

MENTORING STUDENT LEADERSHIP: A COMPARISON
OF TWO HIGH SCHOOL PROGRAMS
AND THE DEVELOPMENT OF
STUDENT SUCCESS

by

Renée Elyse Westlake

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DEDICATION

To my family: source of passion, joy and inspiration.
Being part of this close family unit provides rich and relevant learning.

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ABSTRACT

School district leaders, by coaching teachers to be mentors via professional development, can elevate student success through the establishment of student leadership (Daggett, 2012). Mentoring student leadership by guiding students in skills, practices and behaviors is a topic that has the potential to take student success to a more rigorous and relevant level for all learners (Magner, Soulé & Wesolowski, 2011). This study was intended to reveal how participation in programs that mentor leadership contributes to the development of the portraits of the Common Core State Standards (Wilhoit, 2010) in students. Since 21st century skills have been combined with the Common Core State Standards for the purposes of student achievement in a variety of literature, the researcher cross-referenced these and developed a working model of mentoring student leadership utilizing:

1. Leadership practices (Kouzes & Posner, 2006)
2. Identity leadership theory behaviors (Haslam, Reicher & Platow, 2011)
3. 21st century skills (McGaw, 2009)
4. Portraits of the Common Core State Standards (Wilhoit, 2010)

Student leaders and adult mentors were the participants in this multiple case study: high school pupils who experience specific mentoring in student leadership and teachers who mentor these students. Through interviews, observations, and document analysis, programs that offer a prescribed framework orchestrating the development of leadership were examined.

Lack of research in mentoring student leadership was investigated through the study. By exploring two high school programs that guide adolescents through a formal framework, it was possible to witness a snapshot of the development of student leadership. Although the student groups studied were diverse, five similarities were discovered when student leadership was mentored : citizenship, communication, collaboration (Griffin, McGaw & Care, 2010), representing the group (Nohria & Khurana, 2010), and modeling the way for others (Kouzes & Posner, 2008).

Utilizing an existing mentoring model (Rhodes, 2002), a new model for mentoring leadership was structured and is still being developed. Viable information gathered about developing student leadership and adolescent success suggests expanding the study outside of the high school examined to other communities and states. If a goal in education is to increase student success through leadership development, exploring other influences on student leadership will be valuable as a next step in facilitating progressive education.

CHAPTER ONE

PERSPECTIVE

Educational leaders shape the framework of student achievement through the establishment of professional development for teachers (van Knippenberg & Hogg, 2004). Teachers serving as role models and guides have influenced student leadership through athletics, service clubs, artistic performance, church education, and classroom academics (Westlake, 2012). School leaders, by guiding teachers to develop leadership in their students, potentially enhance student success as pupils take responsibility for their own achievement, attitudes, and progress (Rhodes, Grossman & Resch, 2000). Mentoring, however, is a complex process, often with deviation from the norms of organized curriculum delivery (Nguyen, 2005).

Student success is a subject that challenges educational leaders to explore current research. “When people look to authorities for easy answers to adaptive challenges, they end up with dysfunction” (Heifetz & Linsky, 2002, p. 14). If there is not a simple solution to student success, perhaps there are advantages to exploring the attributes of students who experience educational and social success. Student leadership is not an easy answer, yet encourages youth to take control of their academic and social success through discipline, regulating themselves, their thoughts, and their actions (Collins, 2001). Student success may be viewed as student achievement (Duckworth, Peterson, Matthews, & Kelly, 2007), college and career readiness (Magner, Soulé & Wesolowski, 2011) or portraits of the

characteristics of students who meet the Common Core State Standards (Wilhoit, 2010). The U.S. Department of Education's mission is to "promote student achievement and preparation for global competitiveness by fostering educational excellence and fostering equal access" (U.S. Department of Education, 2012, p. 1). In order to develop school vision based upon the U.S. Department of Education's mission, stimulating quality of education for students to prepare them for college and career is the crux of that vision. Student achievement is the number one focus in American schools (Vollmer, 2011). Achievement can refer to grades, problem-solving, organization, service to community, or citizenship, according to Vollmer. If the focus is student achievement, preparing students to reach their goals is multifaceted.

The concern that American schools have fallen behind is an important conversation about which school leaders strive to find innovative solutions (DeMille & Earl, 2011). The question might be: fallen behind in what respect? As school leaders address the concern for achievement, it is imperative that all data and historical knowledge is studied: test scores, innovative inventions, medical advances, public affairs, quality of life, economy. From *Goals 2000* to *No Child Left Behind*, from *Race to the Top* to *Common Core* to *College and Career Readiness*, the ultimate goal is to ignite a passion for learning in the nation's children and have the tools to apply, analyze, evaluate, and create with learning that is rigorous and relevant (Daggett, 2012).

A community of corporate businesses constructed a collective statement to the nation's educational system regarding the skills that are needed, and lacking, in the workforce to prepare employees for the job market (Griffin, 2010). Twenty first century skills were presented with a clear message to embed them into curriculum in order to prepare students to be college and career ready (Magner, Soulé & Wesolowski, 2011). A critical component of college and career readiness is student achievement (Hargreaves & Fullan, 2012).

The communication is clear. Rigorous standards and relevant skills (Daggett, 2012) need to be implemented in our schools. Yet, in order to apply each new initiative that comes to schools in the form of a mandate, there is constant shift in what is taught, how it is taught, and how long it is taught (Vollmer, 2010). The pendulum changes are somewhat predictable and regular; these changes are vexing to teachers on one end of the pendulum and benign to teachers on the other (Palmer, 2007). As a result, the deep changes necessary to impact student learning are seldom realized (Hargreaves & Fullan, 2012; Tye, 2000; Sarason, 1997). A current framework for developing rigor and relevance in the classroom is Quadrant D learning. Teaching rigor, relevance, and relationships, Quadrant D learning is built upon the premise that shared leadership targeted directly at a specific outcome, like improved instruction, has significant impact on the determined result (Louis, Leithwood, Wahlstrom & Anderson, 2010). Shared leadership begins at the top, with educational leaders working with teachers, teachers sharing leadership with students, and finally students sharing leadership with other students. Participating

in leadership is also a sharing of strength across the generations in a school setting, blending the benefits of interfacing “high-tech know-how and personal interaction skills in order to enhance job efficiency, while still maintaining our humanity” (Small & Vorgan, 2008, p. 181).

An additional shelf of literature presents effective leadership as a driving force that will take humankind to the next level (Heifetz & Linsky, 2002). With all of the leadership theories presented, researched, and implemented, leadership is one of the most studied of the human processes (Tshannan-Moran, 2004). Considered by researchers as a “complicated process having multiple dimensions” (Northouse, 2010, p. 204), investigation of leadership explores the possibility of having “creativity and imagination without autocracy and domination” (Van Knippenberg & Hogg, 2004, Chapter 15, paragraph 41). The role a group plays in guiding leadership is the basis for social identity theory and the subsequent leadership theory that has developed out of this philosophy.

Student success is influenced by training and guidance that a child receives at home and school. This paper examined literature and research in the areas of 1) leadership practices, 2) an emerging identity leadership theory, and 3) 21st century skills in order to explore the possibilities of student leadership as a means of developing portraits of Common Core curriculum standards (Wilhoit, 2010), ultimately defining student success. In the following pages, research focused on interconnection between mentoring and student success, Common Core and student success, and leadership and student success. If the mentoring of student leaders by

teachers improves student success through achievement, educational leaders may view professional development on mentoring student leadership as worthwhile.

Common Core State Standards have been adopted in 46 states, the District of Columbia, four territories, and the Department of Defense Education Activity (Schmidt & Burroughs, 2013). Twenty first century skills have been impelled as keys to student success. An educational trend toward combining Common Core State Standards with 21st century skills was designed to improve learning and student achievement (Haslam, Reicher & Platow, 2011). Many of the 21st century skills: innovation, creativity, critical thinking, problem solving, initiative, and self-direction (McGaw, 2009), are similar to traits of leadership identified by literature (Heifetz & Linsky, 2002). Social identity theory, an emerging leadership prototype derived from social psychological research, reconceptualized leadership as a function of group and organizational dynamics (Haslam et al, 2011). By applying this theory to the context of schools and classrooms, the similarities between leadership characteristics embedded in social identity theory and the current Common Core educational policy vision substantially overlap to increase capacity of human resources. This overlapping occurs, for example, between the 8th grade Common Core English Language Arts standard “W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content” (Wilhoit, 2010, p. 15) and the 21st century skills of critical thinking, creativity, and communication (Magner et al, 2011). Social Identity Theory embraces a

“continuously evolving and dynamic process whereby reality feeds into identity, which feeds into leadership, which feeds back into reality” (Haslam, et al, 2011, chapter 6, par. 22). Merging leadership theory and educational policy results in a natural opposition between achievement standards and the development of 21st century skills. Specifically, standards are learned and skills are mentored (Wheeler, Keller & duBois, 2010). Teachers address educational standards cognitively in defined segments of instruction, yet a subset of skills are needed in order to understand, apply and utilize those standards. Remembering and an ability to recall facts is a productive exercise when students also can be guided to apply and create based on the recall of information (Magner, et al, 2011). Learning continuously takes place through instructional strategies, and mentoring the application of these learning standards constructs the usefulness of learned facts.

Introduction of Study

Mentoring students in leadership behaviors, practices, and skills was the topic studied in this dissertation. Student success identified as achievement, readiness for college and the workforce was discussed through developing mentoring of leadership.

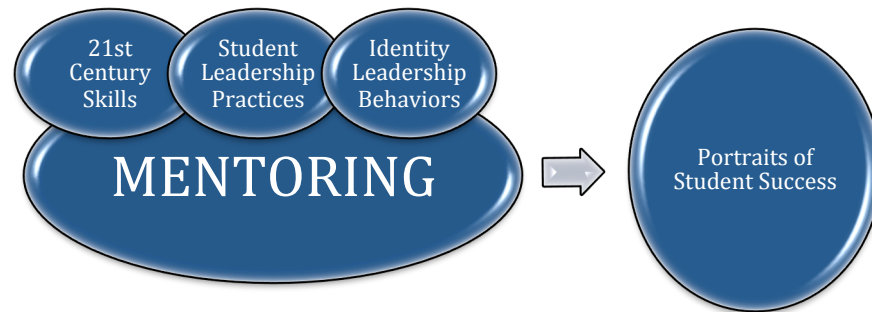


Figure 1.1, Conceptualization of the Topic

In Figure 1.1, notice the three areas presented in this paper that ultimately became the guiding elements of mentoring student success. Twenty first century skills, introduced to the education community by business leaders (McGaw, 2009), overlap leadership skills embedded in social identity theory. According to an advisory group from 36 business and educational companies that collaborated to develop the Common Core Toolkit (Magner, et al, 2011), educating students goes beyond addressing the learning standards. Leadership, 21st century skills, and portraits of success in Common Core standards were aligned as tools for teaching and learning. For example, the Common Core math standard: S-IC.3. for twelfth grade, which reads, “Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each” (Wilhoit, 2010, p. 22) is shown to parallel the 21st century skills of critical thinking, problem solving, creativity, and innovation (McGaw, 2009, p. 27). A natural connect occurs between 21st century skills and student leadership, simply

because of the incorporation of leadership into those skills. The *Common Core Toolkit* has linked Common Core Standards to 21st century skills. The nature of school as a gathering place for activity, combined with identity leadership theory centering on an assembly of people, develops a group identity of the school culture.

Social identity leadership framework encompasses four foundations, each one with parallels to the categories of 21st century skills (Haslam, et al, 2011): representing group interests, promoting group interests, entrepreneurs of group identity, and leaders as embedders of identity. The second framework foundation, promoting group interests, can be aligned with the identified 21st century skills of collaboration and communication. The third foundation, entrepreneurs of identity, can be aligned with creativity, innovation and initiative (Komîves, Mainella, Owen, Osteen & Longerbeam, 2005).

Teachers strive to educate each student in the standards and many inadvertently mentor leadership skills to promote students' future success in the global community. "The most significant contribution student leaders make is not simply to today's issues and goals, but rather to the long-term development of people, communities, and institutions so they can adapt, change, prosper, and grow" (Kouzes & Posner, 2008). Combining Common Core standards and 21st century skills requires a commitment to help all students develop leadership skills. Northouse (2010) examined the various approaches to leadership, transitioning from emphasis on personality characteristics that are viewed as innate – to a focus on skills and abilities that are learned and mentored. His development suggests that

leadership skills are “a process that can be learned, and that is available to everyone” (Northouse, 2010, p. 15).

Skills can be learned or mentored. Such skills are necessary to assume leadership positions, both titled and assumed (Van Knippenberg & Hogg, 2004). In addition, specific skills have been tied to the Common Core State Standards (Magner, et al, 2011). As such, there seems to be a commonality across leadership theory, leadership practices, 21st century skills and portraits of the Common Core State Standards, making such skills critical for students to learn, whether the goal is leadership or academic success. It is said that leaders are high achievers, and high achievers are leaders (Kouzes & Posner, 2008). Two attributes of both effective leaders and lifetime achievers are a devotion to the members of the group as well as integrity in decision-making (Haslam, Reicher & Platow, 2011), identified as ethical behavior. A reoccurring common theme that surfaced in the leadership studies of scholars such as Greenleaf, Heifetz and Burns is an ethic of caring, paying attention to the needs of followers, and nurturing leader-follower relationships (Northouse, 2010, p. 404). Ethics in leadership is a component of self-worth (Tshannen-Moran, 2004). Furthermore, development of self-concept is integrated with development of leadership skills. This integration is revealed as identity leadership theory, expanding on the psychological theory of gaining one’s identity from the group to which one belongs (Nohria & Khurana, 2010).

Northouse's proposal that "ethics plays a central role in the leadership process" (2010, p. 399) has been cited in identity theory literature as an introduction to an emerging leadership theory (Haslam, et al, 2011) and closely paralleled leadership practices of Kouzes & Posner (2008), 21st century skills (McGaw, 2009) and identity leadership theory groupings of Haslam (2011). Table 1.1 shows similarities among identity leadership theory's framework foundations, Kouzes & Posner's practices of leadership, 21st century skills and portraits of the Common Core State Standards.

IDENTITY LEADERSHIP BEHAVIORS	PRACTICES OF LEADERSHIP	21ST CENTURY SKILLS	PORTRAITS of the COMMON CORE
STANDING FOR THE GROUP In-Group Prototypes	Challenge the Process	Critical Thinking Initiative and Self-Direction Research and Inquiry	Demonstrate Independence Build Strong Content Knowledge Value Evidence Attend to Precision
FAIRNESS In-Group Champions	Enable Others to Act	Problem Solving Flexibility and Adaptability Responsibility Decision Making	Comprehend as well as Critique Reason Abstractly and Quantitatively Look for and Express Regularity
RELATIONSHIPS BETWEEN REALITY, REPRESENTATIVENESS & LEADERSHIP Entrepreneurs of Identity	Inspire a Shared Vision Encourage the Heart	Communication Collaboration Productivity Creativity and Innovation	Respond to Varying Demands of Audience, Task, Purpose and Discipline Strive to Understand Other Perspectives and Cultures
RELATIONSHIP BETWEEN AUTHORITY AND POWER Embedders of Identity	Model the Way	Information Literacy Media Literacy Digital Citizenship ICT Operations/Concepts	Use Technology and Digital Media Use Appropriate Tools Make Use of Structure

Table 1.1, Behavior, Skill, Practice, and Portrait Cross-Section

Problem and Purpose Statement

An enigma addressed in this study was a lack of research in combining student leadership and mentoring. While there are plenty of studies on both student leadership and mentoring, a lack of previous research on an intersection of mentoring and student leadership provided a gap in the literature that could contribute to improved student achievement, college and career readiness, and, ultimately, portraits of student success, perhaps signified by the portraits defined in the Common Core State Standards. Practical implication in a study of student leadership behaviors through teacher mentorship strengthened positive leadership attributes impacting the current educational campaign for development of Common Core portraits (Wilhoit, 2010) and 21st Century Skills (McGaw, 2009).

Discussion between educational leaders merged aspects of both leadership and mentoring, and how the two fields intersect. In organizations such as public education, “there is an existing identity, a clear group goal, and a democratic ethos” (Haslam, et al, 2011). An emerging leadership theory based upon the social identity theory encompasses four foundations, each with direct parallel to the categories of the 21st century skills: representing group interests, promoting group interests, entrepreneurs of group identity, and leaders as embedders of identity (Haslam et al, 2011).

Significance of Study

Conjecture is based upon the supposition that leadership can be realized in unlikely candidates. People who are shy, understated, quiet, or even lacking in confidence have the potential, through the encouragement of and training by caring mentors, to become positive pioneers in a variety of settings. History certainly supports the influence of leaders who led without charisma or extroversion: women in a male-dominated era, minority races during civil strife, and victims of war and unrest. An example might be the life of Clara Schumann, quiet wife of composer Robert Schumann, who performed her husband's works to promote him, including composing several noteworthy works published under Robert's name (Geiringer, 1936). After Robert Schumann's death, her compositions were published under her name, and the comparison of works is clear in musicology research. In addition, Clara performed the works of Johannes Brahms; these brilliant performances more than doubled the income to Brahms (Rampal, 1989), all without ever verbally articulating to others in positions of authority. Leadership can be realized in people who don't necessarily fit the mold of the typical leader.

Thinking about intertwining features of identity leadership theory, leadership practices, and 21st century skills, a challenge was to rethink possibilities of educating students through the mentoring process. There are benefits to mentoring leadership skills in students at all levels of education (McGraw, 2009). Development of leadership skills can be expanded through mentoring programs, formalizing the mentoring process through sequential strategies (Wheeler, Keller & DuBois, 2010).

Research suggests that mentoring can have beneficial effects on students' social and academic progress (Dondero, 1997). For example, Rhodes, Grossman and Resch, (2000) found that students who were mentored earned higher grades, had fewer school absences, valued school more, and had more positive perceptions of their self-worth and better parent relationships than students who were not mentored. Haslam, Reicher, and Platow (2011) go beyond the psychology of leadership being generally concerned with individual attributes, and bring to light "motivation of those who follow" (Chapter 1, paragraph 7). Mentors are the guides of those who follow. There is an assertion that mentors may also be the inspiration of those who lead (Kouzes & Posner, 2006).

Developing leadership in all students through the mentoring of 21st century skills may be a direct and purposeful avenue to school, career and community preparedness (Haslam, et al, 2011). Leadership skills embedded in social identity theory and 21st century skills emphasized by the portraits of the Common Core Standards have comparable headings. Alignment between these skill sets suggests teaching leadership skills as defined by social identity theory may help students acquire 21st century skills suggested as necessary for college and career readiness. Komives, Owen, Longerbeam, Manilla, and Osteen (2005) recommend adult influences such as those provided by mentors are critical to development of leadership skills. However, few studies investigate the relationship between influence of adult mentors and student acquisition of 21st century leadership skills. Designing research to fill a gap between knowledge and research started with

documenting connections between leadership mentoring and acquired student success as defined by the portraits of the Common Core Standards. Empirical research describing such a connection was lacking.

Teachers spend educational preparation and professional development time learning to teach conceptual elements in order for students to meet educational standards. This particular study, however, was designed to fulfill a need to develop mentoring skills in teachers to guide their students as independent thinkers and community members. In considering others as an individual decision is made, the group becomes more energized and cohesive (Glasser, 2007). If, as leadership identity suggests, students learn to identify themselves as a group whose goals are aligned (Haslam, et al, 2011), Common Core portraits and 21st century leadership skills can align to sequentially develop college, career and community ready citizens. Studying mentoring of student leadership skills, particularly those skills earmarked in the 21st century skills list, offered the potential to give educational leadership a snapshot into the power of combining leadership skills with the Common Core portraits.

An investigation of mentoring student leadership involved potential benefits. School district leadership benefits through awareness of the impact mentoring leadership has on future contributions to society by students. Teachers create and innovate school leadership programs to integrate curricular content with understanding of the connections between mentoring and developing leadership. Decision-makers of state and national instructional policies commit to public

education with clear validation of relationships between mentoring, leadership and, ultimately, student achievement (Vollmer, 2010). Complex and risky, leaders resist the desire to “close ourselves off from disturbances and seek only equilibrium” (Combs, 2005, chapter ,6 paragraph 27).

Research for this project sought to determine if there is an association between mentoring leadership and student success in academics, job performance, and societal contributions. This study investigated the potential of leadership skills, 21st century skills, and social identity theory’s foundational framework in raising student achievement and preparing students for career, college and citizenship in our global society. The framework used in this investigation was the cross-sectional elements as listed in Table 1.1.

Research Questions

A primary research query was, “How is leadership ability influenced by receiving formal mentoring in leadership?” Through a study of high school leadership programs and the participating students, observation of these student leaders in action and an examination of documents used in formal leadership programs, similarities and differences were sought. The researcher examined resemblance between identity leadership theory, leadership practices, 21st century skills and portraits of the Common Core.

Two secondary questions were explored through interviews, observation and examination of documents. “How does leadership mentoring develop 21st century

skills in students?” (Griffin, 2010) and “How does mentoring leadership contribute to student success (as identified through portraits embedded in the Common Core State Standards)?” An answer to the second question required an inspection of targets that were carefully planned within educational strategy to raise student achievement (Wilhoit, 2010).

Positionality

As a veteran music teacher and current school district administrator, the early endeavor to first become the most effective teacher possible and, subsequently, the transformation into a compelling mentor for effective teachers led the researcher to the subject of student leadership development. Rich, dynamic, resourceful, and nurturing leadership appears to be the core of administrative, teaching and ultimately student-centered growth (Nohria & Khurana, 2010). The arts have presented a plethora of opportunities to mentor leadership in the emerging composer, painter, performer, actor, musician or dancer. A musical composition has theoretical rules, yet the innovative composer learns how to take the procedural practice and tweak the rules creatively, resulting in groundbreaking style. A dancer embraces choreography that is given to him or her, adds flair, style and creativity – and presents a whole new work. Anyone who has viewed *Copelia* or *Swan Lake* or even *The Nutcracker* never sees the same thing twice. That’s the innovation of taking artistic risk. There is constant unpredictability in both the interpretation and creation of art. Additionally, a student can only be college and career ready when

one is self-assured and confident of who one is and what he or she has the potential to become (Kouzes & Posner, 2008). Active and continuing participation in and production of performing arts develops confidence and self-assurance (NAfME, 2013). A long history of being immersed, both as teacher and administrator, in the arts offered a world view of a less sequential academic position and more historical and cultural perspective. Music, art, drama and dance are a creative outgrowth of culture and history, often including underpinnings of political atmosphere, disease and economic climate (Lindsey, Roberts & Jones, 2004). The arts are at the same time independent of and dependent on tradition. The performing arts of music, dance and theater rely on cohesive ensemble, troupe or cast to interpret the art of the author, playwright or composer. This educational position and viewpoint stems from a lifetime of engagement in the arts. A general topic evolved from this experience – that of mentoring leadership. In school districts observed by the researcher, many high school students in music and art are also the AP scholars, the volunteers in the community, and those with impressive grade point averages. On the other hand, a handful of students in music and art are teenagers at risk, with academic struggles and home lives deficient of support. Yet, the second group tends to stick with school and graduate in spite of the challenges. In the process, students from both ends of the spectrum come together and collaborate, communicate and blend. Many of them become leaders.

A summer music camp in a rural state works with students from small towns, with graduating classes of nine or ten, bringing them together for a mass band and

choir, giving them master classes in technique, ensemble, style, and also immerses them in leadership training. Students take this leadership training back to their little towns, in turn mentoring other students in leadership. To keep the present research project and dissertation from taking on a possible excessive fervor for the arts, the study of mentoring leadership emerged.

Limitations

The challenge of this qualitative design was to develop interview questions that would not show bias for the arts, although the plan was to follow the research on mentoring leadership with a methodology publication on teaching leadership through the arts. The interview results may have been affected by administrative experience, particularly by the work the researcher's school district has done with Common Core and 21st century skills. One goal was to specifically look for the embedment of those portraits and skills in the responses, observations and examination of documents. Coding and dissecting of coursework documents were completed with the headings of Common Core portraits, 21st century skills, and leadership practices.

Definitions of Key Terms

21st Century Skills refers to a focus on certain skills as prescribed by the business communities that make up Partners in Education Transformation: Cisco, Intel, and Microsoft corporations. The complete list of skills was offered to the

educational community as skills that students would need to be prepared for the current workforce, college and community engagement: creativity, innovation, critical thinking, problem solving, decision making, communication, collaboration, information literacy, research, inquiry, media literacy, digital citizenship, ICT (information and communications technologies) operations and concepts, flexibility, adaptability, initiative, self-direction, productivity, leadership, responsibility, and all integrated with school subjects (McGaw, 2009).

Collaboration refers to learning and producing with others (Magner et al, 2011).

College and Career Ready is a term that is an outgrowth of the Common Core Standards, meaning that the learning of certain standards and the development of certain skills will prepare students for their future (Magner et al, 2011).

Common Core State Standards are the “culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of state standards in order to help ensure that all students are college and career ready in literacy” (Wilhoit, 2010, p. 3).

Common Core Portraits are avenues through which academic elements are understood. Portraits are descriptors that offer a look at students who meet the common core standards (Wilhoit, 2010, p. 7).

Identity Leadership Theory refers to a process of social identity management. Leading is intertwined with the identity of the group (Haslam, et al, 2011)

Leadership is defined as using influence to bring individuals toward a common goal (Northouse, 2010, p. 15).

Mentoring is “one who listens to, cares for, gives advice to, and shares information and life/career experiences with another, especially a young person requiring assistance” (Dondero, 1997, p. 5)

Student Achievement is the result of a process causing intelligence to grow by providing learning environments and programs that stimulate the development of cognitive and physical abilities (Vollmer, 2010, chapter 8, paragraph 4).

Student Success is contributing to a healthy and sustainable future by envisioning, designing, and assessing with the desired future in mind (Jacobs, 2010, Chapter 10, paragraph 61)

CHAPTER TWO

REVIEW OF LITERATURE

Prologue

Student leadership has been the subject of an abundance of literature (Marcketti, Arendt, & Shelley, 2011; Kouzes and Posner, 2008; Bass and Riggio, 2008; Tshannan-Moran, 2004; Reed, 2001). Additionally, 21st century skills, recently combined with the Common Core State Standards in an increasing number of current publications, have been topics of discussion and research in the educational community. Social identity theory, a psychological philosophy that is emerging as a leadership ideology, is a lens through which this researcher viewed the skills and practices in students' acquisition of perceived leadership skills. Furthermore, transformational leadership theory, with its "emphasis on intrinsic motivation and on the positive development of followers" (Bass & Riggio, 2008), parallels social identity's premise that the group is a critical element of the development of effective leadership

Finally, mentoring students is a subject of a variety of empirical research documents over the past 20 years. Mentoring students in social skills, mentoring students in self-esteem, mentoring students in study habits, and mentoring students in scholastic achievement are abundant in research and "how to" literature. What is missing, however, is research on the effectiveness of mentoring students in leadership skills. This chapter presents a review of related literature providing a

fundamental infrastructure for understanding student leadership, connected to the elements of 21st century skills and portraits of Common Core Standards, all viewed through social identity leadership and transformational theories.

