

End-of-Year Report for Instructional Grants 2007-2008
Center for Teaching Effectiveness
General Education Initiative
IT-User Services

The conditions of receiving a CTE / GEI / IT Instructional Grant require an end-of-year report. Please answer the following questions in one-two paragraphs each, complete the budget page regarding funds expended, and return the completed template as a Word attachment no later than Thursday, July 31, 2008. Please return the document to Martha Carothers [martha@udel.edu] and Sheila Warren [warren@udel.edu]. Final reports are posted on the Gen Ed and CTE grant websites. Thank you.

Faculty Name(s) and Department(s) :

Tony Middlebrooks, Leadership, School of Urban Affairs and Public Policy
Jim Tweedy, Residence Life

Grant Project Title

Teaching to Lead: Student Leadership on Sustainability

1. Did you complete your project as planned? What changes and modification to the original project did you have to make, if any?

As described in the original grant proposal, this project comprises a new course at the University of Delaware that teaches students leadership and sustainability within an integrated paradigm of service-learning and quality improvement processes. The course was developed, piloted in Spring 2007 (29 students), revised, and taught Spring 2008 (31 students). This project is a collaboration between the academic Leadership Program in the School of Urban Affairs and Public Policy and the University's Residence Life program.

Project implementation has followed exactly from the original proposal, with much planning before, during, and after the pilot semester of the course. The concrete results are summarized by the course syllabi – pilot and revised – at the end of this document. In addition, some qualitative data was collected from students regarding their personal conceptualization of the leadership vis-à-vis sustainability. This data was incorporated into course revisions between the Spring 2007 and the Spring 2008 courses.

The project was completed as planned and beyond expectations!

2. What concrete results have you, your students, and your department seen from your project? Please give specific examples of what has worked well and what needs further refinement.

The course was successful in introducing and engaging the students in exploring the integration of leadership and sustainability. The pedagogical “problems” that we initially identified in the grant proposal were as follows:

How can the learning and effort put forth in a single course by a specific set of students enhance the learning and service beyond those parameters to create a larger, more sustainable ripple of influence?

--This was accomplished by small groups of students identifying a peer organization of which they analyzed some facet of sustainability. Following that analysis, students planned and executed a strategy for influencing behavior toward sustainable practices. For the current class we have altered the introduction of this project (earlier), changed the amount of emphasis on sustainability content (more and earlier), and restructured when and how this project is executed (see syllabus). These changes resulted in greater student engagement and exploration of sustainability, based on our observations and student presentations. Two significant changes from the initial conception to current reality: (a) students were initially going to target residence halls for change – this was expanded to ANY student organization, and then further defined as a larger initiative broken down into smaller projects that each group undertook, and (b) the action research component was scaled back to a more informal analysis and presentation. The pilot course showed the research project to be too substantial in terms of time and focus, and thus it took away from the more central aim of planning and executing strategic change.

The second instructional problem comprises how one can effectively integrate pedagogical approaches that simultaneously model leadership, change, and sustainability while facilitating content learning.

--We have carefully crafted the execution of each class to maximize engagement, learning, and exposure to the real world. As such, we have added numerous guest speakers, a Creative Sustainability Idea contest, field trips, and other experiential activities. Two additions to the course this semester: (a) greater incorporation of the teaching assistant (funded by SUAPP), and (b) the addition of two undergraduate assistants (funded by Instructional grant) to facilitate the experiential facets of the course, as well as research and assessment efforts.

3. How have you assessed student-learning resulting from this project? Give specific examples and attach supporting documentation (e.g. products of student work, writing samples, tests).

Student learning was assessed via pre-post survey, as well as a variety of qualitative observations and assessments. All the data has not yet been fully compiled and analyzed, however the survey results and some observational analysis is attached to this report.

4. Would you consider your project a success? Please elaborate.

Based on engagement of the students, student feedback, student products, and our own observations, the course was a great success. The larger scope of the project was even more successful as the topic of sustainability has become more and more a focus of both the University and society in general. The activities of planning and collaborating to execute the course provided a foundation of partnerships and materials that can be utilized to further examine leading for sustainability.

5. What would you do differently if you could do the project again?

The course provided a myriad of resources and connections. Possible improvements might entail more extensive collaboration with one or two organizations pursuing sustainability, as well as a deeper examination of the interconnection between leadership theory, practice, and sustainable vision. Field trip opportunities worked out well, but could have more advance planning. Contests could be introduced earlier in the course. And the final project, while ultimately successful, needs further clarification.

