
LEADERSHIP AND INNOVATION

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INTRODUCTORY ESSAY

Developing and teaching a 300-level interdisciplinary honors course is an exciting opportunity and poses a variety of unique challenges. In this case, institutional requirements for the course were very broad; the course was expected to be taught in a face-to-face format, involve significant independent learning components, include interdisciplinary content, and generally address the topic of "the role of knowledge in society." Such guidelines offered a great deal of creative latitude, but the open-ended nature of the course also made its design difficult. Most notably, I wondered how any single course could address a topic as broad and multifaceted as the "role of knowledge in society." Indeed, is not all of higher education focused on shedding light on some small aspect of the role of knowledge in society? After wrangling with this idea, I moved on to consider the pragmatic issue of narrowing the course's focus down to a topic that could reasonably be covered within a single semester.

I decided to start the course development process by concentrating on who my students would be. Admittedly, it would have been easy for me to focus the course topic on an aspect of societal knowledge that I, personally, find most interesting. Yet, I wanted to make sure that this course was developed for my students, not for me; from the start, I focused on addressing a topic that my students would find interesting and useful.

With this in mind, I reviewed the students currently enrolled in the honors program, and found that many were enrolled in Science, Technology, Engineering, and Math (STEM) related majors. But, a STEM-focused course was out of the question in this instance for two reasons. First, as a communication professor, I was not qualified to teach on such a topic. Second, the course needed to have a broad, interdisciplinary appeal for the entire honors student population, including those students majoring in social sciences, humanities, the arts, and professional disciplines. In short, this course needed to work for everyone.

Eventually, I decided to focus on how the synergistic relationship between leadership and innovation leads to the growth – and notably application – of knowledge in various aspects of society. To address innovation, I decided to use Walter Isaacson's (2014) book *The Innovators: How a group of Inventors, Hackers, Geniuses and Geeks Created the Digital Revolution*, and focus on the history it presents of the individuals who contributed to the growth of today's modern computer and internet technologies. The book illustrated detailed but accessible histories and was organized in easy-to-follow chapters that could serve as springboards for class discussions. I anticipated that this topic would be especially interesting to the students with STEM majors, who might approach the material from a technical perspective. I expected that it could also be attractive to the rest of the student population who appreciate such technologies as consumers. Furthermore, since computer-based technologies are ubiquitous today, an abundance of opportunities existed for applying this history to societal knowledge in general.

For the leadership portion of the course, I developed a set of lectures that were informed, in part by *Exploring Leadership: For College Students Who Want to Make a Difference* (Komives, Lucas, & McMahon, 2009) and *The Leader's Companion: Insights on Leadership Through the Ages* (Wren, 1995). I also assembled a list of leadership-focused TED Talks and gave students regular assignments that involved

watching the talks and posting their reactions on a discussion board. Additionally, I used these discussion board posts as the basis for classroom discussions, and students were expected to arrive at class prepared to explain and defend their reactions.

Such extensive in-class discussions provided the opportunity for me to guide students towards making connections between leadership, innovation, and the building and application of knowledge. I also wanted students to make personal application of this idea in specific ways that would be relevant to their individual academic and career journeys. As such, I developed an assignment in which students would need to research key innovators in their discipline or field of study and ruminate on potential areas for future innovation and growth that they could aspire to in the future.

Finally, I wanted to help inspire these honors students to recognize the opportunities for leadership and growth for them right now, while studying at university. Thus, for the final assignment of the semester, students worked with teams to create a video that profiles several faculty and student leaders or innovators on campus today. In the process of creating this video, students would both learn about what others are currently doing – hopefully planting a seed of interest in their minds – while also working with a team and having the chance to apply what they had learned about effective leadership, followership, and teamwork.

This course required a lot from the students; students had to read and write extensively, work independently, and be motivated to contribute actively in a highly participative discussion-based class environment. Yet, I found that students rose to the challenge. Overall, I found the course enjoyable to teach and was pleased to find that students engaged with the material. Many students reported feeling that they benefitted from the course, and the non-STEM majors often commented to me that their initial skepticism of the innovation-focused content quickly faded. Students came to recognize one of my central lessons for the course, namely, that everyone has the opportunity to lead and innovate in their own, unique way.

