students' perceptions of leadership behaviors through service learning: A quantitative, quasi-experimental study. [Doctoral dissertation, Minnesota State University, Mankato]. Cornerstone: A Collection of Scholarly and Creative Works for Minnesota State University, Mankato. <https://cornerstone.lib.mnsu.edu/etds/92/>

This Dissertation is brought to you for free and open access by the Graduate Theses, Dissertations, and Other Capstone Projects at Cornerstone: A Collection of Scholarly and Creative Works for Minnesota State University, Mankato. It has been accepted for inclusion in All Graduate Theses, Dissertations, and Other Capstone Projects by an authorized administrator of Cornerstone: A Collection of Scholarly and Creative Works for Minnesota State University, Mankato.

Undergraduate Sport Management Students' Perceptions of Leadership Behaviors through
Service Learning: A Quantitative, Quasi-Experimental Study

By

Bryan Romsa

Dr. Scott Wurdinger, Dissertation Advisor

A Dissertation In Partial Fulfillment of the
Requirements for the Degree of
Doctor of Education
Educational Leadership

Minnesota State University, Mankato

Mankato, MN

May 2013

Undergraduate Sport Management Students' Perceptions of Leadership Behaviors through
Service Learning: A Quantitative, Quasi-Experimental Study

Bryan Romsa

This dissertation has been examined and approved by the following members of the dissertation
committee.

Dr. Scott Wurdinger, Advisor

Dr. Jon Lim

Dr. Gary Rushing

Acknowledgments

With much honor and gratitude I wish to thank the following individuals who dedicated themselves to the successful completion of this dissertation. First, I would like to acknowledge Dr. Scott Wurdinger, my advisor, who has been a supportive and encouraging mentor through the beginning and final stages of this dissertation. I would also like to acknowledge the guidance and wisdom of the faculty who have served as members of my doctoral committee, Dr. Jon Lim and Dr. Gary Rushing. Each of you has been instrumental to the completion of this monumental task.

With great love and respect I thank my parents, Jay and Susan Romsa. Thank you for all your encouragement and support while I worked on this project. I wish to express my deepest appreciation to my wife, Katelyn Romsa, and to our children, Grace and John. Thank you for your belief in me, patience, and unceasing commitment in helping me accomplish this goal. I could not have done this without you. Most importantly, I humbly thank my Father and Lord, Jesus Christ, for sustaining me in this righteous endeavor. Truly, "I can do all things through Christ who gives me strength" (Philippians 4:13).

CONTENTS

	Page
LIST OF TABLES.....	vi
ABSTRACT.....	vii
CHAPTER ONE: INTRODUCTION	
Background.....	1
Conceptual Framework	4-5
Statement of the Problem.....	6
Purpose of the Study.....	6
Research Questions and Hypotheses.....	6-7
Significance of the Research.....	7-8
Delimitations.....	8
Definitions of Key Terms.....	8-9
Summary.....	9-10
CHAPTER TWO: REVIEW OF THE LITERATURE	
Introduction.....	11
Historical Overview of Sport Management and Service Learning	12-16
Theoretical Frameworks of Leadership and Service Learning.....	16-23
Empirical Studies on the Leadership Practice Inventory.....	23-27
Empirical Studies of Service Learning.....	27-31
Summary.....	32

CHAPTER THREE: RESEARCH DESIGN & METHODOLOGY

Restatement of the Purpose.....	33
Statement of the Problem.....	33-35
Research Questions & Hypotheses.....	35-36
Significance of the Research.....	36
Delimitations.....	36-37
Definitions of Terms.....	37
Research Design.....	37-39
Participants.....	39-40
Instrumentation.....	40
Data Collection.....	41-42
Data Analysis.....	42
Summary.....	42-43

CHAPTER FOUR: FINDINGS

Demographic Information of Participants.....	44-45
Research Question One.....	45-49
Research Question Two.....	49-52
Summary.....	53-54

CHAPTER FIVE: DISCUSSION OF FINDINGS

Introduction.....	55
Overview of Study.....	55-57
Discussion of Results.....	57-60
Research Question One.....	57-59

Research Question Two.....	60
Limitations of the Study.....	60-61
Recommendations for Further Research.....	61-62
Conclusion.....	62-63
References.....	64-72
Appendices.....	86-87
Appendix A: Student Leadership Practices Inventory - Self, 2 nd Edition.....	86
Appendix B: Permission to Republish.....	87

LIST OF TABLES

Table 1: Demographic Information for Participants.....73

Table 2: Means and Standard Deviations for Service Learning Experience Participants.....74

Table 3: Means and Standard Deviations for Model the Way Statements.....75

Table 4: Means and Standard Deviations for Inspire a Shared Vision Statements.....76

Table 5: Means and Standard Deviations for Challenge the Process Statements.....77

Table 6: Means and Standard Deviations for Enable Others to Act Statements.....78

Table 7: Means and Standard Deviations for Encourage the Heart Statements.....79

Table 8: Means and Standard Deviations for Non-Service Learning Experience Participants....80

Table 9: Means and Standard Deviations for Model the Way Statements.....81

Table 10: Means and Standard Deviations for Inspire a Shared Vision Statements.....82

Table 11: Means and Standard Deviations for Challenge the Process Statements.....83

Table 12: Means and Standard Deviations for Enable Others to Act Statements.....84

Table 13: Means and Standard Deviations for Encourage the Heart Statements.....85

Undergraduate Sport Management Students' Perceptions of Leadership Behaviors through
Service Learning: A Quantitative, Quasi-Experimental Study

Bryan Romsa

Dr. Scott Wurdinger, Dissertation Advisor

ABSTRACT

This quantitative, quasi-experimental study examined the effectiveness of a service learning activity on the perceived leadership behaviors of sport management undergraduate students at a mid-sized, Midwestern, public university. The participants in the study were 74 undergraduate students who were enrolled in four undergraduate sport management courses. The first research question analyzed how a service learning experience affects the self-reported perceptions of leadership behavior in sport management undergraduate students. The findings indicated that the students who participated in a service learning activity (experiential group) self-reported a decrease in all five leadership practices. The second research question asked how not having a service learning experience affects the self-reported perceptions of leadership behavior in sport management undergraduate students. The findings indicated that the students who did not participate in a service learning activity (control group) self-reported an increase in four of the leadership practices, and a decrease in one. While there are some important limitations, this study does contribute to the growing body of research in providing ideas in how to best utilize service-learning projects at the collegiate level to help students develop quality leadership behaviors. In addition, recommendations for further research and practice are discussed.

CHAPTER ONE

INTRODUCTION

Background of the Problem

The need for quality leadership is found in all areas of society. As the increasingly complex world develops, the need for quality leaders will continue to grow (Kouzes & Posner, 2007). Currently there is a lack of quality leadership that exists in both the private and public industry (George, 2007). One industry where this may be true is sport business. In order to help increase the quality of leadership in the industry, sport management educators should provide students with opportunities to develop leadership skills. Some of the quality leadership skills that are needed to be successful are credibility, shared vision, ability to change, collaboration, and community values (Kouzes & Posner, 2007). In order for these quality leadership skills to be developed, students and faculty must engage in “real world” activities that will assist in the development of leadership skills necessary to lead successful organizations. One way these skills may be developed is through service learning. Service learning connects theory to reality and provides students the opportunity to learn through action, which helps them to develop greater self-awareness, confidence, and commitment (Eyler, 2002). It also provides students an opportunity to gain hands-on experience outside of the classroom where they are able to work directly with local business and non-profit organizations. These experiences allow them to put their leadership skills to practice while working with real world problems.

The sport industry is one the largest and fastest growing industries in the United States. According to a recent Plunkett Research study (2010), the sport industry is currently worth \$414 billion. To put the size of this industry into perspective, the sport industry is twice the size of the United State’s auto industry and seven times the size of the movie industry. This vast and diverse industry is in need of dynamic leaders. The challenging nature of this industry requires quality

leadership. The success or failures of sport organizations is often placed at the feet of the leaders of those organizations. In order for leaders to succeed in sport business it is important for them to enter the industry with a developed set of leadership skills (Soucie, 1994).

Although there are few studies done on leadership behavior development in sport management, leadership is a vital component for sport managers (Pederson, Parks, Quarterman, & Thibault, 2011). A recent study has shown that business management education programs are not meeting the leadership needs of industry (Rhee & Sigler, 2010). This may also be true in sport management education and the sport business industry. Sport management education is similar to business management in many ways but there are some differences. For instance, the sport industry is inconsistent from consumption to consumption, the core product is one part of an ensemble, and the sport manager typically has little control over the core product whereas in the business industry products are tangible (Mullin, Hardy, & Sutton, 2007). However, one similarity business management and sport management share is education is developing students' leadership skills through service learning.

Service learning has been used to help business management students develop and understand their leadership skills (Litzky, Godshalk, & Walton-Bongers, 2010; Rhee & Sigler, 2010). The educational practices of service learning used in business management education may also develop leadership skills in sport management students. However, given the gap in the literature, there is a need for more studies to determine if service learning development can also be used as a tool to help sport management students develop and understand their leadership skills.

Although John Dewey never used the term service learning, he has been credited with being the founding theorist who believed students' experience should be at the center of their

education (Dewey, 1938). He felt that a traditional education did not allow students the ability to address the issues that they would face in the present or in the future; therefore, he felt that service learning experiences would help students gain a deeper understanding of the educational concepts they were seeking to learn. These same experiential principles can be applied to quality sport business leadership.

Service learning allows students to develop leadership skills through real world experience, as they apply reality to the curriculum (e.g. theories) that they have learned about in the classroom (Eyler, 2002). As a result of these service-learning experiences, students leave the classroom and enter the world better equipped to engage in the global economy that awaits them (Billig, 2007). Service learning also allows students opportunities to connect with their community, which increases their learning, self-confidence, and compassion for others (Eyler, 2002). In addition, students are able to improve their leadership skills through this process, which will assist them as they transition to the private or public industry.

Presently, there is a need for exemplary leaders in government, education, and business (George, 2007). The fundamental skills required for quality leadership have remained the same throughout history. These fundamental skills include knowing one's values, articulating one's vision and role-modeling one's values, motivating to inspire others, thinking critically to challenge and make changes, and fostering collaboration to build trust and acknowledge accomplishments of high-performance teams (Kouzes & Posner, 2007). All of these skills may be developed through service learning opportunities.

The Minnesota State University, Mankato Sport Management program had thirty students participate in a service learning project in a Sport Ethics and Professional Development course. In the course, students identified a need in the community and worked with the

organization to develop a fundraising event to financially assist the organization. One group developed a silent auction to support a local non-profit organization that funds local youth hockey scholarships and childhood leukemia research. The group of students identified thirty local businesses and solicited donation items for a silent auction that would take place before a home hockey game. The students developed promotional materials and announcements and worked with the university's athletic department and the city's hockey facility to secure a space. The students raised over \$5,000 dollars for the non-profit and had the opportunity to develop their values, inspire a vision, be a role-model, motivate others, think critically to make changes, and foster collaboration (Kouzes & Posner, 2007).

The literature focuses on the impact service learning has on student achievement, intellectual development, and career and social development (Billig, 2002; Carver, 1997; Daynes & Longo, 2004; Eyler & Giles (1999); Wilczenski & Coomey, 2007). However, there has been relatively little research on the effect service learning has had on perceived leadership behaviors. The National Survey of Student Engagement (NSSE, 2010) administrators have found that students learn more effectively when they work actively and corroboratively, which included working on a community based project as part of a regular course. Service learning is a vehicle for this type of opportunity, which enhances students' overall education as well as allows them to develop leadership skills while working with their peers, faculty, and community leaders.

Conceptual Framework

Kouzes and Posner (2006) have compiled a vast body of research-based evidence on leadership. They spent decades conducting empirical research, which allowed them to develop the five practices of exemplary leadership. Through their case study content analysis of over 2,500 managers' personal-best experiences and survey research they have found a pattern of

behaviors and actions used by the most effective leaders. This allowed them to develop the five practices of exemplary leadership and the Leadership Practices Inventory (LPI). The development of the Student Leadership Practices Inventory (SLPI) was based on the same case study model. They wanted to observe if the leadership behaviors of college students mirrored the managers'. The study found that college student leaders did engage in these leadership practices and the conceptual framework of the LPI would be the same for the SLPI. The Student LPI has two forms: Self and Observer. For the purpose of this study only the self survey will be used. The focus of this dissertation research is the students' perceived leadership behaviors. The conceptual framework of this study will be derived from Kouzes and Posner's (2006) five practices of exemplary leadership, which include the following: (a) Model the Way, (b) Inspire a Shared Vision, (c) Challenge the Process, (d) Enable Others to Act, and (e) Encourage the Heart.

Leaders who utilize the five practices of exemplary leadership are able to assist others in striving to be their best. These leadership practices are related to service learning because they encourage students to develop their own values, be responsible for their own lives, and to feel rewarded for their work, which are valuable leadership skills. The leadership practices outlined are not just for exemplary leaders, but also for anyone who has the desire to take on the challenge of leadership (Kouzes & Posner, 2007). Service learning experiences may produce opportunities for students to engage in activities that will expose them to these leadership skills. Students who participate in a service learning activity may change their self-perceptions of the five practices of exemplary leadership in the own leadership roles. More detailed descriptions and specific examples of these five leadership characteristics will be discussed in Chapter 2.

Statement of the Problem

Based on the need of quality leaders in all areas of sport management, it is important for sport management educators to provide a curriculum that develops leadership skills. Service learning has been used in the area of management education to effectively develop leadership skills (Rhee & Sigler, 2010). There is currently a research gap examining the effectiveness of service learning on leadership development in sport management education. Much of the research on service learning in sport management has focused on student achievement, self-esteem, and civic engagement (Jackowski & Gullion, 1998). There has been very little research on the leadership development of sport management students through service learning.

Purpose of the Study

The purpose of this quantitative, quasi-experimental study is to examine the effectiveness of a service learning activity on the perceived leadership behaviors of sport management undergraduate students at a mid-sized, Midwestern, public university. The results of this study may help sport management faculty to better understand the potential of utilizing service learning projects in their classrooms as a vehicle for their students to develop quality leadership practices. In addition, the results of this study may assist college students in seeing the value of developing quality leadership behaviors through service learning. Finally, it may provide the sport industry with potential employees that have developed their leadership skills while participating in an undergraduate education that includes service learning.

Research Questions:

This dissertation compared the effect of a service learning experience on sport management undergraduate students' perceived leadership behaviors with the perceived leadership of sport

management undergraduate students not participating in a service learning experience. Two research questions guided the dissertation study:

Research question one. How does a service learning experience affect the self reported perceptions of leadership behavior in sport management undergraduate students?

