Example Projects for Fulfillment of Virginia Tech's Collaborative Community Leadership Certificate (CCLC) Program

- **Do Good Leaders Make Good Followers? Exploring the Relationship between Middle Managers' Transformational Leadership and Effective Followership Behaviors in Organizations**: This research proposed four hypotheses that predict positive relationships between transformational leadership behaviors and effective followership behaviors. The study collected data from 100 middle managers across the United States. Multiple regression results showed significant positive relationships between transformational leadership behaviors and effective followership behaviors, after controlling for age, gender, race, educational level, tenure with current organization, and tenure with current supervisor. However, one of our hypotheses was not supported after controlling for demographics. The findings have important implications for leaders, followers, trainers, organizations, and researchers.

- **Capacity Building for Fundraising Coordinators: A Model for Increasing Rural Community Engagement:** The purpose of this project was to develop a how-to manual for coordination of fundraisers in rural communities using Newport, Virginia as a model case. In preparation for the development of the manual, 78 adults in the Newport community completed a three-part survey on trends in volunteer characteristics, reasons for volunteering, and volunteering outcomes. The results showed that the motivators were based on factors involving the volunteer as a person and others, and were not reported as impacted by any demographic differences. The volunteer outcomes were shown to be based on the participants making a worthy contribution, and thinking fundraising is necessary to a viable community.

- **Fraternal Leaders Institute Serve: Developing a Servant Leadership Curriculum Based in Social Change:** This project followed the curriculum writing process for a new Fraternity and Sorority Life Leadership Program on the Virginia Tech Campus. The basis of the Fraternal Leaders Institute Serve program is found in the Social Change Model shared in the Komives, Wagner, and Associates (2009) book *Leadership for a Better World*. The curriculum and facilitator guide also utilized the Virginia Tech Aspirations of Student Learning, Office of Fraternity and Sorority Life Core Values, Servant Leadership, and StrengthsFinder as tools to create a well-rounded experience for students.

- **Leadership Values of Community Food Forests**: Interviews with leaders revealed leadership values for planning and management of community food forests. Findings were shared in a chapter within *The Community Food Forest Handbook: How to Plan, Organize, and Nurture Edible Gathering Places*.

- **Evaluating the Virginia Agriculture Leaders Obtaining Results Program: Blogs as Reflection:** Leadership inquiry lacks robust studies designed to understand processes as opposed to outcomes. Transformative learning and communities of practice served as the framework, which guided this evaluation. This qualitative case study explored the process of reflection through blogs to evaluate the Virginia Agriculture Leaders Obtaining Results program. Blog entries were open-coded for reflection on capacity and competency development through experiences within the program. Expanded thinking, competency development, and interconnectedness emerged as themes through a collaborative process. Additionally, four subthemes were identified within the themes: change, self-awareness, networking, and affiliations. The findings within this study support transformative learning and communities of practice as pathways for increasing knowledge and capacity to become change agents. Focusing on increasing opportunities for participants to explore applications of newly created knowledge, can benefit the program and overall development of participants and their communities.

- **Utilizing Appreciative Inquiry for Program Planning: Residential Leadership Community Strategic Visioning**: This project built from an informal program assessment of a Leadership Living-Learning Community program at Virginia Tech, utilizing the Council for the Advancement of Standards (CAS) self-study for Student Leadership Programs. The interim director and undergraduate academic coordinator initiated a strategic visioning process to reconsider the mission statement, create a vision statement, and identify core values and learning outcomes to guide the program into its' next stage of life. Through several meetings, they determined the focus of the inquiry would be "The future of the Residential Leadership Community." The first two-hour visioning session utilized a World Cafe format and focused on the dream and discovery phases. Participants from the first session were invited to continue their involvement in a smaller work-group, and additional stakeholders were also invited to participate.

- **Leadership in Rural Tourism Development: A Theoretical Framework**: Leadership strategies are diverse and abundant. In the unique environment of rural tourism, leadership has often been credited for driving sustainable development initiatives, but it has rarely been empirically examined. This article explores the current literature in leadership, both in general and specific to rural tourism, then uses the case study method to showcase three community-level rural tourism leaders: two in rural US locales and one in Haiti. Three examples of leadership approaches are present: servant, shared/community based, and authentic. The cases are approached using the social capital framework, a unique way to analyze the sources of success of these three individuals and their communities. In particular, a networks view of social capital is applied which differentiates between bridging and bonding social capital. While this approach has been previously utilized at the community level, the authors of this study set out to explore whether individuals may embody elements of bridging and bonding social capital regardless of the type of leadership traits and approaches they possess.
- **It's All in The Bag: Engaging Adolescents from Underrepresented Populations in Leadership Development through Project PURSE**: Disadvantaged, underrepresented youth who experience hardship without mediation and positive growth will later translate into adults who cannot successfully contribute to society. How do we, as leadership educators, help change the negative statistics of achievement, attitudes, and behaviors that plague the minority community? Project PURSE (Pocketbooks Used in Reaching Success and Excellence) is an innovative leadership development opportunity that exposes African-American female adolescents to leadership through the symbolism of a purse. Conducted as a part of a semester-long life skills project, 37 African-American female adolescents were given fashionable purses, filled with resources and activity booklets, in an effort to increase their proficiency and self-efficacy for leadership. This article offers a description of the project including theoretical constructs and workshop activities and the role of social identity in leadership development. We conclude with recommendations for youth leadership educators.
- **Future Forward Mentor Training Guide:** For students of color it can be difficult to find educational and social advocates if they experience micro aggressions or racial/cultural fault lines and triggers in their educational environment. A mentoring program that caters to students of color will provide a scaffold that will create a confident, self-aware, resilient, and culturally intelligent individual. It will also provide resources and connections that will assist students of color during their educational career and beyond. I have worked diligently to create a mentoring program for students of color at VT will also ensure the educational and social experience of students of color at Virginia Tech is one that is challenging, inspiring, and impactful. The Future Forward mentoring program will create a holistic, academic and social learning environment that is based on the Virginia Tech Aspirations of Student Learning.
- **Pedagogy for Actively Caring: Educational Design of UNIV 3954**: This project involved partnering with the Department of Psychology to design and deliver a course that gave students the opportunity to formally learn psychological principals associated with motivation and leadership, while educating and serving youth from Veron and Punta Cana, Dominican Republic.
- **Reviving an Organization Through Transformational Advising Practices:** While interning at a neighboring university, I was tasked with working with a leadership honorary specifically for sorority women. Through lack of direction and leadership, organizational membership decreased from fifteen to only two people in one year. This article will be about how I used transformational leadership in advising practices to revive and give direction to a flailing organization.
- **Enhancing Online Resources for Agricultural Teachers Through Path-Goal Leadership**: This project involved enhancing access to instructional resources through electronic delivery and related training. The project's approach to improvement involved attention to the four main parts of path goal leadership: (1) Identify the goal, (2) clarify the path, (3) remove obstacles, and (4) provide support (Northouse, 2010). Effectiveness of the effort was based on website analytics, tracking changes in website traffic following the interventions.
- **Leader Emergence in Small Teams:** The use of teams can be an effective teaching and learning strategy that enhances many different student skills. Participants of a leadership class participated in a survey asking questions of what traits do they look for in a leader, do they feel their team has a leader, and how did the specific leader emerge. Student responses were consistent with leadership theory on the three individual questions. Practical implications for instructors using teams as a teaching and learning strategy include team productivity is enhanced with a team leader; however, not all team leaders are capable of performing the role in a satisfactory manner.