COURSE SYLLABUS: LEADERSHIP & INNOVATION

I welcome having the opportunity to speak with you outside of class, and I am free to meet before or after class, or during office hours. Email is also an excellent way to contact me with any questions or concerns that you may have regarding the course. I will make all attempts to reply promptly.

TEXTBOOKS & CLASS MATERIALS

REQUIRED READING

Isaacson, W. (2014). *The innovators: How a group of inventors, hackers, geniuses and geeks created the digital revolution*. New York: Simon and Schuster.

Wren, J. T. (1995). *The leader's companion: Insights on leadership through the ages*. New York: Simon and Schuster.

REQUIRED VIEWING

Drew Dudley TED Talk: “Everyday Leadership”

Stanley McChrystal TED Talk: “Listen, Learn . . . then Lead”

Sheryl Sandberg TED Talk: “Why We Have Too Few Women Leaders”

Halla Tómasdóttir TED Talk: “It’s Time for Women to Run for Office”

Bunker Roy TED Talk: "Learning from a Barefoot Movement"

Simon Sinek TED Talk: "How Great Leaders Inspire Action"

Naomi Klein TED Talk: "Addicted to Risk"

Seth Godin TED Talk: "The Tribes We Lead"

Jochen Menges TED Talk: "The Dark Side of Charisma"

OPTIONAL READING

Komives, S. R., Lucas, N., & McMahon, T. R. (2009). Exploring leadership: For college students who want to make a difference (3rd Edition). San Francisco: John Wiley & Sons.

COURSE DESCRIPTION

This course is designed as an honors interdisciplinary study course. Specifically, this class will focus on leadership and innovation. The goal is not to teach how to lead or to teach how to innovate. Instead, the goal is to encourage thinking about both leadership and innovation and to consider ways in which everyone can lead and innovate in the future.

COURSE GOALS

1. Develop presentation skills and present examples of technological innovation.
2. Develop research skills, and write a research paper focused on innovative individuals from various backgrounds.
3. Develop media creation skills, and create a video featuring innovation and knowledge-leaders at the university.

COURSE OBJECTIVE

Develop an interdisciplinary perspective regarding the role of knowledge in society.

CLASS FORMAT

This course will include very few lectures. Instead, the class will be student-led and will include extensive discussion. Active participation by every class member is expected, and this participation is considered a major graded component of the course. Ultimately, the goal is to encourage you to take an active role in your own learning.

ASSIGNMENTS

REACTION LOGS

Readings and videos will be assigned during the semester. Students will write brief reaction logs regarding the readings and videos, post the logs in the online discussion forum, and share their thoughts during class discussions.

CHAPTER PRESENTATION & DISCUSSION

During many classes, a student will present material from the assigned chapter. These presentations should be aided by PowerPoint or additional resources as appropriate. At the end of the presentation, the student presenter will pose a series of questions, based on the chapter and presentation, to the class for discussion. These questions should be thoughtful, substantive, and designed to stimulate discussion and debate. Each member of the class should plan to share their comments every class period.

In addition to summarizing the content from each chapter, students should present their views regarding why this innovation was notable and important to society. Students should also address what lessons they think can be learned from this example that can be applied to their life or the lives of their peers (100 points).

INDIVIDUAL RESEARCH PAPER & PRESENTATION

This formal paper involves investigating how the field/profession students are interested in pursuing after graduation contributes to the collective knowledge of society. Admittedly, one reason everyone works is to earn money needed for life. But, work can also make a meaningful contribution to our society. Many fields make some significant contribution to the expansion of knowledge in our world. When approaching this assignment, students should research examples from the past, in which members of their chosen field/profession have made meaningful contributions to the growth of knowledge and understanding in society. Then, students will also develop a section in the paper in which they imagine new ways that they – and the next generation of professionals – can similarly contribute to the growth of knowledge in society.

This assignment will be developed into a formal, graded paper and a class presentation (100 points).