6. How will the project continue beyond the grant phase?

The Leadership department will submit a petition to the Undergraduate Curriculum Committee and ultimately Faculty Senate to establish this course as a permanent course. The course provides a foundational piece in the curriculum changes that the Leadership program will be proposing this fall.

Further, the project has resulted in two presentations at national conferences, one book chapter (in press) and one journal article (in process), all peer reviewed and providing venues for sharing our learning and learning from others:

Middlebrooks, A., Tweedy, J., Miltenberger, L., Newman, G., Follman, J. (2008, October). *Developing a sustainability ethic in leaders*. Institute for Behavioral and Applied Management Annual Conference, Orlando, FL.

Middlebrooks, A. (in press). Serving to lead, learning to serve: Developing leadership for sustainability. In Lan Lin & Moore (Eds.) *Service-learning in higher education: Paradigms and Challenges*. University of Indianapolis Press: Indianapolis, IN.

Middlebrooks, A.E. & Tweedy, J. (2007, May). *Teaching to lead, leading to teach: Developing leadership for sustainability*. International Symposium on Service-Learning, Indianapolis, IN.

7. Complete the budget page for your project expenses.

ITEM	AMOUNT Funded	DEPT/COLLEGE actual and in-kind funds	FUNDS EXPENDED:
TOTAL of Budget Items	12290.00	5500.00	\$2802.05
Undergraduate stipend	4000.00		\$835.00
Graduate stipend fringe 4%	160.00		0
Graduate student non- contract (no fringe), or undergraduate student misc wage (no fringe)			
Consultant non-UD S-contract	1000.00		0
Consultant non-UD S-contract fringe 8%	80.00		0
Conferences & Travel (itemize/detail)	2000.00		\$326.66 Class trip to regional conference related to sustainability and civic engagement. AAC&U conferences will be the primary consideration. Funds

	500.00		will be used for registration, transportation, and to offset lodging.
	1700.00		0 Transportation to agency sites for qualitative analysis and service projects.
			700.00 Middlebrooks attendance at the International Symposium on Service-Learning: <i>Paradigms for the 21st Century—Educators, Community, and Students.</i>
Other (itemize/detail)	750.00		408.00 Change initiative contests: Each team allocated a budget for the change initiative. Contests focused on stimulating the greatest amount of change with the teams rewarded with prizes such as bookstore gift certificates, etc. Modeled after “The Apprentice”.
	600.00		\$532.39 Materials, transportation, and research expenses related the student qualitative analysis of sustainability within select organizations, businesses, and agencies.

University of Delaware
Leadership Program, School of Urban Affairs and Public Policy

LEAD 411: Topics in Leadership Dynamics: Leadership for Sustainability (3 credits)

Spring, 2008

T,R 3:30 – 4:45 p.m.; Gore Hall, Room 208

<u>Instructor</u> Tony Middlebrooks, Ph.D. 188A Graham Hall 831-8548 tmiddleb@udel.edu Office Hours: Tue. 1:30-3 p.m. and by appointment	<u>Instructor</u> Jim Tweedy, Ed.D. Office of Residence Life 5 Courtney Street 831-1201 tweedy@udel.edu Office Hours: by appointment	<u>Teaching Assistant</u> Lauren Miltenberger lmiltenb@UDel.Edu Office Hours: Tue. 1-2:30 p.m. or by appointment
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Introduction and Course Description

“Everything that was is tripping over everything that is.” –Ron Heifitz

Leadership is a process of influencing others toward a common vision. This course moves beyond the leader and process to explore the *common vision* of leadership, specifically a vision of sustainability at multiple levels. Can you as a leader envision an organization, or a world, that “meets the needs of the present without compromising the ability of future generations (or organizations) to meet their own needs”, as Rolf Jucker of UNESCO asserts? And, if sustainability is your vision, how do you inspire others to change their mindset and behavior?

Leadership for Sustainability (LEAD 411: Topics in Leadership Dynamics) integrates knowledge of leadership, change, and influence with the vision of nurturing a service ethic to sustainability. In simple terms, how do you as a leader best ensure future success – for you, your followers, your organization, your community, your society, and your world?

Part I - What do I need to know to explore leadership for sustainability?

Part I of this course focuses on building core knowledge in sustainability and the leadership theories that align with this service orientation.

Part II - How do organizations and their leadership nurture a service ethic?

After building their knowledge of vision-oriented leadership theories and the concept of sustainability, students will form research teams to explore a specific organization, sector, and/or sustainability issue, and the related leadership for sustainability. As part of this inquiry, students will first be informed by relevant research literature and end with an analysis, synthesis, and summary of data, from which applications and implications can be drawn.

