

The Development of the Batten Leadership Institute at Hollins University: A Case Study

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ABSTRACT

As leadership theory continues to develop and change, so do the attempts to enhance experiences for women in higher education. Women face many obstacles, which include lack of role models in student and institutional leaders (Astin & Leland, 1991). Traditionally, institutions offer no specific leadership programs or curricula and pay minimal attention to the leadership development of their students (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001). This study was a case study with an in-depth analysis of the establishment of a women's leadership education and training program at Hollins University in Roanoke, Virginia.

Six students, four administrators, and one intern were interviewed to illustrate the process of the planning of the program, its implementation and current operations, and the complexities involved. Document analysis and observations were utilized as well. The study was focused on the impact of the program on the students and administrators involved in the development of the program during this period. The researcher also described how the Batten Leadership Institute has evolved over the past five years with a focus on how it came into being, what it was like, then and now, and changes that have occurred.

The findings are organized by three phases: 1) conceptualization, 2) implementation, and 3) refinement and expansion. The phases are based on a chronological framework and resulting categories and themes emerged. Results indicate the participants' described their leadership skills improved because of their participation and experience in the BLI. The Communication Skills Group and its interpersonal component as well the presence of positive female role-models created the most personal transformation for the student participants. The students' previous ideas and definitions of leadership became more comprehensive. As a result of their personal

transformation, their perceptions of the BLI changed from initial uncertainty and hesitation to admiration and support. The program expanded significantly over the first five years.

Programmatic challenges have been addressed and many positive changes have occurred. Hollins administrators embraced the BLI and fully supported future expansions within Hollins University and in the Roanoke community.

Dedication

This manuscript is dedicated to my family, especially Annie, Mom, and Dad. Thank you for everything. I love you all.

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I would like to acknowledge a number of individuals who were instrumental in the completion of this dissertation. I feel truly blessed and honored to thank so many special people. I wish to thank my committee, Gerard Lawson, Penny Burge, Hildy Getz, and Katherine Allen for their time and assistance. I would like to express special appreciation to Penny and Gerard. To Penny who offered countless hours of personal time in the editing process, kindness, and support. Her warmth and kind spirit never went unnoticed. To Gerard, I am awed by his intellect, competence, and enthusiasm for his profession. Thank you both for pushing me forward in your compassionate and gentle way.

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CHAPTER I

Introduction

Leadership development in female students should be a crucial aspect of a college's mission statement, especially in an all female institution. A greater investment on the part of a college in the leadership development of female students can result in a greater satisfaction with the college experience. Rogers (1996) acknowledged that there are several paradigms of leadership and each has dominated research at varying times. However, none is complete as a "definitive set of assumptions about what leadership is" (p. 301).

The definition of leadership is ever changing, and it is important to have a comprehensive view when conceptualizing leadership theory to make personal meaning of such a broad term. Myths about leadership date back to the turn of the century when leadership was first studied. Leadership was innate and leaders were thought to be born. Words often used to describe leadership were "control," "power," and "followers" (Komives, Lucas, & McMahon, 1998). During the mid 1800s and early 1900s, the Great Man and Trait Theories (Komives et al., 1998) were established, suggesting leadership was inherent rather than developed. The common belief was that individuals were born as leaders with superior qualities. Throughout the years, leadership became more socially constructed, and leadership theory grew and expanded to meet the needs of society. Generative leadership theory (Sagaria, 1988) was focused on collaborative efforts to empower and enable growth and work toward mutual purposes.

Whitt (1994) identified obstacles for women in Higher Education, which included lack of role models in student and institutional leaders (Astin & Leland, 1991), differences in hiring, promotion, and salary decisions (Chamberlain, 1988; Hensel, 1991). Academic cultures and

traditions cater to men (Fox-Keller, 1978), and student cultures value and reward men for their achievements but measure women by their attractiveness to men (Holland & Eisenhart, 1990).

Komives and Woodard (1996) called for a “total transformation of our concept of leadership” (p. 36) with a more integrated understanding of contemporary leadership which included change, learning, exploring, trust, integration, opportunity, and personal development. Rogers (1996) offered a new definition based on influence rather than positional authority. Influence is multidirectional, coming from all members involved. Leaders and collaborators “do leadership,” and intend to make changes by pursuing a mutual purpose and acting on the intention. Rogers (1996) expanded this definition by adding that the role of the leader is to serve followers and empower them to become leaders. “Leadership is about change and change begins within and emanates outward into the community” (p. 305). More recently, London (2002) identified transformational leadership as engaging others as partners, developing others through delegation and empowerment, and showing consideration for individuals.

