

Komives, S. R., Dugan, J., Owen, J. E., Slack, C., & Wagner, W. (Eds). (2011). *Handbook for student leadership development (2nd ed.)*. A publication of the National Clearinghouse for Leadership Programs. San Francisco, CA: Jossey-Bass.

Reviewed by Ana Maia

The second edition of *The Handbook for Student Leadership Development* is a practical and essential addition to any student leadership scholar-practitioner's library. This text informs student affairs professionals on how to intentionally foster the development of college students' leadership competencies. Much like the first edition, this useful version of *the Handbook* addresses the literature on leadership theory and highlights practical applications. It provides reader with examples of notable co-curricular and curricular program, assessment strategies to evaluate student leadership learning outcomes, and even content on the funding of leadership programs. Moreover, by merging a partnership between the National Clearinghouse for Leadership Programs (NCLP) and Jossey-Bass, the second edition is revamped with relevant sections and the scholarly contributions from several experts on the field leadership education.

The Handbook is divided into four parts: foundations of leadership education, program design, program context, and program delivery. Chapter 1 (Advancing Leadership Education) is independently placed at the beginning of the book and serves as an introductory chapter depicting key historical influences and current trends in student leadership development. By opening *the Handbook* with a personal anecdote on her own development as a leader and leadership educator, Komives eloquently presents the reader with a succinct evolution of leadership studies.

Leadership education is growing. Several education associations not only support student leadership development but the topic has also received increased attention from other influential stakeholders such as the corporate world. Research and scholarly writing focusing on post-industrial models of leadership have contributed to the proliferation of student leadership development programs. The creation of nationally recognized leadership standards and standardized assessment instruments has also strengthened the field. As the field moves forward, Komives encourages scholar-practitioners to consider the inclusion of leadership standards as a part of the institutional mission and values; further the development and attention placed on learning outcomes; work on identifying all the elements that are vital to the sustainability of leadership programs; uncover more effective, high-impact leadership programs; and place more energy on crafting programs that concentrate not only on the individual but also on group leadership development.

The content in Part 1 is focused on the foundations of student leadership development and depiction of theoretical frameworks as well as research on the design and delivery of purposeful leadership programs. In Chapter 2 (Leadership Theories), Dugan and Komives outline leadership theories and how they can be applied effectively in practice. The authors describe the evolution of theories by attending to both industrial (the Great-Man, Trait, Behavioral, Situational, and Influence) and collaborative, postindustrial (Reciprocal and Chaos or Systems) theories. Dugan and Komives also provide the reader with functional theoretical applications by clearly illustrating these theories in a two comprehensible tables (see Tables 2.1

& 2.2). The chapter also sets the tone for the remainder of the *Handbook* by addressing widely used models for leadership development such as Authentic Leadership, Servant Leadership, The Leadership Challenge, the Relational Leadership Model, and the Social Change Model. These models emphasize the multidimensional aspects of leadership (i.e. the individual, groups, and society) and contain central element to promote social justice as a part of student leadership development.

Chapter 3 (Research on College Student Leadership Development) also provides the infrastructure for scholar-practitioners to develop comprehensive leadership programs. Dugan begins the chapter by defining the term leadership as classified in the leadership literature. After describing methods for designing, collecting, and analyzing research on student leadership development, the author delineates and illustrates key empirical studies in Table 3.1. Large-scale studies like the Multi-Institution Study of Leadership (MSL) and the Wabash National Study of Liberal Arts Education describe student leadership development during college. Dugan describes how students from many different demographics and backgrounds have been also been studied in depth. The literature contains specific elements of the collegiate environment that contribute to leadership development. These include elements include efficacy building, sociocultural experiences, mentoring, service-learning, general engagement, formal leadership programs, individual leadership experiences, and a plethora of institutional characteristic. The greatest take-away from Chapter 3 is the importance of creating leadership programs that have a strong research infrastructure.