H0: The service learning experience will have no impact on the students' perceived leadership behaviors.

Ha: The alternative hypothesis is that the service learning experience will increase students' perceived leadership behaviors. Service learning has been found to help business management students develop and understand their leadership skills (Litzky, Godshalk, Walton-Bongers, 2010). Service learning also provides opportunities for students to gain experience in the five leadership practices developed by Kouzes and Posner (2006).

Research question two. How does the lack of a service learning experience affect the self reported perceptions of leadership behavior in sport management undergraduate students?

H0: The lack of service learning experience will increase the students' perceived leadership behaviors.

Ha: The alternative hypothesis was that the lack of a service learning experience will have no impact students' perceived leadership behaviors.

Significance of the Research

Despite numerous studies on the impact service learning has on student achievement, intellectual development, and career and social development, there has been relatively little research on the effect service learning has on perceived leadership behaviors (Billig, 2007; Carver, 1997; Daynes & Longo, 2004; Eyler & Giles, 1999; Wilczenski & Coomey, 2007).

Given the current need for leadership in all areas of society it is important for sport management

undergraduate students to begin analyzing their own leadership behaviors in order to compete in an increasingly complex and competitive global economy (George, 2007; Kouzes & Posner, 2007). Service learning has been found to help business management students develop and understand their leadership skills (Litzky et al., 2010). The same may also be true for sport management students.

Delimitations

There may be multiple delimitations to this dissertation. Using a purposeful selection of sport management undergraduate students may decrease the generalizability of the dissertation's findings due to the nature and characteristics of the comprehensive public university. This study will be conducted in designated courses. Service learning will occur in HP 325: Sport Ethics and Professional Development and HP 469: Event Management in Sport. Service learning will not occur in HP 360: Foundations of Sport Management and HP 465: Legal Aspects in Sport. Therefore, students who enter the sport management program before or after the study may have a different experience. Another limitation is the use of perception and self-reported data by the participants.

Definition of Key Terms

For the purposes of this dissertation, the following definitions will be adopted:

Leadership. “A subtle process of mutual influence fusing thought, feeling, and action. It produces cooperative effort in the service of purposes embraced by both leader and led” (Bolman & Deal, 2003, p. 339).

College Student. An undergraduate sport management student who is attending an accredited college and enrolled in a sport management course.

Semester. A sixteen-week course of study.

Service Learning. A activity that is “integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and provides structured time for the students or participants to reflect on the service experience” (National and Community Service Act, 1990, p. 15).

Service Learning Experience. An “experience characterized by a cooperative versus competitive positive problem-solving experience requiring the participant to utilize critical thinking opportunities while addressing real-life issues” (Eyler & Giles, 1999, p. 36).

Summary

The literature has showcased the importance of “hands on” learning to provide students with a fuller educational experience and an opportunity to develop their own leadership skills. The need for quality leaders can be found in both the public and private sector (George, 2007). Although there currently is a strong interest in how service learning impacts students there is a gap on how service learning affects students’ perceived leadership behaviors. Therefore, the purpose of this quantitative, quasi-experimental study is to examine the affect of a service learning activity on leadership behaviors in sport management undergraduate students. This study will be guided by the conceptual framework of the five practices of leadership: (a) Model the Way, (b) Inspire a Shared Vision, (c) Challenge the Process, (d) Enable Others to Act, and (e) Encourage the Heart (Kouzes & Posner, 2006). These five practices address the critical leadership fundamentals of visioning, role modeling values and beliefs, facing new challenges, and the impact of collaboration and recognition. These leadership practices are applicable to a service-learning experience because it provides sport management undergraduate students with the opportunity to set an example, motivate, inspire, think critically to create change, and collaborate to build trust to create and acknowledge high-performing teams. Furthermore,

understanding the influence of service-learning on college students' perceived leadership behaviors may support incorporating service-learning into sport management core curriculum.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

John Dewey (1938), an advocate of experience based learning, believed that students would learn more effectively and become better citizens if they engaged in service to the community and had this service incorporated into their academic curriculum. Dewey (1938) also said that young people in traditional education systems do have experiences, but that the experiences are often defective and wrong in character. Experiences sometimes lack a connection to future experiences, or the real world. Students entering the field of sport management will need to be able to lead in the processes of planning, organizing, and collaborating with different stake holders to achieve common goals (Pederson, Parks, Quarterman, & Thibault, 2011). A growing number of studies show that service learning projects promote positive experiences that help build important leadership skills (Wurr & Hamilton, 2012).

There is a need in society for leadership. Survey results from the Association of American Colleges and Universities' National Leadership Council for Liberal Education and America's Promise (LEAP) indicate that of 305 employers interviewed, 63% believe that college graduates lack the skills needed for a global economy and for promotion (Kuh, 2008). Sports mirror society (Eitzen, 2009); therefore, the leadership challenges we face as a society may also be found in the sport management industry. Service learning may provide sport management students the opportunity to develop leadership skills.

This review of literature discusses a historical overview of sport management and service learning. In addition, the theoretical framework for this study as well as leadership and service learning empirical studies are reviewed.

Historical Overview of Sport Management and Service Learning

The origins of sport management programs are disputed. The first program with curriculum that resembles modern sport management was found at Florida Southern University, between 1949 and 1959. The program was titled “Baseball Business Administration” and was approved by the State Department of Education in Florida (Isaacs, 1964). The first sport management curriculum was developed, although not put into practice, at the University of Florida in 1957. The professor who developed the curriculum taught in the physical education department at the University (Sawyer, 1993). Walter O’Malley is the individual credited with bringing attention to the lack of educational preparation for sport professionals, who was the President of the Brooklyn Dodgers at that time (Stier, 1993). As a result of his desires for formal educational training for the field, Dr. James Mason, a professor at Ohio University, developed the first master’s degree program in 1966 (Cuneen & Sidwell, 1998; Mason, Higgins, & Wilkinson, 1981; Parks & Olafson, 1987).

Sport management has continued to grow into an academic program throughout higher education to prepare students with the unique skills necessary for a career in the field of sport business. The increase of sport management programs has grown quickly with the \$414 billion sport industry it serves (Plunkett Research, 2010). Career opportunities include marketing, facility management, finance, public and community relations, sport tourism, fitness management, social media marketing, as well as other emerging opportunities. Students desiring to enter the industry need special skills in leadership, communication, accounting, finance, and

legal aspects (Parks, Quarterman, & Thibault, 2007). As this demand has continued to grow the need for sport management education has led to the development of new programs.

Early sport management programs were developed within physical education programs with a few courses in administration and supervision. Students entering the field from these programs were deficient in business skills (NASSM, 2011). In 1986, the National Association of Sport and Physical Education (NASPE) formed a taskforce to develop curriculum standards for sport management education. NASPE and the North American Society developed a program approval process for Sport Management (NASSM) in 1989. The approval process outlined skills and knowledge needed for careers in sport management. These curriculum standards were published in the *Sport Management Programs Standards and Review Protocol*. The Standards allowed sport management programs the opportunity to develop curriculum that met the needs of the sport industry. Competencies were developed for both graduate and undergraduate programs. Higher education institutions that met the requirements set forth by the standards were given approval and allowed students to choose an institution that would effectively prepare them for a career in the sport industry (NASSM, 2011).

In 1999, the Sport Management Program Review Council (SMPRC) was created by NASPE and NASSM to review sport management programs. The SMPRC published a revised version of the *Sport Management Programs Standards and Review Protocol* in 2000. NASPE and NASSM met in 2005 to discuss the direction of the SMPRC. Two task forces were created and they began investigating Sport Management Accreditation from a process and policies perspective as well as a standards perspective. By 2007, the creation of the Commission on Sport Management Accreditation (COSMA) was proposed. COSMA became the official Accreditation

body of sport management in 2008. The goal of COSMA is to provide external verification of excellence in sport management education (COSMA, 2008).

Service learning can be traced back to John Dewey's theory of experiential learning. In order for learners to be prepared for the present and future there was a need for them to do more than study facts in a classroom. They needed to get out of the classroom and take control of their own learning in real world experiences (Dewey, 1938). In order for this to be achieved, Dewey developed two new principles: a) the principle of interaction and b) the principle of continuity. The principle of interaction maintained that students learn while interacting with their environment. The principle of continuity was described as an experience where students use knowledge from prior experience to improve upon future experiences. Dewey believed that both principles worked together. Furthermore he felt that the goal of education was to prepare students for the future by integrating problem solving experiences in their schools and communities (Dewey, 1938).

During the 1930's service learning opportunities grew under President Franklin D. Roosevelt. The creation of the Civilian Conservation Corps allowed young people the opportunity to serve their communities for six to eighteen month terms (Titlebaum, Williamson, Daprano, Baer, & Brahler, 2004). During the 1950's the Truman Commission stated that the purpose of higher education was to serve the public (Hinck & Brandell, 2000). President John F. Kennedy provided students with further service opportunities with the creation of the Peace Corps and Volunteers in Service to America.

Service learning began gaining traction in the mid 1960's. Bill Ramsey and Bob Sigmon first used the term "service learning" in 1965 when college students from eastern Tennessee began working on tributary development for the Tennessee Valley Authority (Titlebaum, et al.

2004). Service learning was later defined in 1969 at the Atlanta Service Learning Conference as "the integration of the accomplishment of the tasks that meet human needs with conscious educational growth" (Titlebaum, et al., 2004). The following decade, the National Center for Service Learning published the "Three Principles of Service Learning" in *Synergist*, a journal promoting the link between service and learning (Titlebaum, et al. 2004). Through the 1980's various service learning organizations were developed including *The National Youth Leadership Council*, which allowed students to participate in learning experiences while improving their communities (Titlebaum, et al., 2004).

Finally, the Wingspread Conference and the Minnesota Legislature began funding grants for post-secondary service learning in 1989 (Titlebaum, et al., 2004). The National and Community Service Act was passed in 1990, which provided funding to colleges and universities, nonprofit organizations, and other schools, to promote and support service learning activities and established *Learn and Serve America*, a national service program active from 1994-2011, which engaged students, educators, youth workers, and community members in service-learning opportunities. The program made grants to schools, higher education institutions, Native American tribes, and community-based organizations to assist in the planning and implementation of service-learning programs. (Titlebaum, et al. 2004).

The use of service learning has continued to grow to more higher education institutions in the last two decades (Stanton, Giles, Dwight, & Cruz, 1999). The increased number of national and international conferences, peer-reviewed journal articles, and books that address service learning issues is a testament to this growth. There has been an increase in faculty viewing service learning as an accepted pedagogy (Furco, 2001; Kenworthy-U'Ren, 2008). Academic institutions have begun reacting to internal and external forces that are expecting more civic

engagement, and increased utilization of the knowledge generated by colleges and universities (Ostrander, 2004). Service learning can provide an opportunity for institutions to meet the expectations of civic engagement and leadership.

Theoretical Frameworks of Leadership and Service Learning

There are many integrated facets of leadership. Consequently, it is a challenge to find a single definition of leadership that is completely accepted. In part, the difficulty of developing a single definition of leadership is that many theorists contend that leaders serve multiple functions. In 1989, Yukl attempted to define leadership approaches. He stated that most definitions of leadership reflected an intentional influence where the leader exerted control over followers and identified four approaches of leadership: (a) power-influence approach, (b) behavior approach, (c) trait approach, and (d) situational approach (Yukl, 1989).

Northouse (2004) also examined leadership concepts from a trait theory approach where traits, skills, and style approaches to leadership are examined. In other words, leadership is defined as a set of personality qualities that a leader either possesses or does not possess (Knight & Trowler, 2000). Northouse (2004) focused on specific traits that separate leaders from followers (Bass, 1990). For instance, personality traits have been associated with one's leadership perception and can be used to draw distinctions between leaders and non-leaders (Lord, DeVader, & Alliger, 1986). Personality characteristics such as intelligence, masculinity, self-confidence, determination, integrity, and sociability, and dominance have significantly impacted how leaders are perceived (Northouse, 2004).

Although trait theory is important when defining leadership, it has not been as widely accepted as other approaches, because many individuals view leadership as possessing more than just personality traits. For example, Stogdill (1948) discussed how that leadership was relational

and contextual. In other words, leadership takes place with people in specific situations and at different times. Therefore, Stogdill (1948) believed that leadership required skills both learned and cultivated. Some characteristics of learnable leadership skills include honesty, foresight, competence, credibility, motivation, and desire. These characteristics have been closely aligned with the skills approach to leadership. The skills approach focuses on skills that are developed by individuals. Katz (1955) posited three basic skills that serve as the foundation for effective leadership: technical, human, and conceptual. Moreover, Mumford, Zaccaro, Harding, Jacobs, & Fleishman (2000) found a direct correlation between the performance of leaders to the knowledge and skills they possessed. To summarize, the skills approach has been used to frame leadership as the capabilities (knowledge and skills) that make effective leadership possible. In this approach, a leader's ability to problem-solve and possess social judgment skills has been viewed as important to leading effectively.

Another type of leadership approach has been defined as engaging and interactive. Covey (1989) discussed that leaders should interact and engage in activities with peers and followers to generate ideas. He indicated that the basic task of leadership was to increase the standard of living and the quality of life for all stakeholders involved. Bell and Smith (2002) similarly believed that creating ideas usually comes from purposeful idea-seeking activities rather than passively waiting for inspiration. Likewise, Bell and Smith (2002) affirmed that leaders should actively listen for key items of information with their peers and followers while making decisions.

Bolman and Deal (2003) defined leadership from four frames. They worked for decades studying leadership in the workplace and have developed strategies for improving organizations. Their four-frame management model consists of Structural, Human Resource, Political, and

Symbolic frames. These frames are to be utilized as lenses by managers and leaders as they begin to improve their organizations. Bolman and Deal (2003) articulated that the essential role of leaders is to facilitate a process of mutual influence that infuses thought, feeling, and action. This cooperative effort leads to developed values and purposes embraced by both the leader and the led.

In order to better understand leadership Kouzes and Posner (2007) attempted to create a conceptual framework that defines leadership in two stages. They asserted that those in the field of leadership want a clear, uniform definition of what leadership is, how it is different than management, and if leadership can be taught or measured. In the first stage, Kouzes and Posner (2007) determined that 80% of the behavior and strategies described in the respondents personal best case studies were accounted for in five practices of leadership: (a) Challenging the Process, (b) Inspiring a Shared Vision, (c) Enabling Others to Act, (d) Modeling the Way, and (e) Encouraging the Heart.

In the second stage, Kouzes and Posner (2007) designed a Leadership Practices Inventory (LPI) to empirically measure what leaders do. The LPI sample of this version consisted of 2,876 managers and executives involved in public and in company management development seminars. In addition, this tool was designed through repeated feedback from participants and factor analyses of behavior based statements. The inventory contained thirty statements from which the participant selected a response from a 5-point Likert scale with reported reliabilities of .77 to .84.