- **Understanding the Nature of Eco-Leadership: A Mixed Methods Study of Community Organization:** Although the emerging eco-leadership discourse captivates the imagination of leadership scholars, empirical research investigating eco-leadership is limited. The purposes of this study were to explore and explain eco-leadership in practice and to expand the repertoire of current leadership studies' research methods. We used a mixed methods explanatory design with parallel data collection and sequential data analysis. Data were mixed during crossover tracks analysis and meta-inference development. Relationships between the community groups' leadership style, group cohesion, and community project engagement were observed. Significant factors included idealized attributes and inspirational motivation. During focus groups, group cohesion also emerged as a noteworthy factor.
- **Partnering university athletics departments and institutions of higher education in the use of sport as a development tool:** This project highlights a study abroad course designed to provide service opportunities, study leadership development theory and literature, and to aid non-governmental organization (NGO) workers and Peace Corps volunteers in their use of sport as a development tool. The report hopes to contribute to the budding field of Sport for Development and Peace at the university level.
- **A framework to examine networking behavior and social capital formation in agricultural leadership development programs:** The purpose of this research synthesis and subsequent poster is to: 1) develop a preliminary framework to examine individual and situational differences as well as perceived value of social networks in relation to networking behavior and social capital formation in agricultural leadership development programs; 2) receive feedback related to the framework from colleagues; and 3) advance priority six (vibrant, resilient communities) of the American Association for Agricultural Education's national research agenda.
- **A Mixed Methods Study Evaluating Strategies used for Organizational Visioning:** The purpose of this case study was to evaluate two methods of organizational visioning, Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis and Appreciative inquiry (Ai). Evaluation of either approach to organizational visioning is limited, and there is a need to compare the two techniques. In this case study, participants from one organization were divided, with half participating in Ai and half participating in SWOT interventions. Data for this mixed methods study was gathered through observation, focus group interviews, and pre, post, and delayed post intervention tests. Using an explanatory sequential design, quantitative data reported the change in organizational commitment and vision clarity as a result of the interventions; while, qualitative data further explored participants' perception of the intervention process and resulting effects. The results suggest an adoption of a combined approach to organizational visioning.
- **Leadership in a Graduate Student Organization: An Application of Path-Goal Theory:** In order to improve participation in a student-led association, a graduate student researcher, who was also an officer of the organization, developed and administered a survey questionnaire. Upon completion of the survey, the researcher compiled and shared findings with the organization officers. Officers used the results in a strategic planning session led by the graduate student researcher. Path Goal Leadership Theory (House, 1971, 1996) provided a framework for conducting the survey and for subsequent recommendations to the association's officers. Path Goal theory suggests that a leader's effectiveness relates to the leader's ability to defines goals, clarify tasks, remove obstacles, and provide support (House, 1971, 1996). As one of the leaders in the student association, the graduate researcher utilized a membership survey to clarify tasks and remove obstacles, especially regarding members' participation in the organization's activities.
- **Utilizing Culturally Sustaining Pedagogy Framework for 4-H Programs: Addressing Diversity, Equity, and Inclusion Efforts:** This article addresses utilization of culturally relevant pedagogy (CRP) framework to develop diversity, equity, and inclusion efforts within 4-H programs. In July 2020, the extension committee organization and policy recommended redesign in training, policy, and curriculum for 4-H programs. Utilization of CRP principles by extension educators can contribute to development of 4-H programs that are diverse and inclusive of minority cultures. Recommendations for culturally relevant pedagogy addressing diversity, equity, and inclusion efforts in 4-H programming are discussed.
- **Leveraging Social Capital for Emergency Instructional Design:** This blog post explored the new dawn of political dispensation, particularly the shifts with orthodox churches in authoritarian regimes and the shifts within instructional design in the face of the COVID-19 pandemic.