Traditionally, institutions offer no specific leadership programs or curricula and pay minimal attention to the leadership development of their students (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001). Although current beliefs about what constitutes an effective leadership program have changed and become more comprehensive, many leadership programs have often been based on traditional models of leadership, which tend to be exclusive and male oriented. The programs evolve based on those in powerful positions, which include Caucasian, upper-class men (Kezar & Moriarty, 2000), neglecting women’s leadership needs and alternative models of leadership.

Participation in leadership activities has benefits for men and women. Cress et al. (2001) studied developmental outcomes of male and female college students who were involved in

leadership activities. They used longitudinal data from 875 students at 10 institutions. Results indicated that those who participated in leadership activities showed growth in civic responsibility and conflict resolutions skills, and a greater ability to plan. Overall, there was a gain in skills, values, and cognitive understanding.

As leadership theory continues to develop and change, so do the attempts to enhance the experiences for women in higher education. Women may experience indirect forms of discrimination on campus. This included not being taken seriously in the classroom, being discouraged from seeking help with academic concerns or using student services, or participating fully in campus life (Hall & Sandler, 1984; Romano, 1996). Women comprise more than half of the nation's college and university enrollment; however, they are involved in fewer campus leadership positions than male students (Howard-Hamilton & Ferguson, 1998).

Developmentally, women may already be at a disadvantage upon entering higher education (Sagaria, 1988). They struggle with finding their independence while at the same time developing intimacy. Their social priorities (developing relationships, establishing a home and family, competing demands) often hinder development in many areas. They experience a decline academically, which in turn decreases their willingness to take risks. Addressing these systemic disadvantages is as important as addressing leadership needs if colleges and universities wish to make a commitment to an equitable college environment for female students (Sagaria, 1988).

Although leadership training has characteristics which may be beneficial to some individuals, women may have different needs from men and experience leadership in unique ways. According to Belenky, Clinchy, Goldberger and Tarule (1986), women typically value affiliation, growth and development. They usually are guided by values and make choices that have meaning for others as well. Their ways of knowing are often intuitive, subjective, and

personal (Belenky, Clinchy, Goldberger, & Tarule). Many women value achievement and competency but at the same time want to find meaning and satisfaction in their work. Many women find reward in caring, respectful relationships. Conversely, Northouse (2007) asserted that women do not necessarily lead differently from men but rather experience discrimination when they lead in a masculine manner or occupy a masculine role like an athletic coach or manager in a manufacturing plant. While not all women find meaning and satisfaction in the same way, for some, leadership models, programming, and activities must be based in this context.

While coeducational institutions have an obligation to provide women with leadership opportunities, some argue that single sex-schools have an advantage. Many women enter college with preconceived notions, set forth by society, of what they can and cannot do. An all female environment can directly intervene and help women realize their full potential. “Women’s colleges have developed as institutions that recognize, nurture, and encourage the leadership potential of women, because they provide an equitable environment” (Sagaria, 1988, p. 30). Women maximize their intellectual development, increase self-esteem, and build leadership skills in women’s colleges (Davis, Crawford, & Sebrechts, 1999; Whitt, 1994). Women are the “chief participants” in a system designed specifically for women.

In her 1994 study, Whitt examined the leadership experiences of 98 students from three women’s colleges. She found that women who participated in leadership experiences found enhanced social and political awareness, improved thinking, writing and communication skills, and expanded notions of majors and career choices. More importantly, they more willingly took risks and implemented program activities and demonstrated an increase in self-confidence and self-efficacy.

Traditional higher education institutions do not always design and implement programs to contribute to the development of female students, leading many women to experience the educational climate in a reduced and sometimes harmful manner. When college and university administrators are sensitive to the differences of female students as they develop leadership education or training programs, they provide women with opportunities to maximize their individual potential.

Institutions of higher education would better serve female students if they developed newer models of leadership and obtain a consensus on what women really need in regard to leadership training. While women may have unique needs, not all women are the same. Determining women's needs may be a challenge but necessary in an ever changing world. Whitt (1994) asserted that providing role models, creating opportunity, and affirming and supporting women are a few ways in which women learn to lead. Developing supportive relationships with faculty and administration can play a significant role in increasing students' self-esteem and self-confidence (Hall & Sandler, 1984). When educational leaders move beyond formal programming and look toward positive relationships that are inherent among faculty, staff, and students, women may have a better chance of becoming successful leaders.

All faculty, staff, students, and other personnel in positions of influence can play a significant role in creating experiences for women to be successful in their current and future roles. When college and university leaders nurture the growth and development most relevant to women's experiences, they put women at an advantage when competing for leadership roles and positions. They have a responsibility to provide positive models so women can participate equally in society (Sagaria, 1988).

Institutional leaders would benefit from information on women's unique leadership experiences in order to design programs that meet the varying developmental needs of students. Co-educational schools should be intentional about including women and not assume that women and men have the same needs. If leadership development is a priority on campus, colleges and universities will graduate students who value connecting, academic learning, and community concerns.