Part III - How do you nurture a service ethic in others?

During the final segment of the course, students will draw on their knowledge of leadership and sustainability, as well as the data from the issues and organization they have been researching, to craft a plan to influence and inform others about sustainability. Students will continue to work in their research groups as they learn various change theories, identify a target population, and create and execute a plan for effectively influencing this population to a vision of sustainability.

FUNDS!! – There are limited funds available for groups to more effectively and creatively accomplish either their qualitative inquiry OR their strategic change and influence efforts. Interested groups should submit a detailed description of what they want to do, why they want to do it (what will it accomplish), and for what the money will be used. More information will be discussed in class.

Learning Objectives

As a result of this course, students will be able to:

1. Define and explain sustainability and related leadership theories and practices.
2. Analyze and evaluate an organization in terms of service, sustainability, and leadership.
3. Design, execute, and revise a strategic change plan.
4. “See” the relevant leadership and sustainability issues in an organization and its activities, effectively becoming more aware.

Course Readings/Texts

Loeb, P. (1999). Soul of a citizen: Living with conviction in a cynical time. New York: St. Martin’s.

Greenleaf, R. (1991). The servant as leader. Indianapolis, IN: The Robert K. Greenleaf Center.

Additional readings to be distributed in class.

Sequence of Classes, Topics and Assignments*

Date	Topic	Assignment Due
Tuesday Feb. 12	Introduction to course and concepts Review of leadership theory and practice – overview	
2/14	Introduction to sustainability Introduction to Organizational Analysis assignment	Read: Loeb Ch. 1, 2 Bio Sheet and Footprint score
2/19	Sustainability Your “footprint” / the UD footprint Quick-Take guest: Ajay Prasad (Fuel Cell Bus)	LasT teams selected
2/21	Sustainability issues	Sustainability Issue Scavenger Hunt, Jigsaw
2/26	Sustainability issues Guest: Scott Douglass, UD Executive Vice President	LasT teams 1 and 2 present
2/28	Sustainability issues Guest: Dr. Bruck, Plant and Soils Science	Project Team selections LasT teams 3 and 4 present
3/4	Guest: DuPont Literature Review summary discussion	Issue Lit review sum Quiz 1
3/6	Introduction to Strategic Change Plan Project --Project planning and design – a PBL example Leadership for vision: Transformational Leadership and Servant-Leadership	
3/11	Leadership for Sustainability?... <i>The Inconvenient Truth</i>	
3/13	Transformational Leadership, Servant-Leadership and the analysis of inconvenient truths	Read: Greenleaf
3/18	Quiz 2 Introduction to organizational systems and sectors Leadership and Individual change processes	Quiz 2
3/20	Issue Investigation Summary Analysis Presentations	Issue presentation
3/25	Issue Investigation Summary Analysis Presentations	
3/27	Strategic Change Plan Project Project review and discuss	Strategic Change Plan
3/28-4/6	Spring Break – No class	
4/8	Influence and Change Review/revisit Strategic Change Plan project Creating a template for assessment	
4/10	Implementation	

4/15	Implementation	
4/17	Guest: Dr. John Byrne, CEEP Director Debrief Strategic Change Plan review and discuss Contrasting views but complementary causes	
4/22	Debrief and Revise 1 Revising Strategic Change plans	Strategic Change Plan -Revised
4/24	Implementation	
4/29	Sustainability Design Challenge	
5/1	Debrief and Revise 2 To the future...Institutionalization!	Sustainability Design Challenge
5/6	Implementation, Assessment, Closure, Commitment	
5/8	Target organizations Peer roundtable/focus group	
5/13	Strategic Change Plan Presentations Analysis and Discussion	Final Presentations
5/15	Strategic Change Plan Presentations Analysis and Discussion	Final Presentations
5/20	Final Assessment, lessons, and future directions	Learning summary paper

***Schedule subject to change based on new information, opportunities, and/or interests of the class.**

Assignment Overview

All assignments are due on the date noted. Assignments are complementary to class content and discussion, and build on one another throughout the semester. Further, because you are not first-year students, late assignments will not be accepted, and will receive zero (0) points even if turned in late.