First is a view of some of the literature that has shaped research in student leadership practices, with a glance at 21st century skills and the background behind these skills. A brief review of the theories of leadership are presented, followed by a detailed description of identity theory, then transformational theory, as they relate to leadership. Additionally, there is a look at the basic portraits of students who successfully meet Common Core State Standards, and the way in which current educational trends are coupling the Common Core and 21st century skills. The following relationship graphic attempts to show interconnections within leadership practice, 21st century skills, and Common Core Standards – as viewed through the lens of the social identity leadership theory.

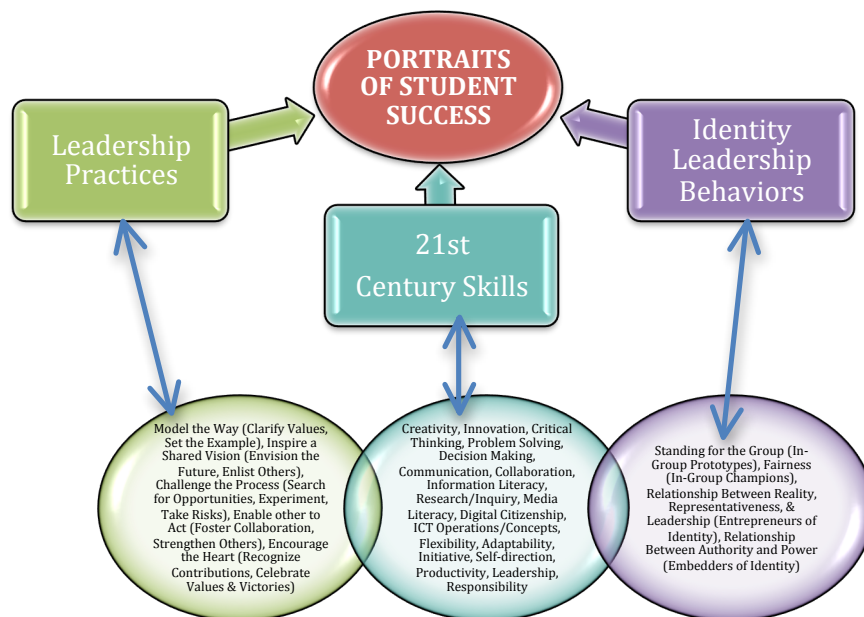


Figure 2.1, Relationship Graphic

Lastly, a review of a history of mentoring and its effects on a variety of outcomes is overviewed, with a culmination of the potential of mentoring on the development of leadership skills in students.

Leadership Applied to Education

Peter Northouse (2010) presented a comprehensive and thorough view of leadership approaches in *Leadership: Theory and Practice*. The topic of leadership has universal appeal. “It is a highly valued phenomenon that is very complex” (Northouse, 2010, p. 12). Leadership has been explained and postulated in assorted characterization. If leadership is an attribute, the approach has been unsuccessful in providing “a definitive list of leadership traits” (p. 37) and if it is a skill, the strategy extends “beyond the boundaries of leadership” (p. 66).

It is also important, according to Northouse, to distinguish between leadership and management as processes. Leadership aligns individuals, motivates, inspires and establishes direction through influence while management reduces “chaos in organizations, to make them run more effectively and efficiently” (p. 9). Northouse provides empirical insight into situational (various levels of direction and support), contingency (matching leadership style with the demands of a specific situation), path-goal (motivation, productivity, and work satisfaction), leader-member-exchange (interactions between leaders and followers), transformational (adaptation of leadership needs), authentic (genuine and trustworthy leadership that is morally grounded), servant (becoming a leader by first becoming a servant),

team (systematic factors and general effectiveness), and psychodynamic (personalities of leaders and followers). Northouse proposed five principles of ethical leadership (respect, service, justice, honesty, and communication) and a continuation of study on the ethics of leadership (p. 387).

Frederick Rhodewalt (2008) examined the inborn personalities and the environmental influences of those who influence others. His work explores leadership through the summarization literature of leaders in personality and social behavior research. Rhodewalt places self-esteem in an interpersonal context (p. 6), thus examining varied social behaviors.

Heifetz and Linsky, educators and consultants at Harvard University, offered a stark and realistic set of suggestions for a plethora of opportunities to lead during conflict and challenge (2002). Popularizing the term “getting on the balcony” to see what needs to be done (p. 51), the authors brand leadership an improvisational art, examining the “capacity to see what is happening”(p. 73) and respond appropriately. One aspect of this how-to method of leading as the circumstances dictate is to develop self-control in the midst of conflict. Distinguishing the persona of the individual from the role one assumes as a leader is critical in leadership. Managing a situation becomes more important than the substance of the situation (p.195). An historical account of the life of influential composer Johannes Brahms actually implied getting on the balcony. Brahms was shy and understated, yet his music was progressive and passionate. He didn’t live progression and passion except through his innovative compositions, demonstrating an ability to put himself

in the shoes of others through observation (Geiringer, 1936). The composer lived a life of quiet observance and reflection, yet changed the course of modern music with his influential romantic era style in symphonic music, because he was able to step back and see the entire snapshot of society at that time (p. 247).

The concept of trust associated with leadership pertains to leadership and the running of organizations. “Teachers need trust to cope with the stress of changing expectations and the demands of accountability being asked of them (Tshannan-Moran, 2004). Furthermore, students engage with their learning environment in a constructive way when trust is a part of the school atmosphere (Chapter 9, paragraph 5). Current music education leader and mentor Tim Lautzenheiser (2010) wrote of the critical role trust in effective leadership in *Leadership: Vision, Commitment, Action*. When trust is earned, everyone has the capacity for leadership, whether it is due to a captivating personality or a more subtle, understated influence (p. 106).

Student Leadership

Kouzes and Posner not only authored *The Leadership Challenge* (2006), they personalized the contents of the publication to student leaders in *The Student Leadership Challenge* (2008). “Student leaders reside in every campus, in every city and every country, in every position and every place. They’re employees, volunteers, classmates, teammates; they’re female and male, young and old, of every creed and nationality” (Chapter 2, paragraph 2). The authors emphasize that

leadership is learned rather than being “reserved for only a very few” (Chapter 8, paragraph 15). Whether outgoing and charismatic or understated and humble, all types of personalities can be called to lead when the set of circumstances “liberate the leader in each and every one of an organization’s members” (Chapter 9, paragraph 2). Bass and Riggio developed an approach to leadership with an emphasis on intrinsic motivation and on the growth and maturation of followers into leaders (2008).

In 2001, Virginia Polytechnic doctoral candidate Timothy Reed completed a dissertation that studied student leaders in the classroom. In addition to a study on how extra-curricular activities encourage student leadership, Reed’s research reported that there are three basic situations for learning leadership:

1. Developing naturally as a result of personality traits
2. Learning leadership during late teens and early twenties as a result of new responsibilities
3. Receiving specific training and/or mentoring in leadership programs (p. 102)

Marcketti, Arendt and Shelley from Iowa State University examined the leadership behaviors of students through an event management course in 2011. The practical implications of the study suggested that involvement in management and/or leadership courses positively impact leadership behaviors (p. 26). In education, the instructional leader puts the greater good of the educational community at the heart of leadership, requiring trust among and within the community, group or organization (Tshannan-Moran, 2004, Chapter 9, Paragraph 9).

Identity Leadership Theory

“Research on the social psychology of leadership has a long and illustrious history” (Van Knippenberg & Hogg, 2004). Interactions between members of a group often shape emerging leadership as good solid group members take on unintentional leader roles. This is the basis of identity leadership theory, transpiring from the social cognitive theory (Haslam, et al, 2011). In organizations where “there is an existing identity, a clear group goal, and a democratic ethos” (Haslam, et al, 2011, Chapter 4, paragraph 9), leadership emerges from the identity of the group (Schwartz, 2001). “This changing view of self in relation to others shaped the student’s broadening view of what leadership is and created a leadership identity” (Komives, et al, 2005, p. 596). A flourishing stream of literature links role transitions and identity processes (Nohria & Khurana, 2010), and

builds on several of the key insights that have emerged from this literature, notably the idea that people make work role transitions by publicly experimenting with provisional selves that serve as trials for possible, but not yet fully elaborate, professional identities (Nohria & Khurana, 2010, Chapter 22, paragraph 4).

One of the volumes of *Frontiers of Social Psychology*, summarizing the work of Michael Hogg, described a study of collective behavior and its relationship to personality and individuality (Rhodewalt, 2008, p. 178). Hogg explained the social identity theory as a transpiring leadership theory by looking at the perspectives of disposition, interaction and situations of groups of individuals working together for a common goal (p. 187).

Nohria and Khurana's leadership handbook communicates "increasingly sophisticated systems that guide a leader's behavior, knowledge and perceptions that develop with emerging personal identities in which leadership roles and skills become more central to a person's sense of self" (Nohria & Khurana, 2010, chapter 22, paragraph 3). The training of leadership attributes actually shapes the ever-developing personality of the individual.

People encourage others to take leadership roles, prompting them to get involved and set high expectations (Komives, Mainella, Owen, Osteen & Longerbeam, 2005, p. 596). Positive reinforcement is the beginning, yet there tends to be less and less need for external affirmation (p. 606). The traditional view of leadership is external, yet the emerging identity leadership theory is a shift to leadership as a process (p. 609).

Transformational Leadership Theory

Burns (1978) speculated that leadership is either transactional or transformational. Social exchange is the basis for transactional leadership and inspiring followers to develop leadership capacity is the foundation of transformational leadership (Bass & Riggio, 2008). Shared vision and goals challenge the entire group to be problem solvers, innovating solutions to challenges as they arise. Charismatic leadership is a small part of the theory of transformational leadership, but the foundation of the theory is the ultimate betterment of the group. "Transformational leadership is about change, innovation,

and entrepreneurship” (Van Wart, 2008, p. 74). Looking at the mentoring of leadership through a lens of motivating the group to enhance leadership capabilities is actually a kernel of the psychological foundation of group identity. Hence, this theory provides a solid background, with its evolution to other leadership postulation throughout the complex history of leadership.

According to Nohria (2010), transformational leadership theory is a process of “inspiring others not only to be better at what they do, but also to entirely change what they do” (Chapter 7, paragraph 33).

21st Century Skills in School Leadership

Leadership through the current lens of 21st century skills articulates strengths of groups as well as individuals (Vollmer, 2010). As a result of major advances in information and communications technology (ICT), leadership teams at the companies of Microsoft, Cisco and Intel formed *Partners in Education Transformation* in 2009, promoting a comprehensive list of skills needed by young people to succeed in education, business and society (McGaw, 2009). In 2010, a group of Australian researchers developed an assessment for the 21st century skills. These assessments look not only at each skill, but the assessment categorizes the 16 skills into four groupings: 1) Ways of Thinking, 2) Ways of Working, 3) Tools for Working, and 4) Living in the World (Griffin, 2010). The list includes:

Ways of Thinking	Ways of Working	Tools For Working	Ways of Living in the World
Creativity	Communication /Collaboration	Information Literacy	Citizenship
Innovation	Productivity	Technology Literacy	Personal /Social Responsibility
Critical Thinking	Initiative/ Self-Direction	ICT Operations & Concepts	Leadership
Problem Solving	Flexibility/ Adaptability	Research & Inquiry	Cultural Awareness

Table 2.1, 21st Century Skills

Educating for a sustainable future is the focus of utilizing 21st century skills (Jacobs, 2010) in the development of educational standards in *Curriculum 21: Essential Education for a Changing World*. Jacobs extracted research of colleagues and developed methodology for transforming school structure based upon the industrial era into proposed academies of learning to prepare students for nurturing the future (Chapter 6, paragraph 11).

The *Partnership for 21st Century Skills*, led by educators/researchers Magner, Soulé & Wesolowski, published the Common Core Tool Kit (2011), teaming with state departments of public instruction, departments of education, corporate business leaders, National Education Association, American Association of School Librarians. This partnership has been funded and sponsored by 35 associations, businesses and publication companies for the purpose of integrating the Common Core Standards in English language arts, mathematics, sciences and history with the

21st century skills (p. 42). Below is the framework for the common core portraits and 21st century skills:

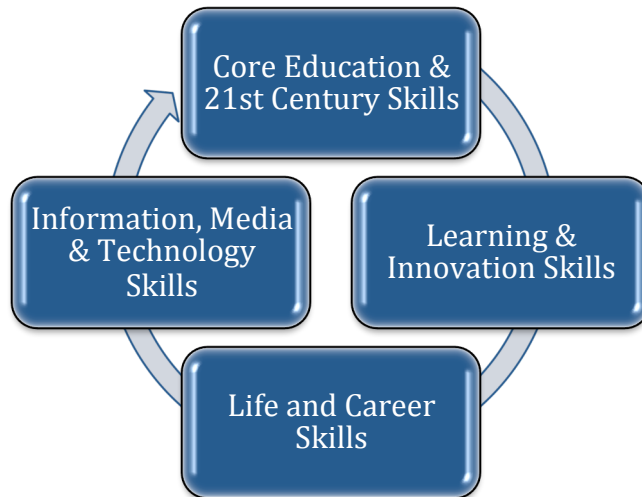


Figure 2.2, Common Core Skills Framework

The 21st century skills fit into the framework for teaching Common Core Standards. This framework is designed to facilitate the learning and guidance in the 21st century skills. Skills and standards are taught through a learning environment that sets up the learning, through professional development that immerses teachers in the skills, through specific curriculum and instruction imbedding the skills, and through the Common Core State Standards and assessments that test the skills and standards.



Figure 2.2a, Common Core Teaching Framework

The Role of Common Core State Standards

The Council of Chief State School Officers, led by executive director Gene Wilhoit, along with the National Governors Association, has been the leading force behind the 2010 publication of the Common Core State Standards. Built upon learning characteristics inclusive of 21st century skills, and aligned with college and work expectations, the standards highlight literacy in reading, writing, speaking, listening, and language (Wilhoit, 2010, p. 3). “To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries” (p. 35). The Common Core, by partnering with 21st century skills, is a critical aspect of today’s student leadership (Vollmer, 2010). Furthermore, the portraits outlined in the English language arts and mathematics Common Core document are the exemplar for student success in the standards (Wilhoit, 2010). You can see below the implied 21st century skills of problem-solving, critical thinking, information literacy, research and inquiry in figure 2.3 from the common core mathematics standards document:

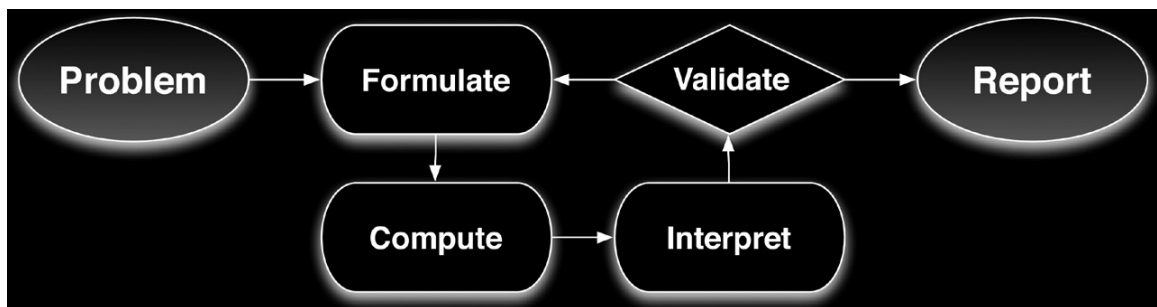


Figure 2.3, Basic Modeling Math Cycle

As educational leaders continue to assess curriculum and content to advance student success and achievement, the portraits that describe the ideal student who is meeting the Common Core Standards become a key element in taking learning and success to a higher level: demonstrating independence; building strong content knowledge; valuing evidence; attending to precision; comprehending as well as critiquing; reasoning abstractly and quantitatively; looking for and expressing regularity; responding to varying demands of audience, task, purpose, and discipline; striving to understand other perspectives and cultures; using technology and digital media; using appropriate tools; and making use of structure (Louis, Leithwood, Wahlstrom, & Anderson, 2010).

Mentoring Teachers to Mentor Students

Mentoring students is a subject that has been extensively studied, with research results exhibiting positive gains in academic improvement, attitude, social skills, attendance in school, and peer relationships as a result of structured mentoring programs (Garringer, 2007). In 1997, Dr. Grace Dondero published a research paper on the adolescent vulnerability to negative ideas and values due to lack of adult support to students at risk, and the counteracting of the adverse influence through mentoring programs (p. 884). Rhodes, Grossman & Resch (2000) reported improvement in adolescent behavior, school attendance and a sense of accomplishment when mentoring occurs in a deliberate program (p. 1,669). Rebecca Saito developed an evaluation tool for mentoring programs in 2001,

designed to assist in better comprehension of the advantages of mentoring programs (Saito, 2001, p. 37). Following a thorough study observing the effects of positive mentoring on students, Dr. Jean Rhodes developed a model of youth mentoring:

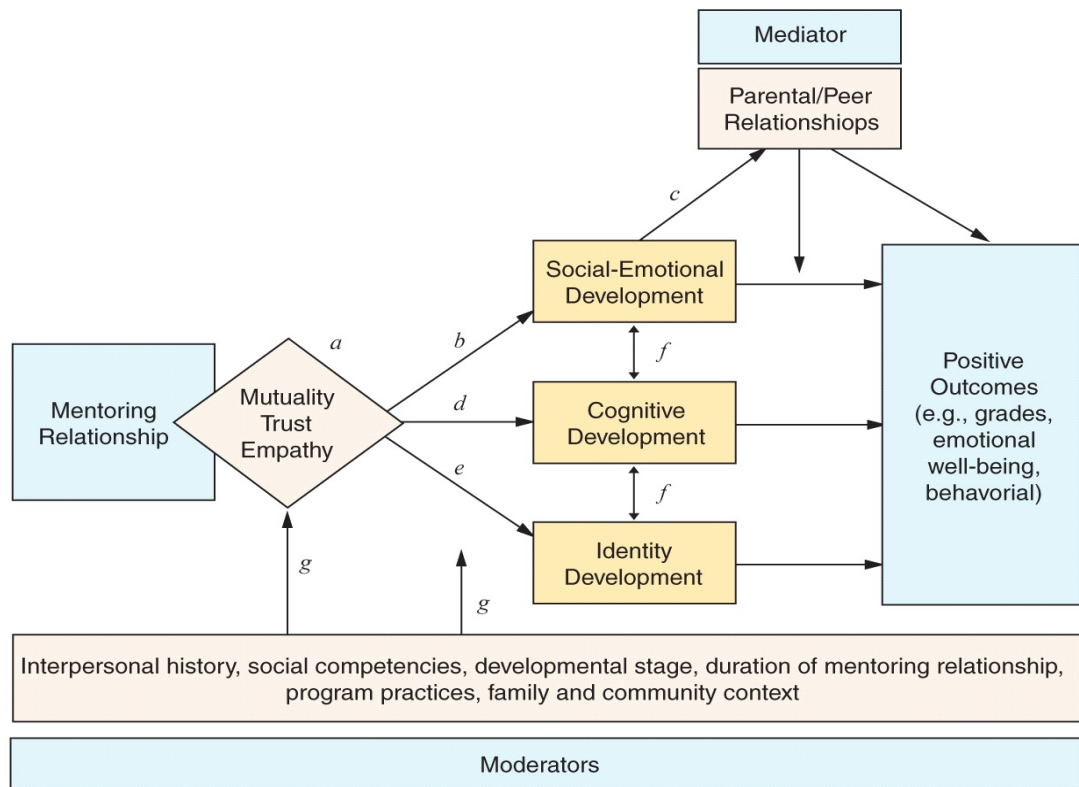


Figure 3.1 Model of Youth Mentoring

Figure 2.4, Model of Youth Mentoring (2002)

Utilizing the cross-section of the conceptualization of the current research topic, Figure 2.5 was designed as a preliminary model on the mentoring of student leadership and is still being developed:

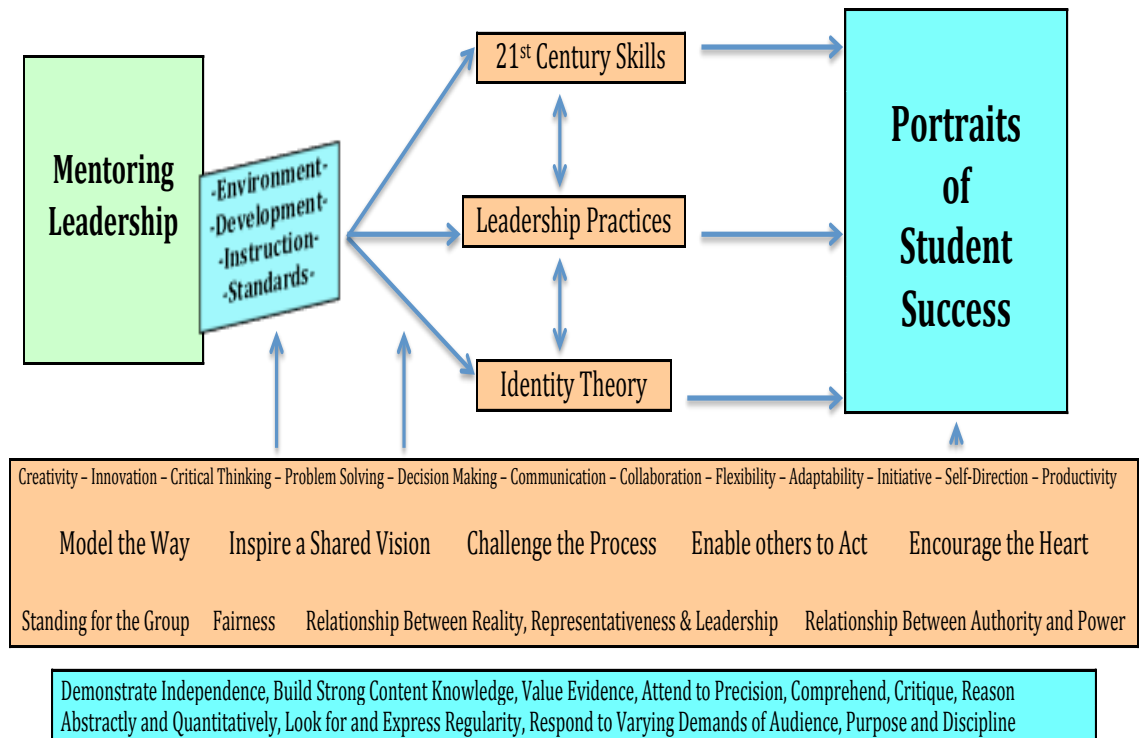


Figure 2.5, Model of Leadership Mentoring (2014)

There is a wide and varied body of literature on theories of mentoring, yet there is no single recognized definition of mentoring (Brainard, 2003). “Defining great mentoring sometimes feels like trying to tell someone what salt tastes like” (DeMille & Earl, 2011, p. 11). The U.S. Department of Education developed a student mentoring program for the purpose of mentoring study skills, reporting mentoring as positive influence that is effective, safe, efficient, and sustainable (Bernstein & Dun Rapport, 2009). Studies of mentoring have shown positive effects on various mentored areas, yet “mentoring program effectiveness will, to some extent, be

dependent on or conditioned by a range of other factors” (Wheeler, Keller & duBois, 2010, p. 14).

There is a gap in research concerning the mentoring of student leadership attributes. Positive results, however, of the aforementioned studies of mentoring academic improvement, attitude, social skills, attendance in school, and peer relationships, show potential for the mentoring of leadership. Furthermore, the intersection of identity leadership theory, leadership practices, 21st century skills, and the general portraits of the common core standards may convey a prescribed set of skills that can be mentored.

Summary

There is no shortage of literature and research on leadership, including the acquisition of student leadership. The emerging social identity leadership theory (Haslam, et al, 2011) exhibits a set of identifiers that intersect with practices of leadership (Kouzes & Posner, 2008), skills as set forth by *Partners in Education Transformation* for the 21st century (McGaw, 2009), and personal portraits underlying the academic Common Core (Wilhoit, 2010). Finally, mentoring of various skills exhibits enhanced skills (Rhodes et al, 2000); therefore the mentoring of leadership skills has the potential to improve student success. If student success is built on acquisition of leadership skills, perhaps mentoring student leadership is a critical tool for reaching a wide array of students in their quest for success. A conclusive outcome of this review is a claim that leadership practices being assessed

(McGaw, 2009) are aligned with social identity theory and 21st century skills embedded in the portraits of Common Core Standards.

CHAPTER THREE

RESEARCH PROCEDURES AND METHODOLOGY

Conceptual Orientation to Research Design

The intention of this study was to describe and chronicle two programs that mentor leadership, and to examine the students who participate in these leadership mentoring programs. Furthermore the research was designed to establish the methods and causes for mentoring leadership as a critical element of student success. Success, for the purposes of this project, is outlined in the distinguishing portraits of the Common Core State Standards. Mentoring leadership and resulting links to student success were observed, studied, tested and interviewed through the cross-referenced 21st century skills, leadership practices, and identity leadership behaviors. See a reminder of the conceptualization of the topic below:



Figure 1.1, Conceptualization of the Topic

Mentors guide potential student leaders through skills, practices, and behaviors, providing direction to students of various strengths and abilities (Garringer, 2007). The three mentored areas for this investigation have measured assessments that have been implemented in educational research settings. Sixteen identified 21st century skills were measured in four broad categories in a 2010 study in six countries (Griffin, 2010). Leadership practices have been assessed in the Leadership Circle Profile (Anderson, 2012) and Leadership Profile Index (Kouzes & Posner, 2008). The new Identity Leadership Inventory (Steffens, 2013) developed and validated a measurement tool that assesses the various elements outlined in the New Psychology of Leadership (Haslam, et al, 2011). An important aspect of targeting the mentoring of leadership is the apparent commonality of the three areas to be mentored, and the complex possibility of this leadership resulting in portraits of student success, described by the portraits of the Common Core Standards (Schmidt & Burroughs, 2013). Therefore, the research study design necessitated providing for the examination of leadership mentoring programs and the students who participated.

An adequate description of portraits of success involves an illustration of the Common Core portraits as applied to the common core standards (Wilhoit, 2010). Depth in detailing the outcomes of mentoring students is vital to answer the first research question (Brainard, 2003): How is leadership ability influenced by receiving formal mentoring in leadership? A rich description of the portraits as well as their influence on academic achievement were essential to answer the second

and third research questions: How does leadership mentoring develop 21st century skills? How does mentoring leadership contribute to student success (as identified through portraits embedded in the Common Core State Standards)?