The Student LPI has been well researched and continues to be used by thousands of organizations across the country and will be the instrument used in this study with Sports Management students. The Student LPI was developed using thirty descriptive statements paralleling those found in the original LPI. Each of the five leadership practices were assessed

with six statements on the Student LPI using a five-point Likert scale (where 1 meant “rarely” and 5 meant “very frequently.” The statements focused on leadership behaviors and on the frequency with which the individual engaged in those particular behaviors. The Student LPI was pilot tested with twenty-three members from a student senate at a small private suburban college. From this pilot study only minor editorial changes were suggested.

The five practices of exemplary leadership that Kouzes and Posner identified after piloting their leadership practice inventory are: a) Model the Way, b) Inspire a Shared Vision, c) Challenge the Process, d) Enable Others to Act, and e) Encourage the Heart (Kouzes & Posner, 2006). Leaders who “Model the Way” establish a set of high standards that are used to measure the organization. These standards are used a guide for how everyone in the organization should be treated. Once these values are established it is important for leaders to “walk the talk” in order to develop and maintain credibility within their organization (Kouzes & Posner, 2006, p. 11).

Leaders who “Inspire a Shared Vision” create a shared direction and purpose for their organization. A leader cannot create a shared vision without soliciting the values, hopes, and dreams of others. This allows everyone in the organization to accept the vision as their own, and allows them to pursue their shared aspirations (Kouzes & Posner, 2006, p. 12).

Leaders who “Challenge the Process” realize that the status quo leads to mediocrity. These changes come from a leader who is willing to listen to the ideas of everyone in the organization. Leaders must find change as an enjoyable task and encourage members of their organization to seek out ways to improve the organization. There needs to be an organizational culture that encourages risk and allows people opportunities for small successes and to learn from their mistakes. Small victories make the bigger change goal seem achievable (Kouzes & Posner, 2006, p. 13).

Leaders who “Enable Others to Act” realize that leadership in their organization cannot be done alone. They create a team like atmosphere that allows everyone to take ownership within the organization. Goals are established cooperatively and through collaboration a culture of trust is established. This empowerment allows followers to begin viewing themselves as leaders. They feel a sense of autonomy and their success is recognized by others. This leads to a sense of influence and support (Kouzes & Posner, 2006, p. 14).

Leaders who “Encourage the Heart” realize the hard work it takes to achieve greatness. They express pride in their organizations accomplishments and make sure those who work hard feel like heroes. They provide feedback, clear expectations, and personal attention. Celebrating small victories encourages information sharing and creates a sense of fun amongst the hard work (Kouzes & Posner, 2006, p. 15).

Like leadership, there are also many definitions and theories that describe service learning. Knapp & Fisher define service learning as an opportunity where “students immediate opportunities to apply classroom learning to support or enhance the work of local agencies that often exist to effect positive change in the community” (Knapp & Fisher, 2010, p. 208). The National and Community Service Act (1990) defines service learning as “an activity that is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and provides structured time for the students or participants to reflect on the service experience” (p. 15).

Service learning can be traced back to John Dewey’s theory of experiential learning. Dewey made it clear that there is a link between citizenship and education, which can be learned through service-learning. Bringle’s (2003) description of Dewey’s theoretical framework has

been identified as a strong foundation for service-learning. According to Bringle (2003), there are two sources for theory, those developed specifically for service-learning, and those borrowed from cognate areas. Bringle (2003) examined the way in which service-learning theories originated, which included the following: service-learning: intensive case study, paradoxical intent, metaphor, rule of thumb, and conflicting results. By examining the way in which service-learning theories originated, researchers can produce theoretical frameworks that provide sufficient grounding for the concepts and practice of service-learning in higher education. In order to attain a more thorough understanding of the theory developed from the cognate areas, one must explore frameworks such as functional theory, attribution theory, equity theory, written reflection, intergroup contact, and self-determination theory (Bringle, 2003). Whether the theories were developed for service-learning or borrowed from another discipline, they provide an important foundation for the discussion on studies related to the practice and impact of service-learning.

The theoretical basis for reflection as a practice in education is grounded in the work of John Dewey (1938). The relationship between thought, educational experiences, action, and further learning is the cornerstone of the service-learning reflective process. Dewey saw reflective thinking as a way to discover specific connections between actions and consequences. He believed that reflective thinking would help students learn from experience and improve their problem solving skills.

Dewey's work formed the basis for David Kolb's (1984) model of experiential learning. In this model, learning, change, and growth occur through a continuous cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Learners base their initial actions and involvements on concrete or real experiences. They then

reflect on and observe experiences from many perspectives. Abstract conceptualization occurs when learners create concepts and integrate observations in logically sound theories. The experiential learning cycle allows learners to understand and modify behavior. This reflection leads to change, and consequently reflection is a basic element in learning (Billig & Kraft, 1997).

King and Kitchener's (1994) "Reflective Judgment Model" delved deeper into the processes described by Dewey and Kolb. King and Kitchener (1994) examined the process of young adults' reasoning, beliefs, assumptions, and problem-solving methods. King and Kitchener (1994) analyzed students' ways of reasoning through seven stages of knowledge and problem solving, which are comprised of three categories: 1) pre-reflective thinkers, 2) quasi-reflective thinkers, and 3) reflective thinkers. The first category, pre-reflective thinkers, includes three stages, where individuals move from believing that knowledge is certain and can come from individual experience, authorities, and one's own opinions. In the second category, quasi-reflective thinkers, individuals move through two stages where knowledge becomes less certain and more tenuous as well as more subjective. The final category, reflective thinkers, consists of two stages, which include the use of personal opinion and evidence from reliable sources as well as evaluation methods. Individuals in this category move towards a higher level of evaluation and reevaluate when there is new information to consider. King and Kitchener's (1994) reflective judgment model provides an important theoretical framework for addressing the process that young adults undergo as they analyze and formulate solutions to problems as well as enables researchers to examine the development or progression of these thought and reasoning processes.

Eyler and Giles (1999) applied King and Kitchener's (1994) reflective concepts as a foundation in their work to portray their analysis of critical thinking of college students, a characteristic that they argued is a component of college students' intellectual development.

Eyler and Giles (1999) asserted that the development of students' cognitive skills brings an organization and understanding of reality and shapes students' ability to think critically. While they briefly addressed Perry's (1999) theory of intellectual development in this discussion, Eyler and Giles (1999) much more closely examined King and Kitchener's reflective judgment model in their analysis of the development of students' critical thinking through the service-learning experience. Throughout their analysis of King and Kitchener, Eyler and Giles (1999) depicted examples of the various stages students may be based on their responses, experiences, and problem solving abilities through service-learning.

These theories and models illustrate how reflection in service-learning promotes higher-order thinking skills in students. Promoting higher-order thinking skills is important because these skills enable students to learn, inquire, reason, and make sense of new information. When teachers incorporate higher-order thinking skills into reflection activities, the service-learning experience becomes deeper and more meaningful for students.

Empirical Studies on the Leadership Practice Inventory

The Student Leadership Practices Inventory (LPI) is a comprehensive leadership development tool created by James M. Kouzes and Barry Z. Posner (Student Leadership Practices Inventory, 2013). The Student LPI was created specifically to help young people measure their leadership behaviors and take action to improve their effectiveness as a student leaders. A large number of empirical studies using the Student LPI have demonstrated that it is a valid instrument and it has been used for researching leadership in fields such as health care, non-profit, business, secondary education, religious sectors, and higher education.

Fraternity chapter presidents across the United States have completed the Student LPI Self survey (Kouzes & Posner, 2006). The most effective chapter presidents engaged in each of

the five leadership practices significantly more frequently than did their less effective counterparts. Multiple-regression analyses showed that these leadership practices accounted for 65 percent of the variance in assessments of chapter presidents' effectiveness. Moreover, sorority chapter presidents from across the United States paralleled the previous study both in design and in findings (Kouzes & Posner, 2006). The most successful sorority chapter presidents engaged in each of the five leadership practices significantly more frequently than did their less effective counterparts. These leadership practices accounted for 80 percent of the variance in assessments of chapter presidents' effectiveness in multiple regression analyses. Hence, these studies demonstrated that the practices of effective student leadership did not vary according to the leaders gender. Although the sample population ranged from Greek chapter leaders in the Midwest to first-year undergraduates to students enrolled in either hospitality management or dietetics programs, the students did not vary their leadership practices when involved in a one-time leadership project versus a project or program lasting for an entire academic year.

The Student LPI has also generally shown a strong reliability. Early studies reported internal reliability scores (Cronbach alpha) of $\alpha = .68$ for Model, $\alpha = .79$ for Inspire, $\alpha = .66$ for Challenge, $\alpha = .70$ for Enable, and $\alpha = .80$ for Encourage, and these are relatively consistent with more recent findings. In addition, test-retest reliability of the Student LPI, over a ten-week period, has been demonstrated as statistically significant, with correlations exceeding $r = .51$. Test of social desirability bias have not shown statistically significant relationships with Student LPI scores. Additional information about the reliability and validity of this instrument will be discussed in chapter 3.

The practices of leadership identified by Kouzes and Posner (2007) have served as a guide for leaders attempting to support others in achieving their personal best. Service learning

provides an opportunity for students to achieve their personal best by allowing them to experience responsibility, while working in their communities, developing values, and increasing their leadership skills; all of which lead to personal fulfillment. Kouzes and Posner (2007) asserted that five leadership practices can be utilized by anyone within an organization, and are not limited to only those who are selected as leaders defined by the organization. Because of this assertion it is possible that service learning can provide students a forum to practice their leadership skills. Moreover, Kouzes and Posner's (2007) five leadership practices could provide a way to measure students' growth in leadership as a result of their service learning experience.

Leadership research has shown that the fundamentals of leadership are not limited by age. The distinctive leadership roles and fundamentals of vision, power, and commitment are not unique to Kouzes and Posner, as researchers like Bolman and Deal (2003) have similarly discussed these essential roles. However, the difference is that, Kouzes and Posner described specific leadership traits that include (a) knowing one's values, (b) articulating one's vision and role-modeling one's values, (c) motivating to inspire others, (d) thinking critically to challenge and make changes, and (e) fostering collaboration to build trust and acknowledging accomplishments of high-performance teams. These traits have been developed from case studies from over 2,500 managers describing actions of their personal-best experiences

The following studies have used the Student LPI support its reliability and validity. Maitra (2007) examined factors to which the success of female leaders on college campuses could be attributed. The purpose of the study was to analyze the educational, professional, and personal backgrounds of female vice presidents in nonacademic areas of higher education. The instruments used by the researcher were Bolman and Deal's Leadership Orientation (1990) and Kouzes and Posner's Leadership Practices Inventory (2003). Maitra (2007) analyzed the data to

assess the extent to which female vice presidents exhibited the five leadership practices of Kouzes and Posner. Also, Miatra assessed the extent to which significant differences existed between the framed leadership styles identified by the leadership orientations of Bolman and Deal (1990) and the leadership practices identified by the Leadership Practice Inventory of Kouzes and Posner (2003). The results of the study showed that female vice presidents scored highest for Enabling Others to Act followed by Model the Way, Encouraging the Heart, Challenging the Process, and Inspiring a Shared Vision. The study also showed a strong correlation between the majority of Kouzes and Posner's leadership practices and Bolman and Deal's "Human Resource Frame" and "Symbolic Frame." A negative correlation was observed between Kouzes and Posner's "Inspiring a Shared Vision" and Bolman and Deal's "Structural Frame."

Rozeboom (2008) examined the leadership practices of chief student affairs officers in selected institutions. The purpose of the study was to analyze similarities and differences between the self-reported leadership practices and observer-reported researcher was Kouzes and Posner's Leadership Practices Inventory. In addition, demographic information (position title, years in position, gender, race/ethnicity, educational background, institutional type, and institutional size) were collected and analyzed.

The results of the study showed that chief student affairs officers scored highest for Enabling Others to Act followed by Model the Way, Encouraging the Heart, and Challenging the Process. Inspiring a Shared Vision was perceived as the leadership practice least engaged in by chief student affairs officers. It was also revealed that chief student affairs officers rated themselves higher than their observers for all leadership practices. The greatest differences in ratings were for Enabling Others to Act, Encouraging the Heart, and Challenging the Process.

Statistical significant differences were found for ethnicity, level of education, and institutional type.

Grandzol, Perlis, & Draina (2010) examined the leadership development of NCAA division III athletes. The team captains and student-athletes were given the Student LPI as a pre and post-test. The purpose of this study was to see if participating in a sport for one season had any influence on leadership development. The researchers found that merely participating in a sport had little effect on a student athlete's leadership development. However, being a team captain did provide a great opportunity for the athlete to practice leadership skills.

Kass & Grandzol (2011) examined the leadership development of MBA students enrolled in an Organizational Behavior course. The researchers used a quasi-experimental design for the study. One of the courses was taught in a classroom, and the other course included an outdoor training program called Leadership on the Edge. Kouzes and Posner's LPI was administered to both classes as a pre and post-test. The results of the study found that the students who participated in the Leadership on the Edge training program improved their leadership practices in all five areas.

Empirical Studies of Service Learning

There are many researchers who have studied how service learning can develop leadership characteristics. Giles and Eyler (1994) examined changes in social and personal responsibility resulting from a service-learning experience. The participants in the study included seventy-two students at Vanderbilt University who spent the first five weeks talking with representatives from social service agencies and the final eight weeks volunteering three hours a week at these agencies. The Vanderbilt Survey consisted of open-ended questions related to conceptions of issues that clients faced, and about their own learning expectations and

perceptions. The results from the survey indicated that students experienced significant increases in their beliefs that people can make a difference, and that they should be involved in community service, particularly in leadership and politics.

Blackwell (1996) similarly found how service learning impacts the perceptions of students' leadership abilities. The quantitative study of 142 undergraduate students compared their perceptions based on demographic information such as their age, gender, classification, school affiliation, and outside employment. The results from the study indicated that students strongly supported the notion of service learning in college, 85% believed service-learning should be incorporated into more classes, and 93% indicated that service-learning helped them grow intellectually and emotionally.

Eyler, Giles, and Schmiede (1996) applied Kolb's (1984) experiential learning theory and his Learning Style Inventory utilized as a tool used to understand and explain learning behaviors that occur from service learning opportunities. The study provided an extensive amount of information about the importance of self-reflection. Eyler et al. (1996) described reflection as the "process specifically structured to help examine the frameworks that we use to interpret experience; critical reflection pushes us to step outside the old and familiar and to reframe our questions and our conclusions in innovative and more effective terms" (p. 13). They contended that reflection was a critical component to learning.