Statement of Need

The literature illuminated problems in higher education which creates barriers to the leadership development of women. Women may experience subtle forms of discrimination in and outside of the classroom on campus. Women's leadership styles and practices may be unique; therefore, women need specialized leadership training to target those individual needs. The resulting problem centers on examining the development of leadership education and training programs in higher education. More specifically, this study focused on the process of developing a women's leadership program on a single-sex college campus.

Purpose of the Study

This research was a case study with an in-depth, descriptive analysis of the establishment of a women's leadership education and training program at Hollins University. Hollins University is a small, private, liberal arts women's university located in Roanoke, Virginia. Hollins began in 1842 as a co-educational institution and was named Valley Union Seminary. In 1852, it became a women's institution and was renamed Hollins Institute in 1855. In 1911, it was again renamed as Hollins College and in 1998 emerged as Hollins University.

In the fall of 2002, Hollins began the Batten Leadership Institute (BLI). The purpose of the BLI was to develop leadership potential for students in their sophomore, junior, and senior

years. The curriculum stemmed from the belief that general leadership skills and principles can be taught to students, practiced by students, and integrated into students' lives. The BLI is based on a holistic approach, combining leadership theory, counseling practices, and personal vision. It draws from the strengths of a range of members in the campus community and has been shaped by the director, administrators, students, and interns (K. F. Walker, personal communication, October 27, 2003).

The study provided an opportunity for illustrating the details of the planning of the program, its implementation and current operations, and the complexities and challenges involved. The study focused on the impact of the program on the students and administrators involved in the development of the program during this period.

The researcher described how the Batten Leadership Institute has evolved over the past five years with a focus on how it came into being, what it was like, then and now, and changes that have occurred. The influence of the director, administration, staff, and students on the BLI was analyzed.

Research Questions

The researcher's purpose was to provide a description of the process taken in developing the Batten Leadership Institute at Hollins University. Originating from a review of literature and the researcher's own observations and interests, the focus of this study resulted in the following questions:

- a) What is the process by which Hollins University came to initiate a leadership program?
- b) What guided the development of the leadership program?
- c) How has the program impacted its participants (2002-2004)?

- d) What are the perceptions of the involved administrators, faculty members, and students of the leadership program on the impact the program has had on the campus?

Definitions of Terms

The following are terms and definitions as they relate to this study.

Leadership Training

1. The development of discrete skills that contribute to leadership effectiveness with a focus on task specific applications and skills (Klenke, 1996, p. 247).
2. Simplistic one-dimensional descriptions of behavior, such as how to listen more effectively or delegate more often (Burnside & Guthrie, 1992).
3. Activities designed to improve performance of the individual in the role presently occupied (Endress, 2000; Miller, 1997; Roberts & Ullom, 1990)

Leadership Education

1. Formal academic programs in leadership designed to develop the learner's capacity to think critically about complex leadership issues and situations; stress cognitive processes (Klenke, 1996, p. 247). For the purposes of this study, leadership education will also include co-curricular programs in addition to academic programs.
2. Activities designed to improve overall leadership competence of the individual beyond the role presently occupied (Endress, 2000; Miller, 1997; Roberts & Ullom, 1990).

Leadership Development

1. A process of gaining increased self-awareness, planning and carrying out more effective actions, and seeking ways of sustaining development over time (Burnside & Guthrie, 1992).
2. A life-long endeavor, which unfolds over a person's lifespan (Klenke, 1996, p. 248).

3. Activities designed to provide an interactionist environment, which encourages development in an ordered hierarchical sequence of increased complexity (Endress, 2000; Miller, 1997; Roberts & Ullom, 1990).

Women's College

1. An institution where there is an institutional mission to serve the needs of women in higher education as well as a predominately female student body" (Harwarth, 1999, p. 1).

Holistic

1. A coherent system or organization of parts fitting or working together as one.

Limitations

This study had several limitations. First, this was a case study of one women's leadership program and it is up to the reader's judgment to make comparisons to any other programs. Secondly, there was limited diversity among participants. While students were randomly selected, participants who voiced a willingness to participate were all Caucasian and approximately the same age (18-22). Thirdly, students were interviewed in the Fall of 2004, two years after the program piloted. This small time frame presents a limitation. The program has grown and expanded so those sophomores interviewed two years ago may answer the research questions differently today after participating in the program for a longer period of time. Also, if the researcher were to interview sophomores who recently entered the program, their answers to research questions may be much different as a result of the changes in the BLI over the past five years. Finally, I was not only the researcher in this study but I served as an intern during the year the program was piloted and had previously worked with Dr. Katherine Walker in a different work capacity at a prior agency. While this dual role is a strength, it is also a limitation due to my personal biases and insider knowledge regarding the program.