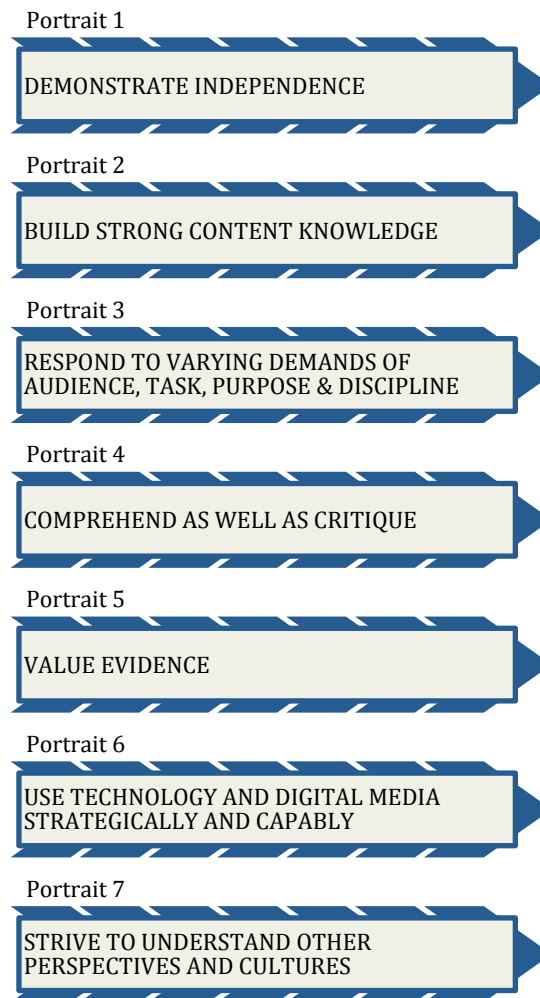


Figure 3.1, Illustration of the Common Core Portraits

Naturalistic inquiry for the purpose of gaining knowledge inductively through discovery is a positive feature of this research design, particularly a case study (Creswell, 2013). “Qualitative research is suited to promoting a deep understanding of a social setting or activity as viewed from the perspective of the research

participants” (Bloomberg & Volpe, 2008, part I, section 4, paragraph 2). A multiple case study provided case themes to compare to the skills, practices and behaviors of the research topic. Clearly articulated boundaries kept the case focused on a specific system of variables, contributing to the trustworthiness of the study and its context (Yin, 2014).

Conceptual Lens

The original mentoring model (Rhodes, 2002) was a theoretical lens to view a new model for mentoring leadership. A primary reason for the case study was to develop a rich model for mentoring youth leadership in the 21st century. The case study design provides an abundant and articulate prototype for the continuing evolution of this model. The new model was not to be evaluated, but is still being refined specifically in the contemporary educational setting.

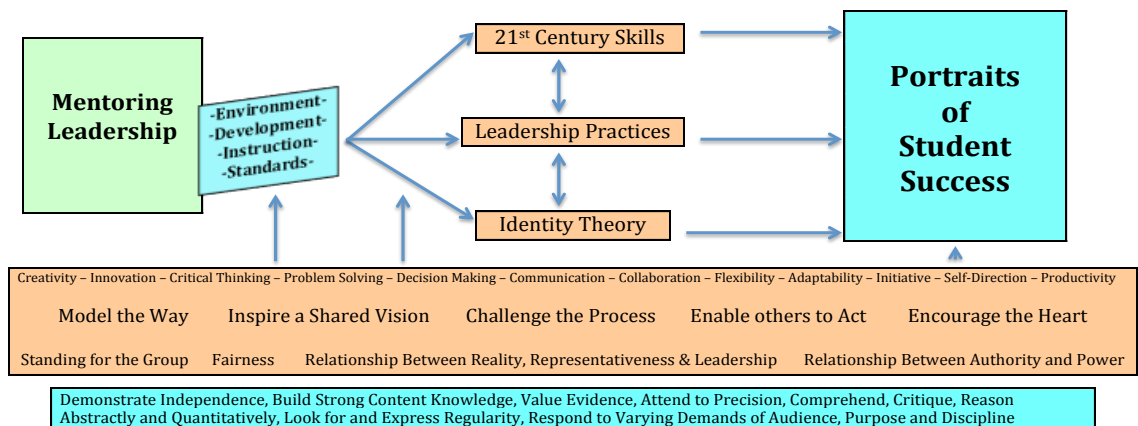


Figure 2.5, Model of Leadership Mentoring (2014)

Research Design

The use of a multiple case study offered a look at two programs that mentor leadership at a high school in the northwest. Aggregating the two leadership mentoring programs offered an in-depth look at each program. A view across the two programs revealed similarities and differences, targeting patterns in specific skills, practices, and behaviors.

The population for the study was a suburban high school district in the northwest, drawing from curricular, co-curricular, and extra-curricular programs that have a structured method of mentoring students. The sample was made up of students and teachers/mentors from known mentoring programs. The primary logic for selecting the specific high school was based upon accessibility and discovery of specific mentoring programs in the region, in a rural state that has few schools of sufficient size for robust programs to flourish. Specifically, a pilot study (Westlake, 2012) revealed six identified mentoring programs within the population: a music program, a service club, an athletic program, a technology program, a theater program and an art program. Two of these programs specifically mentor leadership: the music program and the service club.

The music program was a high school band program. The mentoring of leadership stemmed from the marching band unit developed in the fall of the year, but the process began during the spring of the previous school year. The director has developed a syllabus for the leadership-mentoring program. The students were encouraged to find their own inner leadership skills and behaviors. Through the

development of both a forum and a community service project, the students applied for leadership positions in the spring of the year, interviewing with a panel of community music leaders, such as local artists, public figures, symphony director, college music professors, and noteworthy composers. Those chosen were evaluated throughout the school year, with periodic meetings between mentor/teacher and student leaders for the purpose of review of each leader in the program.

An off-shoot of the community Lions Club, the Leo Club provides student leadership positions through an organized pattern of service. Leadership sessions were developed and practiced, and even though there was no selection process, all students in the club are continuously working toward leadership opportunities.

A sampling of the two programs were administered the Leadership Profile Index (student leadership), developed by Kouzes and Posner (2008). In addition, the sample students took the 21st century skills assessment (Griffin, 2010) and the identity leadership inventory assessment (Steffan, 2013). This pilot exercise was implemented to give trustworthiness to the study and to search for common ground within and between student leadership, 21st century skills, identity leadership and portraits of the Common Core.

An examination of each program, written syllabi, interviews of both mentors and students, and finally observation of students in action detailed the triangulated research of these two leadership programs. A crucial asset of case study data collection is the chance to use varied documentation of evidence to strengthen the investigation (Yin, 2009). Embedded in the study were the three leadership tests,

designed to add depth as archives of the research. Examining multiple evidence from “different perspectives will increase the chances that a case study will be exemplary” (Yin, 2009, chapter 6, section 5, paragraph 24). Hence the three tests are not meant to have strong results in terms of test scores comparison, but in giving the overall research comparisons as well as rich descriptions.

To assure manageability of the collected data, the sampling was limited to the aforementioned programs, specific programs that, in some way, formally mentor leadership in high school students. Because of the unique sample available for the investigation, results were likely not comprehensive of a general high school population in the United States or even in the sample state. In addition, the study was limited by the specific categories in which leadership was investigated.

Case Study Boundaries

Topical boundaries used for this multiple case study are in the diagram below. Boundedness and behavior patterns are critical to understanding the case (Savin-Baden & Major, 2013). Predicting and managing these boundaries was not an easy task due to the fact that case study research vacillates between the general and the specific (p. 165). The investigation of the music program and service club targeted mentoring of leadership skills, practices and behaviors. The nature of mentoring leadership is different from other factors of student success, such as home environment, community influences outside of leadership mentors, intelligence and wealth. While these elements exist, they occur outside the boundaries of this study.

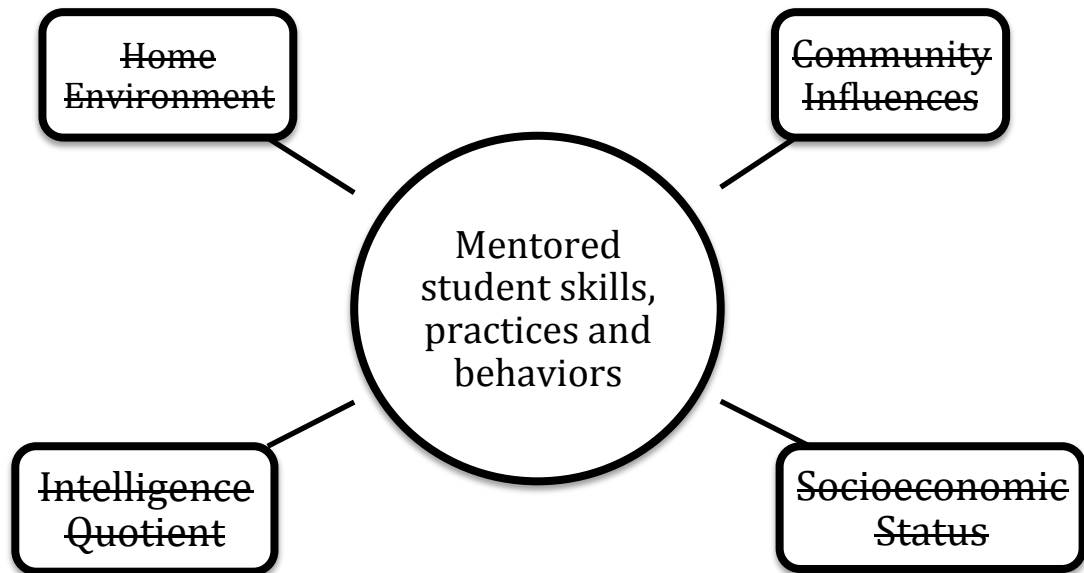
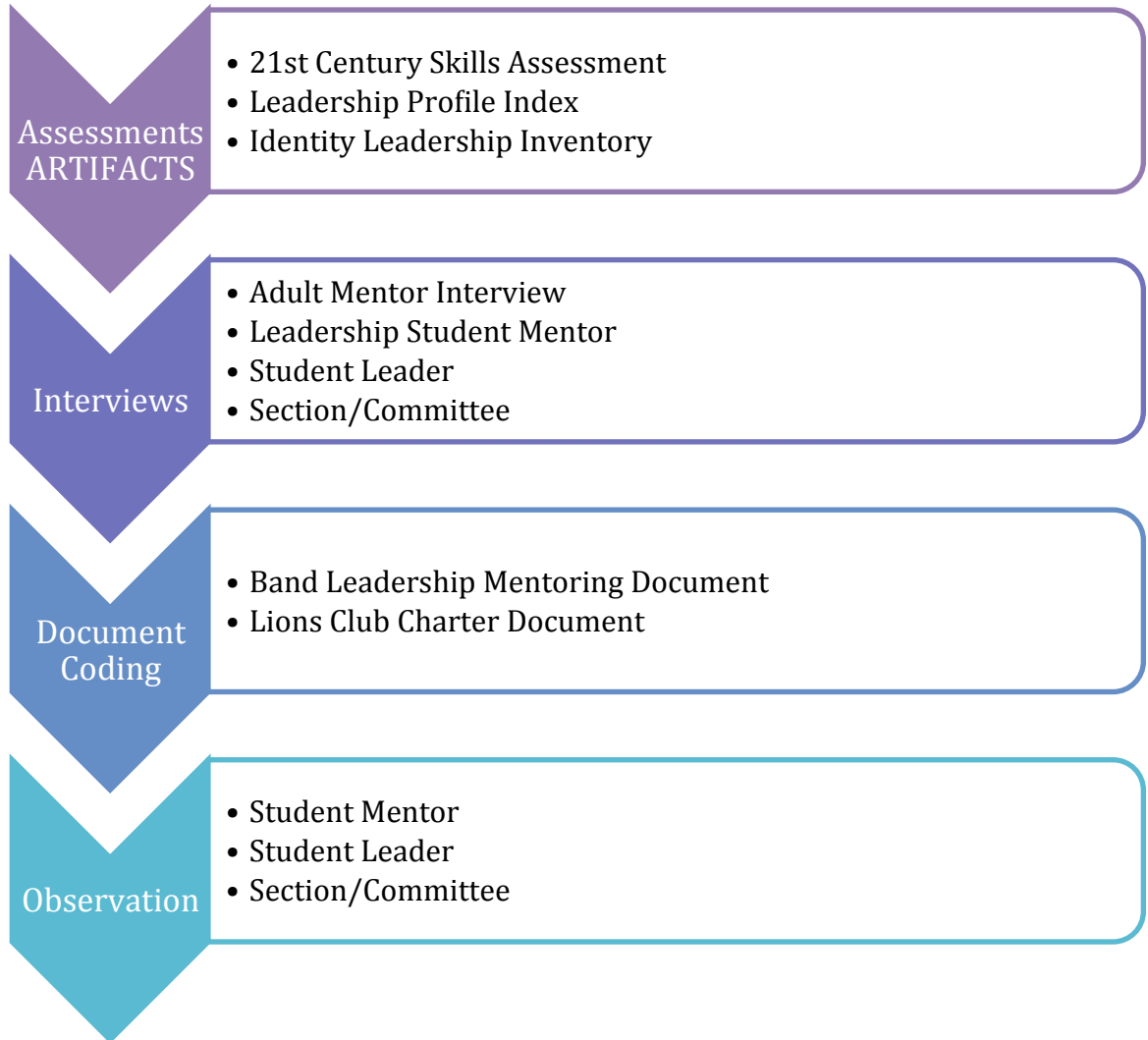


Figure 3.2, Topical Boundaries of this Study

The focus of this study was the intersection of 21st century skills, leadership practices, and social identity behaviors as they were mentored, and the influence that the leadership program had on the success of the students through their leadership experiences. Student success was measured through the portraits of the Common Core standards. Observation of leadership mentoring programs and the students who participate in these programs were combined with student and mentor interviews as well as the study of the program syllabus.



3.3, Investigative Boundaries and Priorities

Context

The use of this particular large non-urban college town in a rural state contained a demographic uniqueness. The university provides the town with a highly educated faction of the population, and a student base that values education and community service. In this particular town of 50,000, there is a strong community focus on education. Moreover, the arts are a strong component of the

cultural and educational priorities in this region. The community sustains its own symphony orchestra, ballet company, opera company, theater company, and supports several dozen art galleries, most of them non-profit organizations.

The school district is a source of pride for the community, and nurtures educational excellence with an emphasis on nurturing the talents of each child. As well, the central office administration encourages and supports innovative and creative approaches to education, and leads the state in educational best practices as well as high standardized test scores. The school district complies with state and national mandates, yet promotes educating the whole child, inclusive of physical education, foreign language, music, art and technology.

The first case study was the elite band in a high school with a large music program totaling 629 students in six choirs, five bands, four orchestras, guitar class and advanced placement music theory. The five bands have a teacher/director who developed a unique program that formally mentors students to develop leadership skills. As a mentor, the teacher/director seeks leadership potential in every band student. He looks for traditional leadership traits such as charisma, extroversion and organization (Nohria & Khurana, 2010). In addition, he searches for students who are less noticeable, students who possess a quiet influence, who are service-oriented, and who are examples of integrity (Cain, 2013). As freshmen, the students are encouraged to develop their inner leader, guiding themselves to excel. This is a deliberate process on the part of the teacher/director.

The symphony band is an elite band of 73 students containing the student leaders who mentor emerging leaders in the other bands. Student mentors, typically juniors and seniors, take over the mentoring of the underclassmen, meeting with the adult mentor on a regular basis, formally weekly. The relationship between student leaders as mentors and emerging leaders as underclassmen develops during an instructional unit in the fall of the year, marching band. The formal program continues throughout the year and, during the winter months, the student leaders encourage their mentees to apply to be student leaders in the form of section leaders. The mentees develop a forum, often a social topic approved by the adult mentor. They research the topic and organize a specific way to inform others about the topic. In addition, each mentee initiates a community service project. Effort involved in the development of a forum and community service project is immense, and some students do not complete both. By completing the two projects, they have the opportunity to apply for a student leadership position. In the late spring, the adult mentor selects community leaders to sit as a panel to interview the applicants for the student leaders. Community leaders constituting the panel have been comprised of the mayor, school district administrators, city commissioners, university music professors, professional musicians, and college student leaders. New student leaders attend a leadership camp preceding the marching band camp in August, two weeks before school begins.

As a school district administrator, the researcher retains data on the music, art, drama and dance classes. For example, the grade point average (GPA) of this

particular high school in the first semester of the 2013-2014 school year was 3.05. The GPA of the 17 music classes was a 3.52. Going back ten years to the 2003-2004 school year, the orchestra program typically held the highest GPA, followed by the band program, then the choir program. The leadership mentoring program began in the 2010-2011 school year. Coming back to the 2013-2014 school year, the band program has surpassed all other music programs for high grade point average, and the symphony band averaged a 3.74 GPA for the fall semester. It is important to restate that, while the researcher is immersed in the arts, this study focuses on the mentoring of leadership. The fact that one of the two programs in this community that actually mentors leadership is an arts program is coincidental, though noteworthy.

The second case study was the high school Leo Club, an offshoot of the Lions Club, a community service organization. The students meet during the lunch period once per week to develop leadership projects. Based on the charter document of the Lions organization, the Leo Club mentors leaders in citizenship. The vision of the Leo Club follows the vision of the charter of the International Association of Lions Clubs, that of developing “the global leader in community and humanitarian service” (IALC, 2013, p. 2). Leadership projects range from cleaning up the grounds of the high school to developing an awareness drive for certain types of cancer, from serving the student council on a prom committee to raising funds for the local homeless shelters, from turkey bowling for the food bank to duck races for funding the battered women’s shelter. All high school students are welcome in the club. The

co-mentoring by the two staff members involves the various areas of services that are in the purpose statement of the Lions Club charter document. Coordinating activities, creating/fostering global understanding, promoting principles of good citizenship, taking active interest in the welfare of the community, uniting in friendship and fellowship, and providing a forum for discussing matters of public interest (IALC, 2013). Volunteerism by these high school students is an avenue for building leadership and citizenship (Sagawa, 2010)

Student leaders develop, gather, and lead others in joint projects. As student leaders are empowered, they encourage other students, working collaboratively on service projects. The Lions Club by-laws set a goal of at least 20 members in order to receive a charter, and the Leo Club strives to maintain that membership minimum. These members learn to lead and encourage other students to join their vision and mission.

Both cases came from the same school. Mountain High School is a reflection of a moderately affluent community. The case study did not select participants based upon socioeconomic background. As such, all of the students interviewed and observed coincidentally were middle class to upper middle class. The students were well dressed, well spoken, most were honor students, and none were impoverished. Both groups do have students of lower socioeconomic background, but the study did not employ a purposeful sampling of socioeconomic backgrounds.

Participants and Purposeful Sampling

In a pilot project, a group of community leaders was surveyed (Westlake, 2012). These leaders were a sampling of the community's athletic coaches, religious leaders, teachers and club leaders of high school students. The survey assessed the development and engagement of student leaders through the eyes of mentors, coaches and teachers. Through the survey, a discovery was made about the mentoring of leadership. The majority of leadership mentoring occurred informally, but the two aforementioned programs have a documented formal program that mentors leadership. Each has a framework in place for specifically guiding and mentoring leadership in students. Each program encourages and welcomes all students to be involved in leadership. To answer the research questions in this study, formal mentoring programs for youth were needed and thus these two organizations were selected to comprise the boundaries of this current study.

The student leaders in symphony band and Leo Club were narrowed to a sample group for interviewing and observing through the Smarter Balanced Assessment exam, an assessment of the Common Core State Standards, and therefore the portraits of the standards, which was this research project's measurement for student success. If the students took the test, they were eligible for the research project. Furthermore, the student leaders eligible as participants in this study were slightly hierarchical, with officers in the Leo Club and drum majors for the marching band unit overseeing the other student leaders. The club is small with 25-30 members, all of whom lead community service projects. The symphony

band has 73 members, but only 12 section leaders who lead with the three drum majors. In order to keep the two cases manageable, the participants included a teacher/director/advisor (adult mentor) of each case study, an officer or drum major (student mentor), a project/section leader (student leader), and the group led by the project/section leader (emerging leaders). Included in the multiple case study sampling were 16 band students and 12 club members. Participation was established through permission from both students and parents.

Participation was voluntary. The project was communicated to the potential participants through an informed consent document (see Appendix A) explaining the project and requesting willingness to participate on the part of the students. Since most of the students were younger than 18, the informed consent permission document included parent permission. The sampling of the Leo Club was the adult mentor, two officers as student leaders, and nine club members as emerging leaders. The sampling of the symphony band was the adult mentor, one of the drum majors as a student mentor, three section leaders as student leaders and the eleven clarinet section as emerging leaders.

Data Collection

Participant Selection

Students who have taken the Smarter Balanced Assessment were eligible to participate in the study. The Smarter Balanced Assessment measures the Common Core Standards, and the portraits of the Common Core describe a student who

meets the standards. For the purposes of the developing mentoring model, the Common Core portraits were the descriptors of student success.

Cascading sampling frameworked the participants for this project. The adult mentor facilitated each of the two programs. Student leaders in the band program have risen through the ranks and are an important aspect of recognizing and guiding emerging leaders. Student leaders in the Leo Club are recognized and mentored the semester before the school year is over. The student mentors worked closely and collegially with the other student leaders who oversee projects and academic work with emerging student leaders. The four cascading levels of leadership are the adult mentor, the student mentors, the student leaders and the emerging student leaders. A drum major in the marching band represented the student mentors, and officers in the Leo Club and band section leaders represented the student leaders, and the instrument section and club committees represented the student followers as emerging leaders.

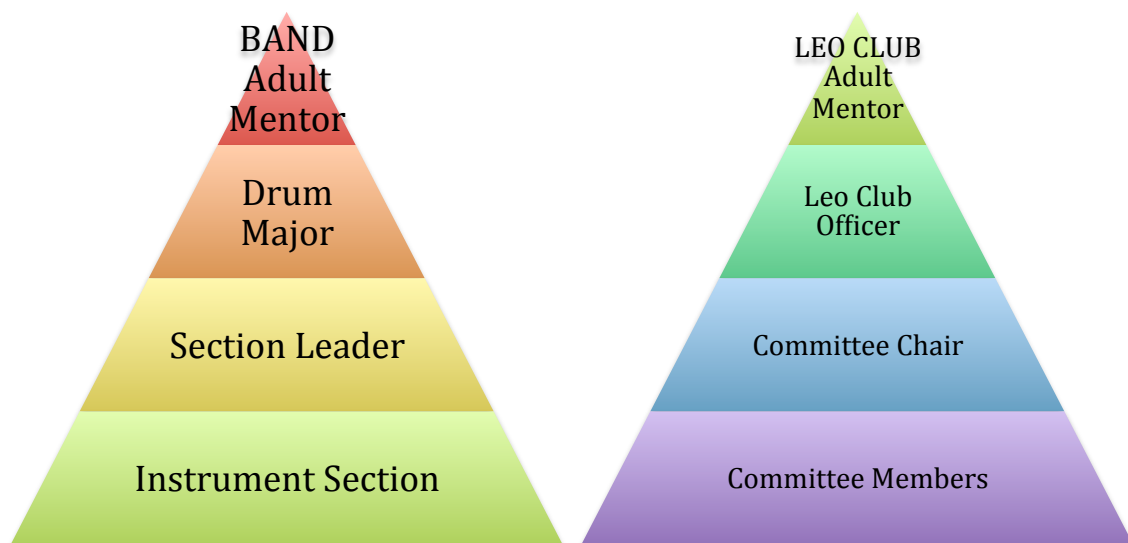


Figure 3.4, Cascading of Sample Participants

An informed consent letter explaining the project and a permission slip were distributed to adult mentors, student mentors and student leaders who have completed the Smarter Balanced Assessment. While all students are a part of standardized tests, there are opt-out opportunities for the Common Core assessment. The Common Core State Standards has a faction of controversy, and there are families who opt out of the test. The next step was to target the remaining students who were officers, drum majors and all of the student leaders in the symphony band and in the Leo Club, along with their parents (see Appendix A). Of the student leaders agreeing to participate in the study through student agreement and parent permission, a similar informed consent document and permission slip went home with all of the instrument sections and committees whose leaders were still possible participants. The student mentor was one of the drum majors and the two club co-presidents, the student leaders were the low brass and clarinet section leaders, and the sections/committees of those leaders received the same informed consent letter. The final sample was chosen from the instrument sections and committees with the greatest number of participants willing to engage in the study.

Data Collection Instruments

The three assessments for 21st century skills, leadership practices and identity leadership behaviors were given to the three student mentors, three student leaders, and 20 emerging student leaders in both the band program and club. Each assessment lasted between 10-15 minutes and was given online. The first assessment was the Assessment and Teaching of 21st Century Skills exam (ATCS),

assessing the four broad areas (Griffin, McGaw & Care, 2010). Each task and assignment of the assessment looked at the student perception of the original 16 skills (see table 2.1, page 29). The second assessment was the Student Leadership Practices Inventory (Kouzes & Posner, 2008). The LPI assessed the five broad areas presented in table 1.1 in the second column. Piloted in 2013, the final assessment, the Identity Leadership Inventory, assessed the four identity leadership behaviors listed in the third column of table 1.1 (Steffens, 2013). The data from these three tests were embedded into the rest of the research as stratifying artifacts of the study. This small quantitative piece gave enhanced credibility through well-established research methods and dependability through operational detail of data gathering (Shenton, 2003).

Individual interviews were held with the two adult mentors, three student mentors, and three student leaders (see Appendices B and C). The adult mentors were interviewed by a proxy interviewer because one of the adult mentors was a supervisee of the researcher. The proxy interviewer was an administrator at a different high school in the state, and has completed doctoral coursework and is currently finishing a dissertation. Group interviews with students were held with the instrument section and the club committee (see Appendix D), brought together as a focus group. Two group interviews canvassed 11 band and 9 club students. After collecting data, summarizing and drafting it into a document, the individual interviewees were given the document to assess for accuracy.

Observation of students in action was conducted (see Appendix E). Although the sampling of students was interwoven with students who were not being observed, the interaction was important to the study for the purposes of examining leadership attributes in the sample population.

Finally, the two formal documents of the symphony band and Leo Club were studied and coded according to the three areas of mentoring (see Appendix F). The syllabus of the band leadership mentoring program contained an outline of the program, a timeline for developing leadership in students, and specific guidelines for the adult and student mentors. The Lions Club charter document included the purpose, vision, mission, organization and an outline of duties, committees and procedures of the service organization.

Analysis and Synthesis

A case description of both the symphony band and the Leo Club was intended to provide a descriptive narrative of each, targeting descriptors of 21st century skills, leadership practices and identity leadership behaviors. Deep discourse analysis was intended to listen for leadership language, actions, interactions, values, thoughts, and beliefs (Gee, 2011). "Discourses are not units or tight boxes with neat boundaries. Rather they are ways of recognizing and being recognized as certain sorts of whos doing certain sorts of whats" (p. 178). These two isolated reports were aggregated separately, subsequently synthesized into a cross case analysis of the two programs for similarities that were present (Yin, 2014).

When coding, memoing and sorting the information in the band syllabus and Lions Club charter, a constant comparison was utilized through the large categories of the mentored classifications (Savin-Baden & Major, 2013). Appendix F contains the specific headings in 21st century skills, leadership practices and identity leadership behaviors. Once the sorting of the document information was saturated, the emerging themes were compared to the headings in Appendix F, ultimately linking the findings to the conceptual model.

Developing rich and deep descriptions of the programs provided opportunities for analysis of the mentoring that happens in both of the programs. An examination across the symphony band and Leo Club considers patterns unearthed in the interviews, observations and coding of themes in the documents. A description, comparison and association of the collected and reported data is an important step in developing internal validity of the leadership mentoring study (Bazeley, 2009). Finally, keeping a research log and journal of activities, feelings and discoveries further documented and stabilized the case study research.

Methodological Trustworthiness

Using multiple sources of evidence, including embedded artifacts of assessments, interviews, observations and documentation gave this study a deep and abundant sense of credibility (Savin-Baden & Major, 2013). Purposeful sampling targeted participants experiencing leadership mentoring. This deliberate investigation of the mentoring of student leaders gave the boundaries and priorities

that keep the research manageable and valuable (Krefting, 1991). The proxy interviewer of the adult mentors further strengthened the construct validity of the case study, preventing biased or unintentionally intimidated results of the interviewees.