In Chapter 4 (Considerations of Student Development in Leadership), Wagner outlines vital elements for scholar-practitioners to consider when establishing and redesigning programs on student individual development as a leader. Professionals can begin this process by providing students with a *holding environment* where substantial development can occur (Kegan & Lahey, 2009). By understanding student and adult development theories, professionals will have a deeper insight into how their students may function in this learning context. Scholar-practitioners should create opportunities for students to develop their own self-efficacy, practical intelligence, and self-awareness. Wagner also details the Leadership Identity Model (LID) and how it can be utilized to create meaningful experiences for students.

In order to create these meaningful experiences, practitioners also need to understand how student learn. Owen begins Chapter 5 (Considerations of Student Learning in Leadership) by prefacing the paradigm shift in our way of viewing leadership. Leadership is not seen as simply natural traits and attributes an individual holds from birth, but as knowledge and skills a person can and should learn during their lifetime. It is vital for scholars and practitioners to provide students with holistic, meaningful, and integrative learning environments that foster their own leadership development. Owen provides the reader with comprehensible information on designing purposeful leadership learning environments that are guided by intentional learning principles (see Table 5.1). Frameworks such as the developmental instruction model provide educators with the structure to meet student learner needs. Learning theories like the Kolb Learning Cycle, Gardner's Multiple Intelligences, and the Learning Partnership Model, illustrate how students develop intellectually and cognitively as a leader. In this chapter, Owen also emphasizes the importance creating learning outcomes, such as the Council for the

Advancement of Standards in Higher Education's (CAS) leadership competencies, and effectively assessing leadership learning (2009).

By stressing the value in assessing leadership programs and other elements that can contribute to student growth and development, Part 2 (Program Design) takes a different form than Part 1. This section focuses specifically on how to develop quality, formal leadership programs. Arminio opens Chapter 6 (Establishing and Advancing a Leadership Program) by providing professionals with practical examples on creating formal leadership education programs. Scholar practitioners should be mindful of the institution's mission and learning goals and directly connect their leadership programs to these elements. This connection will result in a support system that is vital for the sustainability of the program within the college or university. Professionals need to establish a strong unified vision as well as build a coalition exemplifying the critical need for change. This includes developing and communicating a vision statement and removing all institutional and internal barriers that hinder the success of the program.

It is also essential for professionals to consider the experience of marginalized college students and the systemic and interpersonal barriers in place that prevent them from engaging in leadership development opportunities. Munin and Dugan discuss these issues in Chapter 7 (Inclusive Design) by describing how to integrate an inclusive design in leadership programs. Table 7.1 is a helpful tool for educators since it presents the reader with principles and guiding questions that are useful to developing this inclusive design. Some of these include creating welcoming environments, promoting interaction, diversifying the content of the leadership program, and providing equal opportunity for all participants to grow. The authors also highlight the importance of leadership educators' personal growth and development. Professionals need to embark in the life-long journey to develop their multicultural competence and grow as allies advocating for social justice. Educators should also take a critical lens when analyzing the history at the foundation of leadership programs and how certain groups of individuals are privileged (i.e. white males) and other groups are marginalized or invisible (i.e. women and people of color). The next part of the chapter provides professionals with tangible information on how to create or redesign a leadership program to be inclusive of all individuals. This goal can be achieved if educators pre-assess the content of the program and are open to student feedback; draft inclusive learning outcomes that support the development of allies; market to diverse populations; ensure that the structure and delivery of the program is inclusive and contains a critical lens on historical literature; and develop a post-assessment that allows for critical reflection.

In Chapter 8 (Assessment and Evaluation), Owen elaborates on the purpose for utilizing assessment strategies and methods of evaluating student leadership. By describing the issues and tensions associated with assessing leadership, such as becoming aware of politics in the institution, Owen provides the reader with essential considerations before professionals embark on the creation of leadership assessment. The groundwork begins with designing a leadership assessment plan that is guided by the Learning Assessment Cycle (see Figure 8.1) and defining the terms assessment, research, and evaluation. Owen recommends professionals to examine the six different types of assessment functions (i.e. assessing attendance and participation, assessing leadership learning outcomes, and assessing leadership in groups and organizations).