Astin and Sax (1998) conducted a national study to determine if service learning increased the knowledge and life skills of students participating in community service-learning experiences. Forty-two college institutions sponsored by Learn and Serve America of Higher Education were surveyed. A final sample consisted of 3,450 students who were engaged in service-learning activities. The study design was comprised of a pre-and post-experience survey

and a quasi-experimental survey with thirty-five student outcome measures. The purpose of the study was to determine the increase of knowledge and life skills measured by student self-report elements such as critical thinking, interpersonal skills, leadership skills, social self-confidence, knowledge of different races and cultures, and conflict resolution skills. The students participated in the following activities: tutoring, improving neighborhood environments and community health, preventing crime, and working with the homeless, the poor, and the elderly. The data sources were the self-reported survey and institutional records: Cooperative Institutional Research Program Freshman Survey, Scholastic Aptitude Test, American College Testing scores, enrollment data, and thirty five student outcomes were measured in five student cohorts from 1990-1994. The findings determined that the more time students devoted to service, the more positive the effect it had on them.

Furco (2002) investigated 529 high school students who participated in a community service experience. The quasi-experimental study measured students' development across six educational domains: academic, career, personal, social, civic, and ethical. The findings indicated that the students who engaged in service over the course of the year showed significantly higher gains in developing more positive attitudes toward school, themselves, others, the future and their community. Students in the service group were more positive, more personal, and more philosophical than those not in the service group.

In another study, service learning was used as an instrumental method to increase student learning and motivation through real-life connections to content and experimental learning opportunities (Soslau and Yost, 2007). The participants included thirty-three fifth-graders in an urban middle school. One group of students received the course of study as outlined in the traditional curriculum, and the other group's course of study was adapted into a service-learning

project. The study was conducted through the analysis of journal responses, benchmark math and reading test scores, and attendance and suspension records. The findings determined that there was an overall greater increase in test scores for math and reading, the attendance rate was higher in the service-learning group than the traditional group, and the service-learning group had less suspensions.

Another study similarly investigated how service learning assists the development of student leadership (Wurr & Hamilton, 2012). The eight participants included 6 students, 1 alumna, and 1 faculty were interviewed about their growth as leaders. Their findings showed that service learning can provide an opportunity to form a leadership identity.

Another study examined college students during their senior year to address multiple examples of student learning in service learning activities and its relationship to leadership development (Gardner, Van der Veer, and Associates, 1998). The researchers provided examples of leadership programs and majors at various colleges and universities and the way in which service learning was incorporated and made recommendations for enhancing students' senior-year experience. Some of these recommendations for service-learning programs they suggested were for students to "fulfill public service obligation, earn money, build a resume, and learn under supervision range of skills and understandings that will serve them through their life" (p. 278).

The goals for service-learning research have been set too low and there has not been enough attention given to defining and measuring appropriate outcomes (Eyler, 2002). Thus, the recommendations of Gardner, et al. (1998) provides researchers and practitioners with a starting point from which they can further examine service learning and student learning. Service learning has the potential to develop the "personal and social development, civic engagement,

academic achievement, and career awareness” of those who are involved in the learning (Billig, 2002, p.185). Moreover, Litzky, Godshalk, & Walton-Bongers (2010) have also developed a “how to” guide for teaching a service learning course in social entrepreneurship and community leadership. The service-learning activities in the course are generalizable to several management education contexts that seek to enhance learning and leadership by creating partnerships between the university, its students, and its community. In sum, it is important that certain factors such as these are in place in order to sustain the impact of these learning outcomes over time.

Service learning allows students to develop leadership skills through real world experience, as they apply reality to the curriculum (e.g. theories) that they have learned about in the classroom (Eyler, 2002). As a result of these service-learning experiences, students leave the classroom and enter the world better equipped to engage in the global economy that awaits them (Billig, 2007). Service learning also allows students opportunities to connect with their community, which increases their learning, self-confidence, and compassion for others (Eyler, 2002). In addition, students are able to improve their leadership skills through this process, which will assist them as they transition to the private or public industry.

Service learning has been used to help business management students develop and understand their leadership skills (Litzky, Godshalk, & Walton-Bongers, 2010; Rhee & Sigler, 2010). The educational practices of service learning used in business management education may also develop leadership skills in sport management students. However, given the gap in the literature, there is a need for more studies to determine if service learning development can also be used as a tool to help sport management students develop and understand their leadership skills.

Summary

This chapter discussed theoretical frameworks and research studies on leadership, the LPI and service learning. It also explained how there is a need in society for effective leadership and addressed the importance of how service learning can promote leadership development (Wurr & Hamilton, 2012). Service learning may provide sport management students the opportunity to develop their own leadership. Specific attention was given to Kouzes and Posner LPI and its five practices common to leadership experiences: a) Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart (Kouzes & Posner, 2006). The LPI is a tool designed to measure what leaders do and is the instrument that will be used in this study. This study will utilize the Student LPI instrument to examine the effectiveness of a service learning activity on the perceived leadership behaviors of sport management undergraduate students at a mid-sized, public university in the Midwest. The next chapter discusses the research design and methodology.

CHAPTER THREE

RESEARCH DESIGN & METHODOLOGY

This chapter discusses the research design and methodology that were undertaken in this quantitative, quasi-experimental study. The chapter begins with the restatement of the purpose of the study, statement of the problem, and the research questions. Next, the chapter discusses the research design, validity of design, reliability, participants, instrumentation, and data collection. The research design of this study answers questions developed to measure the influence of a service learning activity in sport management classes examining the quality of leadership behaviors for students at a midsized public Midwestern University.

Restatement of the Purpose

The purpose of this quantitative, quasi-experimental study was to examine the effect of a service learning activity on leadership behaviors in sport management undergraduate students. Students in four undergraduate classes completed the Kouzes and Posner Student Leadership Practices Inventory Self Study, 2nd edition, twice, once at the beginning of the semester and once at the end of the semester. Two classes were in the experimental group and participated in a service learning activity between the surveys. The other two classes were the control group and did not participate in a service learning activity. There was a comparison of the change in the means of the students' perceived leadership behavior between the students who participated in a service learning experience and the students who did not.

Statement of the Problem

The need for quality leadership is found in all areas of society. As our increasingly complex society develops, the need for quality leaders will continue to grow (Kouzes & Posner, 2007). Currently there is a lack of quality leadership that exists in both the private and public

industry (George, 2007). One industry where this may be true is in sport management, and to help increase the quality of leadership in the industry, sport management educators should provide students with opportunities to develop leadership behaviors. Some of the quality leadership practices that are needed to be successful are credibility, shared vision, ability to change, collaboration, and community values (Kouzes & Posner, 2007). These behaviors and practices may be developed through service learning.

Service learning has become a federally funded element of education; however, there has not been enough empirical research to explain how service-learning experiences affect the perceptions of leadership behaviors in students. Service learning is a relatively new field with a limited research base, and most service learning experiences in higher education are focused on students' efficacy, self-esteem, academic achievement, civil engagement, and community awareness (Billig, 2002). There is a gap in the literature in regards to the students' perceived impact of service learning experiences on their abilities to execute leadership behaviors.

The need for quality leadership in our society has increased due to the complex nature of our rapidly changing world. These complexities are driven by terrorist acts, the pace of life in our society, the increased use of technology, globalization, expansion of diversity, and the uncertainty of loyalty in the workplace. The combination of these uncertainties requires exemplary leaders to help organizations in navigating through these challenges (Kouzes & Posner, 2007). Research has shown that service learning has an effect on students' social development, academic achievement, and social responsibility, however, more studies need to be conducted to measure the effect service learning activities have on students' leadership behaviors (Eyler, 2002; Wilczenski & Coomey, 2007).

The purpose of this quantitative, quasi-experimental study was to measure the effect of a service learning activity on students' perceptions of their leadership behaviors. Understanding a service learning activities effect on student leadership behaviors may lead to the support of service learning activities into university curricula. In addition, the results of this study may assist sport management faculty in gaining insight into instructional practices that will possibly improve the leadership behavior of students.

Research Questions

This dissertation compared the effect of a service learning experience on sport management undergraduate students' perceived leadership behaviors with the perceived leadership of sport management undergraduate students not participating in a service learning experience. Two research questions guided the dissertation:

Research question one. How does a service learning experience affect the self-reported perceptions of leadership behavior in sport management undergraduate students?

Hypotheses

H0: The service learning experience will have no impact on the students' perceived leadership behaviors.

Ha: The alternative hypothesis is that the service learning experience will increase students' perceived leadership behaviors. Service learning has been found to help business management students develop and understand their leadership skills (Litzky, Godshalk, Walton-Bongers, 2010). Service learning also provides opportunities for students to gain experience in the five leadership practices developed by Kouzes and Posner (2006).

Research question two. How does the lack of a service learning experience affect the self-reported perceptions of leadership behavior in sport management undergraduate students?

H0: The lack of service learning experience will increase the students' perceived leadership behaviors.

Ha: The alternative hypothesis was that the lack of a service learning experience will have no impact students' perceived leadership behaviors.

Significance of the Research

Despite numerous studies on the impact service learning has on student achievement, intellectual development, and career and social development, there has been relatively little research on the effect service learning has on perceived leadership behaviors (Billig, 2002; Carver, 1997; Daynes & Longo, 2004; Eyster & Giles, 1999; Wilczenski & Coomey, 2007). Given the current need for leadership in all areas of society it is important for sport management undergraduate students to begin analyzing their own leadership behaviors in order to compete in an increasing complex and competitive global economy (George, 2007; Kouzes & Posner, 2007). Service learning has been found to help business management students develop and understand their leadership skills (Litzky et al., 2010). The same may also be true for sport management students.

Delimitations

There are multiple delimitations to this dissertation. Using a purposeful selection of sport management undergraduate students may decrease the generalizability of the dissertation's findings due to the nature and characteristics of the comprehensive public university. This study was conducted in designated courses. Service learning occurred in HP 325: Sport Ethics and Professional Development and HP 469: Event Management in Sport. Service learning did not occur in HP 360: Foundations of Sport Management and HP 465: Legal Aspects in Sport. Therefore, students who enter the sport management program before or after the study may have

a different experience. Another delimitation is the use of perception and self-reported data by the participants.

Definition of Terms

For the purposes of this study, the following definitions were adopted:

Leadership. “A subtle process of mutual influence fusing thought, feeling, and action. It produces cooperative effort in the service of purposes embraced by both leader and led” (Bolman & Deal, 2003, p. 339).

College Student. An undergraduate sport management student who is attending an accredited college and enrolled in a sport management course.

Semester. A sixteen-week course of study.

Service Learning. A activity that is “integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and provides structured time for the students or participants to reflect on the service experience” (National and Community Service Act, 1990, p. 15).

Service Learning Experience. An “experience characterized by a cooperative versus competitive positive problem-solving experience requiring the participant to utilized critical thinking opportunities while addressing real-life issues” (Eyler & Giles, 1999, p. 36).

Research Design

This quantitative, quasi-experimental research study was designed to be conducted in a midsized public Midwestern University. Undergraduate students enrolled in four different sport management courses were assessed in an attempt to measure the effect of a service learning activity on their perceived leadership behaviors. Two of the courses had college students participate in a service learning activity (experimental group), and two of the courses did not

(control group). This study analyzed data from the Student Leadership Practices Inventory (LPI), Self Study (Kouzes & Posner, 2006), a Likert scale survey that was administered to both the experimental and control groups as a pre-test at the beginning of the semester and as a post-test at the end of the semester.

Students in the experimental group were given a pre-test of the Kouzes and Posner's Student LPI Self to acquire a baseline of perceived leadership behaviors. The students then began planning, organizing, and designing a service learning project in consultation with their professor that took place with an outside organization. Students then executed their service-learning project and spent approximately 70 hours both inside and outside the classroom working on their project. This amount of time was necessary because research has shown that service-learning projects need to occur over a significant amount of time, at least a semester in length, in order for the activity to have an impact on the students (Spring, Dietz, & Grimm, 2006). This amount of time allowed students to prepare, execute, reflect, and demonstrate results. At the end of the semester the students were given the Student LPI Self to measure the change in perceived leadership behaviors.

Students in the control group were also first given a pre-test using the Kouzes and Posner's Student LPI Self to acquire a baseline of perceived leadership behaviors. Next the students were involved in a traditional lecture based course where there was no service learning experience. At the end of the semester the students were given the Student LPI Self to measure the change in perceived leadership behaviors in the students after a semester in a traditional lecture based course. The changes in the experimental and control groups were compared by looking at the change in the classes mean scores.

Quantitative Approach

Quantitative research is defined as “a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures” (Creswell, 2009, p. 4). Creswell also contends that quantitative approaches are best for the “identification of factors that influence an outcome” (p. 18). This study examined the relationship between service learning and leadership behaviors in sport management undergraduate students. The numerical data was analyzed using a statistical procedure. Therefore, a quantitative method was chosen.

Quasi-Experimental Design

Quasi-experimental designs have been “defined as those having all the characteristics of experimental designs, but primarily depend on self-selection or administrative decisions to determine who is exposed to a treatment” (Black, 1999, p. 92). This quasi-experimental research design used a pre- and post-test Student LPI Self survey to provide insight into the effect a service learning experience on the students’ perceived leadership behaviors. This research design was chosen because the experimental group and the control group were selected without random assignment (Creswell, 2009). Only the experimental group participated in a service learning experience. The participants who took the Student LPI Self were chosen by the researcher. The researcher controlled when the Student LPI Self was administered, however, the subjects were not randomly selected. Therefore, a quasi-experimental design was chosen.

Participants

The participants in this quantitative, quasi-experimental study were Sport Management undergraduate students registered in one of four courses, Event Management in Sport, Sport Ethics and Professional Development, Foundations of Sport Management, and Legal Aspects of

Physical Education and Sport at a midsized Midwestern public university. The Event Management in Sport and Sport Ethics and Professional Development courses were the experimental group and participated in a service learning activity. The Foundations of Sport Management and Sport Law courses were the control group and did not participate in a service learning activity. Each of these courses had an enrollment of 20-25 students majoring in Sport Management, all students were over 18 years of age, and the courses consisted of 86.5% male students and 13.5% female. Over the course of one semester, this study involved 74 undergraduate students with 47 sport management students participating in a service learning activity. IRB approval was obtained for this study.

Instrumentation

The data for this study was collected using the Student Leadership Practices Inventory Self Study (Kouzes & Posner, 2006), a Likert scale survey, and was administered as a pre- and post-test at the beginning and end of the semester. The original Leadership Practices Inventory (LPI) was developed by using “case studies from over 2,500 managers about their personal-best experiences as leaders” (p. 6). The Student LPI (see Appendix A) consists “of thirty descriptive statements paralleling those found in the original LPI” (p. 7).

