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ABSTRACT
          This report describes student leadership training
programs at selected colleges and universities in a 5-state area:
Indiana, Iowa, Michigan, Wisconsin, and Illinois. The institutions
were selected randomly based on the following criteria: (1) a
National Training Associate on the faculty; (2) a National Leadership
Method trainer on the faculty; or (3) the college was listed in The
Art of Leadership as having participated in a conference.
Questionnaires were sent to 148 institutions, of which 64 returned
the form. This report presents data gathered from respondents and
other sources on the number and types of schools with programs, the
types of programs, organizations sponsoring the programs, success of
the programs, budgets, etc. While there is no descriptive information
on the programs themselves, the concluding section presents some
elements that are often included in a successful training program.
(AF)

SURVEY OF SELECTED PROGRAMS FOR STUDENT LEADERSHIP TRAINING AT COLLEGES AND UNIVERSITIES

Daniel G. Breen
Northern Illinois University
April 1, 1970

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Anyone wishing to use, translate, reprint, or otherwise repro-
duce this study in part or in its entirety is requested to write
the author, Student Activities Office, Northern Illinois Univer-
sity, Dekalb, Illinois, 60115.

Survey presented to Leadership Development Committee, Northern
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Indiana.

SURVEY OF SELECTED PROGRAMS FOR
Student Leadership Training

at

Colleges and Universities

by

Daniel G. Breen

STATEMENT OF PROJECT

This study is a description of selected leadership training
programs for campus student leaders at colleges and universities
in the United States. The survey includes types of leadership
programs, organizations, and degree of involvement for varying
size colleges both public and private.

The universities were chosen at random from the following
categories:

1. A National Training Associate is on the faculty.

2. A National Leadership Method trainer is on the faculty.

3. The college is in the five state area; Indiana, Iowa,
   Michigan, Wisconsin, Illinois.

4. The college is listed in The Art of Leadership, pub-
   lished by National Training Institute as having partici-
   pated in a conference.

PURPOSE

To disseminate information on present leadership training
programs to college and universities so that the multitude of
ideas on all aspects of the programs can be shared.

To improve our cwn leadership program at Northern Illinois
University.

DESIGN

This is a descriptive survey of leadership programs. It is not an experiment.in that no attempt was made to relate two or more independent variables. The four categories for college selection were used deliberately to obtain information from as many leadership programs as possible. The proportion of colleges with and without leadership training was therefore not considered, only the sharing of ideas relevant to leadership programs was important to this study.

Within each category schools were randomly selected. A survey questionnaire was then mailed to the colleges selected. The questionnaire and accompanying letter (see appendix) was constructed to bring out important aspects of the program. If after viewing the results, pertinent correlations may be made if this will aid in describing leadership programs.

RELATED LITERATURE

The published literature has almost nothing in this field only David L. McKenna's ("Developing Student Leadership in the Two Year College", Junior College Journal, April 1960, Vol. 30, pp. 437-441) description of his program at Spring Arbor Junior College was available.

The unpublished literature has a variety of material. The United States National Student Association has a file of material. Including "A Handbook on Leadership, "One Step Beyond", this material takes a traditional approach on leadership at the University of New Mexico. Other papers in this file describe various leadership programs such as the one from Southern Illinois University's

RELATED LITERATURE cont'd.

Center for the "Study of Leadership Related to Learning", and
Kansas State University's "The Microlab in Communications:
Theory and Techniques", by Dr. Sheldon K. Edelman. This latter
paper is a description of their program which goes quite deeply
into a structured sensitivity training similar to W. C. Schulze's
book Joy: Expand Human Awareness (New York: Grove 1967). David
Goldberg's paper "Affective Processes: The Individual, Group, and
Organization", gives a list of resource organization and personnel.

National Training Laboratories has resource bibliography
lists available and descriptions of their present institute. They
have not made a survey of college leadership programs nor has Na-
tional Student Association. National Training Laboratories is pres-
ently attempting to organize those colleges, in various areas, that
have an interest in NTL type institutes, and they have a list of
those colleges interested. This list published April 8, 1970, came
too late to be of any use in this study.