Egon Guba proposed four criteria to be considered in pursuit of a trustworthy study (Shenton, 2004, p. 64). First, credibility in qualitative findings rely on the selection of research methods that are accepted and respected. This study's multiple case method, triangulation of interviews/observations/document analysis, and the use of deep discourse and constant comparative methods gave the research consistency and therefore credibility (Gee, 2011). Furthermore, reflective commentary in the form of researcher journaling and participant checks of the interview transcriptions should offer further credibility. Secondly, transferability exhibits relevance in other contexts (Savin-Baden & Major, 2013). If discoveries in the band and Leo Club interviews, observations and document analysis have rich comparisons, perhaps the information can be applicable in other leadership programs. Third, dependability is strong if findings show a consistency that might be repeated (Yin, 2013). The consistency in the selection of the purposeful sample, the research design and implementation, and the operational detail of data gathering add to the dependability of the study. Finally, confirmability indicates a degree of neutrality, where the findings of the study need to be determined by the respondents and not researcher motivation (Shenton, 2004). The positionality of the researcher caused the study to move away from a focus on the arts. Having a

proxy contact and interview the adult mentors further confirms impartiality. Each step of the detailed descriptions and journaling by the researcher permits the reader to ascertain the extent to which the data and methodology can be accepted (Gee, 2011).

A cross case analysis of the two programs using the constant comparative method increased the possibility of uncovering some generalizations through dissecting the information from the two leadership mentoring programs (Yin, 2014). Evidence from the multiple cases demonstrated compelling and robust results in many instances (Shenton, 2004). A rich and deep study of mentoring leadership may result in findings that could be applied to other situations. Outcomes of the research established potential for improving student success through the mentoring of leadership.

Summary

Examination of two high school programs investigated the mentoring of leadership in students. A purposeful sampling of high school programs that mentor students was developed to target the mentoring of leadership. The individual aggregation of interviews, observations and documents cascaded the adult mentor, student mentor, student leader and emerging leader attributes. Embedding three assessments on skills, practices and behaviors with the six student leaders of the two groups helped the researcher to dig deeper, thickening the description of the leadership mentoring programs. A cross case analysis investigated commonalities

and replication logic in utilizing this information for the purpose of improving student success in high schools (Yin, 2014).

Two previous pilot studies targeted mentors/teachers and university students (Westlake, 2012; Westlake, 2013). It was valuable to look at programs that mentor high school students, and the merits of recognizing leadership potential in students younger than college age. A comparison of high school age mentoring programs and college experiences benefitted future development of leadership programs. It will also be beneficial to look for a sampling in future studies that offers variance in town and school, comparing interviews with students at different institutions, perhaps different areas of the country and a contrasting leadership program with alternate syllabus or documents.

Mentoring of leadership in students may be a powerful tool, reaching out to find potential in unlikely students who don't possess typical leadership attributes (Cain, 2013). College students previously interviewed in an aforementioned pilot project considered themselves introverted, shy, awkward, lacking in organization, or were uncomfortable managing situations. They felt strongly that their mentors are the reason they found strengths within themselves they didn't know existed. Further study with younger students may be able to point to mentoring leadership as an instrument to student success. At-risk students may benefit greatly from leadership mentoring as a way to bring positive attributes to the surface of their troublesome circumstances.

While some leaders are going to be leaders with or without mentoring, there may be leadership abilities in every human being. Mentorship could draw out abilities to lead in a positive and effective manner. Document analysis may support speculation about leadership abilities being inherent in every personality type. The necessity to demonstrate the benefits of mentoring leadership will possibly be sparked through this dissertation study. Triangulation of document analysis, interview of students, and observation of student leaders was therefore a suggested qualitative study to gain increased information on possible connections between emerging leaders as high school or college students and the mentoring of the leadership skills embedded in the 21st century skills and the published portraits of the Common Core State Standards. The leadership assessments, embedded as artifacts of the study, served to stratify and deepen the study. Mentoring programs, while primarily used to improve deficient circumstances in social, technical and academic arenas, can move beyond the damage model through “vigilant attendance to the undergirding philosophies and assumptions of both programs and mentors involved as well as the material and social resources available to them” (Nguyen, 2005). Mentoring has potential to be proactive by increasing student success.

The emerging leadership theory based upon social identity provided a basis for the combining of Kouses’ and Posner’s (2008) leadership practices with 21st century skills and portraits of the Common Core Standards (Van Knippenberg & Hogg, 2004). The necessity to demonstrate the benefits of mentoring leadership has been

sparked through previous studies. Accordingly, leadership and achievement are increasingly becoming a matched pair (Griffin, 2010).

Finally, educational leaders continuously balance all of the methods, initiatives, best practices and philosophies of educating students. Training teachers to be mentors of student leadership is only good educational leadership practice if there is some quality evidence that student leadership influences student success. This study has the possibility of communicating valuable evidence that student success and achievement are strongly linked to the development of student leadership. As the scope of education transforms with the times, the mentoring of leadership may be a key to success in education and student preparedness for the future.

CHAPTER FOUR

RESULTS OF THE MULTIPLE CASE STUDY

Describing various results of this multiple case study is broken down into three parts. The first section of chapter four provides a description of the symphony band leadership mentoring program, a context for leadership at the high school, a culture of the high school, student background, experiences and aspirations, student assumptions and beliefs about mentoring leadership and an examination of the leadership program itself. Chapter four part two presents an account of the Leo Club as an outgrowth of the Lions Club, a context for leadership within the mission of the organization, a culture of community service organizations, background and goals of the club, student assumptions and beliefs about mentoring leadership and an examination of the club itself along with the leadership mentoring embedded into the charter. The concluding section of chapter four developed emerging patterns of leadership, commonalities between leadership and 21st century skills, leadership practices, identity leadership behaviors, and finally portraits of student success through the common core portraits. Chapter four concludes with a summary of findings.

A Model for Co-Curricular Student Leadership

The Context for Leadership

Nestled in a beautiful mountain valley in the northwest, Mountain High School is the only high school in a community of 50,000. The university town is moderately affluent, with a relatively small population of students on the free and reduced lunch program. Mountain High School is an outgrowth of the values of the community, holding education in high regard. Educational support is evident in the constructive framework of the school board, strong connections between the community businesses and the public schools, and enthusiastic involvement of the residents in the educational programs. One component of the committed collaboration between the populace and the school district is a strong presence of arts programs. The community has its own opera company, symphony orchestra, ballet company, two theater companies and several dozen art galleries. Non-profit arts organizations serve the school district through youth programs and performances, scholarships, shared equipment purchases and general collaboration of educational foundation for the arts in the schools. As a result, the music program K-12 is large and progressive.

In a high school of 2,000 students, Mountain High has 627 students involved in the six choirs, five bands, four orchestras, advanced placement music theory and two guitar classes. Student leadership is an important component of the middle and high school performance music classes. Mentoring of leadership skills is an informal process in music coursework, however the marching band at the high school has

actually developed a formal program to mentor student leadership. Large music classes, often exceeding 50 students, maintain rigor and ordered sequence because of student leader functions. One teacher instructing 50-80 students can work when there is accountability enforced by the students themselves.

Mountain School District has a reputable band program within a large and rigorous K-12 music program. Three concert bands at Mountain High School combine in the fall to create an eight-week unit on marching band. One concert band is an elite group, with a majority of juniors and seniors in the class. Numbers are customarily 70-75 students in this elite symphony band, including the marching band section leaders and drum majors, the leaders of the marching band. These are the student leaders who oversee the marching show, the sections of the band, and develop the attitude, morale and culture of the fall marching unit.

When the marching unit concludes in late October, the current student leaders and the director begin to discern the various strengths of the students participating in all three of the concert bands. Freshman and intermediate bands rely on the teacher and teacher assistants from the symphony band to cultivate leadership. Adult and student mentors along with student leaders easily target the charismatic and outgoing students, working with them to develop their captivating attributes in small ways within the classroom. Next leadership earmarks those students who have quiet influence through a nurturing personality, and they advise and guide an understated impact on the organization. Students are trained to welcome other students who are consistently alone and left out. Quiet role models perform tasks

enhancing strengths and encouraging groups of students who don't necessarily respond to the high-powered motivation of the outgoing leader. Finally the adult mentor and student leaders direct their mentoring to students who are negative leaders, those who often disrupt and pull the class off topic. Often the adult mentor and current student leaders give those negative trendsetters leadership tasks that require creative problem solving and partner these students with positive leaders.

During the spring of each year, after auditions have been held for symphony band, all students are encouraged to apply for leadership positions of drum major or section leaders. Students interested in applying develop a forum for leadership, something that will focus on an aspect of the high school, music program or band program. Applicants must write an essay that describes their vision and develops into their forum. The students broaden the forum into a community service project, presented to the teacher mentor and current student leaders. A final charge is to go through an interview process with a committee comprised of community and music leaders, such as the local symphony director, university music staff, district administration, professional musicians and past student leaders. Because the recruitment process begins in the fall at the conclusion of marching band, students have the bulk of the school year to be mentored and encouraged, therefore producing impressive candidates for leadership.

Leaders of the Band

Mr. Bergen is a 20-year veteran high school band director, having taught inner-city school band for his first eight years in a largely populated city in a western state, complete with metal detectors and police in the hallways and parking lots. He is an imposing presence, appearing more like a linebacker on a football team than a band director. Mr. Bergen has a booming voice and an entertaining sense of humor. He has received numerous teaching awards during the past two decades, for inspiration, organization, and innovation in the classroom. The high school band director at Mountain High School for the past 13 years, Mr. Bergen has guided a successful high school band program with a creative approach to musicianship and leadership. He believes in a strong sense of collaboration, signified by his involving the local community in the training and study of student leadership.

One of my favorite parts of the application for leadership is that they have to interview a leader in the community. It could be the CEO of a company. It could be the (university) president. It could be the principal. Somebody that's not been warned much in advance, it's kind of a cold call, they have to get in touch with folks that way, set up an interview schedule, have questions ready, ask the questions, you know, they have to attend the interview, and then they have to summarize that after it's all done. And then apply it to their own perspective of being a leader.

Mr. Bergen regularly receives training in both musicianship and teaching technique through his post graduate work, his enrollment in master classes and music training, and his participation in district collaborative events. He works closely with his students on musicianship, ensemble collaboration, differentiation and self-assessment activities. For example, Mr. Bergen has created a small-group

self-assessment procedure, utilizing a rubric formatting from a college program he has studied. Students prepare an excerpt from a piece of music being studied and prepared in class. Each student performs it with 3-8 other members in a sectional (small-group practice with like instruments), and assesses him/herself on a prescribed set of criteria, not only individually, but as a valuable member of the group sound. This and other innovative practices has led to student self-motivation to improve skills through practice and drill.

The student mentor and leaders interviewed were four seniors: Casey, Vickie, Alexis and James. Student mentor Casey is a drum major in the marching band, plays drums in the concert band, and plays lead guitar in the jazz band. Casey is on the student advisory board of the state superintendent of education, traveling to the capital city to collaborate with other student leaders in the state, and working to make education continuously better. Student leader Vickie is a co-section leader of the clarinet section, is a four-time all-state and two-time all-northwest honors group performer, maintains a perfect 4.00 grade point, and is bilingual as a member of a family originally from Kazakhstan. Alexis, also a clarinet section co-leader, is active in both the top choir and top band, and is an honor student involved in mostly advanced placement courses at the high school. James is the French horn section leader, performs in the top band, top orchestra, chamber orchestra and the local adult symphony orchestra, in addition to being a four-time all-state and two-time all-regional music honoree. The four students are proud to be a part of the band leadership program, citing self-confidence and increased excellence as benefits of

participating in the formal leadership mentoring program. Vickie captured this best by saying:

Being in this program as well as participating in all-state and playing with more advanced musicians has made me a better leader as well. I'm able to have a different perspective from being around other peers who are driven and more advanced in their playing. I'm pretty quiet, but I was able to guide others because of these experiences.

Mr. Bergen further described benefits to the student leaders. Students who oversee various aspects of their organization encounter diverse and advantageous rewards as a result of leading:

My mentoring of student leadership provides an example and hopefully offers the perspective of expectation and demand. This directs their personal growth as leaders. And the student leaders inspire the younger students, impacting their own growth as future leaders. That has a huge cyclical effect that is beneficial. Even the negative experiences with student leadership can have a positive impact, and the student leaders learn what not to do as well as what works.

Casey discusses self-confidence and excellence:

I have something that I think about a lot, as far as my journey, or whatever. I never thought that I could be a leader – ever – I was always influenced when I was younger by the negative voices in my head, as far as even academics go. Mr. Bergen and marching band student leaders mentored me through that rock bottom in my academic career and my confidence, whatever, I wanted to do for other people what these people have done for me, but I was like, "Oh I could never be drum major." But then I was like, "No! I'm not going to accept that. I would love to be a drum major. I would love to conduct. I would love to work with people at that level." So I didn't listen to that negative voice in my head.

The majority of the clarinet section participated in a group interview. The 11 participating students are configured into five freshmen, two sophomores, one junior, and three seniors. Working subservient to student leaders has caused these

emerging leaders to realize that they have the potential to lead. Emerging leader, Connor, described, "If she can be such a good section leader, and she believes in my talent, maybe I can be a good leader, too." This was followed by Carly's, "Yeah, I'm learning how to be responsible for solving problems, caring about the group as much as me. Alexis shows us that a good leader cares about every person, but also what the group represents. I think I can grow up a little and be a leader, too."

Observations of the four student leaders and Mr. Bergen supported the statements of the student leaders, student participants and Mr. Bergen. Watching student leaders embrace challenges on the marching field and during the marching trip and competition confirmed the development of self-confidence as well as a drive for excellence in both marching band and in the students' other academic courses. James was observed brainstorming with members of his section one evening at practice, in the pouring rain. Under his leadership, his peers were discussing options as to how they could develop consistency in marching technique. James is personally quiet, yet connects individually with each of the horn players in the section. James asked questions of the section, and they offered answers. As the time in small group work drew to a close, James congratulated the other players on their creative ideas, making them realize that they had improved their own consistency in marching, with his only role as a facilitator. Vickie was cold during the rainy rehearsal, soaked to the bone. However, the smile on her face was infectious to her clarinet section, showing pride in their perseverance during adversity. Competitive attitude, marching technique and tone/technique was

observed in this ambitious team of woodwind players. Vickie mentored her peers as she led the clarinet section; her attitude and positive reinforcement was not insincere, but genuinely passionate about music, excellence and marching. Her section couldn't help but be affected by her joy and dedication. Here is a statement by clarinet section member Cara:

I didn't really want to do marching band this year as a freshman. I was worried about my grades, and most of my friends are not in band. Vickie and Alexis are both good students and well-liked by everyone. I want to be as sure of myself as these girls, and I love it that they are both naturally pretty quiet. I think I will do marching all four years. Alexis thinks I can be a good leader.

Assumptions and Beliefs about Mentoring

Three types of leaders are in the band program: the adult mentor, the student mentor and the student leaders. A student mentor is generally a student leader at a higher level. In the marching band, the drum major or majors oversee the instrument section leaders. Section leaders oversee the instrumental units, divided by the instrument played. For example, Mountain High's marching band has two drum majors who conduct the marching band, receiving mentorship and direction from Mr. Bergen and the rest of the adult staff. In addition to receiving guidance from the adult staff, the two drum majors mentor the leaders of each instrumental section, totaling 13 sections. Observations and interviews took place with the clarinet players and three student section leaders. Mr. Bergen, a drum major as student mentor, student section leaders and the members of the clarinet section each had firm presumptions and views on the benefits of mentoring leadership

within the marching program. Personality traits, success in school and time devoted seemed to generally outline the assumptions and beliefs regarding the development of a mentoring program within the marching band program at Mountain High School. Vickie, James, Casey and Alexis all talked about commitment as the cornerstone of a good leader. That commitment manifests itself in modeling the way for others. Casey, the drum major, talks about the number of leaders who are actually quite quiet in school, reserved, and not aggressive at all.

These section leaders put their feelings for other people aside. They are a good model for how someone can be calm in any environment, they handle things with poise and professionalism. They are not bossy, but a quiet role model, and even the super-outgoing kids respond to these leaders.

Structure, organization and setting the bar high were characteristics that were mentioned by the emerging leaders as well as the student and adult leaders. Alexis respects Mr. Bergen for his wisdom in mentoring building structure in the band program. She compared structure and organization during her four years of high school, three with her as a follower and her senior year as a leader:

Any sort of advice or wisdom (Mr. Bergen) shares is like, 'Oh, yes, yes, give me more'. I want to hear everything that he has to say. He's like a natural sort of leader to me. And with past section leaders, the past two years, my sophomore and junior years, were pretty unstructured. The two leaders we had weren't super strict or firm, and it was just sort of like very friendly, I liked them, but it wasn't a lot of actual leadership. But my freshman year, when we had two section leaders, they were great. They were so good. And they held up a high bar of expectation for us. That was our best year, and, of the four years, that was when we did the best. So having more structure was definitely better. So (Vickie) and I are trying to implement that this year.

Casey also remembers a highly organized leadership style that benefits everyone's learning. "Just like setting drill, having those section leaders show the five steps off the hatch, and everyone falling in and checking, looking, even at (the command) address". The organization is important to the success of the group. Vickie spoke of setting the bar high and organization in her leadership: "I do everything we tell them to do. I have to learn my music and share how I structured that, I can't be a hypocrite."

Mr. Bergen talked at length about setting the bar high as an adult mentor, student mentors, and student leaders.

The student leaders have to provide that example for the younger ones to aspire to achieve while looking at how this leader marches, how they play. They're amazing musicians, so the example is a big part of it, but they also need to be able to verbally convey the motivation and inspiration to be that good. It's a huge learning curve to hone skills to inspire their constituents both verbally and by example.

What Mr. Bergen is saying is that each student leader, including the student mentor drum major, develops a structured pattern of leadership. Leadership within the marching band includes: marching technically accurate, displaying a positive attitude toward the work that needs to be done to perform well, playing his or her instrument with mature tone and phrasing, and finally being able to explain and guide the subordinates in improving marching drill, musicianship, work ethic and attitude. Subordinate students appreciate the student leaders and mentors who implement structure and inspiration. "My section leader wants to help make positive changes. She's an organized person, and doesn't waste our time"

(Catherine). Members of the clarinet section respect their section leaders and are excited about earning a future leadership role. Eight of the eleven clarinet players mentioned attributes of their section leaders, Vickie and Alexis, that they wish to emulate. Carl said, "If I am selected (to be a student leader) next year, I want to follow the organization of these two".

James talked about setting the bar high and how people don't realize, when they work hard, the feeling of accomplishment they will experience of being a cog in the machine, one of the group to ensure the success of the entire process.

At competition we like hit all of the sets, and I could tell I was in the curve, in the line, and I was so excited that I was a part of that and we had worked so hard. And when I walked off the field, I felt what (Mr. Berge)n had always been talking about when I thought, "yeah, right, it's not that big of a deal", but it WAS and it was so cool that we could make these forms at an instantaneous moment in time and then move to another one. And I was sharing this with a lot of my friends, and it was, yeah, it was just really cool. (James)

In observing James, Vickie, Alexis and Casey, setting the bar high is one attribute that they all implement differently. Far from loud or forceful personalities, each of them is powerful in his or her own understated way. For example, Alexis was observed asking musical advice of the younger clarinet players. Her questions created a bit of a debate among the freshmen and sophomores while Alexis basically facilitated her section coming to consensus, which improved the musical sound of the section. By not telling them what to do or ordering them to comply, Alexis led them to the next level through a thoughtful reflection on their own knowledge and intuition. Vickie believed in the power of being a role model, and was often

observed asking questions of the adult staff, in a quiet way, but consistently when she was among her peers and section.

I try to do exactly what I've been taught by (Mr. Bergen) for the past four years. I do, everything we tell them to do, I do it myself. If I tell them to learn their music, I can't be a hypocrite. I have to learn my music first of all. If I tell them to be quiet, I can't be the one constantly interrupting everybody else. I think that's generally what I do just to show integrity between my peers. (Vickie)

In addition to observing student leaders in action and interviewing the four student leaders, three self-assessment exams were administered to each of the six student leaders. As a reminder, these tests were given to add richness to the collective results of how mentoring leadership affects student success. Overall, these assessments showed some general tendencies regarding the aspects of leadership that may be mentored in the Mountain High School band program. Notice in the table below the average scores of the four marching band student leaders. The rating scale ranged from 1-10, with 1 meaning "almost never" and 10 meaning "almost always" (Kouzes & Posner, 2008). In the Leadership Practices Inventory shown on the two left hand columns, the practice of modeling the way for others was the highest score collectively. Furthermore, the Identity Leadership Inventory in the two middle columns shows that all four student leaders feel strongly about their dedication toward representing (or standing for) the group, a sense of loyalty. Finally, the 21st century skills for living in the world had the highest average score, skills like citizenship, social responsibility and cultural awareness. It is imperative to note here that, while the four scores of the band students may not generalize to the student population, the test gives a rich and varying piece of

evidence in a descriptive study of how the mentoring of leadership affects the groups and the individual students.

PRACTICES	AV SCORE	BEHAVIORS	AV SCORE	SKILLS	AV SCORE
Model	9.00	Standing	10.00	Thinking	8.50
Inspire	8.50	Fairness	7.50	Working	9.00
Challenge	6.50	Relationships	8.50	Tools	6.50
Enable	8.50	Authority	9.00	Living	9.50
Encourage	7.50				

Table 4.1, Average Scores of Marching Band Student Leaders on LPI, ILI, & ATCS

The Formal Mentoring Program for Student Leadership

Mountain High School's marching band has a deliberate program to develop leadership. Student mentors, student leaders and emerging leaders feel strongly about the importance of the program. Figure 4.1 shows the leadership domains that were in the responses of all marching band student mentors. Of the marching band mentor and leaders interviewed, all felt strongly that leadership ability is directly influenced by receiving mentoring, from observation of former mentors to discussing with Mr. Bergen the challenges of being a leader. Making a difference is important to all of them.

We did a brass bowling night party, and everyone who came said it was really fun, and we should do it again. And I feel like this year our section is much more connected because of that. That was a good thing for me to do. So Allison, she was more like a passive leader I suppose, and I guess I've adopted that a little bit. I'm not really forceful all the time when I tell people to do things. I try to be nice to them. It's a really tough balance to be nice, but to also be forceful, and have people respect you. (James)

The formal process of mentoring leadership gave mentor Casey and the three student leaders guidance in developing their own citizenship, personal responsibility, communication, collaboration and critical thinking, including innovative problem-solving.

(Mr. Bergen) got some of us to go to the middle schools to teach them how to march and teach them what marching band was all about. It was interesting to see some of their faces when we talked about marching band and then we had certain kids coming up and being like, “what does it take. I do this. Can I do that, too?” Showing them that, yeah we understand that marching band isn’t everything in life, but it can be something that really enriches your life. Watching those kids get excited, and ensuring the future of the band, through the middle schools, and through these classes. Young kids like 7th graders and 8th graders. That was really exciting. (Casey)

All of the student leaders agreed that student success goes significantly beyond grades and written assessments. They consistently talked about applying one’s own personality to leading other students, and the leadership experience itself as a form of student success.

Generally I don’t like being the center of attention. Because I know I have good intentions, and I’m relatively intelligent, and I’m very organized – when I AM in a position of leadership, I feel it’s appropriate for me to be leading. I’m now very comfortable there. I think I can thrive in that kind of position where I’m getting attention, because people are looking TO me rather than AT me. (Alexis)

And they often develop an empathy for others around them, even instructors.

James, the low brass section leader, broadened his own understanding of what a teacher goes through to get a point or concept across to a class or individual student:

I kind of want to talk about the first time I was ever thrown into it (leadership). I was a junior at the time. I was the only junior section leader, and it was kind of scary. (laughs) It was during band camp, and Mr. Bergen just put me on the field with these four freshmen mellophone players. He was like, "Teach them how to march". I was like, how do I even do this? It was super...I learned a lot about how people respond to certain things that I say. I try to make people laugh, but, well (laughs), I would keep repeating the same thing and I would try to explain while demonstrating. It's really frustrating when people don't respond. I never thought about that. I don't respond sometimes when my teachers ask, "So do you get this"? and I'm just like, OK, and I don't say anything. But NOW I do because it's really frustrating when they don't give you any indication that they understand what you're talking about. (James)

Through mentoring, students who do not see themselves as leaders are learning to mature and make a difference in their corner of the world through the passion and interest that they possess. Just because they are introverted doesn't mean they cannot be an effective leader. And just because they are outgoing and comfortable with large groups isn't a guarantee that they will be effective with a group of followers. Development of group work and group think is an area, when mentored, increases the success of the leaders as well as the followers. Finally, the mentoring of giving organization and structure to community service enhances student success.

We are doing things in marching band that make a difference in our school and in our town. We show school spirit, national patriotism, caring for others and sticking with something until it is finished. That is big. This is massive. Because our student leaders believe that we are doing something good, we buy into it and better ourselves in the process. (Emerging leader Caren)

Student mentor Casey sees leadership as a balance. Leaders "put our feelings for others aside" while simultaneously being a "good role model for how someone in

a calm environment should be handling things with poise and professionalism”. If the students see leaders who can have a good time while being serious about doing a good job, they realize they can do it, too. And they will want to be excellent, because excellence is enjoyable. Below are attributes common to several if not most or all of the band students observed and interviewed.



Figure 4.1, Influence of Mentoring on Student Leadership – Marching Band

A Model for Extra Curricular Student Leadership

Introduction to the Extra Curricular Model

Mountain School District fosters community partnerships as part of a strong community service component of the educational vision and academic enrichment programs within the school system (Miller, 2010). Mountain High School’s after school clubs program includes the Leo Club, a subsidiary of Lions Club International. The Leo Club is a service organization, planning events that serve the greater good of the school and community. Mountain High School typically has 20-30 members in the Leo Club, with two adult sponsors who mentor the students as they develop

community service projects. A handful of students are student leaders in the form of officers and committee chairs and the remainder of the student members are workers, learning leadership skills that prepare them to take on leadership positions in future semesters and/or years.

Each fall begins a recruitment process for students to participate in the club and its various community service projects. Leo Club typically begins its year with 35-40 students, although this year the club started with close to 50 high school students. As the semester progresses, a smaller core group emerges through the various enterprises. Officers and adult mentors/advisors guide the club members to positions of leadership throughout the school year. Through this mentoring of leadership skills, new leadership surfaces. New officers and committee chairs are elected through this mentoring process in the spring of the year at Mountain High School, and specific leadership mentoring and training occurs before the end of the school year.

Context for Leadership – Mission of the Lion's Club

The mission and vision of the Lions Club sets up the mentoring of leadership in community service for the Leo Club. Leading philanthropic service in the community in order to foster nonviolence and advance global understanding is the core of community service organizations (Hopkins, 2008).

Lions Club Vision: "TO BE the global leader in community and humanitarian service.

Lions Club Mission: TO EMPOWER volunteers to serve their communities, meet humanitarian needs, encourage peace and promote international understanding through Lions clubs" (International Association of Lions Clubs, 2013, p. 2).