INDIVIDUAL REFLECTION ESSAY

For this assignment, students will write a two to three-page paper that identifies vital lessons learned this semester and discusses how lifelong learning can continue after college has ended (50 points).

GROUP VIDEO PROJECT

Students will work with groups to develop a video about how members of the university community expand collective knowledge through their research and service. This assignment is open-ended. More than any other assignment in this class, this assignment requires creativity and individual thought. The open-ended nature of the assignment provides flexibility. The size of each group will be determined during the semester. The film will be screened in class (100 points).

ASSIGNMENT**TOTAL POINTS POSSIBLE**

Chapter Presentation	100 points
Daily Participation	50 points (1.5 points per class)
Individual Research Paper / Speech	100 points
Individual Reflection Essay	50 points
Group Video Project	100 points

TOTAL POINTS FOR COURSE 400 points

While I do not anticipate making changes, assignments, or point values may be adjusted if necessary due to scheduling issues, weather-related cancelations, or similar circumstances. You will be informed of any such adjustments.

POLICIES

The following policies outline the guidelines for this class. It is your responsibility to know and adhere to these course policies. All course policies will be enforced.

ATTENDANCE POLICY

Your success in this course depends on you being present to communicate with your classmates. Absences fall into two categories: excused absences and unexcused absences.

Excused absences are only for documented illness, religious observance, participation in university activities at university authorities' request, or compelling circumstances beyond the student's control.

Unexcused absences are all other absences. You are permitted a week's worth of unexcused absences of any kind without penalty. After that, absences will result in the lowering of your overall grade two percent.

CLASS ETIQUETTE

Poor behavior (cell phone use, doing homework for other classes, disruption, disrespect, etc.) will lower your semester grade. Please be respectful of our classroom community. The classroom computers are a resource for class-related activities only. Do not use the classroom computers for entertainment, social networking, or other personal uses during class time.

MISSED DEADLINES/DUE DATES

Assignments are due by the stated deadline. If you plan to miss class, assignments should be submitted before your absence.

STYLE

Unless specifically directed otherwise, all written work is expected to be typed in a 10-12 pt. font. Professionalism is essential, and as such written assignments will be graded on content and form, grammar, punctuation, spelling, and writing style. Unless otherwise directed, APA style is to be followed.

ACADEMIC DISHONESTY

All students are expected to act with civility and personal integrity. Acts of academic dishonesty include cheating or copying, plagiarizing, submitting another person's work as one's own, or any other activity identified in the university's academic integrity policy.

It is your responsibility to read and understand the policy. Students charged with a breach of academic integrity may receive academic sanctions ranging from "F" for the assignment to "F" for the course, depending on the severity of the offense.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In accordance with the Americans with Disabilities Act of 1990, reasonable academic adjustments are provided for students with documented disabilities. If you have a disability-related need for modifications in this course, contact the disabilities coordinator on campus.

EDUCATIONAL EQUITY/REPORT BIAS

Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through the university's Educational Equity via the Report Bias webpage.

GRADE DISTRIBUTION

A	93%-100%	C+	77%-79%
A-	90%-92%	C	70% - 76%
B+	87%-89%	D	60% - 69%
B	83%-86%	F	59% and below
B-	80%-82%		

CLASS SCHEDULE

Date	Topic	Assignment
Week 1		
Tuesday	1. <i>Review Syllabus</i> 2. <i>Ice Breakers</i>	
Thursday	1. <i>Discussion: Drew Dudley TED Talk</i>	1. <i>Watch/Respond: Drew Dudley TED Talk</i>
Week 2		
Tuesday	1. <i>Lecture/Discussion: Exploring Leadership, Chapter 1</i>	
Thursday	1. <i>Lecture/Discussion: Exploring Leadership, Chapter 2</i> 2. <i>Discuss Stanley McChrystal TED Talk</i>	1. <i>Watch/Respond: Stanley McChrystal TED Talk</i>
Week 3		
Tuesday	1. <i>Lecture/Discussion: Exploring Leadership, Chapter 2 (continued)</i>	1. <i>Watch/Respond: Sheryl Sandberg TED Talk</i> 2. <i>Watch/Respond: Halla Tómasdóttir TED Talk</i>