Western Washington State College has a paper on "Evaluations,
Residence Hall Workshops in Human Relations and Group Development".
Ray S. Romine, of Western Washington State College has an exception-
al paper called "Human Relations Training: A Conceptual Model for
Maximizing Human Communication", in which he outlines the purpose,
theory, historic perspective, method, research, and a description
of his schools leadership program.

A very interesting description of a leadership credit course,
its purpose, and evaluation are given in three papers from the

RELATED LITERATURE cont'd.

University of Michigan: "An Undergraduate Course in College University Goverance", by Freeman T. Clark; "Leadership Training Course"; and "Report of the Leadership Training Course Offered Fall Term, 1969", by Edward Dougherty.

Two unpublished studies in this field have been done. One by John E. Jones and J. William Pfeiffer, University of Iowa called "Human Relations and Leadership Development Training Program In Upper Midwest Colleges and Universities" surveyed 502 midwest colleges to determine the number having human relations programs (25%) of respondents, and those having leadership development programs (42%) of respondents. They found as this study does that student personnel workers have almost exclusive responsibility in this area. Further, (73%) of respondents expressed a desire for a regional colloquy concerning these programs.

The second research report was by Chris Deaton at the University of Wisconsin, Milwaukee. Thirty-six colleges and Universities responded describing their type of program--resources, students, faculty and departments involved.

R E S U L T S

Table 1

Number of Questionnaires Sent	Returned	Per Cent
148	64	40

Table 2

Returned by Category	Sent	Returned	% Returned
NTL Associate on faculty	32	6	18%
NLM Trainer on faculty	33	12	36%
Dean of Students or Activities Director in five states (Iowa, Indiana, Michigan, Wisconsin, Illinois)	46	30	65%
Listed in NLI's "The Art of Leadership" as having conducted an NLI institute	37	16	43%
Total	148	64	

Comment: An assumption made which turned out to be false was that NTL
associates located on college campuses would be involved in student leader-
ship programs at least as a resource person. Dean of Students and Student
Activities Directors are to a very great degree the people involved in this
area.

Table 3

Colleges with Leadership Programs	40
Colleges without Leadership Programs	25
Total Returned	65

Comment: This result does not mean that the majority of colleges have

leadership programs. This survey was intended primarily to obtain infor-

mation about schools that have programs and a brief description of those

programs. Therefore, the survey was skewed to include many schools with

a great likelihood of a leadership program. The question as to the pro-

portion of colleges having leadership programs cannot, therefore, be

answered by this survey.

Table 4

Schools By Enrollment

	Leadership Program		No Program	
under 5,000	9	22.5%	18	72%
5,000 - 10,000	7	17.5%	3	12%
10,000 - 20,000	13	32.5%	3	12%
over 20,000	8	20.0%	1	4%
didn't report size	3	7.5%	—	
Total	40		25	

Comment: Schools with enrollment under 5,000 show a greater tendency to

have no programs, while schools over 10,000 show a greater tendency to

have leadership programs.

Table 5

Public vs. Private

	Leadership Program		No Program	
Public	28	70.0%	8	32%
Private	11	27.0%	17	68%
Didn't report size	1	2.5%		

Comment: Public colleges tend to have more leadership programs while

private colleges don't.

Table 6

Titles of Persons Completing Questionnaire

	Leadership Program		No Program	
Student Personnel Staff (Dean of Students, Director of Activities, University Center Directors, etc.)	33	82.5%	20	80%
Faculty	0		0	
Students	2	5.0%		
Others	2	5.0%		
Didn't sign	3	7.5%	5	20%

Comment: Any future studies in this area should be addressed exclusively
to Dean or Activities Director.

Table 7

Knowledge of Leadership Programs

Helpful	20	80%
Not helpful	1	4%
Don't know	4	16%

Table 8

Plans for Future Leadership Program

Yes	5	20%
No	18	72%
Don't know	2	8%

Table 9

No Current Programs but had Past Programs

Yes	7	28%
No	14	56%
Don't know	4	16%

Table 10

Organizations Sponsoring Programs

Student-Faculty Committee	15	37%
Faculty Organization	3	7%
Students Organizations	19	48%
Both	1	2%
Outside Consultants	6	15%
Other		
Activities Office or Student Personnel Office	11	28%
YMCA	1	2%

*will not total to 100% because of
multiple answers

Comment: Student involvement occurs in the majority of those sampled;
however, the activities office did the coordinating, secretarial work
and provided the leadership. This conclusion was deducted from both the
title of the individuals responsible for the program and titles of persons
completing questionnaires.