Grading Scheme or Weight Attached to Different Assessments

Assignment	Group or Individual?	Points	%	Grading Scale
Quiz 1, 2	I	2 x 10	10	A 186-200
Org and issue investigation Literature Summary & Analysis	G	20	10	A- 180-185
Org and issue investigation Summary Analysis Presentation	G	30	15	B+ 174-179
Strategic Change Plan	G	20	10	B 166-173
Strategic Change Plan – Revised	G	20	10	B- 160-165
Strategic Change Plan Presentation and Learning Sum	G	50	25	C+ 154-159 C 148-153
Course Contribution	I	40	20	C- 140-147 D+ 134-139
Extra Credit	I	Up to 10	Up to 5%	D 128-133 D- 120-127 F 119 and below

I. Organization and Issue Investigation into Sustainability Practices and Organizational Leadership

How do organizations and their leadership nurture a service ethic?

Organizational Sustainability Investigation

Students in groups of no more than three will identify and investigate an organization regarding either a specific issue related to sustainability or the overall picture of sustainability (economic, social,

environmental) and the role of leadership. Students may investigate the organization as they like and are able – interview, observe, etc. – to get an accurate picture. You must be forthcoming with the organization about who you are and what you are doing – we will discuss this more in class. Your group’s efforts will result in two products:

1. Relevant Literature Summary (20 pts.) – Each group (3 students max.) will acquire, read, and summarize 6 articles related to sustainability in the sector or field of the organization of interest. Fifty percent (50%) of the articles must be RESEARCH articles (posing a research question and answering it with evidence). Each group should submit a 3-page summary giving the full reference of each article and a summary paragraph of key points for each, followed by a conclusion of the most important points across all articles.

2. Summary Analysis Presentation (30 pts.) – Each group will summarize and report the data from their inquiry in a brief professional presentation summarizing key findings from their investigation of the organization. Presentation must include artifacts and other evidence, interview protocols and other procedures for collecting information, and findings and recommendations based on information learned in class and in own research.

II. A Strategic Plan for Influencing and Changing Sustainability Conceptualizations

How do you nurture a service ethic in others?

Strategic Change Plan (20 pts.) – Each group (up to 5 students) will submit a 2-page summary of the strategic plan for effecting change in a specific PEER organization. The “organization” must be a defined group (not just your group of friends) and cannot be the group that is this class. This plan should include the name and brief description of the organization; a full explanation of each of the components of the activities your group will undertake, and timeline (which includes who will do what by when), along with the justification of why you think those activities will be effective; and an assessment of progress design, which should include a very specific explanation of what evidence, measures, and procedures your group will use to assess whether change is occurring or not and how much.

This plan is designed to stimulate change with your peers or any of your “micro-societies” related to concepts of sustainability. A step by step strategy is required and should address your targeted area of change, your methods of human motivation strategies to be utilized to stimulate change within your targeted area, and the sources of intelligence you will be capitalizing on. Sources of intelligence can include organizational “insiders” and relevant theories on human or organizational change. The strategic plan must also include your methods for developing impact or feedback loops to analyze your targeted area’s reaction to your change initiative.

Strategic Change Plan - Revised (20 pts.) -

The revised strategic plan should report on your initial efforts to effect change through peer influence, and **more importantly make specific recommendations for improvements/changes to the activities.** The second strategic plan must contain an analysis of progress and setbacks from the initial change effort. Based on this knowledge, a new strategic “re-trenching” plan must be completed. As with the first portion, a new step by step strategy is expected with the same areas addressed. Your second strategic plan is expected to be more informed and decisive in nature. As with the first effort, it will be necessary to develop a means to evaluate change impact.

Strategic Change Plan Presentation and Learning Sum (50 pts.) – Specific requirements created in collaboration with you, the leaders.

Course Contribution (40 pts.) – As adults responsible for your own learning, your attendance and participation are your decisions. However, you will learn more, and contribute more to the learning of others, if you are present, involved, and engaged. Thus, while there is no daily requirement/penalty for attendance, attendance and participation are expected in all facets and phases of the course, both in the classroom and in experiences outside the classroom. A cost/benefit analysis of your overall contributions

will determine your final contribution to the course. Group project efforts will also count toward your individual participation grade – just like in the real world. Group projects will incorporate a degree of peer assessment to be determined in class.

General Course Expectations:

- Be present and punctual. You can't lead if you can't manage, especially yourself.
- Be prepared, be awake, be willing to engage and sometimes lead.

- Changes in course content or schedule may be made during the semester. Changes will be emailed to the class list as applicable.
- No late work accepted. Electronic submissions are acceptable in advance of the class in which they are due (tmiddleb@udel.edu).