Reliability. The Student LPI was chosen because its reliability over time has already been established. Studies have shown an internal reliability scores (Cronbach alpha) of $\alpha = .68$ for Model the Way, $\alpha = .79$ for Inspire a Shared Vision, $\alpha = .66$ for Challenge the Process, $\alpha = .70$ for Enabling Others to Act, and $\alpha = .80$ for Encourage the Heart. Statistically significant reliability scores are greater than .51. The Student LPI scales are generally over .66. Fields and Herold (1997) used Kouzes and Posner’s Student LPI to measure transformational and transactional leadership in an engineering firm. These researchers reported a “reliability of the

scores on the five LPI scales in the sample of 1,892, ranging from .82 to .92, which is similar to reliability scores reported by Kouzes and Posner” (p. 575).

Dimensions of the Student LPI. The Student LPI consists of thirty reflective questions categorizing the participants’ leadership behaviors into five dimensions: Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart. Modeling the Way is accomplished by leaders staying true to their personal values and modeling their values within the organization. Inspiring a Shared Vision occurs when leaders are able to lead the organization in a way that creates enthusiasm and excitement for their shared vision. Challenging the Process involves leaders encouraging members of their organization to challenge the status quo and to look for ways to improve the organization. Enabling Others to Act promotes cooperative goals and trust by empowering others to share their ideas. Encouraging the Heart allows leaders to show appreciation for the accomplishments of excellence of those within their organization. Each leadership response will be chosen by students on a 1-5 Likert scale. The responses will be: (1) Never, (2) Rarely, (3) Sometimes, (4) Often, (5) Very Frequently. The Student LPI asks the subjects questions regarding their interaction with those that they are working with. The questions inquire the subjects about their positive work interactions, group communication, and the treatment of others. In addition, some demographic information will be collected: age, sex, race, and year in school.

Data Collection

The participants in this quantitative, quasi-experimental research study were enrolled in one of four undergraduate sport management courses. Students in two of the courses participated in a service learning activity, and two courses did not. The students took the Student Leadership Inventory Self Study as a pre- and post-test at the beginning and end of the semester. The service

learning project began after the Student LPI Self pre-test was taken and the post-test occurred after the students' service learning projects were completed. Students were informed of the study in their classroom and again when the survey was emailed to them with a link to the survey via Survey Monkey. The students were advised that their completion of the survey was their consent. The Student LPI was given to the students anonymously, and the data collected was compiled for each class. The electronic data will be stored at Minnesota State University, Mankato for seven years.

Data Analysis

SPSS was used to analyze the pre and posttest data from the Student LPI Self survey for the two courses participating in a service-learning project. SPSS was also used to analyze the data for the pre and post-test of the Student LPI Self survey for the two courses not participating in a services learning project. SPSS was then be used to compare the results of the pre and post-test for both the control and experimental groups.

Summary

Currently there is a lack of quality leadership that exists in both the private and public industry (George, 2007). One industry where this may be true is in sport management, and to help increase the quality of leadership in the industry, sport management educators should provide students with opportunities to develop leadership behaviors. The purpose of this quantitative, quasi-experimental study was to measure the effect of a service learning activity on students' perceptions of their leadership behaviors. The research design of this study answered questions developed to measure the influence of a service learning activity in sport management classes examining the quality of leadership behaviors for students at a mid-sized public Midwestern University. This chapter also discussed the validity of design, reliability,

participants, instrumentation, and data collection of this study. Chapter 4 presents the results.

CHAPTER FOUR

RESULTS

The purpose of this quantitative, quasi-experimental study was to examine the effectiveness of a service learning activity on the perceived leadership behaviors of sport management undergraduate students at a mid-sized, Midwestern, public university. The results of this study may help sport management faculty to better understand the potential of utilizing service learning projects in their classrooms as a vehicle for their students to develop quality leadership practices. In addition, the results of this study may assist college students in seeing the value of developing quality leadership behaviors through service learning. Finally, it may provide the sport industry with potential employees that have developed their leadership skills while participating in an undergraduate education that includes service learning. This chapter provides the demographic information of the participants and the results of the research questions in this study. Explanation and interpretation of the results are made with references to participant responses to the items on the Student LPI-Self report.

Demographic Information of Participants

The participants in the study were 74 undergraduate students who were enrolled in four undergraduate sport management courses. The demographic characteristics of the participants collected in this dissertation were: gender, age, classification, and race (see Table 1).

Table 1 provides frequencies and percentages of subjects by gender, age, classification, and race. This data indicates that a majority (86.5%, n=64) of the subjects were male compared with (13.5%, n=10) of the participants being female. It also indicates that a majority (62.5%, n=45) of the participants were 21 or 22 years old compared with (23.6%, n=17) of the participants 19 or 20, and (13.9%, n=10) of the participants were between the ages of 23 and 32.

Additionally, it indicates that the classification of a majority (45.9%, n=34 and 43.4%, n=32) of the participants were Juniors and Seniors compared with (10.8%, n=8) of the participants being sophomores. Finally, it indicates that a majority (90.4%, n=66) of the participants were white compared with (8.2%, n=6 and 1.4%, n=1) of the participants being African American and Asian, respectively.

Research Question One

The first research question asked, “How does a service learning experience affect the self-reported perceptions of leadership behavior in sport management undergraduate students?”

H₀: The service learning experience will have no impact on the students’ perceived leadership behaviors.

H_a: The alternative hypothesis was that the service learning experience would increase students’ perceived leadership behaviors.

Data analysis for this question involved the identification of descriptive statistics that were exhibited for each leadership practice. The Student LPI Self was administered as a pre-test at the beginning of the semester and again at the end of that same semester. The data was entered and run in SPSS version 20. The five leadership practices are identified as *Model the Way*, *Inspire a Shared Vision*, *Challenge the Process*, *Enable Others to Act*, and *Encourage the Heart*. There are six leadership behaviors in each of the five practices. The possible range of self-rating scores was 1-5 for the 30 questions that make up the five leadership practices. The student responses indicated (1) “Never,” (2) “Rarely,” (3) “Sometimes,” (4) “Often,” or (5) “Very Frequently.”

The findings indicated that the students who participated in a service learning activity (experiential group) self-reported a decrease in all five leadership practices. The mean gains for

all five leadership practices decreased (see Table 2). The smallest change was *Encourage the Heart*, findings revealed means that decreased ($M=24.48$, $M=24.13$), followed by *Inspire a Shared Vision* ($M=23.67$, $M=23.36$), *Challenge the Process* ($M=23.46$, $M=23.16$), *Enable Others to Act* ($M=24.87$, $M=24.36$), and the biggest means decrease being *Model the Way* ($M=24.41$, $M=23.36$). The table also shows the *Enable Others to Act* received the highest pretest mean score ($M=24.87$) followed by *Model the Way* ($M=24.41$), *Encourage the Heart* ($M=24.48$), *Inspire a Shared Vision* ($M=23.67$), and the lowest score being *Challenge the Process* ($M=23.46$). Additionally *Enable Others to Act* received the highest posttest mean score ($M=24.36$), followed by *Encourage the Heart* ($M=24.13$), *Model the Way* ($M=23.36$), *Inspire a Shared Vision* ($M=23.36$), and finally the lowest mean score being *Challenge the Process* ($M=23.16$).

Model the Way

Table 3 shows data for each of the six behavior statements that make up the *Model the Way* leadership practice. The only statement that had a positive gain in the mean was “I follow through on the promises and commitment I make in this organization.” ($M=4.54$, $M=4.55$). All of the other statements showed a decrease in the mean. The smallest decrease was found in the statement “I find ways to get feedback about how my actions affect other people’s performance.” ($M=3.87$, $M=3.72$), followed by “I set a personal example of what I expect from other people.” ($M=4.18$, $M=3.98$), “I spend time and energy making sure people in our organization adhere to the principles and standards we have agreed on.” ($M=3.82$, $M=3.60$), “I talk about values and principles that guide my actions.” ($M=3.90$, $M=3.66$), and finally the biggest decrease in mean was the statement “I talk about values and principles that guide my actions.” ($M=3.90$, $M=3.66$).

Inspire a Shared Vision

Table 4 shows data for each of the six behavior statements that make up the *Inspire a Shared Vision* leadership practice. There were two statements that had a positive gain in the mean. The biggest increase was “I am upbeat and positive when talking about what our organization aspires to accomplish.” ($M=4.21$, $M=4.27$), followed by “I describe to others in our organization what we should be capable of accomplishing.” ($M=3.90$, $M=3.93$). All of the other statements had a decrease in the mean. The statement with the smallest decrease in the mean was “I look ahead and communicate about what I believe will affect us in the future.” ($M=4.00$, $M=3.94$), followed by “I speak with conviction about the higher purpose and meaning of what we are doing.” ($M=3.90$, $M=3.79$) and “I find ways to get feedback about how my actions affect other people’s performance.” ($M=3.87$, $M=3.72$). The statement with the biggest decrease in the mean was “I talk with others about sharing a vision of how much better the organization could be in the future.” ($M=3.97$, $M=3.74$).

Challenge the Process

Table 5 shows data for each of the six behavior statements that make up the *Challenge the Process* leadership practice. The only statement that had a positive gain in the mean was “When things do not go as we expect it, I ask, “What can we learn from this experience?”” ($M=3.72$, $M=3.74$). All of the other statements showed a decrease in the mean. The smallest decrease was found in the statement “I make sure that we set goals and make specific plans for the projects we undertake.” ($M=4.03$, $M=4.02$) followed by “I keep current on events and activities that might affect our organization.” ($M=4.00$, $M=3.98$), “I look for ways that others can try out new ideas and methods.” ($M=3.82$, $M=3.74$), and “I look around for ways to develop and challenge my skills and abilities.” ($M=4.08$, $M=3.98$). The statement with the largest mean

decrease was “I take initiative in experimenting with the way we can do things in our organization.” ($M=3.82$, $M=3.70$).

Enable Others to Act

Table 6 shows data for each of the six behavior statements that make up the *Enable Others to Act* leadership practice. The only statement that had a positive mean gain was “I provide opportunities for others to take on leadership responsibilities.” ($M=3.72$, $M=3.81$). All of the other statements showed a decrease in the mean. The smallest decrease was found in the statement “I support the decisions that other people in our organization make on their own.” ($M=4.05$, $M=4.00$) followed by “I actively listen to diverse points of view.” ($M=4.10$, $M=4.01$), “I foster cooperative rather than competitive relationships among people I work with.” ($M=4.26$, $M=4.13$), and “I give others a great deal of freedom and choice in deciding how to do their work.” ($M=4.10$, $M=4.01$). The statement with the largest mean decrease was “I treat others with dignity and respect.” ($M=4.64$, $M=4.38$).

Encourage the Heart

Table 7 shows data for each of the six behavior statements that make up the *Encourage the Heart* leadership practice. There were two statements that had a positive gain in the mean. The biggest increase was “I provide opportunities for others to take on leadership responsibilities.” ($M=3.92$, $M=4.02$), followed by “I praise people for a job well done.” ($M=4.28$, $M=4.32$). All of the other statements had a decrease in the mean. The statement with the smallest decrease in the mean was “I encourage others as they work on activities and programs in our organization.” ($M=4.08$, $M=4.00$), followed by “I make it a point to publicly recognize people who show commitment to our values.” ($M=3.90$, $M=3.79$), and “I find ways for us to celebrate accomplishments.” ($M=4.10$, $M=3.96$). The statement with the largest mean

decrease was “I give people in our organization support and express appreciation for their contributions.” ($M=4.31$, $M=4.15$).

Research Question Two

The second research question asked, “How does the lack of a service learning experience affect the self-reported perceptions of leadership behavior in sport management undergraduate students?”

H0: The lack of service learning experience will increase the students’ perceived leadership behaviors.

Ha: The alternative hypothesis was that the lack of a service learning experience will have no impact students’ perceived leadership behaviors.

Data analysis for this question involved the identification of descriptive statistics that were exhibited for each leadership practice. The Student LPI Self was administered as a pre-test at the beginning of the semester and again at the end of that same semester. The data was entered and run in SPSS version 20.

The five leadership practices are identified as Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, Encourage the Heart. Six items in the student LPI measure each of the five practices. The possible range of self-rating scores was 1-5 for the 30 questions that make up the five leadership practices. The student responses indicated (1) “Never,” (2) “Rarely,” (3) “Sometimes,” (4) “Often,” or (5) “Very Frequently.”

The findings indicated that the students who did not participate in a service learning activity (control group) self-reported an increase in four of the leadership practices, and a decrease in one (see Table 8). The largest increase was *Inspire a Shared Vision*, ($M=21.83$, $M=22.85$), followed by *Model the Way* ($M=22.63$, $M=23.59$), *Encourage the Heart* ($M=23.25$,

$M=24.07$), and *Challenge the Process* ($M=21.96$, $M=22.56$). The only leadership practice that had a mean decrease was *Enable Others to Act*, ($M=24.46$, $M=23.93$). The table also shows the *Enable Others to Act* received the highest pretest mean score ($M=24.46$) followed by *Encourage the Heart* ($M=23.25$), *Model the Way* ($M=22.63$), *Challenge the Process* ($M=21.96$), and the lowest score being *Inspire a Shared Vision* ($M=21.83$). Additionally the table shows *Encourage the Heart* received the highest posttest mean score ($M=24.07$), followed by *Enable Others to Act* ($M=23.93$), *Model the Way* ($M=23.59$), *Inspire a Shared Vision* ($M=22.85$), and finally the lowest mean score being *Challenge the Process* ($M=22.56$).

Model the Way

Table 9 shows data for each of the six behavior statements that make up the *Model the Way* leadership practice. The only statement that had a decrease in the mean was “I follow through on the promises and commitment I make in this organization.” ($M=4.50$, $M=4.30$). The statement with the greatest increase in mean was “I talk about values and principles that guide my actions.” ($M=3.46$, 3.93), followed by “I build consensus on an agreed-on set of values for our organization.” ($M=3.63$, $M=3.93$), “I spend time and energy making sure people in our organization adhere to the principles and standards we have agreed on.” ($M=3.58$, $M=3.78$), and “I find ways to get feedback about how my actions affect other people’s performance.” ($M=3.74$, $M=3.93$). The statement with the smallest increase was “I set a personal example of what I expect from other people.” ($M=3.88$, 3.93).