Lions Club International fosters a variety of purposes. Development of facilitating understanding among a diverse set of people in the world is a primary motivation of the work of the group. Projects and activities are created to stimulate a view of diverse people and circumstances. Each community has a diverse imprint of the people who live there. Taking an “active interest in the civic, cultural, social and moral welfare” (International Association of Lions Clubs, 2013, p. 5) of the people in the community is an important justification in serving the populace of the area. In addition, the Lions Club strives to be a role model for principles of good government and citizenship. Part of taking an interest in the betterment of the community is uniting in bonds of fellowship, understanding and friendship. Meetings of the Lions Club additionally provide a forum for openly discussing matters of public interest without partisan politics and religion. Finally, Lions Club promotes service without financial reward in all endeavors. Recruiting new members with good reputation in the community helps to ensure the purposes of the club.

In 1925 Helen Keller was a speaker at the Lions convention. Her talk was called a crusade against darkness, and the members of the Lions Club began their historic cause to understand, prevent and research blindness. In 1990 Lions Club International launched SightFirst, a 215 million people program supporting health care services that included preventable and reversible blindness (Luce, 2009). SightFirst reached Lions Club chapters around the world, and sparked an assertive global cooperation. Worldwide collaboration became a focus, and is a key element

of the United Nations. Ultimately, the Lions Club has been connected with the charter of the United Nations since 1945 (Silva, 2014).

In the late 1950s, Lions Clubs created the Leo Program for youth to experience the mission of the Lions Club. There are now more than 5,500 Leo clubs in more than 130 countries with 140,000 members worldwide.

Culture of Community Service Organizations

In the early 1900s, three service organizations emerged out of the leadership of businessmen in the Midwest (Luce, 2009). In 1905 Rotary began in Chicago with a focus on the eradication of polio, and now has 36,000 chapters and 1.2 million members. Kiwanis began in Detroit in 1915 with an emphasis on children, and currently have 260,000 members in 8,000 chapters. Lions Club began in Chicago in 1917 with a priority of addressing research about blindness, with 1.35 million members today in 45,000 chapters. “The ideal of these international organizations – particularly Rotary, Lions and Kiwanis – is exemplified by their enduring relationship with the United Nations” (Luce, 2009). Each service organization has a code of ethics that promotes good business through loyalty, ethics, integrity, citizenship, service and community (International Association of Lions Clubs, 2013).

Camaraderie and brotherhood describe the culture of community service organizations. Although all three of the large service clubs began as male organizations, there is currently no emphasis on gender. “Kiwanis remains the smallest of the Big Three service clubs because it remained male and American

longer than Rotary and Lions (Luce, 2009). Leadership is an important component in community service organizations, placing value in leading local communities through generosity and assistance. Finding need in each community is the reason for convening as a group, and acquiring solutions to those needs gives the organizations their projects of service. Welfare of a community's youth is of utmost importance to service clubs, and it is logical that youth organizations are formed to prepare youth for learning service with integrity (Silva, 2014).

Local Club Leaders

Mr. Vanowen is one of two adult mentors of the Leo Club. He is a rising star at Mountain High School, young, innovative and captivating, according to students. He teaches English to students in the alternative high school program as well as the main stream high school. Lynn, one of the emerging student leader members of the Leo Club, stated, "He is a good role model for us. He doesn't try to be our friend, but he just makes everything more exciting. We actually want to work for him and with him". He believes in the goodness and success of every student, according to the two student leaders, and enjoys mentoring and advising the Leo Club with another English teacher. Mentoring leadership is important to Mr. Vanowen. Consequently he meets with his student leaders and emerging leaders often, usually at lunch time, giving up his own duty-free lunch to mentor these developing leaders. He lets them brainstorm with each other about how to be an effective leader, and inserts

questions in order to keep the leaders on track. These lunch meetings are for the purposes of strategizing. According to Mr. Vanowen:

What we're striving to do is show the student leaders various strategies for developing buy-in from the rest of the club members, their peers, which is always challenging in any group. Getting that buy-in and getting that acceptance from those who are your peers, especially bringing them from a point where they see you as a titled leader, so to speak, to someone who is a valued leader. Usually we want to model that with them by setting aside that extra time just for student leaders within the club, and trying to work on strategies, and brainstorm more strategies, and then set up an action plan – for them to carry it out with the rest of the club, delivering or demonstrating their leadership to the group.

Brynn and Michelle are the co-presidents of the Mountain High Leo Club.

Brynn is outgoing and boisterous while Michelle is understated and reflective. The two senior girls have built the Leo Club to the largest membership in many years.

They spend a great deal of time together outside of school, and regularly meet with Mr. Vanowen and the other club advisor for brainstorming sessions.

Brynn and I will have lunch with (Ms. Wolcott and Mr. Vanowen), usually one day before Leo Club and they will kind of say what we did well last week, and what we need to work on. At the beginning, we were both kind of shy, especially me. And our advisors will be like, "you guys need to get excited about it" and we will say, "yeah, let's get excited about it now". We get excited about our community service projects, because when we are so-so about it, nobody can get excited about it. So they really encourage us to be excited about the club and really get into it. It works! (Michelle)

As the student leaders of the Leo Club, Michelle and Brynn are learning leadership as they lead, taking responsibility for the group and for the various service projects. The young members of the club, mostly freshmen and sophomores, admire and appreciate Michelle and Brynn. Emerging leader, Lonnie, mentioned

that, “We know these two seniors are not really bossy and loud, they are very organized and we get a lot done, and we help our school and town”. Brynn, when asked about becoming a leader, stated, “They (the adult mentors) just put me up in front of everyone, and they just say, go for it! Lead it! We have these things coming up and we need your help”. While Brynn was nurtured and then thrown in to leadership, she sees herself as becoming a charismatic leader, though it isn’t natural. Her recollection of last year’s leaders remembered an awkward and quiet pair, who couldn’t seem to get people motivated to follow through on the community service projects.

That made me want to be more outgoing, and be more energetic, because they didn’t really get a lot of people involved in it. Honestly I don’t think they even knew my name for most of the year. I definitely wanted to make this year have everyone know each other more, and have it be more of a group thing, instead of “you guys are in our club”. It’s more like “this is our club and we’re all together”. (Brynn)

One of the goals of the student leaders and adult mentors was to increase motivation and numbers in the club. In the beginning of the school year, the adult mentors and student leaders were faced with the fact that last year’s club was very small. In addition, Brynn and Michelle were the only two members last year who were not seniors. That meant that everyone who might join the club this year would be new. In order to recruit younger high school students into the club, the student leaders spent a Sunday making 500 mini-cupcakes. They created little flags for each cupcake that said, “Join Leo Club” and obtained permission to pass them out in the cafeteria during lunch. On the first meeting of Leo Club, there were almost 40

students present. Even after a few weeks there were still between 25-30 members, so this strategy really worked to spark some interest.

These two student leaders talked about self-confidence, involvement and service as benefits of becoming a student leader. Brynn and Michelle each discussed their own self-confidence as something that their own leadership boosted.

One of the reasons I like being in a leadership position is that I want to give others an opportunity to also be in a leadership position. When I was younger, like when I was in middle school, I kind of just did what everybody else did. And there's one point where I was bullying a girl because the other people were doing it. I didn't want to be different, I wanted to be in with their little group, and I think that I would have loved it if somebody would have encouraged me to just do my own thing. I needed to be told, "You should not do that", and then maybe they would follow me instead, and we can all be nice and happy. I think that, for me, I just really like being able to help younger freshmen see that it's cool to not just follow everybody else. It's cool to do your thing. And you don't need to follow everybody else and be just going with what everyone else is doing. (Brynn)

They also discussed the mission of the Leo Club as a community service organization as a unique opportunity. All of the events that take place in Leo Club are focused toward community service. Funds have been raised for HAVEN battered women's shelter, the Food Bank, ROC Wheels, and a local restaurant. The club serves people in need through service and fund raising. Each of the many events that the club discusses and participates in are directly related to hunger, homelessness, and being alone. When interviewing a group of younger club members, Brynn and Michelle were not present. Emerging leader Larry talked about loving doing things that make a positive difference in the world. "It doesn't

just do something for others, it makes us better people, and that's advantageous to us, not just the people we help".

This year we will do the duck race, and that's our biggest fundraiser of the year, besides turkey bowling. It goes toward, well last year we funded a ROC wheels wheelchair, and the other funds went to Haven and Food Bank. So I think that, it was really amazing for me to be a part of, and they set an example for me from the others. That's the reason why Brynn and I are still in it, and being presidents, because we love giving back to the community. It's such a good feeling afterwards, knowing that you did something for others. That's why I think everybody is getting so involved with turkey bowling this year. Everything goes to the food bank. Thanksgiving is coming, and people need it. It's showing the younger kids that everything in real life is important, but everything doesn't always revolve around them. They need to take a step back and see other people in need. During the holidays, and not just during the holidays, but the whole year. There's people in the community that need help, and I think if we establish that with them when they're young, that when they're older they will still want to give back and do good things for the community.
(Michelle)

Assumptions and Beliefs about Mentoring

The adult mentors, student leaders and club members had varied presumptions and views on the benefits of mentoring leadership. Mr. Vanowen feels that a student benefit of leadership mentoring is the development of a purpose in life and in high school: "I know we are really shooting for developing a purpose, you know, a shared vision within the entire club. We had modeled a way to develop this vision, and that was sort of the plan". Both adult mentors feel strongly about mentoring student leaders and nurturing leadership in the younger members. One of the freshmen, Lorraine, sees this mentoring from both the advisors and the student leaders as an inspiration to be more than a high school student. "When they

help us organize a project for community service, we become a citizen of our town, a worthy person instead of a teenager. The labels just disappear!" Brynn and Michelle had strong organizational attributes when they joined Leo Club, but learning to model that sense of organization and preparing a timeline to get things done has been a benefit to the club members and advisors as well as to themselves. Michelle works at an upscale restaurant on the weekends, hosting and waitressing. She wanted to embrace a November project that the restaurant was already doing, and help the young club members organize their time and serve a holiday dinner to people in need. She told the club where she worked, what they do at Thanksgiving, and how they could get involved. Then Michelle made herself available to help the young club members get organized so they could be part of the service for the community. "That's an example of me bringing them in, and making them feel like we have something for them every week and meeting, not just a meeting to meet".

Mr. Vanowen believes that his mentoring helps the students succeed, but he feels that an equal benefit is boosting his own innovation and creative skills by facilitating brainstorming with the students, and letting them go. Once they are in charge, some extremely creative and idealistic things happen.

So far the student leaders have come up with a variety of strategies utilizing social networking, you know, a Facebook page, and they are getting a lot of the students there, and coming up with social media ideas that I am adapting for my classroom, especially with the alternative school kids. (Brynn and Michelle) are actually texting – they have taken the time to text sixty of these kids. Every time there's a meeting, which is a lot of time, so they might be changing it, but that's what they have been doing to try to get these other students to show up and actively participate, and it's working. (Mr. Vanowen)

A final and perhaps most powerful benefit of mentoring leadership is the array of opportunities to develop community service. Sense of community is an aspect of mentoring that draws in the students and keeps them interested.

I'm new to (Mountain High) this year and loved my former town and school. I didn't want to like this place, but these teachers and officers, they get me excited about helping people. I go to school every day so I can go to this once a week club. I get to help people in my new town and that helps me. (Linda)

Three self-assessments in which the student leaders participated had them gauge their view concerning leadership practices, behaviors and skills. Notice below the areas where the Leo Club student leaders viewed their strengths: enabling others to act, developing relationships with others, and thinking in ways that include creativity, innovation, critical thinking and problem solving. Once again, the two Leo Club student leaders taking these tests added to the thickness and richness of the descriptions given in the student interviews, adult interviews, student observations, and inspection of documents. This richness creates an enhanced quality to the descriptions given by student leaders.

PRACTICES	AV SCORE	BEHAVIORS	AV SCORE	SKILLS	AV SCORE
Model	9.00	Standing	8.00	Thinking	10.00
Inspire	9.00	Fairness	8.50	Working	9.00
Challenge	8.50	Relationships	10.00	Tools	8.00
Enable	10.00	Authority	9.00	Living	9.50
Encourage	7.50				

Table 4.2, Average Scores of Leo Club Student Leaders on LPI, ILI, & ATCS

The Formal Mentoring Program for Student Leadership

Leo Club advisors, officers and club members are currently developing their own mission and vision for the Leo Club, one that meshes with the Lion's Club International focus, but will individualize the school and group. Developing a club mission is an important part of the program that makes mentoring leadership a portion of the club itself. Mr. Vanowen calls this passion with a purpose. By organizing a program that mentors its future leaders, the students become part of the mission and vision by expanding, creating and developing the focus as they learn to be leaders.

We see that a lot in education. We get a bunch of creatively minded people, passionate people, and those are great things. They have this creative passion and ideas – I've got this great idea for a solution, when really – well let's really analyze what the problem is first, and then we'll apply our creativity and passion to that (Mr. Vanowen).

Leadership is structured within the Leo Club, but is an organic mentoring program derived from the Mission of the Lions Club International: "TO EMPOWER volunteers to serve their communities, meet humanitarian needs, encourage peace and promote international understanding. The purpose for the existence of the club is service" (International Association of Lions Clubs, 2013, p. 3). Enthusiastic about the importance of the Leo Club at Mountain High School, the two student leaders and the younger members embrace mentoring of leadership. Figure 4.2 displays the leadership domains that are the most demonstrated and discussed among Leo Club mentors. Of the Leo Club leaders and emerging leaders interviewed, all felt strongly that leadership capacity is directly impacted by receiving mentoring, from the

significance of former mentors, to discussing with Mr. Vanowen and Ms. Wolcott the challenges of being a leader. Service to the community is of major value to all of them.

What we do in terms of citizenship, in terms of what we give back to the community, is often financial support. We're in a unique position to be in a high school this big, be a club that can actually siphon off funds from students who want to pay 50 cents for a car race or a dollar for a duck. You know, with 2,000 kids, we can access that resource and raise a lot of funds to donate out to the community. The club members have to go out and meet business owners around the area, bring solicitation letters, speak with these owners, and try to get prizes for the duck races. So I think that's a nice one in the spring that gets them out into the community the most – and at least then they are visual, they are visually seen out there doing their service. Talking to people about what we are trying to raise funds for, like Haven the battered women's shelter, or sometimes the Food Bank, sometimes the animal shelter. (Mr. Vanowen)

Leo Club is an organic yet infrastructured process of student leadership development. Mentoring leadership gave these leaders guidance in developing their own citizenship, personal responsibility, collaboration and communication, including critical thinking and problem solving.

I'm really happy that we give so much money to the Food Bank. I can't imagine how horrible it would be to go home and there's nothing in the fridge, and you know, ask your parent, say, mom I'm hungry, and have her say we can't go to the store. We can't get any food. You're just going to have to be hungry. I can't imagine that. (Brynn)

Student leaders and emerging leaders all agreed that community service is the focus of Leo Club. Grateful for what they have and the importance of leading their peers to a more other-centered existence, student leaders and emerging leaders felt like the leadership mentoring process made them think about leadership in an alternate way from the big, loud personalities. By being mentored in cooperative

group work, collaboration becomes less about who is in charge and more about what needs to be accomplished. Finally, this group wants to be mentored in ways to look at others without judgment, to understand other perspectives, cultures and ways of thinking.

One of the big things was, we did ROC wheels. We raised money, and then ROC wheels organization came in. We built a wheel chair, three wheel chairs actually, with the foreign exchange teachers visiting our school for a month. I think there were maybe 20 of them, and we all got together to build wheel chairs. And we definitely had to work on some cooperation and problem-solving, because of the space needed to do this and the fact that English was not the first language of these teachers. We put everything together and got it all set up. No one was judgmental or rude to the teachers, and that was one of biggest things we've had. It was such a huge project that we were doing, and we were doing it for so long, and everyone really had to work together. It was, like, three stations, um, and you got together with a few people from Leo Club and a few of the teachers and worked on a certain part of the wheelchair. We all felt like we really accomplished something.
(Brynn)

Below is a graphic showing commonalities of the Leo Club participants observed and interviewed. Attributes listed were observed and noted in the interviews conducted.

Leadership Practices	Leadership Behaviors	21st Century Skills	Student Success
•Inspire a Shared Vision •Encourage the Heart •Model the Way	•Relationship Between Authority and Power •Standing for the Group	•Citizenship •Responsibility •Collaboration •Communication	•Strive to Understand Other Perspectives •Make Use of Structure

Figure 4.2, Influence of Mentoring on Student Leadership – Leo Club

Espoused Roles of Leadership

All six student leader/mentors interviewed and observed were more facilitative and reflective leaders than the traditional charismatic and outgoing leader. Brynn is probably the most outgoing of all of the student leaders, and she sees herself as a leader who is trying to be outgoing, not someone who is naturally outgoing. James is quite shy and introverted. Megan and Casey are both reflective and subdued, influencing students with their quiet “let’s try this” manner. Vickie is studious and hard-working and Alexis is an inquisitive researcher who tries different methods until she finds something that works. The emerging leaders respect each of them greatly. All six students coincidentally happen to be seniors. Alexis, Casey and James were also leaders their junior year.

Mr. Bergen sees his student leaders as constantly evolving, with the student leaders grooming freshmen, sophomores and juniors for future leadership. Mr. Vanowen looks for potential leaders in the spring of the year, mentoring them after they have taken on a leadership role. He sees Brynn and Michelle as having arrived as leaders. Mr. Bergen sees his leaders as consistently taking the next step. Both adults see himself as a developing mentor of student leadership, not yet complete in his mentoring skills.

Summary of Findings

By the nature of the two student organizations, this study does not compare two similar groups. Purpose and focus of each group is quite different, with the

marching band program a convergent group and the Leo Club a divergent group. The two adult mentors have the greatest similarities, that of a charismatic and innovative teacher and adult mentor.

Mountain High School's marching band is a structured and purposeful leadership program with a document that outlines leadership and the application process to become a titled leader. Band members are proud to be a part of the program and take leadership seriously, seeking out advice from Mr. Bergen and others, including past leaders. First priority is to be a precise and musical group with a secondary focus of serving the high school and community. Group leaders take several years to work with and mentor future leaders. Students see their leadership success as having multiple possibilities of achievement, citizenship, service, structure and problem-solving. Current leaders take cues from their adult mentor and other student leaders. Leadership is viewed as a privilege, and these students look at leadership as a journey that utilizes their strengths, minimizes their weaknesses, and builds upon change. As a result, they take this experience into their adult lives, purposely expanding their own leadership in college, jobs and any part of their existence that calls for a leader.

An organic and evolving leadership program, Mountain High School Leo Club takes its framework from the Lions Club International By-Laws document, including mission and vision. Proud of the focused community service that they can share in providing through funds and volunteerism, the students feel honored to be part of the club. The leadership seeks out guidance from Mr. Vanowen and Ms. Wolcott,

using a structure that morphs out of the circumstances and personalities of the current leadership. Supporting causes that are a result of consensus by the current club, the direction is to serve the community through their events. Rather than any sort of authoritarian position, leadership is viewed as the facilitator of a team. The leaders work with Mr. Vanowen and Ms. Wolcott to target students for leadership the following year, approaching them in the spring of the school year. Leadership of the Leo Club is finite with a beginning and end, without the mindset of continuation into the leaders' adult lives. Eager to make changes that may improve the experience in the club through leadership, adult mentors and student leaders structure activities that empower students.

Utilizing leadership and teamwork to move toward the goal of excellence, the marching leadership program is convergent. Modeling the way for others, standing representative of the group, collaboration and citizenship were significant leadership attributes that this particular group of student leaders value. On the other hand, the Leo Club program is divergent, employing leadership and teamwork to inspire innovative options and possibilities for the purpose of serving others. Inspiring a shared vision, standing representative of the group, collaboration and citizenship were the leadership principles held in esteem by these student leaders.

Finally, both groups had five leadership attributes in common that consistently held value to the student leaders and adult mentors of the marching band and Leo club. These prevalent characteristics integrate the features of 21st century skills, identity leadership behaviors, and transformational leadership practices. Figure 4.3

below documents these skills, practices and behaviors for the purposes of mentoring. As the five attributes surfaced in the interviews, observations, document coding and leadership tests, valuable insight was provided into the importance of mentoring emerging leaders in specific areas. Implications of this study and recommendations for further research are provided in the next chapter.

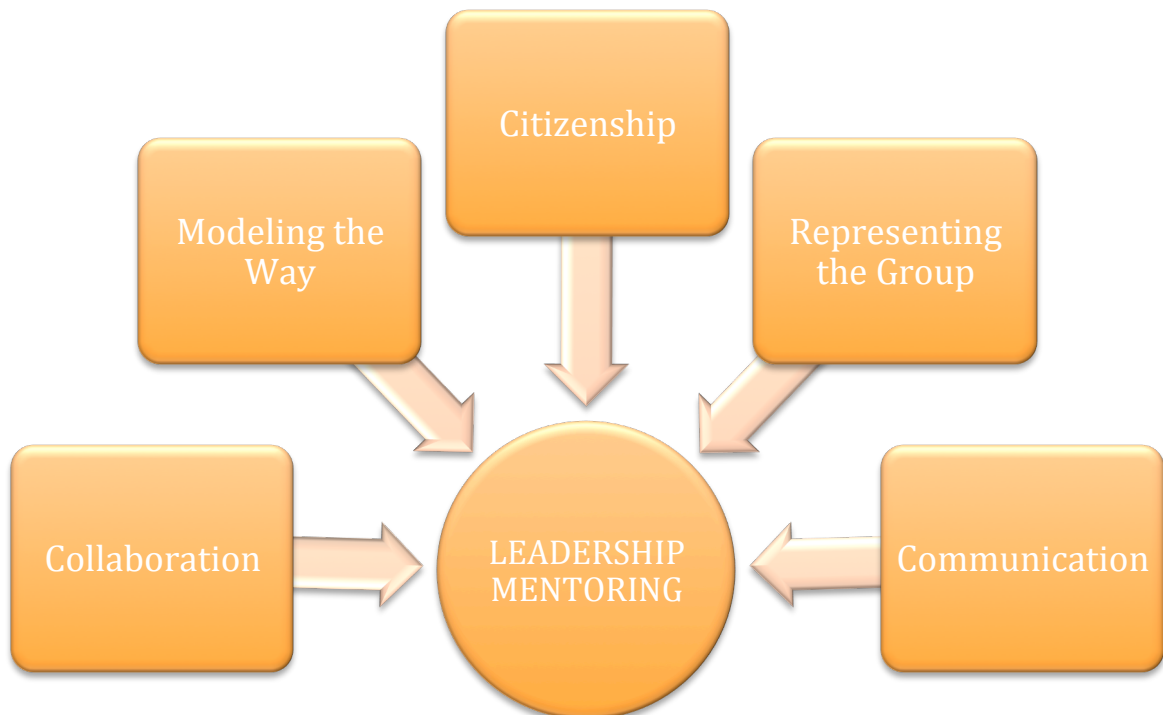


Figure 4.3, Leadership Mentoring Comparison

CHAPTER FIVE

IMPLICATIONS AND RECOMMENDATIONS

Discussion

A comparative analysis of the similarities and differences of the leadership process and mentoring in the two case studies indicate four things. First, leadership does not follow a specific prescription. Some student leaders are reflective, some are outgoing, and still others lead by example. Students interviewed and observed all journeyed to leadership through different approaches. Some wanted to give others the good experience that they received from past student leaders, and some gravitated toward leadership to ensure that things would be different from the past. Two groups with different missions developed their leaders in different ways, but all show similarities in their facilitation of group work.

Secondly, student leadership is stronger when an adult mentors the process and the progress. All student leaders were appreciative of the way in which the adult mentors facilitated their success as a leader. Both Mr. Bergen and Mr. Vanowen meet with their student leaders weekly, and both use questions to draw out innovative solutions to problems that the student leaders face. Mr. Bergen utilizes specific instructions for the marching sections, but his mentoring of each leader utilizes each student leader's strengths and is less prescribed than the mentoring for the marching skills. Mr. Vanowen and Ms. Wolcott test the waters to

see which adult has the most influential and trusting relationship with each student leader. The mentorship evolves dependent upon the needs of each student leader.

Thirdly, strong student leadership includes strong communication and collaboration, identifying with the group and modeling the way for others. In every interview and in 85% of the observations, these four attributes surfaced above the other practices, behaviors and skills. Collaboration is the most frequently discussed leadership skill in both the Leo Club and in marching band. Working as a group is the way to fulfill the mission of both organizations. Along with collaboration comes communication. As students work together, communication guides collaborative efforts. Student leaders are learning to lead, and most often they model the way rather than run a top-down leadership. Modeling the way is one of the main ways that these students are learning to lead. All of these leaders and their constituents are representatives of the group, and the students are proud to represent the group.

Finally, student leadership develops citizenship through integrity and service. Citizenship is paramount in the Leo Club, where community service is the purpose of the club. Citizenship is a part of the marching band's goal of stellar performance, giving back to the community through performance. Of all of the findings, citizenship may have the potential to be a key element in mentoring leadership. Each event, task and focus fulfills the mission of each group. When the students achieve their goals with integrity, they experience the various aspects of what it means to be a citizen.

This chapter explores implications of the outcomes of this study along with recommendations for future expansion of research. Implications of the findings are arranged into two categories. First, emerging patterns of leadership are viewed through the developing leadership mentoring model. While still being developed, this model follows the framework of a mentoring model successfully applied to student behavior, academic success, and attitude (Rhodes, 2002). Secondly, implications are considered via student leadership mentoring programs, student leadership, and student success. Ramifications of leadership mentoring in students subsequently proceed to various recommendations for future study in this area.

The primary purpose of this study was to address a dearth of literature in mentoring leadership, and subsequently begin to fill this deficiency. Data regarding mentoring is plentiful (Garringer, 2007; Rhodes, Grossman & Resch, 2000; Saito, 2001; Brainard, 2003; DeMille & Earl, 2011), and information on student leadership is abundant (Kouzes & Posner, 2008; Bass & Riggio, 2008; Reed, 2001; Marcketti, Arendt and Shelley, 2011; Tshannan & Moran, 2004). How is leadership ability influenced by receiving formal mentoring in leadership? One strong influence discovered through this study was the presence of an adult mentor who identifies the various avenues through which a student can lead, recognizes attributes in individual students, and encourages students to develop their strengths and diminish weakness. Communication, collaboration, modeling the way for others, and identifying with the group were four attributes cross-referenced areas from Table 1.1 that were revealed as having influence on student leadership in this

limited case study. How does leadership mentoring develop 21st century skills in students? Student leaders and emerging student leaders viewed themselves as having improved critical thinking and problem solving skills as a result of mentoring. In addition, student leaders sensed improved initiative as well as developing flexibility in their thoughts and opinions through the process of experiencing student leadership. How does mentoring leadership contribute to student success? Both observations and interviews revealed that mentoring leadership contributed, in contrasting practices, to portraits of student success (Wilhoit, 2010) in the two groups studied. The band student leaders saw themselves as growing in their ability to respond to varying demands of audience and task as well as demonstrating independence, while the Leo Club student leaders comprehended developing abilities in understanding other perspectives as well as making use of structure in their group. Through following patterns that emerged as a result of studying the effects of mentoring leadership, it is possible to view plausible implications that could be of value in future study of mentoring student leadership.

Emerging Patterns of Leadership

Comparing the marching band program to the Leo Club program was complex, with the purpose of each group dissimilar. The mission of the Leo Club revolves around service, while the mission of the marching band revolves around performance. Students in one group move toward precision and excellence while

the other group works toward understanding and empathy. It could be expressed that the marching band is a convergent group and the club is a divergent group. By way of public performances the band has a focus of excellence, creating choices and prioritizing the options to get to the final vision for excellence. Conversely, the club explores possibilities and generates options to get to their vision of serving the community.