- All written work should be word-processed, free from spelling and grammatical errors, and proofed by a peer for clarity prior to submitting. A simple staple will suffice – no plastic covers.
- All work is to be in the student's own words unless quotation marks and referenced pages are provided. Failure to do so is plagiarism and unethical.

- Cherish diverse perspectives, take the risk of sharing your own, conflict in the spirit of learning.

- Any person who may require alternative instructional and/or evaluative procedures due to a disability should feel free to discuss these needs with the professor so that appropriate arrangements can be made.

Extra Credit Opportunities – Successful completion of extra credit can be earned up to the noted points (or approximately 5% of your grade). Extra credit opportunities will be announced throughout the semester, however it is your responsibility to initiate, propose, and pursue extra-credit opportunities to enhance your education (and grade). See the next page for some ideas...

Extra Credit Opportunities – Successful completion of extra credit can be earned up to the noted points (or approximately 5% of your grade). Extra credit opportunities will be announced throughout the semester, however it is your responsibility to initiate, propose, and pursue extra-credit opportunities to enhance your education (and grade).

1. Retail Interview: Make contact with the manager of any type of retail store (preferably where you frequently shop) and conduct an interview regarding the “origins” of the items you purchase. Determine what the manufacturing process waste by-products are, if the people who produced the items are paid a living wage, and if the site where the items were produced has any standards in place for worker safety and quality working conditions. Produce a report of your findings.

2. Jewelry Interview: Make contact with the manager of jewelry store (preferably where you shop) and conduct an interview regarding the “origins” of the gold and diamonds. Determine the impact of the mining procedures used for these items and the working conditions of the miners. Produce a report of your findings.

3. Carry your waste: Spend 4 days carrying every piece of waste that you generate. The waste must accompany you at all times. Produce a report of your observations and reflections.

4. Corporate Sustainability Plans: Contact (phone or web) three major corporations to access the company sustainability plan. Produce a report of your findings.

5. Complaint Activism: Initiate three consumer complaints against an agency or company of your choice regarding issues of sustainability. Produce a report of your observations.

6. Wardrobe analysis: Conduct an inventory of your clothing and develop a report of the amount of waste generated in the production of your wardrobe.

7. Examine website <http://www.playagreaterpart.org> and identify one project that you believe could benefit you in your academic learning goals. Prepare a formal proposal to have the project count for credit in one of your classes.

8. Research the LEED green building rating system. Citing your sources, write a paper describing the system and its advantages and disadvantages.

9. Identify and watch a film focusing on sustainability (e.g., Al Gore’s An Inconvenient Truth). Write a movie review (look at a review in a paper or magazine for the proper format). And answer the following questions: 1. Is the message of the movie persuasive? Why/not? 2. How does the information in the movie support the need for sustainable practices? 3. What personal leadership practice could you adopt as a result of viewing and reviewing this movie?

10. Explore the website <http://adbusters.org/home/> and write a paper discussing how and why the practices they advocate do and do not align with effective leadership and with sustainable practices.

Table 1. Pre-Post Student Sustainability Survey

			Pre-test (N=24)		Post-test (N=32)	
			Mean	SD	Mean	SD
Q1a. How important is sustainability to you?			3.00	0.89	3.44	0.67
Q1b. How important is sustainability to the community?			3.04	1.04	3.59	0.88
Q1c. How important is sustainability to a private business?			2.74	0.96	3.31	0.90
Q1d. How important is sustainability to national and international policy makers?			3.25	1.11	3.88	0.98
Not at all important 1	Somewhat important, but not a priority 2	Important, a bit of a priority 3	Quite important, high priority 4		Very important, the highest priority 5	
Q2. How interested are you in assuming a leadership role in an issue of sustainability?			3.25	0.94	3.56	0.95
Not at all		Somewhat				Very
Q3. How committed are you to exploring the issues of sustainability in your own life?			3.50	0.78	3.94	0.62
Not at all. I have made no sacrifices and taken no action	A little. No sacrifices, thought about actions	Somewhat. No sacrifices, some actions.	Quite. Some sacrifices, some actions.	Very! I have made numerous sacrifices and taken many actions		

Strategic Change Project

Leadership education naturally thrives through personally interactive lessons, rather than traditional teaching methods. In other words, students in today's fast-paced, interdependent world, are better suited to become leaders for sustainable development through a laboratory-type approach. Granting students the opportunity to chart their own course for learning implements key components of leadership itself: empowerment, credibility, and a shared vision for the future.