Inspire a Shared Vision

Table 10 shows data for each of the six behavior statements that make up the *Inspire a Shared Vision* leadership practice. All of the statements had a positive gain in means. The statement with the biggest increase was “I talk with others about sharing a vision of how much

better the organization could be in the future.” ($M=3.58$, $M=3.85$), followed by “I am upbeat and positive when talking about what our organization aspires to accomplish.” ($M=3.91$, $M=4.15$), “I describe to others in our organization what we should be capable of accomplishing.” ($M=3.63$, $M=3.85$), and “I speak with conviction about the higher purpose and meaning of what we are doing.” ($M=3.54$, $M=3.70$). The two statements with the lowest change were “I look ahead and communicate about what I believe will affect us in the future.” ($M=3.79$, $M=3.85$), and “I find ways to get feedback about how my actions affect other people’s performance.” ($M=3.38$, $M=3.44$).

Challenge the Process

Table 11 shows data for each of the six behavior statements that make up the *Challenge the Process* leadership practice. Three of the statements had positive changes to the mean and three of the statement had negative. The statement with the biggest positive change was “I take initiative in experimenting with the way we can do things in our organization.” ($M=3.58$, $M=4.04$), followed by “When things do not go as we expect it, I ask, “What can we learn from this experience?”” ($M=3.63$, $M=3.74$), and “I look for ways that others can try out new ideas and methods.” ($M=3.50$, $M=3.56$). The statement with the biggest decrease was “I keep current on events and activities that might affect our organization.” ($M=3.58$, $M=3.52$), followed by “I look around for ways to develop and challenge my skills and abilities.” ($M=3.92$, $M=3.89$), and “I make sure that we set goals and make specific plans for the projects we undertake.” ($M=3.75$, $M=3.74$).

Enable Others to Act

Table 12 shows data for each of the six behavior statements that make up the *Enable Others to Act* leadership practice. Two of the statements had positive changes to the mean and

four of the statement had negative. The statement with the biggest positive change was “I provide opportunities for others to take on leadership responsibilities.” ($M=3.67$, $M=4.00$), followed by “I support the decisions that other people in our organization make on their own.” ($M=3.75$, $M=3.88$). The statement with the biggest negative change was “I treat others with dignity and respect.” ($M=4.75$, $M=4.11$), followed by “I actively listen to diverse points of view.” ($M=4.25$, $M=4.07$), and “I give others a great deal of freedom and choice in deciding how to do their work.” ($M=3.83$, $M=3.67$). The statement with the smallest negative change was “I foster cooperative rather than competitive relationships among people I work with.” ($M=4.21$, $M=4.19$).

Encourage the Heart

Table 13 shows data for each of the six behavior statements that make up the *Encourage the Heart* leadership practice. Four of the statements had positive changes to the mean and two of the statements had negative change. The statement with the biggest positive change was “I find ways for us to celebrate accomplishments.” ($M=3.54$, $M=3.96$), followed by “I make it a point to publicly recognize people who show commitment to our values.” ($M=3.63$, $M=3.93$), and “I encourage others as they work on activities and programs in our organization.” ($M=3.92$, $M=4.15$). The statement with the smallest positive gain was “I provide opportunities for others to take on leadership responsibilities.” ($M=3.67$, $M=3.70$). The statement with the biggest negative change was “I give people in our organization support and express appreciation for their contributions.” ($M=4.17$, $M=3.89$), followed by “I praise people for a job well done.” ($M=4.38$, $M=4.11$).

Summary

The participants in the study were 74 undergraduate students who were enrolled in four undergraduate sport management courses. A majority (86.5%, n=64) of the subjects were male compared with (13.5%, n=10) of the participants being female. A majority (62.5%, n=45) of the participants were 21 or 22 years old compared with (23.6%, n=17) of the participants 19 or 20, and (13.9%, n=10) of the participants were between the ages of 23 and 32. Also, a majority (45.9%, n=34 and 43.4%, n=32) of the participants were Juniors and Seniors compared with (10.8%, n=8) of the participants being sophomores. Finally, a majority (90.4%, n=66) of the participants were white compared with (8.2%, n=6 and 1.4%, n=1) of the participants being African American and Asian, respectively.

The first research question analyzed how a service learning experience affects the self-reported perceptions of leadership behavior in sport management undergraduate students. Data analysis for this question involved the identification of descriptive statistics that were exhibited for each leadership practice. The Student LPI Self was administered as a pre-test at the beginning of the semester and again at the end of that same semester. The data was entered and run in SPSS version 20. The five leadership practices are identified as Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. Six items in the student LPI measure each of the five practices. The findings indicated that the students who participated in a service learning activity (experiential group) self-reported a decrease in all five leadership practices. The mean gains for all five leadership practices decreased. The largest increase was *Inspire a Shared Vision*, ($M=21.83$, $M=22.85$), followed by *Model the Way* ($M=22.63$, $M=23.59$), *Encourage the Heart* ($M=23.25$, $M=24.07$), and *Challenge the Process*

($M=21.96$, $M=22.56$). The only leadership practice that had a mean decrease was *Enable Others to Act*, ($M=24.46$, $M=23.93$).

The second research question asked how not having a service learning experience affects the self-reported perceptions of leadership behavior in sport management undergraduate students. Data analysis for this question involved the identification of descriptive statistics that were exhibited for each leadership practice. The findings indicated that the students who did not participate in a service learning activity (control group) self-reported an increase in four of the leadership practices, and a decrease in one (see Table 8). The mean gains for four of the five leadership practices increased and one decreased. The largest increase was *Inspire a Shared Vision*, ($M=21.83$, $M=22.85$), followed by *Model the Way* ($M=22.63$, $M=23.59$), *Encourage the Heart* ($M=23.25$, $M=24.07$), and *Challenge the Process* ($M=21.96$, $M=22.56$). The only leadership practice that had a mean decrease was *Enable Others to Act*, ($M=24.46$, $M=23.93$). The table also shows the *Enable Others to Act* received the highest pretest mean score ($M=24.46$) followed by *Encourage the Heart* ($M=23.25$), *Model the Way* ($M=22.63$), *Challenge the Process* ($M=21.96$), and the lowest score being *Inspire a Shared Vision* ($M=21.83$). Additionally the table shows *Encourage the Heart* received the highest posttest mean score ($M=24.07$), followed by *Enable Others to Act* ($M=23.93$), *Model the Way* ($M=23.59$), *Inspire a Shared Vision* ($M=22.85$), and finally the lowest mean score being *Challenge the Process* ($M=22.56$). Chapter 5 provides a discussion of the findings.

CHAPTER FIVE

DISCUSSION

Introduction

The purpose of this quantitative, quasi-experimental study was to examine the effectiveness of a service learning activity on the perceived leadership behaviors of sport management undergraduate students at a mid-sized, Midwestern, public university. The results of this study may help sport management faculty to better understand the potential of utilizing service learning projects in their classrooms as a vehicle for their students to develop quality leadership practices. In addition, the results of this study may assist college students in seeing the value of developing quality leadership behaviors through service learning. Finally, it may provide the sport industry with potential employees that have developed their leadership skills while participating in an undergraduate education that includes service learning. This final chapter presents a discussion of the findings. The first section presents a brief overview of the study. The next section presents the findings of the research questions that drove this study and connects them to the relevant literature. The chapter concludes with a discussion of the study's limitations and recommendations for further research.

Overview of Study

The literature has showcased the importance of “hands on” learning to provide students with a fuller educational experience and an opportunity to develop their own leadership skills. The need for quality leaders can be found in both the public and private sector (George, 2007). Although there currently is a strong interest in how service learning impacts students there is a gap on how service learning affects students' perceived leadership behaviors. Therefore, the purpose of this quantitative, quasi-experimental study was to examine the effect of a service

learning activity on leadership behaviors in sport management undergraduate students. This study was guided by the conceptual framework of the five practices of leadership: (a) Model the Way, (b) Inspire a Shared Vision, (c) Challenge the Process, (d) Enable Others to Act, and (e) Encourage the Heart (Kouzes & Posner, 2006). The five practices conceptualized by Kouzes and Posner address the critical leadership fundamentals of visioning, role modeling values and beliefs, facing new challenges, and the impact of collaboration and recognition.

Service learning may provide sport management students the opportunity to develop their own leadership style. Specific attention was given to Kouzes and Posner LPI and its five practices common to leadership experiences (Kouzes & Posner, 2006). The LPI is a tool designed to measure what leaders do and is the instrument that will be used in this study. This study utilized the Student LPI instrument to examine the effectiveness of a service learning activity on the perceived leadership behaviors of sport management undergraduate students at a mid-sized, public university in the Midwest. This study sought to answer two research questions:

RQ 1: How does a service learning experience affect the self-reported perceptions of leadership behavior in sport management undergraduate students?

RQ 2: How does the lack of a service learning experience affect the self-reported perceptions of leadership behavior in sport management undergraduate students?

The first research question analyzed how a service learning experience affects the self-reported perceptions of leadership behavior in sport management undergraduate students. Data analysis for this question involved the identification of descriptive statistics that were exhibited for each leadership practice. The Student LPI Self was administered as a pre-test at the beginning of the semester and again at the end of that same semester. The data was entered and run in SPSS version 20. The five leadership practices are identified as Model the Way, Inspire a Shared

Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. Six items in the student LPI measure each of the five practices. The findings indicated that the students who participated in a service learning activity (experiential group) self-reported a decrease in all five leadership practices. The mean gains for all five leadership practices decreased.

The second research question asked how not having a service learning experience affects the self-reported perceptions of leadership behavior in sport management undergraduate students. Data analysis for this question involved the identification of descriptive statistics that were exhibited for each leadership practice. The findings indicated that the students who did not participate in a service learning activity (control group) self-reported an increase in four of the leadership practices, and a decrease in one (see Table 8). The mean gains for four of the five leadership practices increased and one decreased.

Discussion of Results

As discussed in Chapter Two, limited studies have shown that service learning can improve students self-perceived leadership behaviors. Thus, this section begins with a discussion of the findings generated in this study for each research question and how they relate to the literature.

Research Question One

This quantitative, quasi-experimental research study was designed to be conducted in a midsized public Midwestern University. The participants in the study were 74 undergraduate students who were enrolled in four undergraduate sport management courses. Two of the courses had students participate in a service learning activity (experimental group), and two of the courses did not (control group). The data collected from the Student Leadership Practices Inventory (LPI) Self (Kouzes & Posner, 2006), a Likert scale survey that was administered to

both the experimental and control groups as a pre-test at the beginning of the semester and as a post-test at the end of the semester.

An unanticipated finding of the study was the students who participated in a service learning activity (experiential group) self-reported a decrease in all five leadership practices. This finding does not align with some of the service learning literature regarding service learning and leadership development. Service learning was used to help business management students develop and understand their leadership skills (Litzky, Godshalk, Walton-Bongers, 2010, Rhee & Sigler, 2010).

The literature was used as a tool to develop alternative explanations. A study by Grandzol, Perlis, & Draina, (2010) measuring student leadership behaviors as a pre-test and post-test looked at team captains versus team members. The study found that team captains increased in all five practice inventories where team members stayed virtually the same. Since the students in the service learning class were not given leadership roles or titles they may not have seen themselves taking on leadership roles during the service learning activity.

Another difference between Rhee & Sigler (2010) research, and this research is that in an executive education program or an MBA program (Kass & Grandzol 2011), leadership was discussed into the course and integrated into the service learning activity. The participants in the current study did not have specific leadership tasks, discussion, or language integrated into the classroom. In the future it may be necessary to implement a leadership component to compliment the service learning project.

Additionally, students may have been uncomfortable doing a service learning experience because of the amount of time they have spent in traditional classrooms throughout their academic career. For instance, many students are unhappy with service learning projects initially

because of the amount of work, responsibility, and accountable that is involved in the process. Many students have been trained to listen to lectures, memorize the material, and take two or three exams. In contrast, students in a service-learning course may not have had any prior exposure to service learning and group work. Therefore their attitude toward the experience could be negative in nature. They could have viewed it as something they were *required* to do versus something they signed up for. This resistance may have been the case in this study, which could have resulted in their misunderstanding to realize its potential as a vehicle for leadership development.

Finally, students might have begun to better understand their leadership behaviors after doing the service-learning experience. In other words, the students might have over rated their leadership behaviors on the pre-test due to a lack of leadership experiences. For example, one leadership behavior in the Student LPI that students rated themselves on was “I praise people for a job well done.” At the beginning of the semester before they had been in a situation where they could exhibit that behavior they may have thought that they often praise people for a job well done. During the service learning experience, students interacted with their peers and were put in situations where they had to use their leadership abilities. The students took the posttest after the students had just been through a service learning activity. While taking the posttest, the students might have realized that their leadership behaviors were not as high as they originally thought they were at the beginning of the semester. Thus, as they took the posttest they may have rated their leadership behaviors more realistically after having just completed their service-learning project.

Research Question Two

The second research question asked how not having a service learning experience affects the self-reported perceptions of leadership behavior in sport management undergraduate students. The findings indicated that the students who did not participate in a service learning activity (control group) self-reported an increase in four of the leadership practices, and a decrease in one (see Table 8).

Although this current finding was unanticipated the literature was used again as a tool to develop alternative explanations. The results of this current study are in line with prior research. Due to the large standard deviations and small mean gains there was essentially no change between the pre and posttest of the non-service learning students. Grandzol, Perlis, and Draina (2010) similarly found that team members who were not identified as captains had essentially no change in their perceived leadership behaviors. Additionally, Kass and Grandzol (2011) examined the leadership development of MBA students enrolled in an Organizational Behavior course. The researchers used a quasi-experimental design for the study. One of the courses was taught in a classroom, and the other course included an outdoor training program called Leadership on the Edge. Kouzes and Posner's LPI was administered to both classes as a pre and post-test. The results of the study found that the students who participated in the Leadership on the Edge training program improved their leadership practices in all five areas, and the classroom students did not have a significant change in all five areas.

Limitations of Study

This study has some limitations that need to be considered when interpreting the findings. First, an important limitation of this study is that the data were drawn from one institution, which limits the ability to generalize the findings. Thus, the experiences of students at this institution

may vary significantly from other institutions. For instance, students at private institutions might have significantly different experiences from this comprehensive public institution. It should also be noted that the experiences of this sample of students may be different from past or future cohorts of sport management students given the changes of programming and services that the institution implements annually. Therefore, caution is warranted if attempting to generalize these results to other institutions.

Another limitation of this study is the small sample size of students (n=74). In addition, the majority of the students of the sample were White (90.4%) and male (86.5%). Although this sample closely compares to the ethnic and background characteristics of the sport management program population, its lack of diversity limits its generalizability.

Recommendations for Further Research

This dissertation contributes to the growing body of literature by providing information about the impact of a service learning activity on the perceived leadership behaviors of sport management undergraduate students at a comprehensive public university located in the Midwest. The findings of this dissertation suggested that a service-learning project did not improve students perceived leadership behaviors. In addition, students who did not participate in a service learning activity did not significantly improve their perceived leadership behaviors.