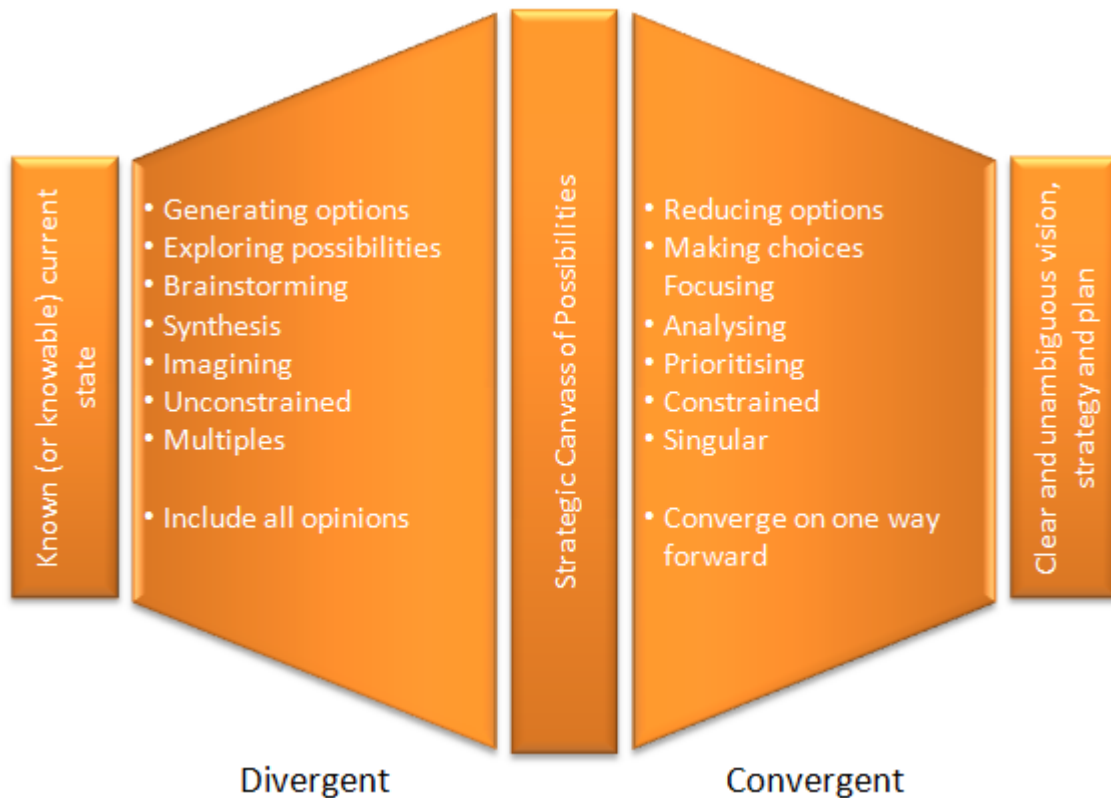


Figure 5.1, Divergent and Convergent Avenues Toward Progress

Figure 5.1 shows the way a divergent group works as opposed to a convergent group (Schwartz, 2001). Both the band and club are successful. Thirty to forty students apply for 15 marching band leadership positions each year. Significantly

less structured, Leo Club has a couple of leadership positions that adult mentors encourage students to undertake in a less structured and more organic process. Perhaps it is the divergent and convergent differences that target the success of leadership mentoring in the two dissimilar groups.

One critical factor in the selection of student leaders that varies between the two case studies is the fact that one group begins nurturing students in leadership while the students are freshmen and sophomores. Marching band student leaders and adult mentor actually tell students that they have leadership potential, and these mentors guide them through training that will benefit them as leaders two or three years into their high school experience. Such a specific process appears to elicit more participation in the leadership program and application process.

In addition, the application process itself is structured, sequenced, and formal within the marching band program (Berdahl, 2012). Students know how the process operates, how to apply, and students often apply multiple years before being chosen. Specific formal steps are taken in applying for a leadership position. Students create a forum as well as a community service project. Finally, the students interview with a panel of musicians and teachers. Again, participation is significant.

Intrinsic and inherent leadership processes in the Leo Club center around who is willing to participate as a leader. It is an honor to lead the Leo Club, yet the students who lead were mentored the spring before they took on the duties as

student leaders, culminating with the students being encouraged, coached and finally asked by the adult mentors to take a leadership position.

Leadership and 21st Century Skills

Both cases capitalize on ways of working (Jacobs, 2010), citing communication and collaboration as key components for working with others in a leadership position. Whether working together toward precision and excellence in the marching band or serving the school and community as a club, skills of communicating and collaborating were cited by both groups as crucial to exceptional leadership. Observations of both groups in action revealed strategic cooperation and connections between student leaders and other student leaders, student leaders and emerging student leaders, adult mentors and student leaders, and adult mentors and emerging student leaders. Mr. Vanowen, adult mentor of the Leo Club, described this cooperation and connections within and between the members of the club:

The students came up with the idea of a putt-putt course. Initially that took a fair amount of communicating with community members to raise donations, get lumber donated, get all of the materials donated. Lowe's donated six hundred dollars of just stuff for us to use for it. Then trying to bring all of the Leo members together to work together to build this thing. No one went to an architect, they just had these rough sketches and visions in their mind, and then they were drawing stuff out, and bringing it out for us to cut it up, and they're taking it back and hammering it, and saying, "I need you to cut this part off" and, "glue this" and "staple that". It was a great activity. We each had a part in the whole to construct. And then they just had to work together in those groups, design how this was going to work, and be sure that they distributed their resources appropriately to meet all of the groups' needs.

Citizenship is another 21st century skill that both cases focus upon. This is one of the Ways of Living in the World skills (McGaw, 2009). Both groups, adults and students, value citizenship. Giving back to the community is a focus of the Leo Club, but is also one of the top priorities in the marching band. Emerging band leader Carl stated, “The marching band is the representation of our school at games, in parades, in the media, to the outside world and to (Mountain Valley). Getting us to realize that we are part of something bigger than us is important”.

Two of the key Ways of Thinking skills (Griffin, 2010) evident in interviews, observations, and mentoring documents of the marching band are critical thinking and problem solving. These skills were mentioned to a lesser extent with the Leo Club students and staff; students from both programs demonstrated and discussed the importance of problem solving. Alexis mentioned the dilemma between punishment and lenience when certain players haven’t learned their music. After a brainstorming session with her section co-leader, the two of them decided that push-ups wouldn’t help them learn the part and humiliating them in front of the rest of the section had no productive results. Instead of punishment, Alexis and Vickie decided to give a private lesson to anyone who didn’t know their music. It helps the student who truly is struggling, and it’s personally a little embarrassing to the student who just didn’t practice. This problem solving tactic ended up creating the most prepared musical section in the band. Several section leaders of other instruments have decided to implement this practice for next fall.

Curiously, the skill of personal responsibility was acutely apparent in the Leo Club case study while band students only minimally intimated personal responsibility. This single skill was observed in student leaders of both case studies. It was not discussed during the interview with the students and adult mentor of the band program, although the check-list of the observation form received as many marks under the personal responsibility section as were examined in the observations of the Leo Club leadership in action. One marching band rehearsal had an impromptu playing test on a segment of the music, and the personal responsibility of the student leaders and their constituents was impressive, as most students performed the musical segment accurately.

Transformational Leadership Practices

The two cases had only one of the transformational practices of leadership (Bass & Riggio, 2008) in common, as a practice that was more noticeable than the other four leadership practices. For a review of the transformational practices, see figure 1.1. Practice five, modeling the way, was strongly mentored, utilized by adult mentors, student mentor, and student leaders. Each student leader and mentor discussed the importance of doing what the rest of the group is doing, and not only telling the group what to do, but doing it himself/herself. Preparing music through practice and drill, working on a community service project alongside their groups, and being one of the group was important to each student interviewed. As an aside, this is an area where students consistently scored similarly to one another in the

Leadership Practices Inventory (Kouzes & Posner, 2008), one of the three exams given to the student leaders, implemented to give further trustworthiness to the case study.

The two practices that demonstrated the most student discussion and interest during the Leo Club interviews and observations were practices three and four: inspiring a shared vision and encouraging the heart. Of the eleven Leo Club mentor, student leaders and emerging leaders interviewed, all eleven answered one or more interview questions referring to practice three as well as practice four. Practices three and four were more consistently mentioned in the Leo Club discussions than in the marching band interviews.

In addition to modeling the way, the marching band case study singled out practice two in nine of the sixteen interviews. *Enabling others to act* is the title of this particular practice. Casey, student mentor and one of the drum majors, was at one of the middle schools with a group of marchers. They were showing the younger students how to march. One of the young drummers was telling Casey that she probably wouldn't march in high school because she is uncomfortable wearing the percussion equipment. Wanting to enable this girl to be part of the group, Casey asked her, "What are you into?" When the girl told her that she loved to dance, Casey said, "What about colorguard?" The girl seemed excited and didn't know that colorguard existed, and is now planning to participate next year.

Social Identity Leadership Behaviors

Band and club mentors and leaders responded similarly in identity leadership theory behavior one, standing for the group (Haslam, et al, 2011). Whether in marching band or Leo Club, those interviewed and observed saw himself/herself as representing the group, representing the high school, and representing the community. Each participant interviewed identified with the group. James, one of the band student leaders, stated his identity with the group when he talked about the group's response to one of the band members during a football game. Before the marching show, this student band member stepped out of marching band line at a football game, and said, "So-and-so's team sucks". James talked about the entire band scolding this student, telling him, "Why would you say that? You're bringing down the integrity of the entire band right now. Everyone who just heard that thinks that we all think that". Strongly viewing themselves as loyal, this example shows the identity that the students have with the group to which they belong, representing their band, school, and community.

Mr. Vanowen, the Leo Club mentor, also talked about identifying with the group when the students were collecting prizes for the duck races to raise funds for the battered women's shelter. In asking for prizes from the local businesses, the students show a pride in the group as they tell the business owners about the event, how the funds raised go toward the shelter, what they have raised in the past, and how they are improving it this year. There was a club pride in opening their speech to the business owners with, "Hello, my name is (so-and-so). I'm a member of the

Leo Club, a service organization at the high school, and off-shoot of the Lions Club International...” It’s an important identity and the students are proud to belong. Figure 5.2 below shows a cyclical rotation of the ways in which an individual identifies with the group to which they belong.

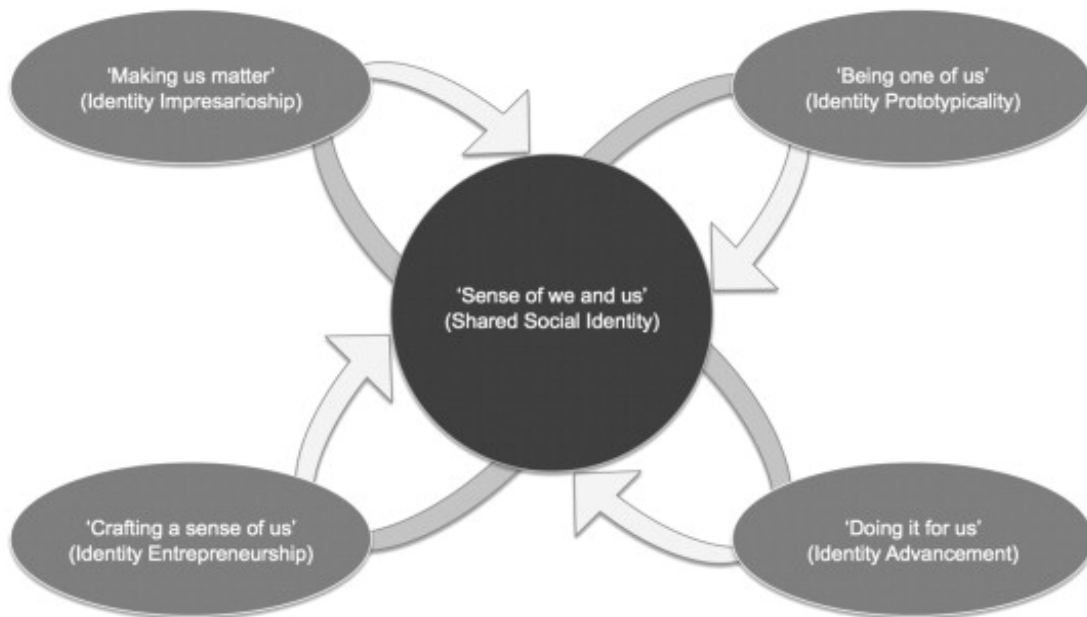


Figure 5.2, Social Identity Behaviors

Leadership and Common Core Portraits

The mentors and student leaders talked about student success. Thinking on their feet by responding to various people and circumstances (Wilhoit, 2010) was a Common Core portrait that eight of the marching band members and five of the Leo Club talked about in their various interviews. That’s approximately half of the students interviewed, and both adult mentors talked about flexibility and response

to different stimuli. Alexis mentioned needing to look at each circumstance individually, not locking in a response that's used for every situation.

Common Core portraits, listed in Figure 3.1 on page 28, mentioned with greatest frequency by the marching band members: demonstrating independence, attending to precision, reasoning, structure, and flexibility. Individual portraits most discussed by the Leo Club members with the greatest recurrence was: demonstrating independence, reasoning, flexibility, and understanding other perspectives (Wilhoit, 2010). Adult mentors canvassed viewed student success similarly. Both adult mentors saw student success as demonstrating independence, valuing evidence, reasoning, and flexibility (Louis, et al., 2010).

Research Implications

Implications of this study will be discussed using four organizational leadership frameworks: structural leadership focuses on excellence, human resources leadership concentrates on caring, political leadership centers on a sense of justice, and symbolic leadership focuses on belief and faith in the organization (Bolman & Deal, 2013).

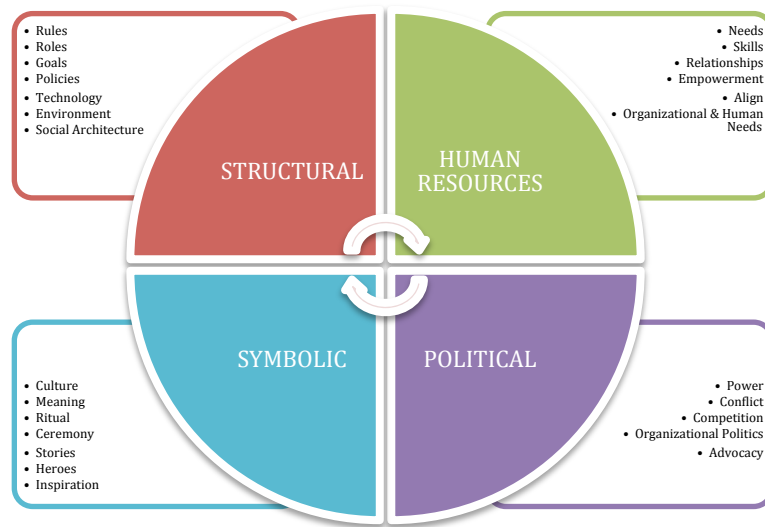


Figure 5.3, Bolman & Deal's Organizational Framework

Implications for Student Leadership Mentoring Programs

This investigation broadly illustrated how mentoring leadership in high school students affects student influence and productivity in a school setting. “Studies have found shared characteristics among effective leaders across sectors and situations. No characteristic is universally associated with good leadership in these studies, but vision and focus show up most often. Effective leaders help articulate a vision, set standards for performance, and create focus and direction” (Bolman & Deal, 2013, p. 347). In the two cases studied, three 21st century skills were of utmost importance to the adult mentors and student leaders. Clear communication, collaborative activities, and developing a sense of community and citizenship were a critical part of creating focus and direction for their group. These skills contribute to strong purpose, engagement, focus, flexibility and environment, traits of a successful

organization (Fink & Markholt, 2011). Mentoring of communication, collaboration and community citizenship imply successful student leaders.

Mentoring programs need structure, whether sequenced or organic, according to five of the six student leaders interviewed. The adult mentors of the two leadership programs have been in communication with each other since the original interviews, observations, leadership tests and examination of documents. Each is working to adapt and modify some of the other program's structure. For example, the Leo Club is looking to developing an appropriate syllabus for the club along with an application process for leadership in the club. The adult mentor of the marching band program is taking the experience of learning about the successes of the Leo Club to expand the community service aspect of the marching program. Both adult mentors facilitate rather than manage the successful groups, conceivably implying that mentoring through facilitation may be effective in the development of student leaders. Conducive to the success of leadership mentoring is the development of deliberate program structure based upon a strong sense of citizenship. Therefore adult facilitation, clear organization and citizenship are all implied structural portions of the leadership mentoring program.

Mentoring of students develops a family culture in the way that a parent guides a child (DeMille & Earl, 2011). A parent looks for and nurtures potential in each child in the family, and the adult mentor in a student group takes on the same roll. In a similar fashion, an older sibling is tough on the younger sibling(s), making him or her accountable as well as developing a fierce loyalty to each. Student leaders

take on the role of wiser and more experienced siblings, nurturing leadership in the manner of a sibling, more of a peer than a superior. Additionally, a family has disagreements, utilizing the authoritarian power of the parent or even the wise grandparent, yet also employing the barter system of a sibling who is, in many ways, an equal without the experience of the older sibling. In a class or club setting, this family atmosphere creates an environment of encouragement as well as exegesis. A family undercurrent also structures a sense of trust (Garringer, 2007).

Collectively, adult mentor, student mentor, student leaders and emerging leaders learn to collaborate in order to fulfill a vision and mission, according to data collected in this investigation of the two case studies. Collaboration was important to mentors, student leaders and emerging leaders in this study. Mentoring non-traditional leaders in an area of student strength develops compassion and other human resources of leadership (Dondero, 1997). In addition, the opportunity to interview with a committee in the case of the band program, and community members in the Leo Club may imply the importance of mentoring interview skills.

As a result of interviewing the students and adults, it can be concluded that mentoring students in the development of a forum and carrying out community service develops a sense of justice. Modeling the way for others and developing citizenship was an outcome of this study that came through in the interview answers, observations and documents used to develop leadership in both organizations. The club does not utilize a forum for leadership application, yet the general work of the club is a group effort in developing a forum for community

service. With a convergent group and a divergent group, both organizations come to forum and citizenship from different vantage points, however the forum and community service as citizens were key elements in the club and band.

Mentoring communication, collaboration, and community service developed a sense of caring and compassion within the two mentoring programs examined. When the individual leader represents the entire group, caring and compassion transfer to standing for, and inspiring, the group. Students in the marching band made each other accountable for good behavior in public, and ultimately were representing their group, school and community. Likewise, when the Leo Club members went into the community to collect donations, they were representing their group, school and community. Mentoring student leaders to inspire others, collaborate with their peers and teachers, and develop a structure for accomplishing goals demonstrated varying levels of success. "Mentoring is mostly about small victories as subtle change" (Rhodes, 2002, chapter 5, paragraph 12).

Implications for Student Leadership

The use of leadership mentoring in high schools has great implied potential, stemming from the fact that student leaders increase their own success when they experience leadership. Brynn, one of the Leo Club officers, discussed the experience of leadership, and how it has helped to make her more successful as both citizen and student. During middle school Brynn was a follower of the group, not wanting to stand up for what she thought was right, for fear of being shunned. As an emerging

leader, Brynn saw older mentors stand up for what was ethical, and she also saw these leaders as developing richer friendships because of their integrity. As she became a leader, Brynn also gained confidence in herself and in others. This confidence carried over into her already adequate academic success in high school, and her academic achievement improved even more. Now Brynn is a leader in her various classes in school, and is in the top of each of her classes. She credits the mentoring she received from Mr. Vanowen and Ms. Walcott as key to her success as a leader and, ultimately, her success as a student. She is an involved participant in her leadership and success. "Participatory culture means learning takes on a more active role rather than the traditional passive mode" (Jacobs, 2010, chapter 2, paragraph 14).

Traditionally, leadership has been a recognized trait. Those who are outgoing and authoritarian have been frequently labeled as leaders. The process of mentoring leadership is working with students whose leadership may be non-traditional, such as the quiet influencer, the patient student, the child who perseveres, the compassionate leader, and even the negative leader. Leadership is often "a matter of harnessing what people want to do themselves and using that as the motor for action" (Haslam, Reicher & Platow, 2010, chapter 3, paragraph 42). Mentoring may develop those behaviors, skills and practices that give a larger number of students confidence in leading. Only one of the six students interviewed and observed actually considered himself/herself as outgoing. The rest developed leadership skills as a result of mentoring by adult mentors and other student

leaders. One student leader did not have skills to succeed in math classes until being mentored for leadership, resulting in a confidence that allowed him to actually flourish in the subject. Another found ways to have a positive impact on others and find her own strength through leadership mentoring.

Structurally framing a group of people actually organizes some of the basic elements of leadership, according to the students and adults interviewed: responsibility, communication, initiative, and adaptability. Observed in student leaders, these skills and practices were also discussed in the interviews. Mr. Bergen used this structure to framework the marching skills needed to succeed, but he also mentored his student leaders in this structure to give them the tools to feel successful in the leading of other students. He mentioned, “They learn how to act with their constituents. They learn to organize their leadership, but they also learn how to think outside of the box. They begin to realize the magnitude of what it actually means to be a leader”.

American author John C. Maxwell said, “People don’t care how much you know until they know how much you care” (Maxwell, J.C., 1993, p. 142). Marching band clarinetist Courtney talked about her desire to become a leader like her two section leaders this year. Because section leaders Vickie and Alexis are passionate about excellence as musicians as well as caring about each band member as a person, Courtney believes that her peers try harder and experience camaraderie as a group. The student leaders of both the band and the club conveyed similar conviction

regarding their belief that they are more than individuals when they participate with their group. They represent the entire group, their school, and the community.

Student leader and mentor Casey, a drum major, articulated what student leaders from both groups tried to express about a sense of fairness and justice that arises from good work ethic and collegiality as a group.

I have talked about what's fair and not fair since I was little, but through marching band I now truly understand that fairness. We're all generally understanding of each other's strengths and what we all have to offer. In order to have a good system, we have to be able to communicate respectfully. That respectful communication is where fairness begins.

Striving to understand other perspectives is an area of leadership that came up in the interviews, the observations and the three leadership tests that the student leaders took. The Leo Club ROC wheel chair project is a good example of student leaders, emerging leaders and a group of adults visiting from Russia all working together on these wheel chairs. They had a common goal and, in order to achieve the goal, worked to understand the perspectives of each person.

This research implied the importance of having trust and faith in the members of the group. Emerging leaders in the Leo Club felt connected and enthusiastic about working together and working hard when the leaders had faith in the group's abilities. Student emerging club leader Lenore talked about that trust: "We love this service organization. Not only do we do community service, we learn to have confidence in our classmates by taking on tasks that Brynn and Michelle believe we can do well". Believing in one another is a layer of trust that leadership may affect, and that trust can be one avenue to student success.

Implications for Student Success

This study has meaningful implications for the students who are mentored in leadership in terms of achievement and success as outlined in the portraits of the Common Core State Standards, the measure of student success for the purposes of this research (Wilhoit, 2010). Each of the seven portraits of the Common Core state standards can be used to demonstrate aspects of the observations, interviews and document study of the marching band and Leo Club.

First, students learn to demonstrate independence, as was witnessed in the observations of student leaders at work in both the marching band and Leo Club. The students who challenged the band student for name-calling acted without an adult mentor present. The students who made decisions about the community causes the club wanted to support were indicating autonomy through consensus of peers. The Common Core portrait of building strong content knowledge was exhibited in the attainment of uniformity and excellence of marching technique for the purposes of competitive scores in drill formation, musicality and visual effect.

A third portrait of responding to varying demands of audience, task, purpose and discipline was manifested in the club's turkey bowling. Club members reached high school students' interests by finding an activity that would not only benefit the purpose of community service, but also peak the amusement of the adolescents targeted through this activity. Fourth, high school students had to comprehend as well as critique during the memorization of the marching music, as overseen by student leaders. In order for the clarinet section leaders to improve the musicality

of the students in their section, they had to have their own music memorized, pursuing guidance from their adult mentor and the drum majors.

Fifth, high school student leaders demonstrated valuing evidence. Both groups sought improvement in various aspects of their organization. For example, Alexis had observed other sections of the band that were not getting their music memorized, even though the section leaders were punishing the subordinates with push-ups and running laps. She used that evidence to figure out a new method of memorizing music, that of working with any student who didn't have their music memorized individually. It was a punishment of sorts, but was done in such a caring way that her section ended up being the first group to have the music memorized.

Sixth, student leaders used technology and digital media strategically and capably. The leaders of the Leo Club effectively utilized mass texting to announce meetings, changes, and activities. They also developed a Facebook page that gleaned increased interest in the activities of the club. The marching band section leaders utilized the internet to study championship marching bands' techniques and methods through You Tube, email, Google, and audio search. Finally, striving to understand other perspectives and cultures was a portrait that over half of the student leaders interviewed chose to discuss. Through building wheelchairs with the exchange teachers from other countries, the Leo Club members learned to understand and appreciate the teachers' cultural values and educational perspectives by spending time working together.

The marching band represents their school and community when traveling to other places to compete. In order to represent a community, they need to understand what is important in that community, including people of different ages and generations. This is a culture in itself, and these students worked, through participation in Veterans' Day activities, for example, to understand people from a different generation.

These seven portraits of success are the measure for student success as developed in the mentoring model for student leadership (Louis, et al, 2010). Guiding student leaders and emerging leaders in the structure of student leadership within the band and club programs defined group organization. Adult mentors as well as student leaders voiced connections to academic achievement and purpose as they learned and experienced that organization and structure. The band's purpose of excellence is achieved, according to observations and interviews, through mentoring of structured student leadership. This is illustrated in the instrument sectionals such as the clarinet and low brass players. Problem solving musical challenges benefitted from the mentoring of structured student leadership. To the contrary, the Leo Club's purpose is one of service, symbolic of a belief in the strength of collaboration and communication. Mentoring leadership structure promoted community service through organizing fundraising events. Mountain High School's turkey bowling event demonstrated the importance that organization and structure contributed toward service to others. "The ability of a leader to be effective is transformed as a function of the extent to which group members identify with the

group as an important aspect of their self-concept” (Van Knippenberg & Hogg, 2003, chapter 4, paragraph 10).

Mentoring of leadership instills a sense of justice in student leaders as was witnessed in a previously mentioned marching band issue: the student who yelled out a negative comment about another school. The students would not ignore the comment, but informed the student that he represents the entire band, school and community. When he makes a comment in the band uniform, he is in essence representing the group. These band students are *demonstrating independence* as well as *valuing evidence*, two of the Common Core portraits. Competition is part of the political nature of success, and getting ahead is a matter of personal credibility coming “from doing what is socially and politically correct” (Bolman & Deal, 2013, chapter 9, paragraph 27). Defining acceptable parameters of political leadership shapes the actions of the student leaders and, ultimately, the students in the group. Implication for student success is the independence that comes from being mentored in a sense of fairness and justice.

Student success, as identified in the seven portraits of the Common Core Standards, is the outcome of mentoring leadership in the leadership mentoring model being developed. The portraits, such as building content knowledge, are the results when leadership is mentored.