Owen also takes a very practical approach by listing many useful types of nationally or globally recognized assessments by functional area. These include the Cooperative Institutional Research Program or the National Survey of Student Engagement for assessing student needs or satisfaction; the StrengthsFinder 2.0 and Myers-Briggs Type Indicator for assessing leadership traits, styles and attributes; and the Multi-Institutional Study of Leadership or StudentVoice for evaluating leadership program effectiveness.

An evaluation of a leadership program can affect how that program is funded. In Chapter 9 (Funding Leadership Programs), Vineyard and Slack provide insight into how student leadership programs can be funded through external and internal sources. The authors provide scholars and practitioners with practical tools and examples, such as how to connect with alumni or write effective case statements (see Exhibit 9.1). When gathering information on funding sources, Vineland and Slack suggest readers to look into non-profit foundation's mission and leadership interest. The chapter is also loaded with useful advice, such as a detailed overview on seeking external funding and a section on considerations for submitting successful grant written by Dr. Bruce Jackson, the Director of the C. Charles Jackson Foundation (see Exhibit 9.2).

The *Handbook* then shifts gear and explores another faced of student leadership development. Growing as a student leader is not just in one-dimensional, internal process, it can occur in the many multi-dimensional environments. Part 3 (Program Context) presents the readers with variety contexts in which leadership can be taught, learned, and where students can develop as leaders. One of these contexts is analyzed in Chapter 10 (Formal Leadership Program Models). Lately, there has been a strong emphasis in institutions of higher learning to integrate the development of student leadership capacity and knowledge as part to the college's programs. In this chapter, Haber provides the reader with several practical, existing examples of formal leadership programs. These programs tend to be comprehensive, large in scope, and integrative (a.k.a. concerned with developing holistic capacities in students). By detailing all elements in the Formal Leadership Program Model, Haber provides content for educators to focus on when crafting all-encompassing programs (see Figure 10.1). According to the model, leadership programs are comprised of three key dimensions: students, strategies, structure. Campus environments as well as diverse student populations are at the core of this model. Therefore, educators should consider how they are attending to this diversity when creating successful programs.

Institutions should also attend to diverse student populations when creating all-inclusive curricular programs. In Chapter 11 (Curricular Programs), Mainella and Love examine how scholar-practitioners can develop or revamp curricular programs. Before developing the course, Mainella and Love recommend that professionals reflect on factors that can influence the course design such as the course type, course context, audience/student characteristics, and the overall pedagogical focus of the curriculum. Instructors should develop learning outcomes as part of their objectives that include development in the dimensions from the CAS (2009) learning outcomes (i.e. cognitive complexity, interpersonal competence, and humanitarianism and civic engagement). The authors also provide the readers with a variety exemplary programs and helpful content for establishing the curriculum (see Exhibits 11.1 through 11.5; and Appendix 11.1).

Cocurricular programs also provide students with the opportunity to develop as leadership competencies and knowledge outside the classroom environment. In Chapter 12 (Cocurricular Programs), Smist describes several cocurricular leadership programs implemented by a series of student affairs departments and that are aimed at educating and empowering diverse student populations. Programs also range in size, duration, and intensity. Smist highlights comprehensive programs originating from academic affairs departments; student organizations; cultural and social identity programs; and international education and study abroad. The author stresses critical considerations for creating a program design and a detailed, useful explanation of program formats – such as one-time programs and sequential programs. These real-life examples provide professionals with ideas on what type of program could best suit their specific learning outcomes and overall program needs.