Table 11

Names of Sponsoring Organizations

Primary Ones:

Office of Student Activities	19	48%
Student Senate	11	28%
Resident Halls	6	15%
Leadership Training Planning Committees	8	20%

Others:

Focus-Orientation Committee

NTL Committee

Counseling Center

Mortor Board

Free School

School of Education

Blue Key

YMCA

Manresa

Students for Christian Community

*will not total to 100% because of multiple answers

Table 12

Success of Programs

5	Highly Successful	7	17.5%
4		16	40.0%
3	Average	13	32.5%
2		1	2.5%
1	Poorly Received (varies by program)	3	7.5%

Comment: This was a subjective opinion of the survey participants. It does illustrate the degree of satisfaction that the individuals have in their programs, but of limited use in a comparitive sense.

Table 13

Funding of Program

Student Activity Funds	29	72%
Regular University Budget	18	45%
By Participants	19	47%
Others	1	4%

*won't total to 100% due to multiple answers

Table 14

Yearly Budget

None	2	5.0%
Under 500	8	20.0%
500 - 1,000	5	12.0%
1,000 - 3,000	13	32.5%
3,000 - 10,000	8	20.0%
10,000 and over	1	2.5%
Don't know	3	7.5%

Table 15

Number of Programs

0	2	2.5%
1 - 2	16	40.0%
3 - 4	7	17.5%
5 - 8	8	20.0%
9 - 15	3	7.5%
over 15	1	2.5%
Don't know	2	5.0%

*won't total to 100% due to multiple answers

Table 16

Number of Participants Per Conference

10 - 20	4	10%
20 - 40	9	22.5%
40 - 60	10	25%
60 and over	15	37.5%
Don't know	2	5.0%

Table 17

Length of Program

One half day	6	15%
One day	7	17.5%
Weekend	28	70%
Week	2	5%
Other (2,3 day).	7	17.5%

*won't total to 100% due to multiple answers

Comment: The weekend retreat for a leadership conference in overwhelmingly the most popular length. From this fact and various correspondence it appears that a weekend retreat appears to be the most successful as well as popular.

Table 18

Conference Planning

By Faculty	8	20%
By Students	10	25%
By Both	15	37.5%
Other (consultant or trainer)	22	55.0%
By Administrator	3	7.5%

* won't total to 100% due to multiple answers

Table 19

Programs Planned for Special Groups

Yes	27	67.5%
No	10	25.0%
Both	1	2.5%
Don't know	2	5.0%

Table 20

Programs Planned for Topic or Skills

Yes	31	77.5%
No	7	17.5%
Don't know	2	5.0%

Table 21

Feedback Sessions Included in Conferences

Yes	40	100%
No	0	0%

Comments: It appears obvious that feedback sessions are important compments of a conference.

Table 22

Sensitivity Training Included on Conference

Yes	23	57.5%
No	14	35.0%
Sometimes	1	4.0%
Don't know	1	4.0%

Table 23

Conference Leaders Have:

NTL Training	15	37.5%
NLM Training	12	30.0%
NLI	4	10.0%
Didn't Respond	9	25.0%

Table 24

Sample Titles of Conferences Reported

"Human Relations Workshop"

"Are you a Dragan Slayer?"

"Student Government Conference"

"Resident Hall Conference"

"Leadership in a Dynamic University"

"RPI - How It Operates"

"Freshman Vote Education"

"Student Council Orientation"

"IFC Leadership"

"OAK Mortor Board Conference"

"Student Leadership and Campus Change"

"Group Dynamics"

"Sensitivity"

"Organizations Workshop"

"Leadership Lab"

"ASpen Lodge"

"Union Activities Board Retreat"

"The Individual as Leader"

"Christian Leadership"

"National Leadership Institute"

"Social Officer Leadership"

"Culture Officer Leadership"

"College Council"

"Student Judiciary Training"

Table 25

Effective Activities of Conferences as Reported

— Instrumented labs and simulation exercise with emphasis on cognitive as well

as effective levels of behavior

— Experimental leadership with hypothetical case studies - group evaluation

— Human Relations Training

— Problem orientated, breakdown with groups that come together for summary session.