Implications for Practice

As a result of this research, practitioners can gain valuable insight into the development of leadership programs within a sequential course or student consortium. The value, to participating students and the adults who mentor, of mentoring leadership gives student organizations a jumping off point for increasing effectiveness through developing student leadership. Academic classes and extra curricular activities have the possibility of increasing benefits to students through leadership opportunities and development of new skill sets in student work.

The students and adults in this study gave descriptions and perceptions with a variety of impact, yet numerous similarities for future leadership programs for high school students. First of all, an organized and sequential program of mentoring reaches students who demonstrate differing qualities and characteristics of leadership aptitude. This ordered approach to recognizing and encouraging leadership in high school students goes beyond developing leadership that happens in the classroom, on athletic teams and in activities for adolescents. Categorizing leadership into achievement, work ethic, citizenship, service, structure and problem solving helps adult mentors and teachers find aptitude in students who are not outgoing and who struggle in various ways. Secondly, developing leadership in students has the potential to give these young people purpose, definition to their goals, and encouragement to be risk-takers. The participants in this research study had strong perceptions about improving personal success through mentoring leadership in many students. Third, designing a course or activity that incorporates

leadership into the framework by way of 21st century skills, identity leadership behaviors, and transformational leadership practices is a thoughtful avenue, according to the research subjects, to both assess and develop a solid leadership program. Finally, utilizing the portraits of the Common Core State Standards proved to be an assessment of student success that evaluated the effectiveness of the mentored skills, practices and behaviors. While the attributes mentored come from the syllabus of the marching band program and the Lions Club constitution and by-laws, Common Core portraits effectively tested the mentored leadership characteristics. Furthermore, the three leadership tests given gave strength to the benefits of employing the seven Common Core portraits as a measure of success and achievement. Cross-referencing of 21st century skills, identity leadership behaviors and transformational leadership practices with portraits of the Common Core State Standards in the various research techniques gave clarity to both commonalities and differences of leadership philosophies.

Recommendations for Future Studies

Recommendations for continuing and expanding this research are submitted in five varying approaches. The first approach is a continuation of the same multiple case study, extended to a greater population of students in the marching band and the Leo Club. The second approach focuses the multiple case study in other cities in the same state, cities in different states, and the possibility of conducting the study in another country. The third approach involves an in-depth comparison of high

school programs that have formal mentoring juxtaposed with programs that incorporate leadership without a sequential plan of action. The fourth approach addresses the differing circumstances in which high school leadership takes place. Finally, the fifth approach considers expanding the Leadership Practices Inventory (LPI), Identity Leadership Inventory (ILI) and Assessment and Teaching 21st Century Skills (ATCS) to assessing other student leaders in addition to the self-assessment.

Because one finding of this study targeted certain common leadership attributes as a result of interviews, observation, self-assessments and formal documents, it seems reasonable that a larger sampling of the two high school leadership programs could lead to expanded and differing conceptions of student leadership as well as student success. The research questions for this study focused on leadership mentoring development. Future study might focus on how experiences shape leadership development. While the two studies would be similar, they approach leadership from different perspectives, one structural and the other functional. A new question ultimately becomes: What do student leadership attributes look like and how do they differ between leadership programs? For example, the student leaders interviewed from both organizations viewed communication, collaboration and citizenship as skills critical to good leadership. These students additionally expressed that these were skills in which they received and ultimately provided mentoring. Is this assumption about the importance of these three skills valid? How might this assumption differ had all student leaders

and emerging leaders been interviewed and observed in the marching band and club?

Indicators within this research designated differences in several leadership attributes, mentored and utilized by the high school students, depending on the student group. The marching band leadership focused on striving toward excellence, and the structures of organization along with a loyalty to the group was paramount. Conversely, the Leo Club leadership is centered on community service, and the citizenship and importance of community relations was a focus of the leadership. Additional investigation should be designed to determine student leader similarities and differences by expanding the study to other schools and other areas of the country. Would a broader study yield comparable findings in the similarities and/or differences in divergent student groups?

During the course of examination on mentoring leadership in students, both literature and direct interaction with formal mentoring of leadership was sparse. Much of the mentoring of leadership was informal, according to an early pilot study that surveyed teachers and mentors (Westlake, 2012). For example, athletic coaches were found to mentor leadership as a part of their work to prepare athletes for competition, yet that mentoring was inconsistent and far from a formal effort. Studies found in the literature generally viewed social and academic attributes as areas to be guided through mentoring, therefore expanded study on the mentoring of leadership is necessary. A comparison could be made between formal mentoring programs and leadership developed through informal implementation. Such a study

is needed to establish a consistent framework for the mentoring of student leadership. The developing model for mentoring leadership can be a reference for critique in various comparisons between informal and formal mentoring of student leadership.

An ancillary path of research should examine the various situations and conditions in which student leadership occurs. For example, a club has officers who organize and inspire the activities. Additionally, an athletic team has students who, as a result of superior performance, rise to the top of the team and encourage and inspire others, either through their own performance, or because of nurturing personality traits. The mentoring that takes place in an organization with officers and an adult advisor is more structured than the mentoring that takes place in an organization with a coach and natural leaders rising to the top. The question to ponder is what, if any, differences in leadership attributes exist, depending upon the formality of the mentoring program? Examination of mentoring programs, both formal and unstructured, could be beneficial to a stronger comprehension of leadership attributes that contribute to leadership success.

Finally, this last recommendation for future research applies to strengthen the reliability of the study through having student leaders assess not only their own leadership, but the leadership of their mentors and emerging student leaders. Moreover, it would be helpful to have the emerging student leaders assess the student leaders. The additional time and energy that it would take to expand the LPI (Kouzes & Posner, 2008), ILI (Steffens, 2013) and ATCS (Griffin, 2010)

assessments may effectively examine the relationship among and between mentors, student leaders and emerging student leaders. A comparison of results from participants in the student leadership programs would further expose leadership attributes that require mentoring. This quantitative look at mentoring student leaders can supply qualitative research with plausible insight into the ramifications of student leadership and the mentoring thereof.

Concluding Statements

Implications have been offered regarding the effects of mentoring high school students in leading groups of students, and how that pursuit could improve leadership ability. Further implications were made regarding the importance of developing leadership programs for adolescent learners to advance student success, whether that success be academic achievement, organizational structure, citizenship, service to others, or problem-solving. This study embodied an initial inspection of mentoring, leadership and student success as well as beginning to develop a mentoring model for student leadership. With abundant territory left unexplored, recommendations for further research were made in five areas: research a greater sampling within the two organizations investigated, expand the research into other high schools in other areas, compare formal and informal mentoring of student leadership, explore various circumstances where the mentoring of student leadership takes place, and expand the leadership assessments

to include both self-assessment and the assessing of others within their leadership program.

The study of training teachers to mentor student leadership in classes and student organizations imparts an abundant opportunity to understand mentoring in terms of student success. Understanding leadership in terms of structure, human relationships, community and symbolic human trust can lead change in educational practice, transforming the quality of learning for all students.

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APPENDICES

APPENDIX A

INFORMED CONSENT LETTER

STUDENT LEADERSHIP

Greetings Symphony Band and Leo Club Students!

It's an ***exciting time in education***, with continuous change taking place in research for the purpose of making your education ***more relevant, more motivating and more rigorous***. My research during the past four years of my doctoral program has centered on the development of ***student leadership***. The culmination of my doctoral work is a dissertation that explores the possibilities of student leadership being mentored in order to advance ***student success for all students***, whether you are outgoing, introverted, like to be in the limelight, or prefer to work in the background.

The ***Bozeman High School Symphony Band and Leo Club*** have been purposely selected because there is a program within your two organizations that mentors leadership in students. The marching band program invites all of you to develop a forum and a community service project and ultimately interview for a leadership position as drum major or section leader. The Leo Club is based upon the charter of the Lions Club, mentoring leadership through community service. While there are many programs that mentor students, very few programs formally mentor student leaders prior to your attending college. An educational publishing company is so excited about this research that I have been approached to write a method book on developing the mentoring of leadership after my dissertation research is complete.

Would you be willing to volunteer to assist this important research for the future of education? While there are no direct benefits to you from your participation as a volunteer, your involvement will contribute to a better understanding of this field. There are no foreseeable risks to you beyond the valuable time that you would take to complete three written leadership assessments, meet with me for 20-30 minutes for an interview, and allow me to observe you in some capacity in your work as a student leader.

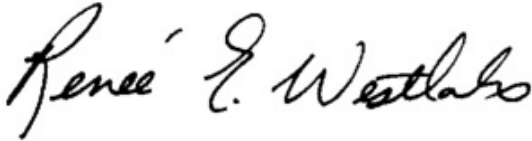
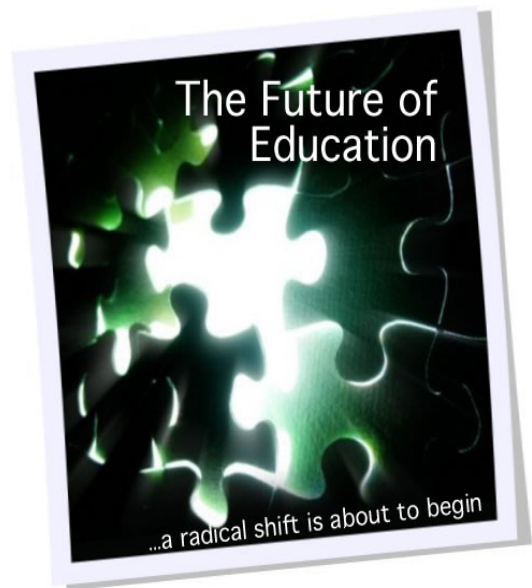
Thank you for considering volunteering for this study. The second page of this letter is a Subject Consent Form for Participation in Human Research at Montana State University. Many of you are under 18, so this would also require a parent or guardian signature. Please bring the bottom portion of the second page to Mr. Berdahl or Mr. Van Velkinburgh, or you can mail it to me at:

Renée Westlake
2900 Love Lane
Bozeman, MT 59718

If you or your parents would want to call me, you can reach me at 406-581-6861 (cell), 406-388-6909 (home) or 406-522-6017 (work).

Again, thank you for reading and considering this research project.

My best to you,
Renée Westlake, doctoral candidate
Montana State University

**Subject Consent Form
For Participation in Human Research at
Montana State University**

INTRODUCTION:

You are being asked to participate in a research study investigating student leadership, and how student success is affected by the mentoring of leadership skills.

PURPOSE:

This study will help researchers and educators to better understand the effects that mentoring of student leadership skills has on student success. You have been chosen because you are involved in a high school program that mentors leadership through the band program or Leo Club.

PROCEDURE:

If you agree to participate, we will utilize your responses in a multiple case study of student leadership and mentoring. You will be asked to complete a 20-minute interview, and take three tests to be used in comparing a working knowledge of leadership to skills, practices and behaviors of leadership. In addition, you will be interviewed once and observed in your school leadership program. You will not be asked to include your name or any other identifying characteristics.

RISKS/BENEFITS:

There are no foreseeable risks involved in participating in this research beyond the valuable time you would take to complete an interview and three leadership tests. There are no direct benefits to you from your participation, but your involvement will contribute to a better understanding of this field.

CONFIDENTIALITY:

No identifying information such as your name, birth date, race, gender or ethnicity will be gathered. Confidentiality will be maintained to the degree permitted by the electronic notes of the researcher. No absolute guarantees can be made regarding the confidentiality of electronic data.

VOLUNTARY PARTICIPATION:

Participation in this study is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer any question or to withdraw from participation at any time without penalty. If you complete an interview and tests, however, and submit it to the researcher, then the researcher will be unable to extract anonymous data from the database should the participant wish it withdrawn. If you are under 18, your parent or guardian will need to check and sign the parent box and signature.

CONTACTS & QUESTIONS:

If you have questions about this research study, please feel free to contact the primary researcher Renée Westlake at reneewestlake@msn.com or Dr. William Ruff, Department of Education, Montana State University, 115 Reid Hall, Bozeman, MT 59717, 406-994-4182 or wruff@montana.edu.

If you have questions about your rights as a research participant, or are dissatisfied at any time with any aspect of this study, you may contact – anonymously if you wish – Institutional Review Board Chair, 960 Technology Blvd, Room 127, Bozeman, MT 59717. For information and assistance, call 406-994-6783.

STATEMENT OF CONSENT:

By checking the “I agree to participate” box and signing your name, you agree to participate in the research. If you do not wish to participate in the interview and tests, please check the “I do not wish to participate in this research study”. Thank you for your attention and time.

STUDENT AND PARENT PERMISSION FORM
☐

I agree to participate in this leadership research study.

Student Signature: _____

☐

I do not wish to participate in this research study.

☐

I give my child, who is under 18, permission to participate in the leadership research study.

Parent Signature: _____

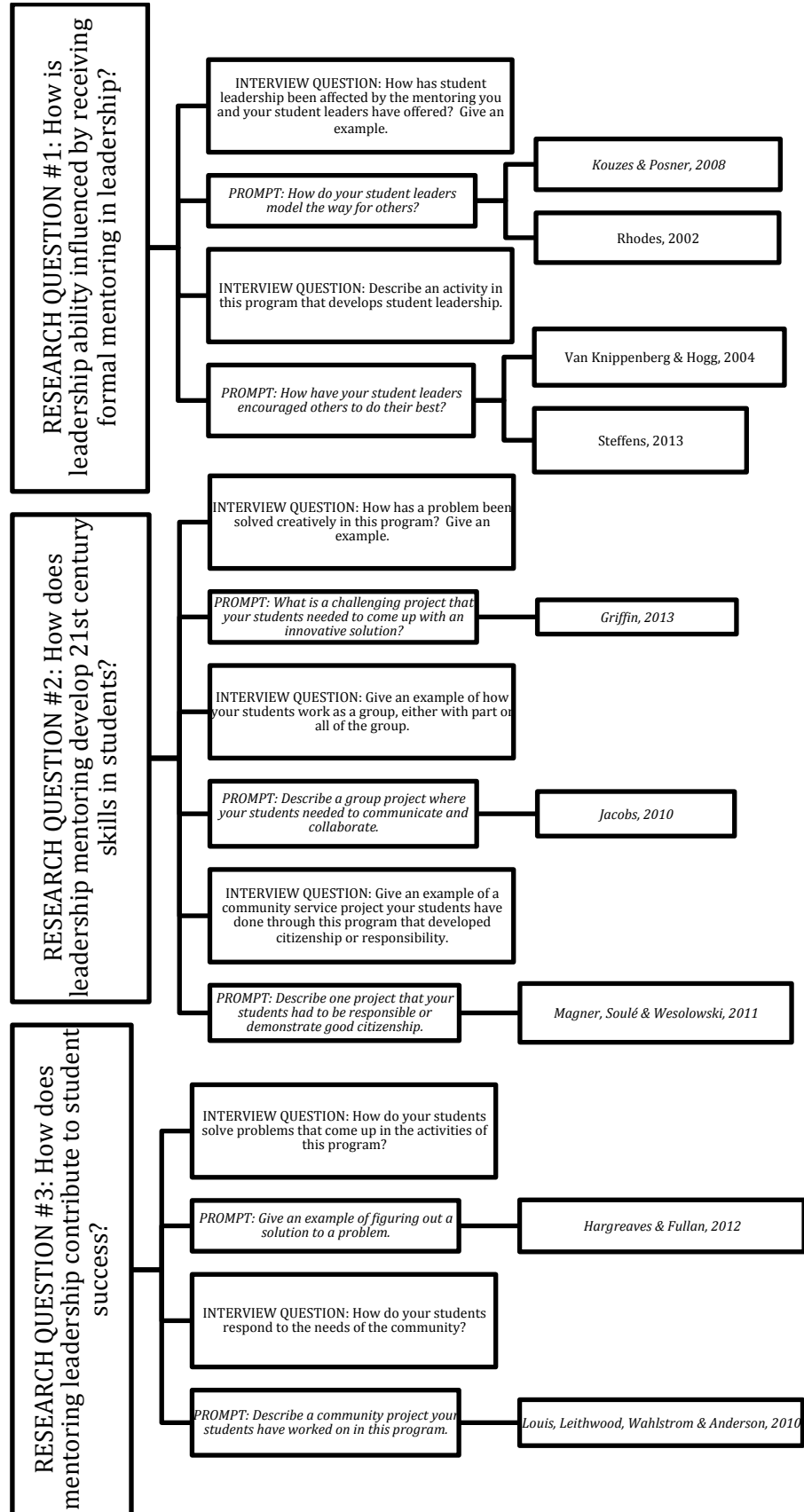
THANK YOU FOR YOUR CONSIDERATION!

STUDENT INTERVIEW QUESTIONS

1. How has your leadership been affected by the mentoring you have received from this program. Please give an example.
 - *PROMPT: How do you model the way for others?*
2. Describe an activity in this program that develops your leadership.
 - *PROMPT: How have you encouraged others to do their best?*
3. How has a problem been solved creatively in this program? Please give an example.
 - *PROMPT: What is a challenging project that you needed to come up with an innovative solution?*
4. Give an example of how you work as a group, either with part or all of the group.
 - *PROMPT: Describe a group project where you needed to communicate and collaborate.*
5. Give an example of a community service project you have done through this program that developed citizenship or responsibility.
 - *PROMPT: Describe one project that you had to be responsible or demonstrate good citizenship.*
6. How do you solve problems that arise in the activities of this program?
 - *PROMPT: Give an example of figuring out a solution to a problem within this program.*
7. How do you respond to the needs of the community?
 - *PROMPT: Describe a community project you have worked on in this program.*

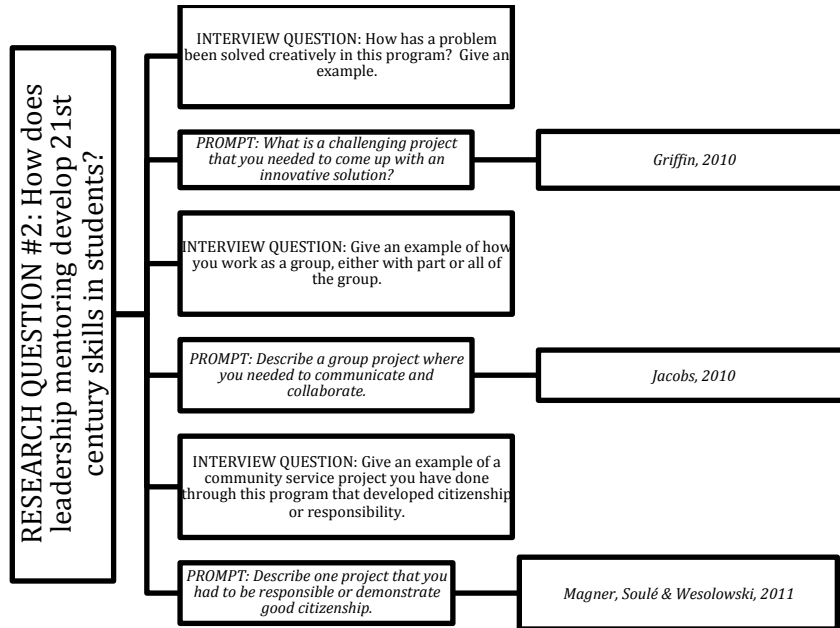
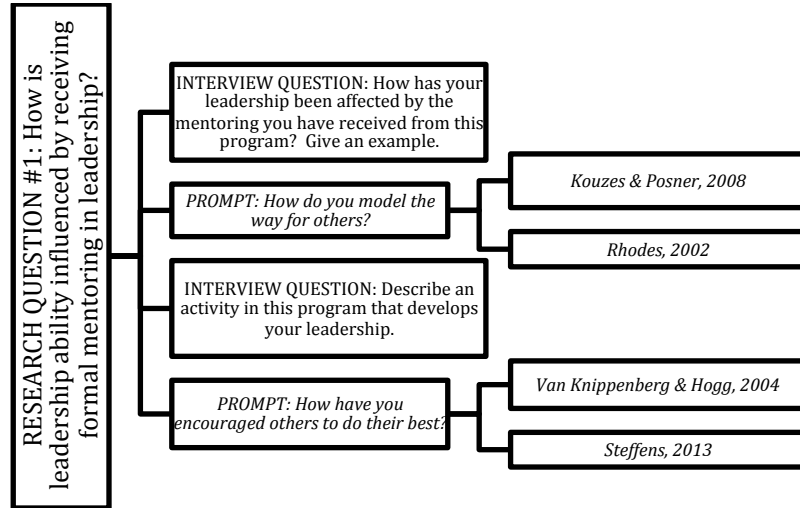
APPENDIX B

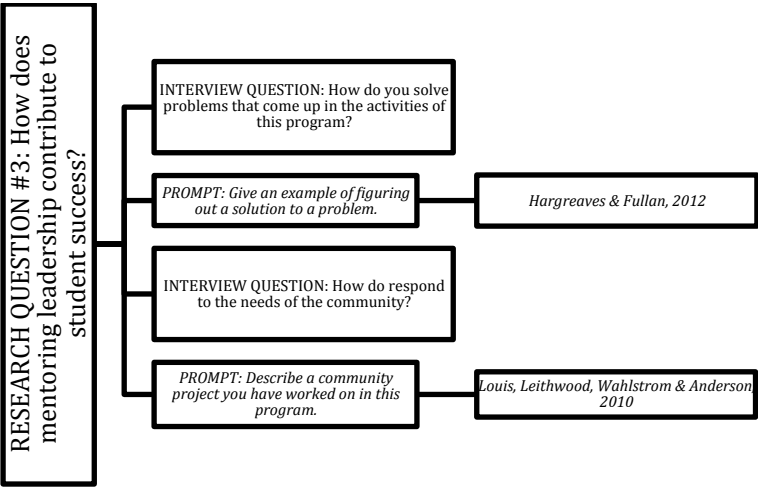
PROTOCOL FOR ADULT MENTOR INTERVIEWS



APPENDIX C

PROTOCOL FOR STUDENT MENTOR INTERVIEWS

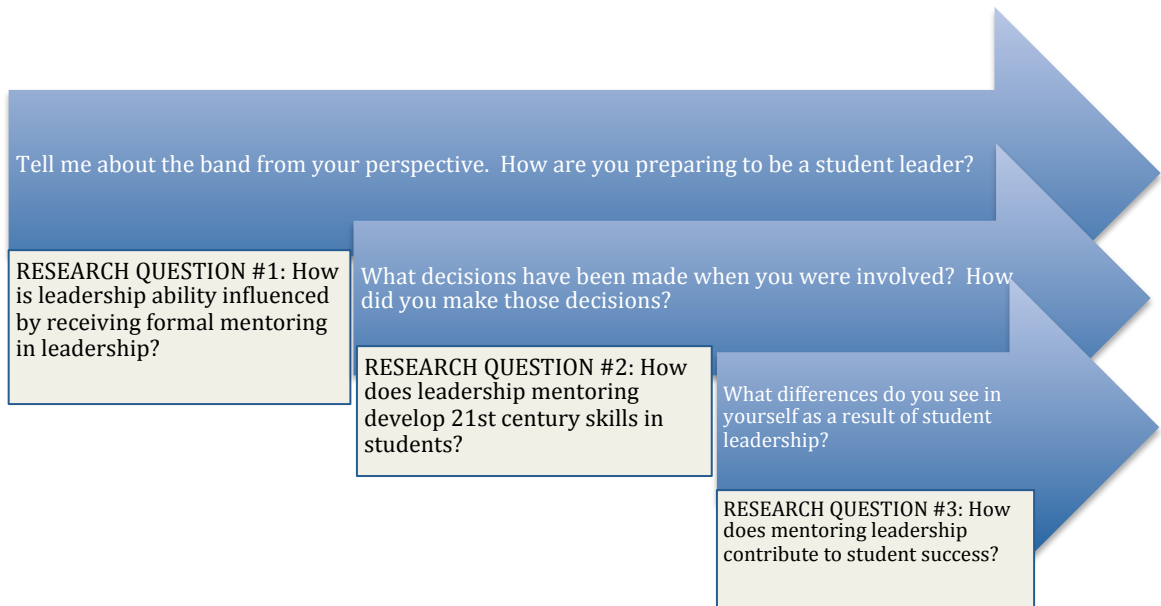




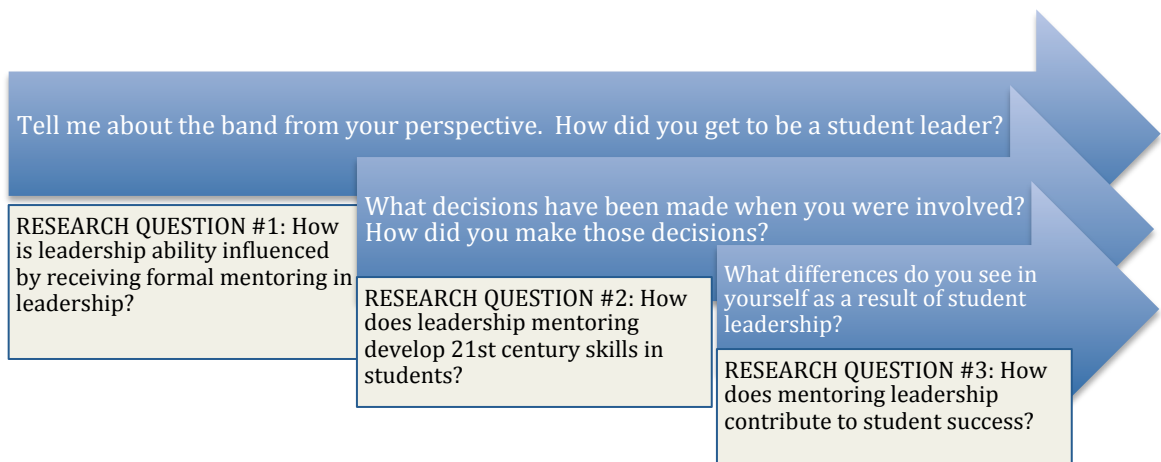
APPENDIX D

PROTOCOL FOR GROUP INTERVIEWS

EMERGING LEADERS GROUP INTERVIEWS



STUDENT MENTOR FOCUS GROUP INTERVIEWS



APPENDIX E

PROTOCOL FOR OBSERVING STUDENT LEADERS

21st Century Skills

Creativity/Innovation		EXAMPLE:
Problem Solving/Critical Thinking		EXAMPLE:
Communication		EXAMPLE:
Collaboration		EXAMPLE:
Citizenship		EXAMPLE:
Personal/Social Responsibility		EXAMPLE:

Leadership Practices

Modeling the Way		EXAMPLE:
Inspiring a Shared Vision		EXAMPLE:
Challenging the Process		EXAMPLE:
Enabling Others to Act		EXAMPLE:
Encouraging the Heart		EXAMPLE:

Identity Leadership

Representing the Group		EXAMPLE:
Fairness		EXAMPLE:
Relationship between Reality, Representativeness & Leadership		EXAMPLE:
Relationship between Authority & Power		EXAMPLE:

Portraits of Success

Demonstrating Independence		EXAMPLE:
Building Strong Content Knowledge		EXAMPLE:
Valuing Evidence		EXAMPLE:
Attending to Precision		EXAMPLE:
Critique		EXAMPLE:
Reasoning (Abstractly and/or Quantitatively)		EXAMPLE:
Expressing Regularity		EXAMPLE:
Responding to Audience, Purpose and Discipline		EXAMPLE:

APPENDIX F

LEADERSHIP MENTORING DOCUMENT ANALYSIS

Table of Specifications: Document Analysis of Leadership Mentoring Documents

21st Century Skills	Band Leadership Syllabus	Lions Club Charter
WAYS OF THINKING • Creativity/innovation • Critical Thinking/Problem Solving/Decision Making WAYS OF WORKING • Communication/ Collaboration • Flexibility/Adaptability TOOLS FOR WORKING • Information Literacy/ Media Literacy/ ICT Operations & Concepts • Research/ Inquiry WAYS OF LIVING IN THE WORLD • Citizenship – Local & Global • Citizenship/Leadership/ Responsibility • Initiative/Self Direction/ Productivity		
Leadership Practices	Band Leadership Syllabus	Lions Club Charter
• Challenge the Process • Enable Others to Act • Inspire a Shared Vision • Encourage the Heart • Model the Way		
Identity Behaviors	Band Leadership Syllabus	Lions Club Charter
• Standing for the Group • Fairness • Relationship between Reality, Representativeness & Leadership • Relationship between Authority and Power		
Portraits of Common Core	Band Leadership Syllabus	Lions Club Charter

• Demonstrate Independence • Build Strong Content Knowledge • Respond to Varying Demands • Comprehend and Critique • Value Evidence • Use Technology and Digital Media • Understand Other Perspectives & Cultures		

APPENDIX G

INSTITUTIONAL REVIEW BOARD APPROVAL
AND SCHOOL DISTRICT APPROVAL FOR RESEARCH



INSTITUTIONAL REVIEW BOARD

For the Protection of Human Subjects

FWA 00000165

960 Technology Blvd. Room 127
c/o Immunology & Infectious Diseases
Montana State University
Bozeman, MT 59718
Telephone: 406-994-6783
FAX: 406-994-4303
Email: cherylj@montana.edu

Chair: Mark Quinn
406-994-5721
mquinn@montana.edu
Administrator:
Cheryl Johnson
406-994-6783
cherylj@montana.edu

MEMORANDUM

TO: Renee Westlake

FROM: Mark Quinn *Mark Quinn*
Chair, Institutional Review Board for the Protection of Human Subjects

DATE: June 23, 2014

SUBJECT: "Leadership Mentoring Programs: Educational Administration of the Development of Student Leadership" [RW062314]

The above proposal was reviewed by expedited review by the Institutional Review Board. This proposal is now approved for a period of one-year.