This dissertation points to some interesting findings. When conducting a service learning activity it may be important to supplement it with some leadership training as well or to put students in positions where they feel as though they are leaders. It may be important for students to view themselves as leaders in order for them to develop as leaders. For example, Grandzol, Perlis, & Draina (2010) allocated responsibilities to the students in their study. One leadership responsibility given was having team captains versus just a team member. The team captains are

in a leadership role and therefore view themselves as leaders. This idea raises some interesting points in this current study. In future studies, it may be important to give each student in the service-learning group a role within the project which allows them to be in a position of leadership and therefore view themselves as leaders.

Conclusion

This quantitative, quasi-experimental study examined the effectiveness of a service learning activity on the perceived leadership behaviors of sport management undergraduate students at a mid-sized, Midwestern, public university. The participants in the study were 74 undergraduate students who were enrolled in four undergraduate sport management courses. A majority (86.5%, n=64) of the subjects were male compared with (13.5%, n=10) of the participants being female. A majority (62.5%, n=45) of the participants were 21 or 22 years old compared with (23.6%, n=17) of the participants 19 or 20, and (13.9%, n=10) of the participants were between the ages of 23 and 32. Also, a majority (45.9%, n=34 and 43.4%, n=32) of the participants were Juniors and Seniors compared with (10.8%, n=8) of the participants being sophomores. Finally, a majority (90.4%, n=66) of the participants were white compared with (8.2%, n=6 and 1.4%, n=1) of the participants being African American and Asian, respectively.

The first research question analyzed how a service learning experience affects the self-reported perceptions of leadership behavior in sport management undergraduate students. The findings indicated that the students who participated in a service learning activity (experiential group) self-reported a decrease in all five leadership practices. The second research question asked how not having a service learning experience affects the self-reported perceptions of leadership behavior in sport management undergraduate students. The findings indicated that the

students who did not participate in a service learning activity (control group) self-reported an increase in four of the leadership practices, and a decrease in one (see Table 8).

The findings of the current study were unanticipated. Therefore, the literature was used as a tool to provide alternative explanations. The students in the current study were not given leadership roles or titles in their service learning class. Future studies measuring student leadership behaviors as a pre-test and post-test may want to include having team captains versus team members (Grandzol, Perlis, & Draina, 2010). Future studies may also consider integrating specific leadership tasks, discussion, or language into the classroom (Kass & Grandzol 2011).

The results of this study may help sport management faculty to better understand the potential of utilizing service learning projects in their classrooms as a vehicle for their students to develop quality leadership practices. In addition, the results of this study may assist college students in seeing the value of developing quality leadership behaviors through service learning. Finally, it may provide the sport industry with potential employees that have developed their leadership skills while participating in an undergraduate education that includes service learning.

References

- Astin, A.W., & Sax, L. J. (1998). How undergraduates are affected by service participation. *Journal of College Student Development, 39*(3), 251-263.
- Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics, 18*, 19-31.
- Bell, A. H., & Smith, D. M. (Eds.). (2002). *Developing leadership abilities*. Upper Saddle River, NJ: Pearson Education Inc.
- Bennis, W. (1976). *The unconscious conspiracy: Why leaders can't lead*. New York: Amacom Press.
- Bennis, W., & Nanus, B. (1985). *Leaders: The strategies for taking charge*. New York: Harper & Row.
- Billig, S. H. (2007). *Unpacking what works in service-learning: Promising research-based practices to improve student outcomes*. St. Paul, MN: National Youth Leadership Council.
- Billig, S. H. (2002). *Evaluation of the school district of Philadelphia freedom schools junior leader project*. Denver, CO: RMC Research Corporation.
- Billig, S. H., & Eyler, J. (Eds.). (2003). *Deconstructing service-learning: Research exploring context, participation, and impacts*. Greenwich, CT: Information Age Publishing.
- Billig, S. H., & Kraft, N. P. (1997). *Linking IASA and service-learning: A planning, implementation, and evaluation guide*. Denver, CO: RMC Research Corporation.
- Billig, S. H., Root, S., & Jesse, D. (2005). *The impact of participation in service-learning on high school students' civic engagement*. College Park, MD: Center for Information and Research on Civic Learning and Engagement.

- Black, T. R. (1999). *Doing quantitative research in the social sciences: an integrated approach to research design, measurement and statistics*. London: SAGE.
- Blackwell, A. P. (1996). *Students' perceptions of service-learning participation in the College of Health and Human Sciences at the University of Southern Mississippi*. Unpublished doctoral dissertation, University of Mississippi, Oxford, MS.
- Bolman, L. G., & Deal, T. E. (2003). *Reframing organizations: Artistry, choice, and leadership* (3rd ed.). San Francisco: Jossey-Bass.
- Bolman, L. G. & Deal, T. E. (1990). *Leadership Orientations (SELF)*. Retrieved from http://www.bloch.umkc.edu/classes/bolman/self_rating.htm
- Bolman, L. G., & Deal, T. E. (1984). *Modern approaches to understanding and managing organizations*. San Francisco: Jossey-Bass.
- Bingle, R. G. (2003). Enhancing theory-based research on service-learning. In S. H. Billig & J. Eyler (Eds.), *Deconstructing service-learning: Research exploring context, participation, and impacts* (pp. 3-21). Greenwich, CT: Information Age Publishing.
- Carver, R. L. (1997). Theoretical underpinnings of service learning. *Theory into Practice*, 36(3), 143-149.
- Chandler, G. (2000). Teaching leadership and management through service-learning. In P. C. Godfrey, & E. T. Grasso (Eds.), *Working for the common good: Concepts and models for service-learning in management* (pp. 111-131). Washington, DC: American Association for Higher Education.
- Commission on Sport Management Accreditation. Retrieved from <http://www.cosmaweb.org>.
- Covey, S. R. (1989). *The 7 habits of highly effective people*. Provo, Utah: Franklin Covey.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods*

- approaches*. Los Angeles: Sage.
- Creswell, J. W., Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, Calif.: SAGE Publications.
- Cuneen, J., & Sidwell, M. J. (1998). Evaluating and selecting sport management undergraduate Programs. *Journal of College Admissions*, 158, 6-13.
- Daynes, G., & Longo, N. V. (2004). Jane Addams and the origins of service-learning practice in the United States. *Michigan Journal of Community Service Learning*, 11(1), 5-13.
- Dewey, J. (1938). *Experience and education*. New York: Macmillan.
- Edwards, A., & Skinner, J. (2009). *Qualitative research in sport management*. Boston: Elsevier.
- Eitzen, D. S. (2009). *Sport in contemporary society* (8th Edition). Boulder, CO: Paradigm Publishers.
- Evan, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass.
- Eyler, J. (2002). Stretching to meet the challenge: Improving the quality of research to improve the quality of service-learning. In S. H. Billig & A. Furco (Eds.), *Service-learning: Through a multidisciplinary lens* (pp. 3–13). Greenwich, CT: Information Age.
- Eyler, J., & Giles, D. E., Jr. (1999). *Where's the learning in service-learning?* San Francisco: Jossey-Bass.
- Eyler, J., Giles, D., & Schmiede, A. (1996). *A practitioner's guide to reflection in service-learning: Student voices and reflections*. Nashville: Vanderbilt University Press.
- Field, D.L. & Herold, D.M. (1997). Using the Leadership Practices Inventory to measure transformational and transactional leadership. *Educational and Psychological Measurement*, 57, 569-580.

- Furco, A. (2002). Is service-learning really better than community service? A study of high school service program outcomes. In A. Furco & S. H. Billig (Eds.), *Advances in service-learning research: Vol.1. Service-learning: The essence of the pedagogy* (pp. 23–50). Greenwich, CT: Information Age.
- Furco, A. (2001). Advancing service-learning at research institutions. *New Directions for Higher Education: Developing and Implementing Service-Learning Programs*, 114, 67-78.
- Gardner, J. N., Van der Veer, & Associates. (1998). *The senior year experience: Facilitating integration, reflection, closure, and transition*. San Francisco: Jossey Bass.
- George, B. (2007). *True north: Discover your authentic leadership*. San Francisco: Jossey-Bass/John Wiley & Sons.
- Giles, Jr., D. E., & Eyer, J. (1994). The impact of a college community service laboratory on students' personal, social, and cognitive outcomes. *Journal of Adolescence*, 17, 327-339.
- Giles, Jr., D.E., & Eyer, J. (1994). The theoretical roots of service-learning in John Dewey: Toward a theory of service learning. *Michigan Journal of Community Service Learning*, 1(1), 77-85.
- Grandzol, C. & Perlis, S. & Draina, L. (2010). Leadership development of team captains in collegiate varsity athletics. *Journal of College Student Development*, 51(4), 403-418.
- Hatcher, J. (1997). The moral dimensions of John Dewey's philosophy: Implications for undergraduate education. *Michigan Journal of Community Service Learning*, 4, 22-30.
- Hinck, H. S., & Brandell, M. E. (2000). The relationship between institutional support and campus acceptance of academic service learning. *The American Behavioral Scientist*, 43(5), 868-882.
- Isaacs, S. (1964). *Careers and opportunities in sports*. New York: E.P. Dutton & Company.

- Jackowski, M. M., & Gullion, L. L. (1998). Teaching sport management through service-learning: An undergraduate case study. *Quest*, 50(3), 251-265.
- K-12 Service-Learning Standards for Quality Practice* National Youth Leadership Council.
Retrieved from http://www.nylc.org/sites/nylc.org/files/files/Standards_Oct2009-web.pdf
- Kass, D. & Grandzol, C. (2011). Learning to lead at 5, 267 feet: An empirical study of outdoor management training and MBA students' leadership development. *Journal of Leadership Education*. 12(1), 41-62.
- Katz, R. L. (1955). Skills of an effective administrator. *Harvard Business Review*.
- Kenworthy-U'Ren, A. L. (2008). A decade of service-learning: A review of the field ten years after JOBE's seminal special issue. *Journal of Business Ethics*, 81(4), 811.
- King, P. M., & Kitchener, K. S. (1994). *Developing reflective judgment: Understanding and promoting intellectual growth and critical thinking in adolescents and adults*. San Francisco: Jossey Bass.
- Knight, P., & Trowler, P. (2000). Departmental leadership in higher education. *Society for Research into Higher Education*. Philadelphia, Pa: Open University.
- Knapp, T. D., & Fisher, B. J. (2010). "The Effectiveness of Service-Learning: It's not always what you think". *Journal of Experiential Education*, 3, 208-224.
- Kolb, D.A. (1984): *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- Kouzes, J. M., & Posner, B. Z. (2003). *Leadership practices inventory (3rd ed.)*. San Francisco: Jossey-Bass.
- Kouzes, J. M., & Posner, B. Z. (2006). *Student leadership practices inventory: Facilitator's guide (3rd ed.)*. San Francisco: Jossey-Bass.

- Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco: Jossey-Bass.
- Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.
- Litzky, B. E., Godshalk, V. M., & Walton-Bongers, C. (2010). Social entrepreneurship and community leadership: A service-learning model for management education. *Journal of Management Education, 34*(1), 142-162.
- Lord, R. G., DeVader, C. L., & Alliger, G. M. (1986). A meta-analysis of the relationship between personality traits and leadership perceptions: An application of validity generalization procedures. *Journal of Applied Psychology, 71*, 402-410.
- Maitra, A. (2007). *An analysis of leadership styles and practices of university women in administrative vice presidencies* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3260135)
- Mason, J. G., Higgins, C., & Wilkenson, O. (1981). Sport administration education 15 years later. *Athletic Purchasing Facilities, 5*, 44-45.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Mullin, B. J. (2007). *Sport marketing* (3rd Ed.). Champaign, IL: Human Kinetics
- Mumford, M. D., Zaccaro, S. J., Harding, F. D., Owens Jacobs, T., & Fleishman, E. A. (2000). Leadership skills for a changing world: Solving complex social problems. *Leadership Quarterly, 11*(1), 5-9.
- National Survey of Student Engagement. (2010). *Benchmarks of effective educational practice*.

- Bloomington, IN: Center for Postsecondary Research School of Education.
- North American Society for Sport Management. (2011). Retrieved from <http://www.nassm.com>.
- Northouse, P. G. (2004). *Leadership: Theory and practice (3rd Ed.)*. Thousand Oaks, CA: Sage.
- Ostrander, S. A. (2004). Democracy, civic participation, and the university: A comparative study of civic engagement on five campuses. *Nonprofit and Voluntary Sector Quarterly*, 33(1),74-93.
- Parks, J. B., & Olafson, G. A. (1987). Sport management and a new journal. *Journal of Sport Management*, 1(1), 1-3.
- Parks, J. B., Quarterman, J., Thibault, L. (2007). *Contemporary sport management*. 3rd ed. Champaign, IL: Human Kinetics.
- Pederson, P. M., Parks, J. B., Quarterman, J., & Thibault, L. (2011). *Contemporary Sport Management (4th Edition)*. Champaign, IL: Human Kinetics.
- Perry, Jr., W. G. (1999). *Forms of ethical and intellectual development in the college years*. San Francisco: Jossey-Bass.
- Plunkett Research Ltd. (2010). *Sport industry overview*. Houston, TX.
- Rhee K. S., & Sigler, T. H. (2010). Developing enlightened leaders for industry and community: Executive education and service learning. *Journal of Management Education*, 34(1), 163-181.
- Rozeboom, D. J. (2008). *Self-report and direct observers' perceived leadership practices of chief student affairs officers in selected institutions of higher education in the United States* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3333760)
- Rost, J. C. (1993). *Leadership for the twenty-first century*. Westport, CT: Praeger.

- S. 1430--101st Congress: National and Community Service Act of 1990. (1989).
- Samuelson, J. (2000). Business education for the 21st Century. In P.C. Godfrey, & E.T. Grasso (Eds.), *Working for the common good: Concepts and models for service-learning in management* (pp. 111-131). Washington, DC: American Association for Higher Education.
- Sawyer, T. H. (1993). Sport management: Where should it be housed? *Journal of Physical Education, Recreation, and Dance*, 69 (9), 4-6.
- Soslau, E. G., & Yost, D. S. (2007). Urban service-learning: An authentic teaching strategy to deliver a standards-driven curriculum. *Journal of Experiential Education*, 30(1), 36–53.
- Souice, D. (1994). Effective managerial leadership in sport organizations. *Journal of Sport Management*, 8, 1-13.
- Spring, K, Dietz, N., & Grimm, R. (2006). Youth helping America: Service-learning, school-based service and youth civic engagement. Washington, DC: Corporation for National & Community Service.
- Stanton, T. K., Giles, J., Dwight E., & Cruz, N. I. (1999). *Service-learning: A movement's pioneers reflect on its origins, practice, and future*. San Francisco: Jossey-Bass Publishers.
- Stier, W. F., Jr. (1993). *Alternative career paths in physical education: Sport management*. ERIC digest No. EDO-SP-93-1)
- Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the literature. *Journal of Psychology*, 25, 35-71.
- Stout-Stewart, S. (2005). Female community-college presidents: Effective leadership patterns and behaviors. *Community College Journal of Research and Practice*, 29, 303-315. New

York: Taylor & Francis.