The last section of the *Handbook*, Part 4 (Program Delivery), presents an overview on the actual implementation of leadership programs. In Chapter 13 (Powerful Pedagogies), Mexiner and Rosch present leadership educators with content on how to foster transformative learning environments. The authors chronicle the origin and evolution of pedagogy by emphasizing Anderson's and Krathwohl's (2001) revision of Bloom's taxonomy and techniques educators can use that go beyond merely teaching strategies. Mexiner and Rosch also illustrate how educators should create an environment for flow conditions to occur since these conditions motivate students to learn and engage at an elevated, content, and capable state of mind (see Table 13.2). The authors also recommend scholar-practitioners to focus on themselves as the instrument of change. Moreover, Meixner and Rosch provide information for educators to facilitate students' leadership development by reviewing a plethora of effective practices that empower student leaders to grow in and beyond the classroom. These powerful practices include experiential learning, team-based leadership, peer education, sociocultural dimensions, service-learning, mentoring and advising, and contemplative practice. Instructors should also be aware of technology and team dynamics as means to enhance pedagogy. Towards the end of the chapter, the authors also list a series of resources on each of these topics.

Ostick and Wall also provide the reader with a series of resources throughout Chapter 14 (Considerations for Culture and Social Identity Dimensions). The authors discuss considerations for creating leadership programs that attend to the multifaceted dimensions of cultural and social identities. The chapter is characterized with promoting a campus environment that is inclusive of all different types of students and that also addresses their specific experiences within a cultural group. It is important to understand what diversity, multiculturalism, and social justice mean. Leadership educators need to be receptive to cultural considerations. They should directly contribute to fostering positive leadership experiences for all student populations by increasing cross-cultural awareness on campus and by tackling issues of social justice. Subsequently, Ostick and Wall describe different student populations in detail and how scholar-professionals can attend to each distinct group and enrich their unique leadership development. The college student populations showcased in the chapter include students of color; African American; Asian Pacific American; Latino/a; American Indian; multiracial; and lesbian, gay, bisexual, and transgender (LGBT) student leaders. The authors also list resources and literature on gender and leadership; students with disabilities; and spirituality, religion and leadership. Lastly, Ostick and Wall recognize that not all student

populations are listed in the chapter and as a result educators should deeply examine their campus environment to ensure that each individual student's needs are being met.

The final chapter, Chapter 15 (Contemporary Topics in Leadership), provides the reader with applicable content by illustrating contemporary topics that presently affect student leadership development. Like Ostick and Wall, Wagner and Wendy encourage practitioners to not only focus on the current topics showcased in this chapter but also explore topics that pertain to their specific institutional context. The authors provide professionals with an overview of seven current topics: civic and community engagement, emotional intelligence, ethics, global leadership, integrative and interdisciplinary learning, positive psychology, and spirituality. Resources, such as key readings, organizations, assessments, and references, are listed under each topic along with their connection to student leadership development.

The *Handbook* is an essential and practical tool for any student affairs professional seeking to create a comprehensive leadership program. It is a well-rounded document that covers all the fundamental elements and considerations needed to develop a successful program. Each distinct chapter offers readers a unique perspective since the content stems from different leadership experts with distinctive voices. However, even though this organization lends itself to specialized, well-informed content, the discrete voices presented in each chapter prevent the *Handbook* from having a unified, central voice loosely organized around the design model presented in the preface. *The Handbook* is also loaded with suggestions for readers to explore further. Scholars and practitioners can use it as a guide and a starting point but they also have to take the next step and dig into more specific resources.

I recommend that student affairs professionals use the *Handbook* regularly when developing and reevaluating their student leadership program. It is useful for designing a new course or a new program or enriching existing courses and programs. It can be used in conjunction with literature that addresses specific theoretical models (i.e. the Relational Leadership Model or the Servant Leadership), distinct student population (i.e. LGBT or Latino/a student leaders) or that supplement the content provided in each chapter. Readers can use this document to enrich their mission-driven leadership education practices. Most importantly, professionals should use the *Handbook* to guide a program that is inclusive of different student population and underscores the value in educating each individual student for positive social change.

References

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Reviewer

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