Please keep track of the number of subjects who participate in the study and of any unexpected or adverse consequences of the research. If there are any adverse consequences, please report them to the committee as soon as possible. If there are serious adverse consequences, please suspend the research until the situation has been reviewed by the Institutional Review Board.

Any changes in the human subjects' aspects of the research should be approved by the committee before they are implemented.

It is the investigator's responsibility to inform subjects about the risks and benefits of the research. Although the subject's signing of the consent form, documents this process, you, as the investigator should be sure that the subject understands it. Please remember that subjects should receive a copy of the consent form and that you should keep a signed copy for your records.

In one year, you will be sent a questionnaire asking for information about the progress of the research. The information that you provide will be used to determine whether the committee will give continuing approval for another year. If the research is still in progress in **3 years**, a complete new application will be required.

MONTANA STATE UNIVERSITY
Institutional Review Board Expedited Application for Review
(revised 09/23/13)

THIS AREA IS FOR INSTITUTIONAL REVIEW BOARD USE ONLY. DO NOT WRITE IN THIS AREA

Application Number:

Approval Date:

Disapproved:

IRB Chair's Signature:

Date:

- I. Investigators and Associates (list all investigators involved; application will be filed under name of first person listed)

NAME: *Renée E. Westlake*

TITLE: *Doctoral Candidate*

DEPT: *College of Education, Health & Human Development*

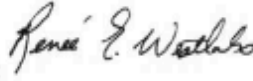
PHONE #: *406-581-6861 (Renée's cell)*

COMPLETE ADDRESS: *2900 Love Lane, Bozeman, MT 59718*

E-MAIL ADDRESS: *renee.westlake@bsd7.org*

DATE TRAINING COMPLETED: *10/12/2012 (Ref #8602573)* [Required training: CITI Training; see website for link]

SIGNATURE (PI):



SIGNATURE (Advisor):



NAME: *William G. Ruff, Ed.D.*

TITLE: *Associate Professor/ Program Leader Educational Leadership*

DEPT: *College of Education, Health & Human Development*

PHONE #: *406-994-4182*

COMPLETE ADDRESS: *Montana State University, Reid Hall 133, Bozeman, MT 59717*

E-MAIL ADDRESS: *wruff@montana.edu*

DATE TRAINING COMPLETED *01/29/2014* [Required training: CITI Training; see website for link]

(repeat for additional investigators if needed; or delete extra if not necessary)

Do you as PI, any family member or any of the involved researchers or their family members have consulting agreements, management responsibilities or substantial equity (greater than \$10,000 in value or greater than 5% total equity) in the sponsor, subcontractor or in the technology, or serve on the Board of the Sponsor? ____ YES XX NO

- II. Title of Proposal: *[please try to keep title on front page]*

**Leadership Mentoring Programs:
Educational Administration of the Development of Student Leadership**

- III. Beginning Date for Use of Human Subjects: ***June 15, 2014 or upon approval of IRB***

- IV. Type of Grant and/or Project (if applicable) ***Dissertation – unfunded research***

Research Grant:

Contract:

Training Grant:

Classroom Experiments/Projects:

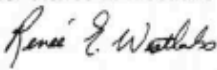
Thesis Project:

Other (Specify):

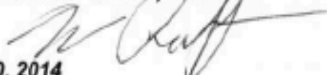
- V. Name of Funding Agency to which Proposal is Being Submitted (if applicable): ***NA***

VI. Signatures

Submitted by Investigator

Typed Name: **Renée E. Westlake**Signature: Date: **May 30, 2014**

Faculty sponsor (for student)

Typed Name: **William G. Ruff, Ed. D**Signature: Date: **May 30, 2014**

VII. Summary of Activity. Provide answers to each section and add space as needed. Do not refer to an accompanying grant or contract proposal.

A. RATIONALE AND PURPOSE OF RESEARCH (What question is being asked?)

Research at the intersection of mentoring and student leadership is sparse, providing a gap in comprehension that could contribute to improved student achievement, college and career readiness, and portraits of student success, defined in the K-12 curriculum common core standards.

- *How is leadership ability influenced by receiving formal mentoring in leadership?*
- *How does leadership mentoring develop 21st century skills in students?*
- *How does mentoring leadership contribute to student success (as identified through portraits embedded in the common core state standards)?*

B. RESEARCH PROCEDURES INVOLVED. Provide a short description of sequence and methods of procedures that will be performed with human subjects. Include details of painful or uncomfortable procedures, frequency of procedures, time involved, names of psychological tests, questionnaires, restrictions on usual life patterns, and follow up procedures.

Multiple case study design: Two high school curricular/extra-curricular programs with a formal leadership mentoring program purposefully selected:

- *Obtain IRB and approval from school district officials and high school Principal*
- *Meet with adult leaders of program to discuss study, purpose and gain their consent. A proxy from another High School district will be used to obtain informed consent from the adult leaders to avoid any appearance of coercion. PI is an administrator in Bozeman Public School District.*
- *Conduct Interviews (Appendix B) with the adult mentor/teacher of each high school program. Semi-structured Interview will be administered by a proxy for the primary investigator. The proxy works in different district and has completed her doctoral coursework. (Interviews approximately 45-60 minutes in length.)*
- *Meet with high school students from each selected program, serve refreshments, and informally discuss purpose of study, its risks and benefits with checks for understanding regarding it being completely voluntary, ability of students to withdraw at any time without consequence, confidentiality and time commitment needed. Informed consent forms and letters to parents will be handed out at the close of the meeting (approximately 30-60 minutes).*
- *Conduct three assessments with the sample students. Surveys will require approximately 30-45 minutes of student time (10-15 minutes each).*
 - *21st Century Skills Assessment (Griffin, 2010)*
 - *Leadership Profile Index (Kouzes & Posner, 2008)*
 - *Identity Leadership Inventory (Steffens, 2013)*
- *Primary Investigator will conduct semi-structured interviews with a student mentors from each high school program (Appendix C). (40-60 minutes)*
- *Focus group interviews with student leaders, emerging student leaders and student mentors from each high school program (appendix D) will be administered by the primary investigator.*
- *Public behavior observations of student leaders and student mentors (Appendix E) conducted by the primary investigator.*
- *Document Analysis of leadership mentoring syllabi and charter documents utilized by the two*

leadership mentoring programs (Appendix F)

- C. DECEPTION - If any deception (withholding of complete information) is required for the validity of this activity, explain why this is necessary and attach debriefing statement.
- D. SUBJECTS
1. Approximate number and ages
 - How Many Subjects: **2 adults, 20-30 students total from both programs**
 - Age Range of Subjects: **Student ages 15-18**
 - How Many Normal/Control: **85 in the two high school programs**
 - Age Range of Normal/Control: **Ages 15-18 (high school sophomores, juniors & seniors)**
 2. Criteria for selection:
 - **Participate in one of the two Bozeman High School programs that formally mentors leadership.**
 - **All student participants must have taken the Smarter Balanced Assessment for common core standards (existing data from the state mandated accountability test administered annually to elementary and secondary school students beginning in Montana this past school year). For the purposes of this research, the portraits of the common core standards signify a measure of student success.**
 - **All student participants must have returned student and parent informed consent/permission forms from the Informed Consent Letter**
 - **Participants will include the adult mentor (program director or club advisor) from each program, student mentor from each program (drum major or club officer), and the student leaders in each program (band section leaders or service committee chairs, such as prom committee chair) and emerging student leaders (members of the band section or service committee) from the cascading leadership group selected. The selection of the cascading leadership group will be based on the leadership group with the most returned permission forms in each program.**
 - **See the figure below depicting the cascading leadership group:**



3. Criteria for exclusion:

- *The students who didn't take the Smarter Balanced Assessment. Those students cannot be assessed for student success, as this research project uses the common core portraits (a portrait of a student who is meeting the common core standards) as the measurement for student success.*
- *The students who didn't return the signed student and parent permission of the Informed Consent Letter.*
- *The students who drop out of the sample group before the interviews, focus groups and observations have taken place.*

4. Source of Subjects (including patients): **Bozeman High School Leo Club and Symphony Band high school students and adult mentors**

5. Who will approach subjects and how? Explain steps taken to avoid coercion.

- o PI has discussed project purpose, methods, risks and benefits with Bozeman School District Deputy Superintendent and the High School Principal to solicit their consent of the project.
- o ~~The Band Director is supervised by the PI.~~ To avoid any coercion or its appearance, a proxy (a doctoral student who works for Billings Public Schools) will obtain informed consent and conduct the interviews with the adult mentors from both programs being used as case studies.
- o Once informed consent has been obtained and the interviews conducted with the adult mentors (the Band Director and the Leo Club Advisor) by the proxy, the PI will conduct the initial meeting with students to provide discuss the project and distribute the conformed consent forms and letters to parents. A check for understanding will be performed to emphasize that participation is completely voluntary and that students can change their mind anytime during the process and withdraw their consent, as well as an emphasis on confidentiality and the estimated time student participants will donate. Adult mentors will be present to insure the clarity of the message regarding the voluntary participation as well as assist in checking for understanding among the students.

6. Will subjects receive payments, service without charge, or extra course credit? **No**
(If yes, what amount and how? Are there other ways to receive similar benefits?)7. Location(s) where procedures will be carried out. **Bozeman High School (interviews and focus groups) and locations of service projects (for observation) in the community of Bozeman.**

E. RISKS AND BENEFITS (ADVERSE EFFECTS)

1. Describe nature and amount of risk and/or adverse effects (including side effects), substantial stress, discomfort, or invasion of privacy involved.

There are no foreseeable risks involved in participating in this research beyond the valuable time of the sample group to complete an interview and take the three leadership assessments.

2. Will this study preclude standard procedures (e.g., medical or psychological care, school attendance, etc.)? **No**

2. Describe the expected benefits for individual subjects and/or society.

There are no direct benefits to the individuals participating in the sample group, but their involvement will contribute to a better understanding of the role student leadership mentoring has in developing 21st Century Skills in high school students.

F. ADVERSE EFFECTS

1. How will possible adverse effects be handled?

By investigator(s): **Renée Westlake**

Referred by investigator(s) to appropriate care:

Other (explain):

2. Are facilities/equipment adequate to handle possible adverse effects?
- Yes**
-
- (If no, explain.)

3. Describe arrangements for financial responsibility for any possible adverse effects.

Primary Investigator will foot the financial responsibility for the use of school facilities should this be necessary.

G. CONFIDENTIALITY OF RESEARCH DATA

1. Will data be coded?
- Yes**

2. Will master code be kept separate from data?
- Yes**

3. Will any other agency have access to identifiable data?
- No**
- , not directly; however given that there are only two programs involved and one adult mentor for each program, the aggregated information reported as findings could potentially identify the adult mentors to those knowing the school selected such as the Bozeman School officials approving the project. Nevertheless, the content of the interviews focuses on positive professional behaviors. The risk of reputation damage is low and extra vigilance will be taken regarding the adult mentors' reputations in preparing the report.
-
- (If yes, explain.)

4. How will documents, data be stored and protected?

Computer with restricted password: **PI's personal computer**

VIII. Checklist to be completed by Investigator(s)

- A. Will any group, agency, or organization be involved?
- Yes, Bozeman Public Schools. Letter of permission has been sent to IRB by Deputy Superintendent Dr. Marilyn King.**
-
- (If yes, please confirm that appropriate permissions have been obtained.)

- B. Will materials with potential radiation risk be used (e.g. x-rays, radioisotopes)?
- No**

1. Status of annual review by MSU Radiation Sources Committee (RSC). Pending or Approved
-
- (If approved, attach one copy of approval notice.)

2. Title of application submitted to MSU RSC (if different).

- C. Will human blood be utilized in your proposal?
- No**
-
- (If yes, please answer the following)

1. Will blood be drawn?
- No**
-
- (If yes, who will draw the blood and how is the individual qualified to draw blood?
-
- What procedure will be utilized?)

2. Will the blood be tested for HIV?
- No**

3. What disposition will be made of unused blood?

4. Has the MSU Occupational Health Officer been contacted? Yes or No

D. Will non-investigational drugs or other substances be used for purposes of the research? **No**

Name:

Dose:

Source:

How Administered:

Side effects:

E. Will any investigational new drug or other investigational substance be used? **No**

[If yes, provide information requested below and one copy of: 1) available toxicity data; 2) reports of animal studies; 3) description of studies done in humans; 4) concise review of the literature prepared by the investigator(s); and 5) the drug protocol.]

Name:

Dose:

Source:

How Administered:

IND Number:

Phase of Testing:

F. Will an investigational device be used? **No**

(If yes, provide name, source description of purpose, how used, and status with the U.S. Food and Drug Administration FDA). Include a statement as to whether or not device poses a significant risk. Attach any relevant material.)

G. Will academic records be used? **Yes, the confirmation that the student took the Smarter Balanced Assessment.**

H. Will this research involve the use of:

Medical, psychiatric and/or psychological records **No**

Health insurance records **No**

Any other records containing information regarding personal health and illness **No**

If you answered "Yes" to any of the items under "H.", you must complete the HIPAA worksheet.

I. Will audio-visual or tape recordings or photographs be made? **Yes, audio recordings of the interviews.**

J. Will written consent form(s) be used? **Yes.** (Please use accepted format from our website. Be sure to indicate that participation is voluntary. Provide a stand-alone copy; do not include the form here.)



Bozeman Public Schools
404 West Main, P.O. Box 520
Bozeman, MT 59771-0520
www.bsd7.org

Marilyn King, Ed.D.
Deputy Superintendent
Instruction

Phone: (406) 522-6003
Fax: (406) 522-6091
marilyn.king@bsd7.org

May 19, 2014

Dr. Mark Quinn
Institutional Review Board Chair
Montana State University
P.O. Box 173610
Bozeman, MT 59717

Dear Dr. Quinn,

The Bozeman Public Schools have long held best teaching practices in high regard. For this reason we are pleased to partner with Renée Westlake, a Montana State University graduate student advised by Dr. William Ruff, as she researches the educational administration of the development of student leadership. We give her permission to collect the data she has specified in her request to the Bozeman Public Schools.

In return, Mrs. Westlake will deliver to us her final manuscript and a PowerPoint summary within four months of completing her study. We appreciate the thought and care taken in compiling the request to our District.

Sincerely,

Marilyn H. King, Ed.D.
Deputy Superintendent Instruction
Bozeman Public Schools
404 West Main
Bozeman, MT 59771

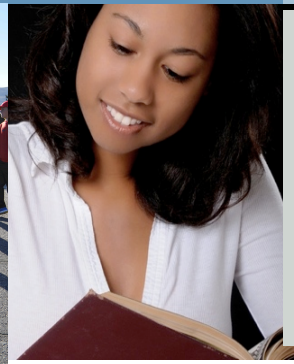
Cc: Dr. William Ruff, Montana State University

APPENDIX H

STUDENT BROCHURE FOR STUDY DESCRIPTION

LEADERSHIP MENTORING PROGRAMS: DEVELOPMENT OF STUDENT LEADERSHIP

RENÉE WESTLAKE
Doctoral Candidate



Research at the intersection of mentoring and student leadership is sparse, providing a gap in comprehension that could contribute to improved student achievement, college & career readiness, and portraits of student success

WHAT IS MENTORED IN THE DEVELOPMENT OF STUDENT LEADERS AT BOZEMAN HIGH SCHOOL?

21st CENTURY SKILLS

Ways of Thinking

- Creativity / Innovation
- Critical Thinking
- Problem Solving

Ways of Working

- Communication
- Collaboration
- Productivity
- Initiative / Self-Direction
- Flexibility / Adaptability

Tools for Working

- Information Literacy
- Research & Inquiry

Ways of Living in the World

- Citizenship
- Cultural Awareness
- Personal / Social Responsibility

PRACTICES OF LEADERSHIP

- **Model the Way**
 - Clarify Values
 - Set the Example
- **Enable Others to Act**
 - Foster Collaboration
 - Strengthen Others
- **Challenge the Process**
 - Search for Opportunities
 - Experiment and Take Risks
- **Inspire a Shared Vision**
 - Envision the Future
 - Enlist Others
- **Encourage the Heart**
 - Recognize Contributions
 - Celebrate the Values and Victories

BEHAVIORS OF IDENTITY LEADERSHIP

- **Standing for the Group**
 - In-Group Prototypes
- **Fairness**
 - In-Group Champions
- **Relationship between Reality, Representativeness & Leadership**
 - Entrepreneurs of Identity
- **Relationship Between Authority and Power**
 - Embedders of Identity

WHAT IS STUDENT SUCCESS?

Academic
Achievement

Citizenship

Service

Structure

Problem
Solving

MULTIPLE CASE STUDY DESIGN

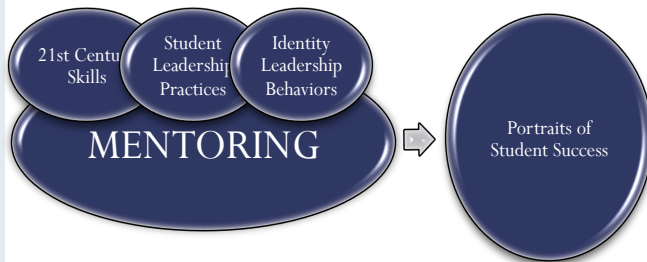
- Leo Club
- Symphony Band

RESEARCH TASKS

- Meet with Adult Leaders
- Conduct Adult Interviews
- Meet with Student Leaders
- Permission Forms
- Meet with Emerging Leaders
- Permission Forms
- Conduct Assessments
 - LPI (Leadership Practices)
 - ILI (Identity Leadership)
 - ATCS (21st Century Skills)
- Semi-Structured Interviews with Student Mentors and Student Leaders
- Focus Group Interviews with Emerging Leaders
- Public Behavior Observations
- Document Analysis

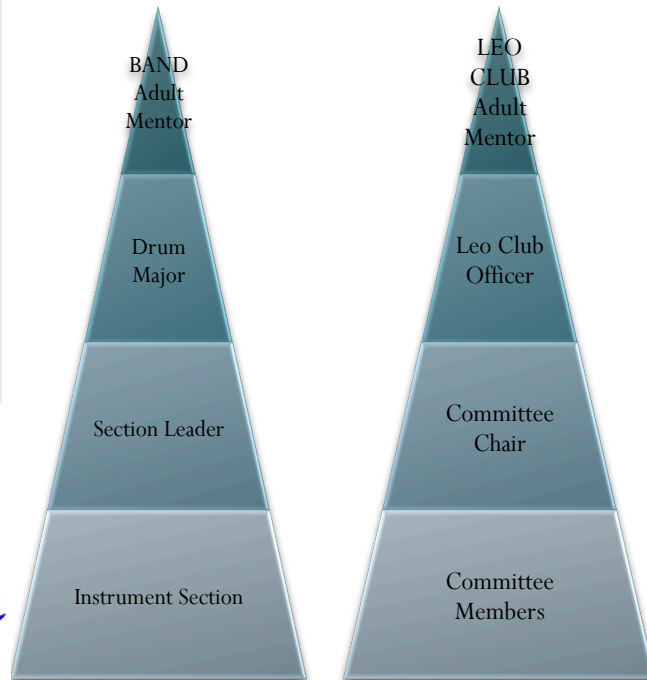
CONCEPTUALIZATION

OF THE TOPIC



CASCADING

OF SAMPLE PARTICIPANTS



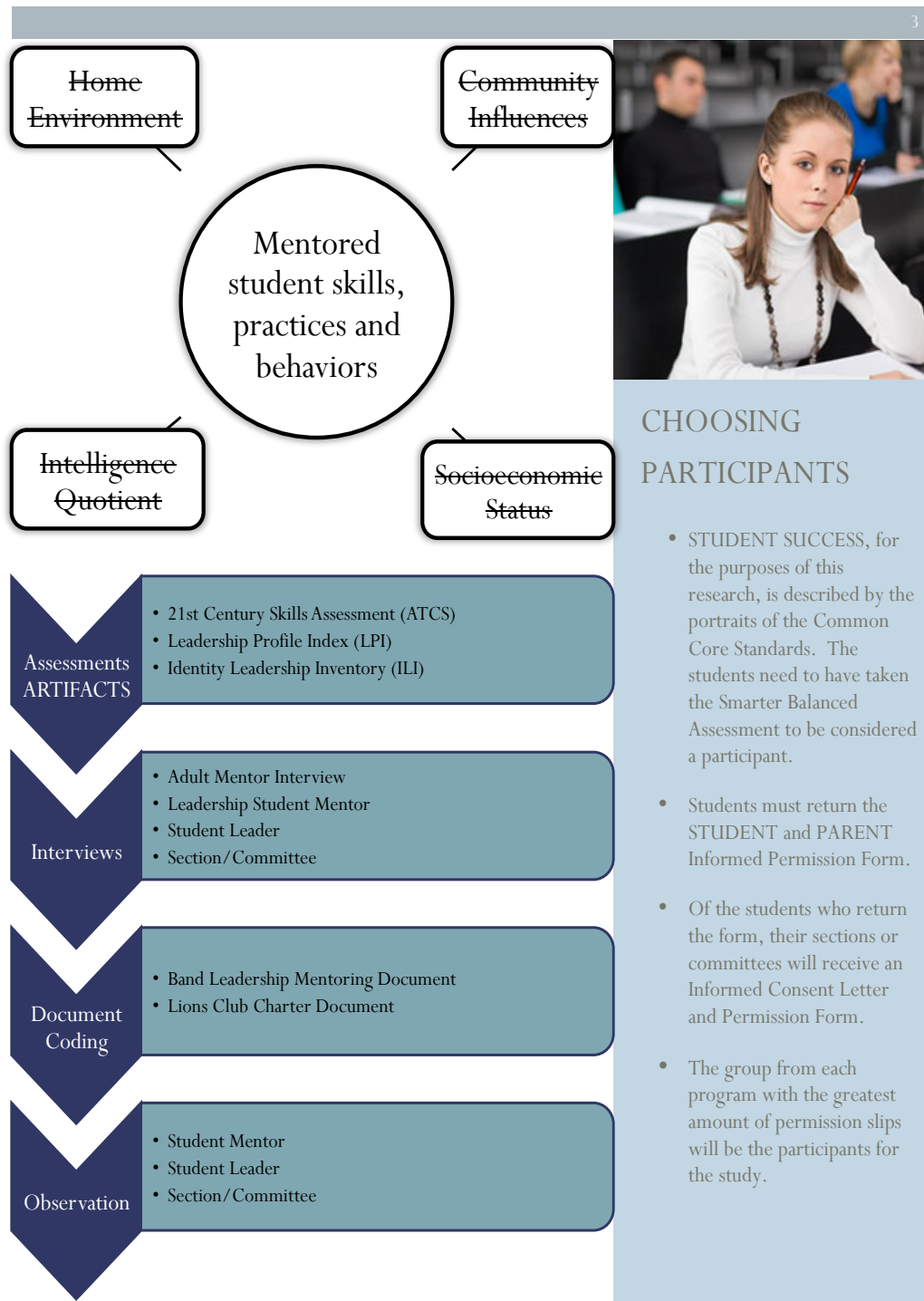
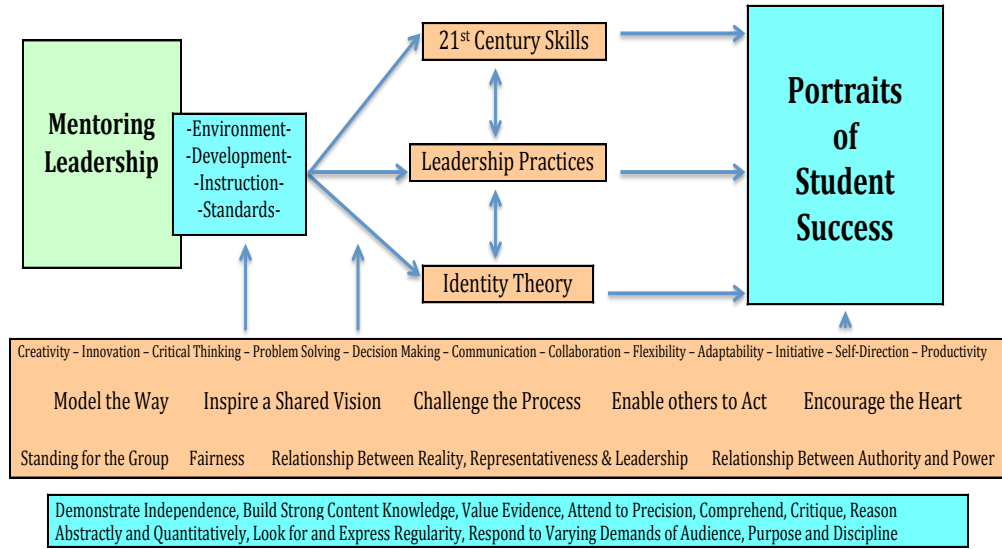


Figure 2.5, Model of Leadership Mentoring (2014)

LEADERSHIP MENTORING PROGRAMS

Doctoral Research
 Renée Westlake
 2900 Love Lane
 Bozeman, MT 59718

BHS LEO CLUB & BHS SYMPHONY BAND

- How is leadership ability influenced by receiving formal mentoring in leadership?
- How does leadership mentoring develop 21st century skills in students?
- How does mentoring leadership contribute to student success?