With that understanding, students were tasked with developing a strategic change plan for a peer organization. Each plan was designed to stimulate change through concepts of sustainability, within a peer group or "micro-society". The corresponding results of the strategic change project illustrate that the potential exists, and is realistically available to student leaders, to foster drastic positive transformations at both micro and macro levels, for a sustainable future. Such development for sustainable leaders flourishes when students work through (1) a clearly articulated vision for the future, (2) a recognized collaborative partnership between change agents and institutions in society, (3) factual data and information for credibility and (4) committed passion for the desired societal changes.

Initially, the concepts of change through peer influence appeared intangible and overbearing to many of the upper-level college students, albeit leadership majors and minors. For instance, the students challenged the intentions of the original strategic change project, instead pushing for an assignment that desired adjustment be made by other members of society. There was greater support, energy, and creativity in the learners when planning strategic change outside of themselves. It seems that rather than accept the process of self-reflection needed for internal analyzing and self-gear leadership, the students seemed to have a greater understanding of leadership when overtly leading others. In this respect, students seemed to have a factual understanding of sustainability, but lacked a committed passion to personally get involved as a leader.

Once groups formed and ideas began to swirl through the minds of the young leaders, the challenge arose as to how the change was actually going to happen? In other words, what would each group, and each member of a group do to encourage, advance, and promote the targeted change? Through the laboratory style approach to leadership education, little direction was given regarding specific actions groups should take, or what exactly they should be striving to achieve. Doing so would have simply promoted management of an idea; student's acting to fulfill the wishes of educators to meet grade requirements. Instead, the class as a whole, and each student individually was challenged to find their own avenue of leadership to explore. This educational method granted students for sustainable leadership the opportunity to define their own expectations, challenge themselves and their peers, recognize the essential nature of credibility, and utilize information as a tool for change.

During the early brainstorming and implementation stages of the strategic change plan, a concise, widely accepted vision was noticeably lacking. The class decided to promote recycling and sustainable behaviors throughout the City of Newark and University of Delaware Community. Missing however, was a incontrovertible understanding of what the imagined future would look and be like, if the planned change was achieved. What transpired in the following weeks was the cohesion of seven unique peer groups into a conglomerate association of sustainability related organizations.

Having studied concepts of sustainability while living and learning at the University of Delaware, the class attempted to address what they felt were severely lacking areas of interest in the community. Both the need for greater recycling and overall awareness of sustainability guided the students' motivations and energy through the final project. In that regard, students formed seven small work units (4-6 students in each) to target specific areas of the community: Registered Student Organizations, Residence Halls, Main Street coffee shops, Main Street bars, Greek Life, off-campus housing, and the Leadership Program within the School of Urban Affairs and Public Policy. Each group then brainstormed, researched, developed, implemented, and analyzed a specific change plan for recycling and sustainability awareness in their chosen sector of the community.

Students were most successful in achieving change when able to forge partnerships with decision makers by establishing shared values and goals. For example, one group of students worked directly with the Director of Greek Life at the University of Delaware to institute “Green Points”. Members of Greek Organizations are required to attend events throughout the year on various subjects for points that validate their positive role within the community. Starting Fall 2009, students will be able to gain “Green Points” by participating in events that involve sustainability. The change was achieved through the students’ energy and passion for both Greek Life and sustainability. Their enthusiasm, partnered with well articulated arguments for the incorporation of sustainability into Greek Life, and development of a shared vision with the Director of Greek Life, resulted in an exemplary instance of leadership for sustainability.

The other student efforts further demonstrated that working as a leader is the best teacher of leadership. Students partnered with Registered Student Organizations to utilize recycling receptacles at major events and within RSO offices. Similarly, students worked with a local bar/restaurant to implement recycling receptacles at bussing stations to increase sustainable business practices in the local community. Another group surveyed students in Residence Halls to gauge awareness of sustainability while gathering signatures for a petition supporting recycling in the City of Newark. One student group created a new organization: “Recycle *Mainia*” aimed at sustainability awareness and recycling patterns of consumers of Main Street coffee shops. Through informational signs, surveys on sustainability, and follow-up phone calls, students were able to study the affected changes in sustainable consumer behavior.

The results illustrate that change can occur when guided by clear partnerships between stakeholders and change agents. Students in the Leadership 411 class were highly successful in instituting change when they had the resources—skills, knowledge, opportunity—to partner with decision makers for a truly collaborative effort. Exploring, recognizing, and celebrating existing avenues for change actively empowered students to act upon their values, and serve as leaders for a sustainable future. Fostering leaders thus requires students have the ability to mold their educational experience, for better or worse; and ultimately understand the core values of leadership not solely from a conceptual standpoint, but from one that draws upon distinctive experiences. To put it frankly, students operating as sustainable leaders promotes their development as sustainable leaders. Failures and missed steps can serve as great teachers when attempting to promote leadership for the many challenging issues facing the global community.