	2. Discussion: Sheryl Sandberg TED Talk and Halla Tómasdóttir TED Talk	
Thursday	1. Discussion: Bunker Roy TED Talk and Simon Sinek TED Talk	1. Watch/Respond: Bunker Roy TED Talk 2. Watch/Respond: Simon Sinek TED Talk
Week 4		
Tuesday	1. Discussion: Naomi Klein TED Talk	1. Watch/Respond: Naomi Klein TED Talk
Thursday	1. Discussion: The Leader's Companion, Part I	1. Read: <i>The Leader's Companion</i> , Part I (Gardner, Burns, Couto, Greenleaf)
Week 5		
Tuesday	1. Discussion: The Leader's Companion, Part III	1. Read: <i>The Leader's Companion</i> , Part III (Bass, Carlyle, Tolstoy, Plato, Aristotle, Machiavelli, Lao-tzu, Gandhi, Du Bois)
Thursday	1. Discussion: The Leader's Companion, Part IV	1. Read: <i>The Leader's Companion</i> , Part IV (Chemers, Burns, Couto, Nadler/Tushman, Kotter)
Week 6		
Tuesday	1. Lecture/Discussion: Exploring Leadership, Chapters 3-4 2. Discussion: Seth Godin TED Talk and Jochen Menges TED Talk	1. Watch/Respond: Seth Godin TED Talk 2. Watch/Respond: Jochen Menges TED Talk
Thursday	1. Student Presentation: The Innovators, Chapter 1	1. Individual Research Paper Topics Due
Week 7		
Tuesday	1. Student Presentation: The Innovators, Chapter 2	
Thursday	1. Student Presentation: The Innovators, Chapter 3	
Week 8		
Tuesday	1. Student Presentation: <i>The Innovators</i> , Chapter 4	

Thursday	1. Individual Conferences (Individual Research Paper)	1. Individual Research Paper Outline Due
Week 9		
Tuesday	1. Student Presentation: <i>The Innovators</i> , Chapter 5	
Thursday	1. Student Presentation: <i>The Innovators</i> , Chapter 6	
Week 10		
Tuesday	1. Student Presentation: <i>The Innovators</i> , Chapter 7	
Thursday	1. Student Presentation: <i>The Innovators</i> , Chapter 8 2. Assign Group Video Project	
Week 11		
Tuesday	1. Student Presentation: <i>The Innovators</i> , Chapter 9 2. Group Meetings (Group Video Project)	
Thursday	1. Peer Writing Workshop	1. Individual Research Paper Rough Draft Due
Week 12		
Tuesday	1. Student Presentation: <i>The Innovators</i> , Chapter 10	1. Individual Research Paper Final Draft Due
Thursday	1. Student Presentation: <i>The Innovators</i> , Chapter 11	
Week 13		
Tuesday	1. Student Presentation: <i>The Innovators</i> , Chapter 12	
Thursday	1. Lecture/Discussion: <i>Pulling it all together (leadership and innovation)</i>	
Week 14		
Tuesday	1. Lecture: Video Editing	
Thursday	1. Workshop: Video Editing	
Week 15		
Tuesday	1. Group Meetings (Group Video Project)	

Thursday	1. Screen Group Videos	1. Group Video Project Due
Week 16		
TBA	1. Final Exam Week	1. Individual Reflection Essay Due

MAJOR ASSIGNMENT DESCRIPTIONS

CHAPTER PRESENTATION & DISCUSSION

Throughout the semester, a student will present/teach the material from the assigned chapter. These presentations should be aided by PowerPoint and/or additional resources (video, web links, etc.) as appropriate. You are expected to thoroughly understand your chapter and fully explain it to the rest of the class in a clear, concise, understandable fashion. You are not responsible for the entire book, and are not expected to be an expert on each chapter. However, you are expected to know, understand, and explain your assigned chapter in detail. Where semi-technical matters are discussed, you should explain them to the class (just as the book describes them for a general audience).

In addition to summarizing the content from each chapter, students should present their views regarding how this innovation was notable and/or important to society. Students should also address the lessons from the chapter that are most applicable to their life and the lives of their peers.