-- Weekend with outside consultant

—Discussion Groups

—NLI for specific organization training

— Role playing and group tasks for orientation

— Structural group - task orientated - activities

—- Content and information sessions

— Experienced based learning

— Consensus Decision Exercise

— Micro Lab

— T Group

— Problem Solving, NASPA Game

— Verbal and Non Verbal sensitivity exercise

— Group painting

—Lecture and Discussion

— Human Management Techniques

-- Planning personnal and organizational objective

— Old and new officers sharing ideas

— Large community exercises

Comment: There seems to be two basic approaches to leadership training: One

stresses the organizational aspects, and the other a personnal attitude.

Degree of Success Vs. Use of Sensitivity

The previous list of effective activities seems to stress the intrapersonal and personnal aspects of leadership behavior as opposed to the organizational aspects. The data on degree of success (or degree of respondents satisfaction with the program table 12) and use of sensitivity (table 22) suggests a positive correlation. That is there seems to be a greater degree of success when they used some type of sensitivity training. Many responded said yes to sensitivity but qualified it by saying only in a limited sense. This suggested that the pure T group or encounter group probably did not take place but a limited or structured form of sensitivity did. By a structured sensitivity it is meant that group feelings and reactions come about through a limited problem situation.

To test for this possible positive correlation the author used the point beserial correlation, which is a measure of the relationship between – continous variable (Degree of Success,1 to 5) and a dichotomous variable (using sensitivity training and not using sensitivity training). The method is described in Statistical Analysis in Psychology and Education, by Ferguson (McGray Hill, 1966, p 239-242.

Table 26   Success Vs. Sensitivity

$$r_{pbi} = \frac{\overline{X}_p - \overline{X}_9}{st} \sqrt{pq}$$

$$st = \sqrt{\frac{\Sigma(X-\overline{X})^2}{N}}$$

$\overline{X}_p = 4.00$ Mean for sensitivity training

$st = .79$

$$\boxed{r_{pbi} = .35}$$

$\overline{X}_9 = 3.43$ Mean for no senstitivity training

$$t = r_{pbi} \sqrt{\frac{N-2}{1 - r_{pbi}^2}}$$

$\Sigma_x 2 = 22.24$ $P = .61$

$$\boxed{t = 2.18}$$

$N = 36$ $Q = .39$

For df of 30 the t is significant at the .05 level and it is not significant
at the .01 level.

Comment: This correlation can be useful for those engaged in leadership activities.
Some form of limited sensitivity training will be an important ingredient in the
total program as judged by others passed success.

Conclusions

This survey illustrated the great variety of programs present-
ly operating. There was no one formula for success; however, some
generalizations may be made based on present procedures of many of
the respondents. Highlights of these are gathered from the data:[1]
students are involved in planning many of the programs, in some they
also act as group leaders,[2] the student activities office usually
has to take the lead in this area,[3] student activity funds will
probably be used,[4] worthwhile programs cost money over half are
from $1,000 to $10,000,[5] a weekend retreat type program probably
is an important factor for success,[6] programs usually are planned
for special groups of students and for a particular topic of
skill,[7] feedback sessions are a must (100% reported this),[8]
sensitivity training in a limited sense is an important ingredient,
and[9] effective conferences usually involves small groups, exper-
ience based learning , of an interpersonal and problem solving
nature, with the theory and lecture kept to a minimum.

This paper lists resources that one can utilize; however, the
best solution for improvement and promotion of quality leadership
programs lies in the establishment of clusters of neighboring col-
leges, with leadership and human relations interest, as advocated
by Jones and Pheiffer and now being promoted by NTL.

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File of Material
For Loan

United States National Student Association, 2115 South Street, N. W., Washington, D.C. 20008, "Student Leadership File"

STUDENT LEADERSHIP TRAINING QUESTIONNAIRE

(Please check boxes and make clarifying comments)

Name of School _____ Public __ Private _____

School Address _____ City_____ State_____

Approximate enrollment under 5000__; 5-10,000__; 10-20,000__; over 20,000__

Does your school conduct student leadership training programs?