In short, leadership for a sustainable future can be learned, cultivated, and utilized in ways that call upon lessons from both disciplines. Students can use knowledge of sustainability and leadership to establish integrity with followers, instituting themselves as credible figures in the community. Building upon that framework allows sustainable leaders to chart and articulate a vision that actualizes the desired change, further creating a collaborative culture that promotes change not for singular individuals, but for the larger local, national, or global community. Lastly, as leaders mold themselves into facilitators of positive development, their passion, commitment, and energy for a sustainable future helps support the other attribute of leadership already exhibited. Students recognizing and exploring the relationship between leadership and sustainability through applied learning methods promote a future of educational practices that have the potential to directly influence practical solutions to the world’s greatest problems.

Student Reflection on Strategic Change Plan

A major facet of leadership and sustainability education is the self-reflection of learners. Conceptual knowledge and experience are the core foundation to the learning process, but great value exists when learners are able to reflect through a newly developed analytical lens. Ultimately, successful students for sustainable leadership will regularly utilize skills and tools uncovered through the self-reflection of previous lessons learned.

What did you learn through this process?

After completing the strategic change plan, students were asked to reflect upon what they learned through the process. Student responses tended to align themselves in two distinct categories: those who recognized a lesson in leadership, and those who recognized a lesson regarding the topic of change: recycling/sustainability.

The first grouping of responses highlighted the effectiveness of the strategic change plan in granting students the opportunity to experience change and leadership first hand. One student articulated: "I learned that it is possible to make a change if small steps are taken. By focusing on smaller scale change we ended up making a big difference." Another student wrote about the importance "to speak through a unified voice and be prepared with all the information necessary for a transition." Many responses from students stressed a newfound appreciation for student empowerment. A group member who attempted to shift behaviors at local coffee shops learned "that my voice can be heard. Awareness does make a difference..." Put simply, these individuals realized they can serve as effective and influential change agents.

A second group of responses articulated specific lessons learned about recycling, sustainability, and the local community. For instance, students who worked with Main Street bars wrote about local legislative changes that could be made, the perceived costs of instituting new laws, and overcoming levels of bureaucracy. Some students even articulated a level of anger. One student noted "this town is way behind the times and for being such a small state with an enormous carbon footprint you'd think at least one person that works for this horrible town would care." A student went as far as saying "the University Courtyards apartment complex lacks organization and care for recycling and the residents." The reflection responses further demonstrated student's energy for sustainability awareness and practices. One respondent commented: "I learned much about the importance and accessibility of recycling and energy conserving strategies that I can utilize".

It is clear that the students took away varying lessons on leadership, sustainability, and the local community. Interestingly, the level of positivity differed depending on the level of perceived success with the project. For example, students who worked with the University's Greek Life Director had overwhelmingly positive responses including: "if you can dream it, you can do it." It is necessary to recognize that this group had a direct achievement in instituting a new "Green Points" system to all of Greek Life. At the same time, one student who attempted to work with the University Courtyards off-campus apartment complex had a negative response to what was learned: "most people are lazy". Similarly, students who attempted to partner with Registered Student Organization wrote "communication is difficult", "I learned how difficult it is to implement change", and "students at the University of Delaware are apathetic." Both these two groups faced more obstacles and challenges in their strategic change projects which seemed to directly correlate to their feelings regarding what was learned during the process. Altering student's perceptions of success, especially in today's world of instant gratification, will guide student's toward leadership that recognizes the role of patience, persistence, and commitment.

Why did you learn what you learned?

A small portion of student responses were blatantly simplistic and indifferent when asked the question: why did you learn what you learned? Many offered answers such as "because it was required" and "because this was the class I took". While the class may have been enlightening to these students, it appears they were not inspired or invested enough in the class goals to recognize the significant role of in-depth self-reflection. The apathetic reflection responses indicate that the challenges associated with leadership and change can frustrate to the point of indifference. It is

necessary to recognize this reality in the education of young leaders so it can be addressed in a way that invigorates their passions.

Most responses demonstrated a significant amount of thought from the student participants. On a basic level, the strategic change project and class topic of sustainability brought to light appreciation of new issues for participating students. The course was valuable to students because as one noted, “I have never really thought about [sustainability] before.” The class structure requiring students to chart their own learning, led each individual to dedicate significant amounts of time to learning about “different aspects of recycling and going green.”