There are, obviously, far more details in each chapter than can be explained. You should plan to select relevant and appropriate details, which fit into the presentation in the time allotted. You will need to stretch out of your "comfort zone" with a lengthy presentation. Timing will be a serious component of this assignment because shorter presentations will no doubt be less thorough as well. You will need to practice your presentation to make sure it is of an appropriate length.

At the end of the presentation, the student presenter will pose a series of questions, based on the chapter and their presentation, to the class for discussion. These questions should be thoughtful, substantive, and designed to stimulate discussion and debate. These questions are not intended to be a quiz, and their purpose is not to test your audience's knowledge on the information in your presentation.

Everyone in class is responsible for responding to these questions as well, and everyone should plan to share some comments on each presentation.

This assignment is mostly open-ended and is intended to be such. Apply your skills and talents to developing and sharing an exciting and informative presentation. We will all learn from each other.

Length: 35-45 minutes + questions and discussion.

Visual Aids: PowerPoint with relevant images or supplementary video (as available, and as appropriate). Use technology and other aids to make your presentation interesting.

INDIVIDUAL RESEARCH PAPER & PRESENTATION

This formal paper involves investigating how the field or profession you are interested in pursuing after graduation contributes to the collective knowledge of society. Admittedly, one reason we work is to earn money needed for life. But, our work can also make a meaningful contribution to our society. Most, if not all, fields make some important contribution to expanding knowledge in our world. Your task with this paper will be to research examples from the past, in which members of your field or profession have made meaningful contributions to the growth of knowledge and understanding in society. Then, you will also develop a section in the paper where you imagine new ways that you – and the next generation of professionals – can similarly contribute to the growth of knowledge in society.

RESEARCH PAPER

SECTIONS OF THE PAPER

1. Introduction

The introduction should include an attention getting device, a thesis statement, and a preview of the paper's structure.

2. Literature Review

The literature review should address research explaining the life/accomplishments of people from your chosen field or profession. At least three different individuals should be explained.

3. Synthesis

In the synthesis section, plan to discuss what can be learned from the life and accomplishments of the people you focus on in the literature review.

4. Application

The application section should include a discussion of how you can contribute to your profession to the growth of knowledge.

5. Conclusion

In the conclusion, summarize your main points and leave your reader(s) with a strong closing statement.

Length: 5 pages minimum

Sources: 5 sources minimum

Format: APA, MLA, or Chicago

PRESENTATION

Organization: Your presentation should be structured around all the sections of the paper. After the presentation, you will be expected to answer the questions of your peers. All students are responsible for posing at least one question to the speaker after their speech.

Presentation: You should practice your delivery and consider this to be a formal presentation. Eye contact and vocal quality will be graded components.

Visual Aid: PowerPoint should be used. While no specific rules exist regarding what can or cannot be included, you should not overuse slides or read off the screen when presenting.

Length: 10-12 minutes + 3-5 minutes of questions and answers.

GROUP VIDEO PROJECT

Students will work with groups to develop a video about how the university community members expand collective knowledge through their research and service. This is an open-ended assignment. More than any other assignment in this class, this assignment requires creativity and individual thought. The open-ended nature of the assignment gives you flexibility. The size of each group will be determined during the semester. The film will be screened in class.

VIDEO REQUIREMENTS

The structure and composition of the video can and should, be developed by each group. Below are some general guidelines. However, it is crucial to make adjustments based on each video plan. Consulting with the professor is a good idea when making such determinations.

GENERAL GUIDELINES

1. Interview 1-3 innovators on campus. These interviews should be carefully edited and may involve either students or faculty members.
2. The video should have a clear, central theme.
3. The video might either focus more on *what* is being done, or it may focus more on *who* is doing it.
3. The video should be 5-10 minutes in length. While some groups may see value in longer videos, a short but well-edited video is most appropriate.
4. Original video footage and images should be used. The final video should not just be back-to-back unedited interviews.
5. Narration is typically helpful in providing structure, transitions, and flow.
6. Editing is critical. Be sure to save plenty of time to edit your video.