Student Leadership Practices Inventory (2013). Retrieved from

<http://www.studentleadershipchallenge.com/Assessments.aspx>

Titlebaum, P., Williamson, G., Daprano, C., Baer, J., & Brahler, J. (2004). *Annotated History of Service-Learning*. Dayton, Ohio: University of Dayton.

Wilczenski, F. L. & Coomey, S. M. (2007). *A practical guide to service learning: Strategies for positive development in schools*. New York, NY: Springer Publishing Company.

Wurr, A. J., & Hamilton, C. H. (2012). Leadership development in service-learning: An exploratory investigation. *Journal of Higher Education Outreach and Engagement*, 16(2), 213-239.

Yukl, G. (1989). *Leadership in organizations* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

Table 1

Demographic Information for Participants

Category	Freq.	Percent
Gender (N=74)		
Males	64	86.5
Females	10	13.5
Age (N=72)		
19-20	17	23.6
21-22	45	62.5
23-32	10	13.9
Classification (N=74)		
Sophomore	8	10.8
Junior	34	45.9
Senior	32	43.2
Race (N=73)		
African American	6	8.2
Asian	1	1.4
White	66	90.4

Table 2

Means and Standard Deviations for Service Learning Experience Participants

Leadership Behavior	Pretest*		Posttest**		Mean Gains
	M	SD	M	SD	
Model the Way	24.41	4.25	23.36	4.79	-1.05
Inspire a Shared Vision	23.67	4.82	23.36	4.58	-0.31
Challenge the Process	23.46	4.55	23.16	4.88	-0.30
Enable Others to Act	24.87	4.43	24.36	4.80	-0.51
Encourage the Heart	24.48	4.93	24.13	4.92	-0.35

N=39*, N=47**

Table 3

Means and Standard Deviations for Model the Way Statements

Leadership Behavior	Pretest*		Posttest**		Mean Gains
	M	SD	M	SD	
I set a personal example of what I expect from other people.	4.18	0.56	3.98	0.81	-0.20
I spend time and energy making sure people in our organization adhere to the principles and standards we have agreed on.	3.82	0.64	3.60	0.88	-0.22
I follow through on the promises and commitment I make in this organization.	4.54	0.64	4.55	0.64	0.01
I find ways to get feedback about how my actions affect other people's performance.	3.87	0.83	3.72	0.88	-0.15
I build consensus on an agreed-on set of values for our organization.	4.10	0.75	3.85	0.73	-0.25
I talk about values and principles that guide my actions.	3.90	0.82	3.66	0.84	-0.24
N=39*, N=47**					

Table 4

Means and Standard Deviations for Inspire a Shared Vision Statements

Leadership Behavior	Pretest*		Posttest**		Mean Gains
	M	SD	M	SD	
I look ahead and communicate about what I believe will affect us in the future.	4.00	0.65	3.94	0.74	-0.06
I describe to others in our organization what we should be capable of accomplishing.	3.90	0.82	3.93	0.73	0.03
I talk with others about sharing a vision of how much better the organization could be in the future.	3.97	0.93	3.74	0.77	-0.23
I find ways to get feedback about how my actions affect other people's performance.	3.87	0.89	3.72	0.89	-0.15
I am upbeat and positive when talking about what our organization aspires to accomplish.	4.21	0.84	4.27	0.69	0.06
I speak with conviction about the higher purpose and meaning of what we are doing.	3.90	0.68	3.79	0.77	-0.11
N=39*, N=47**					

Table 5

Means and Standard Deviations for Challenge the Process Statements

Leadership Behavior	Pretest*		Posttest**		Mean Gains
	M	SD	M	SD	
I look around for ways to develop and challenge my skills and abilities.	4.08	0.58	3.98	0.72	-0.10
I look for ways that others can try out new ideas and methods.	3.82	0.85	3.74	0.97	-0.08
I keep current on events and activities that might affect our organization.	4.00	0.89	3.98	0.79	-0.02
When things do not go as we expect it, I ask, "What can we learn from this experience?"	3.72	0.76	3.74	0.87	0.02
I make sure that we set goals and make specific plans for the projects we undertake.	4.03	0.74	4.02	0.76	-0.01
I take initiative in experimenting with the way we can do things in our organization.	3.82	0.72	3.70	0.77	-0.12
N=39*, N=47**					

Table 6

Means and Standard Deviations for Enable Others to Act Statements

Leadership Behavior	Pretest*		Posttest**		Mean Gains
	M	SD	M	SD	
I foster cooperative rather than competitive relationships among people I work with.	4.26	0.72	4.13	0.90	-0.13
I actively listen to diverse points of view.	4.10	0.85	4.01	0.85	-0.09
I treat others with dignity and respect.	4.64	0.63	4.38	0.64	-0.26
I support the decisions that other people in our organization make on their own.	4.05	0.69	4.00	0.76	-0.05
I give others a great deal of freedom and choice in deciding how to do their work.	4.10	0.79	3.96	0.86	-0.14
I provide opportunities for others to take on leadership responsibilities.	3.72	0.76	3.81	0.79	0.09
N=39*, N=47**					

Table 7

Means and Standard Deviations for Encourage the Heart Statements

Leadership Behavior	Pretest*		Posttest**		Mean Gains
	M	SD	M	SD	
I praise people for a job well done.	4.28	0.89	4.32	0.90	0.04
I encourage others as they work on activities and programs in our organization.	4.08	0.81	4.00	0.86	-0.08
I give people in our organization support and express appreciation for their contributions.	4.31	0.66	4.15	0.76	-0.16
I make it a point to publicly recognize people who show commitment to our values.	3.90	0.82	3.79	0.74	-0.11
I find ways for us to celebrate accomplishments.	4.10	0.93	3.96	0.81	-0.14
I provide opportunities for others to take on leadership responsibilities.	3.92	0.83	4.02	0.85	0.10
N=39*, N=47**					

Table 8

Means and Standard Deviations for Non-Service Learning Experience Participants

Leadership Behavior	Pretest*		Posttest**		Mean Gains
	M	SD	M	SD	
Model the Way	22.63	5.16	23.59	4.63	0.96
Inspire a Shared Vision	21.83	4.81	22.85	4.46	1.02
Challenge the Process	21.96	5.00	22.56	4.59	0.60
Enable Others to Act	24.46	4.22	23.93	4.69	-0.53
Encourage the Heart	23.25	4.77	24.07	4.69	0.82

N=24*, N=27**

Table 9

Means and Standard Deviations for Model the Way Statements

Leadership Behavior	Pretest*		Posttest**		Mean Gains
	M	SD	M	SD	
I set a personal example of what I expect from other people.	3.88	0.68	3.93	0.68	0.05
I spend time and energy making sure people in our organization adhere to the principles and standards we have agreed on.	3.58	1.02	3.78	0.58	0.20
I follow through on the promises and commitment I make in this organization.	4.50	0.72	4.30	0.82	-0.20
I find ways to get feedback about how my actions affect other people's performance.	3.74	0.93	3.93	0.76	0.19
I build consensus on an agreed-on set of values for our organization.	3.63	0.88	3.93	0.83	0.30
I talk about values and principles that guide my actions.	3.46	0.93	3.93	0.96	0.47
N=24*, N=27**					

Table 10

Means and Standard Deviations for Inspire a Shared Vision Statements

Leadership Behavior	Pretest*		Posttest**		Mean Gains
	M	SD	M	SD	
I look ahead and communicate about what I believe will affect us in the future.	3.79	0.66	3.85	0.66	0.06
I describe to others in our organization what we should be capable of accomplishing.	3.63	0.82	3.85	0.60	0.22
I talk with others about sharing a vision of how much better the organization could be in the future.	3.58	0.78	3.85	0.82	0.27
I find ways to get feedback about how my actions affect other people's performance.	3.38	0.65	3.44	0.89	0.06
I am upbeat and positive when talking about what our organization aspires to accomplish.	3.91	0.97	4.15	0.66	0.24
I speak with conviction about the higher purpose and meaning of what we are doing.	3.54	0.93	3.70	0.82	0.16
N=24*, N=27**					

Table 11

Means and Standard Deviations for Challenge the Process Statements

Leadership Behavior	Pretest*		Posttest**		Mean Gains
	M	SD	M	SD	
I look around for ways to develop and challenge my skills and abilities.	3.92	0.78	3.89	0.58	-0.03
I look for ways that others can try out new ideas and methods.	3.50	0.83	3.56	0.85	0.06
I keep current on events and activities that might affect our organization.	3.58	0.88	3.52	0.80	-0.06
When things do not go as we expect it, I ask, "What can we learn from this experience?"	3.63	1.06	3.74	0.90	0.11
I make sure that we set goals and make specific plans for the projects we undertake.	3.75	0.68	3.74	0.72	-0.01
I take initiative in experimenting with the way we can do things in our organization.	3.58	0.78	4.04	0.74	0.46
N=24*, N=27**					

Table 12

Means and Standard Deviations for Enable Others to Act Statements

Leadership Behavior	Pretest*		Posttest*		Mean Gains
	M	SD	M	SD	
I foster cooperative rather than competitive relationships among people I work with.	4.21	0.78	4.19	0.80	-0.02
I actively listen to diverse points of view.	4.25	0.68	4.07	0.83	-0.18
I treat others with dignity and respect.	4.75	0.53	4.11	0.85	-0.64
I support the decisions that other people in our organization make on their own.	3.75	0.61	3.88	0.80	0.13
I give others a great deal of freedom and choice in deciding how to do their work.	3.83	0.76	3.67	0.73	-0.16
I provide opportunities for others to take on leadership responsibilities.	3.67	0.87	4.00	0.68	0.33
N=24*, N=27**					

Table 13

Means and Standard Deviations for Encourage the Heart Statements

Leadership Behavior	Pretest*		Posttest**		Mean Gains
	M	SD	M	SD	
I praise people for a job well done.	4.38	0.58	4.11	0.80	-0.27
I encourage others as they work on activities and programs in our organization.	3.92	1.02	4.15	0.60	0.23
I give people in our organization support and express appreciation for their contributions.	4.17	0.70	3.89	0.80	-0.28
I make it a point to publicly recognize people who show commitment to our values.	3.63	0.77	3.93	0.87	0.30
I find ways for us to celebrate accomplishments.	3.54	0.88	3.96	0.81	0.42
I provide opportunities for others to take on leadership responsibilities.	3.67	0.82	3.70	0.81	0.03
N=24*, N=27**					

Appendix A

Student Leadership Practices Inventory - Self, 2nd Edition

Student Leadership Practices Inventory: Self

Your Name: _____

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

	1 RARELY OR SELDOM	2 ONCE IN A WHILE	3 SOMETIMES	4 OFTEN	5 VERY FREQUENTLY
1. I set a personal example of what I expect from other people.	1	2	3	4	5
2. I look ahead and communicate about what I believe will affect us in the future.	1	2	3	4	5
3. I look around for ways to develop and challenge my skills and abilities.	1	2	3	4	5
4. I foster cooperative rather than competitive relationships among people I work with.	1	2	3	4	5
5. I praise people for a job well done.	1	2	3	4	5
6. I spend time and energy making sure that people in our organization adhere to the principles and standards we have agreed on.	1	2	3	4	5
7. I describe to others in our organization what we should be capable of accomplishing.	1	2	3	4	5
8. I look for ways that others can try out new ideas and methods.	1	2	3	4	5
9. I actively listen to diverse points of view.	1	2	3	4	5
10. I encourage others as they work on activities and programs in our organization.	1	2	3	4	5
11. I follow through on the promises and commitments I make in this organization.	1	2	3	4	5
12. I talk with others about sharing a vision of how much better the organization could be in the future.	1	2	3	4	5
13. I keep current on events and activities that might affect our organization.	1	2	3	4	5
14. I treat others with dignity and respect.	1	2	3	4	5
15. I give people in our organization support and express appreciation for their contributions.	1	2	3	4	5
16. I find ways to get feedback about how my actions affect other people's performance.	1	2	3	4	5
17. I talk with others about how their own interests can be met by working toward a common goal.	1	2	3	4	5
18. When things do not go as we expected, I ask, "What can we learn from this experience?"	1	2	3	4	5
19. I support the decisions that other people in our organization make on their own.	1	2	3	4	5
20. I make it a point to publicly recognize people who show commitment to our values.	1	2	3	4	5
21. I build consensus on an agreed-on set of values for our organization.	1	2	3	4	5
22. I am upbeat and positive when talking about what our organization aspires to accomplish.	1	2	3	4	5
23. I make sure that we set goals and make specific plans for the projects we undertake.	1	2	3	4	5
24. I give others a great deal of freedom and choice in deciding how to do their work.	1	2	3	4	5
25. I find ways for us to celebrate accomplishments.	1	2	3	4	5
26. I talk about the values and principles that guide my actions.	1	2	3	4	5
27. I speak with conviction about the higher purpose and meaning of what we are doing.	1	2	3	4	5
28. I take initiative in experimenting with the way we can do things in our organization.	1	2	3	4	5
29. I provide opportunities for others to take on leadership responsibilities.	1	2	3	4	5
30. I make sure that people in our organization are creatively recognized for their contributions.	1	2	3	4	5

Copyright © 2006 by James M. Kouzes and Barry Z. Posner. All rights reserved.

Appendix B

Permission to Republish

your permissions request

<https://mavmail.mnsu.edu/owa/?ae=Item&t=IPM.Note&id=RgAAAA...>

your permissions request

Campbell, Brenton - Hoboken [brenton.campbell@wiley.com]

Sent: Thursday, September 01, 2011 10:09 AM

To: Romsa, Bryan Lynn

Attachments: Romsa - Minnesota State Un~1.pdf (28 KB)

Dear Mr. Romsa,

I am happy to grant permission to republish the content you requested.

Best wishes,
Brent

Mr. Brenton R. Campbell - Coordinator, Global Rights - John Wiley & Sons, Inc.
111 River St., MS 4-02 - Hoboken, NJ 07030-5774
brcampbell@wiley.com - ph: 201-748-5825 - fax: 201-748-6008

P *Think Green - Please consider business costs and the environment before you print this email!*

PERMISSION GRANTED

BY: *Brenton R. Campbell*
Global Rights Dept., John Wiley & Sons, Inc.

NOTE: No rights are granted to use content that appears in the work with credit to another source