Many students recognized the significant role of interactive learning. For instance one noted “I learned because I was forced to put myself out there to open dialogue and learn. Being an agent of change that came from exiting my comfort zone.” Other students explained they were able to learn “because I tried for success physically instead of sitting back and hearing things” and by “actually living the change.” The laboratory-style approach to leadership education relies upon student’s experiencing levels of dissonance, or discomfort. That uneasiness places students in a position to learn from an eye opening perspective that is more meaningful when experienced rather than taught by others.

The reflection responses indicated that sustainability and leadership education is not reliant on traditional definitions of successes and failures. Students sighted numerous challenges, roadblocks and missteps throughout their journey during the change project. Some students explained, “we had a hard time getting responses”, there was “a ton of politics involved in changing [the] curriculum”, or “[decision makers] were very unresponsive. It was unfortunate.” However, as debilitating as these struggles may have been, true leadership lessons emerged as students were forced to be innovative, persistent, and committed to facilitating positive change. In fact, if each student group found themselves without noticeable challenges, it is unlikely they would be participating in true leadership experiences. By definition, these students leaders were attempting to destabilize the status quo. True success for the student groups in the strategic change project was based upon their reaction to opposition. When asked about why they were able to learn, students reflected on what it was like to be “constantly running into barriers.” Some recognized the importance of overcoming initial (and persistent) resistance through: “Our continuous efforts and creative ideas” and “by continually trying to implement change” were common feelings shared among the groups who actively pursued change in the community. In fact one student explained “the project provided us with obstacles that enabled us to find the problem.” Valuing the process that change requires, where challenges are seen not as barriers but as teachers, illustrates how the educational methods used in the course expose students to leadership that is prepared to implement change for a sustainable future.

Leadership and Influencing Change

The final component of feedback regarding the strategic change project asked students to write one statement about leadership and influencing change. The responses from the class participants included the key components of the course material both learned in class, and learned in action.

Student responses indicated a widespread recognition of the role vision, or the imagined future, plays in both leadership and the change process. Specifically, the foundation a vision creates, for motivation, guidance, and direction. Class members wrote “a leader must understand their own vision before they can influence others” and “you can see change and you can make it happen as a leader.” The struggles regarding vision the class worked through, clearly influenced the students to acknowledge the importance of sharing common goals and desires to foster a committed organization.

Students had little issue articulating their views on the role of passion, energy, and commitment in leadership for change. One student replied “I believe if you are truly passionate about something you can change anything.” Similarly, another answered “if leaders are passionate about the change they are trying to implement then they are more likely to influence the change.” Students also included responses that highlighted finding energy after initial defeat or difficulty. Perseverance was described as “critical” and tenacity as “key.” Many groups had different experiences in attempting to achieve their desired changes. Those who had greater personal commitment to the cause were thus more invigorated to strive for change. As a result, other shareholders and decision makers recognized their passion, helping to spread their messages across otherwise silent communication avenues.

Solid information and knowledge is the foundation for change. When a leader attempts to cultivate a new social movement, proof through informational data or fact is needed to justify people buying into the vision for the future. Throughout the strategic change project, students relied upon knowledge of sustainability, recycling, the University, and the local community to share with decision makers reasons for change to be implemented. One particular student noted that “leadership for influencing change requires that the leader take the first step with confidence, credibility, and knowledge.”

After establishing credibility through information, commitments through energy, and an established plan through vision, students further discussed forming collaborative efforts to achieve their ultimate goals. Various respondents concluded that partnerships are key to leadership. For instance, answers included “influencing change is difficult without cooperation” and “you have to have the support from many people/organizations to make change.” Collaborations in their unique nature provide “wins” for all those involved. As a result, student leaders worked with decision makers such as the Director of Greek Life, and the owners of main street businesses in ways that appealed to the needs of both parties. Even those groups who faced harsh resistance, such as the students attempting to provide recycling services in off-campus housing, did not resort to methods that alienated or embarrassed the decision makers they targeted. Instead, they found new, innovative, ways to lead a partnership that would ultimately serve the needs of all involved.

Lastly, some students provided insight into their overall attitudes toward change, leadership, and responsibility. Many students themselves stated a passion to continue challenging the status quo and work for a more sustainable future. “It is the duty of future leaders to change the way people act and move toward sustainability” argued one respondent. Some members of the class went beyond defining leadership as merely recognizing injustices, but actively challenging their existence: “It is more about doing than just thinking.”