MAJOR ASSIGNMENT RUBRICS AND GRADING CRITERIA

Chapter Presentation and Discussion

Item	Points Earned
Content	
Presentation Organized Appropriately and Logically Comments:	1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Material Thoroughly Covered Comments:	5 – 10 – 15 – 20 – 25 – 30
Visual Aids	
Design of Visual Aids Comments:	1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Integration of Visual Aids into Presentation Comments:	1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Delivery	
Familiarity with Material Comments:	1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Eye Contact / Use of Notes Comments:	1 – 2 – 3 – 4 – 5
Discussion	
Discussion Questions were Relevant and Thought-Provoking Comments:	1 – 2 – 3 – 4 – 5
Effectively Led Discussion and Stimulated Discussion Comments:	1 – 2 – 3 – 4 – 5
Timing	
Presentation at least 35 minutes Comments:	1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Discussion at least 10 minutes Comments:	1 – 2 – 3 – 4 – 5
Total Points Earned	

INDIVIDUAL RESEARCH PAPER & PRESENTATION

PAPER

Item	Points Earned
Introduction	
The introduction gets the audience's attention and establishes the thesis/theme. Comments:	1 – 2 – 3 – 4 – 5
Literature Review	
The literature review addresses research explaining the life/accomplishments of people from the chosen field/profession. At least three different individuals are detailed. Comments:	5 – 10 – 15 – 20 – 25 – 30
Synthesis	
The synthesis section includes a discussion of what can be learned from the life/accomplishments of the people who were detailed in the literature review. Comments:	5 – 7.5 – 10 – 12.5 – 15 – 17.5 – 20
Application	
The application section includes a discussion about how you can contribute to the growth of knowledge in your profession. Comments:	1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Conclusion	
The conclusion effectively ties the paper together and ends with a clear summary and closing thought. Comments:	1 – 2 – 3 – 4 – 5
Format and Grammar	
The paper is formatted properly (MLA, APA, or Chicago), and is free of grammatical errors. Comments:	1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Total Points Earned	

PRESENTATION

Item	Points Earned
Organization	
<p>Basic Introduction Elements Uses an effective attention-getter Provides a clear thesis statement Previews main points</p> <p>Well Organized Speech Body Appropriately organizes main points</p> <p>Basic Conclusion Elements Reviews the main points of the speech Ends strongly</p> <p>Timing 10-12 minutes + 3-5 minutes of questions and answers</p>	<p>1 – 2 – 3 – 4 – 5</p>
Content	
<p>Thorough Development of Content Clearly explains the life accomplishments of at least three people Clearly addresses synthesis section Clearly addresses application section Makes effective language choices Appropriately uses presentational aids</p>	<p>1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10</p>
Delivery	
<p>Effective Presentation Style Maintains eye contact with the audience and effectively uses limited notes Maintains effective volume and maintains a conversational tone Displays confidence & enthusiasm</p>	<p>1 – 2 – 3 – 4 – 5</p>
Total Points Earned	

GROUP VIDEO PROJECT

Item	Points Earned
Creativity of Video	
Comments:	5 – 10 – 15 – 20 – 25 – 30
Integration & Quality of Stock (Creative Commons) Images/Video Footage	
Comments:	5 – 7.5 – 10 – 12.5 – 15 – 17.5 – 20
Integration & Quality of Original Images/Video Footage	
Comments:	5 – 7.5 – 10 – 12.5 – 15 – 17.5 – 20
Clarity of a Consistent Theme	
Comments:	1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Quality of Video Editing	
Comments:	1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Quality of Interview Content and Integration into Video	
Comments:	1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
Total Points Earned	

BIBLIOGRAPHY

- Isaacson, W. (2014). *The innovators: How a group of inventors, hackers, geniuses and geeks created the digital revolution*. New York: Simon and Schuster.
- Wren, J. T. (1995). *The leader's companion: Insights on leadership through the ages*. New York: Simon and Schuster.
- Komives, S. R., Lucas, N., & McMahon, T. R. (2009). *Exploring leadership: For college students who want to make a difference (3rd Edition)*. San Francisco: John Wiley & Sons.