Yes __   (If yes continue with Item No. 1)
No __   (If no go to Item No. 17)

1. The programs are sponsored by:
   (Check all of them that apply)

   ____ a) Student-Faculty Committee
   ____ b) Student Organization
   ____ c) Faculty Organization
   ____ d) Both b and c
   ____ e) Outside consultants
   ____ f) Other, explain _____
   _____

2. The name of sponsoring organ-
   izations or committees are:

   a. _____

   b. _____

   Title of person responsible:

   _____

3. Please circle the number which,
   in your opinion, best describes
   your present student leadership
   training program.

   Highly   Poorly
   Successful   Average   Received

   5   4   3   2   1

4. Our program is paid for out of:

   ____ a) Student Activities Funds
   ____ b) University Budget
   ____ c) By Participants
   ____ d) Other

5. The approximate yearly budget
   for this program is:

   __ under $500
   __ $500 to $1,000
   __ $1,000 to $3,000
   __ $3,000 to $10,000
   __ over $10,000

   If program is sponsored by more
   than one give an approximation
   of total cost.

6. The number of conferences or pro-
   grams both planned and completed
   this school year (September to
   present):

   __ 0   __ 5-8
   __ 1-2   __ 9-15
   __ 3-4   __ over 15

7. The number of participants per
   conference average:

   __ under 10
   __ 10-20
   __ 20-40
   __ 40-60
   __ over 60

8. Length of program
   (Check those that apply)

   __ 1/2 day   __ weekend
   __ 1 day   __ week
                 __ other

9. Our conferences are run by:
   ___ faculty
   ___ student
   ___ both
   ___ consultant or trainer
   ___ other

10. Does the program involve feedback sessions?
    ___ yes
    ___ no

11. Does the program involve sensitivity training?
    ___ yes
    ___ no

12. What type of conference activities prove to be most effective? _____
    _____
    _____
    _____
    _____
    _____
    _____

13. Does the conference leader have training from NTL? ___ yes ___ no
    NLM? ___ yes ___ no
    Other?_____

14. Programs are planned for special groups of student leaders e.g. officers of organizations, student government, Greeks etc.
    ___ yes
    ___ no

15. Programs are planned around different topics or skills.
    ___ yes
    ___ no

16. List titles of this years'. conferences.

    1. _____
    2. _____
    3. _____
    4. _____
    5. _____

    Continue to Item 20

ANSWER QUESTIONS 17-19 ONLY IF YOU DO NOT HAVE A LEADERSHIP PROGRAM

17. Are there plans at present for a leadership program?
    ___ yes
    ___ no

    Explain _____
    _____

18. Has there ever been a program for student leaders on your campus in the past ten years?
    ___ yes
    ___ no

19. Will knowledge of programs at other colleges be of value in beginning a program at your school?
    ___ yes
    ___ no

    Comment _____
    _____
    _____
    _____
    _____
    _____

20. Do we have your permission to mention the name of the school when describing your program?   Yes ___   No ___

    Suggested additional sources of information on leadership programs are:
    _____
    _____
    _____

    Name of person completing questionnaire: _____
    Position _____

NORTHERN ILLINOIS UNIVERSITY

DEKALB, ILLINOIS 60115

Office of the

STUDENT ACTIVITIES ADVISER

Area Code 815

Telephone 753-1241

April 1, 1970

Dear Colleague:

Northern Illinois University, Student Activities Office, is currently conducting a survey of student leadership programs at selected colleges and universities throughout the country.

Our belief is that leadership development programs play an important role in the quality of student activities. The literature, however, gives us few clues as to the types of leadership programs, degree of involvement, or organization of these programs. We hope to gather this information for our program improvement, and to disseminate the findings through the literature. This may give others ideas on beginning a leadership training program and on improving present programs.

Please fill out the enclosed questionnaire and return it in the self-addressed envelope. If someone else on your campus has responsibility for student leadership training, please forward this form to them. Additional information in the form of duplicated material describing your program will be appreciated. If you have heard of interesting programs elsewhere, please provide information about them.

Your cooperation in completing this questionnaire will be of great benefit in assisting us and others with leadership programs.

Sincerely,

Daniel G. Breen
Assistant to Student
Activities Adviser

DB:kh