Summary

The purpose of this study was to examine the development of a women's leadership program designed to target the needs of some women. Women are sometimes underrepresented in leadership positions in higher education and in society. They can benefit from leadership education, training, and development to assist them not only in increasing their leadership confidence, but also in securing leadership positions during and after their education. Although leadership development has benefits which can be enjoyed by most individuals, women may have different needs and experience leadership in unique ways. While coeducational institutions have an obligation to provide women with leadership opportunities, all female institutions are designed to enhance women's leadership.

Higher education lacks in its contribution to the development of female students leading some women to experience the educational climate in a harmful manner. Literature on this topic has been focused on how institutions of higher education would better serve female students if they develop new models of leadership, which include elements that specifically serve women's needs and cultivate leadership opportunities. If leaders in higher education want to be a part of this change and assist women in becoming an active, equal part of our society, they must first incorporate leadership education, development, and training into its curricula. For many women, a single-sex college can provide an environment to meet their individual needs as it relates to effective leadership.

Chapter one included an introduction to leadership, changing leadership theory, women's leadership experiences and needs in higher education. Chapter one also included research questions used to guide the study and the purpose of the study. In addition, limitations have been addressed and operational definitions have been stated.

CHAPTER II

Review of the Literature

This study involved a qualitative case study with an in-depth, descriptive analysis of the establishment of a women's leadership education and training program at Hollins University. The review of literature focused on the following areas: (a) models of leadership development; (b) leadership theory; (c) women's colleges; and (d) women's leadership development.

Models of Leadership Development

The literature supported the importance of leadership programs in higher education but debate continues about what constitutes an appropriate leadership development program. Roberts (1981) wrote *Student Leadership Programs in Higher Education*, one of the first publications exploring the design and structure of student leadership programs. The guidelines for student leadership programs developed by the Council for the Advancement of Standards in Higher Education (CAS) (1997) and the National Clearinghouse for Leadership Programs are distributed nationally to administrators and educators involved in teaching leadership through the National Clearinghouse for Leadership Standards. The CAS guidelines represent the only consistent, comprehensive set of guidelines for leadership education in higher education.

Prior to the CAS standards adopted in November 1997 there were many other models, which had common themes throughout such as balancing theory and practice, working with existing campus resources, and targeting the population being served by the program. In 1937, the American Council on Education released a report that began the student development initiative in colleges and universities. This report stressed the importance of recognizing individual differences in backgrounds, abilities, interest, and goals, thus guiding the "whole" student (McConnell, 2002).

Gregory and Britt (1987) surveyed 469 leadership programs nationwide and listed 10 characteristics of the more noteworthy leadership development programs. The characteristics they recommended included the selection of participants, a sound philosophical basis, concise and clearly stated goals, comprehensive and interdisciplinary approaches to instruction, explicit attention to leadership as opposed to other related constructs, utilization of a variety of training methods, and the implementation of consistent evaluation plans.

In recent years, structured leadership development programs have become increasingly popular (Chambers, 1992). The premise behind these programs is the notion that leadership can be learned and refined through formal training. In her book, *Leadership Can Be Taught* (2005), Parks asserted that “it is one thing to teach knowledge of the field, and it is quite another to prepare people to exercise the judgment and skill needed to bring that knowledge in other intricate systems of relationships and constitute the dynamic world of practice.” Parks believed that leaders can be taught but not only through the typical classroom methods of reading and lecture.

Leadership programs have contributed to the development of both leadership and life skills. Students who participate in these programs not only increase their leadership ability and skills but also their “skills for life” including interpersonal relations, human dynamics in the workplace, and increased mental and physical health. Some researchers have expressed a need for additional increases in the number and quality of leadership development programs. As early as 1965, Gardner recognized that “we are not doing enough to encourage the development of young leaders” (p. 33).

Leadership Theories

Early theorists explained leadership on the basis of inheritance or the hereditary background of great men known as the Great Man theory (Daugherty & Williams, 1997). Over the years, the definition of leadership and individual ideas of what it means to be a good leader expanded dramatically. The following leadership theories are presented in chronological order from the early 1900s until present time.

In the early 1900s through the 1940s the Trait theory was prevalent in business management. At that time, personality and behaviors differentiated a leader from a follower (Greenwood, 1993). Woods (1913) studied 14 nations over 10 centuries and concluded that the ruler shaped the nation according to his abilities. Tead and Metcalf (1926) suggested that successful businessmen had certain characteristics that could be developed to assist them to select and train other leaders.

1960s

Many years later, a new theory emerged with the belief that the elite became leaders because of their tendency to be the best and rise to the top (Jennings, 1960). Also in the 1960s, Situational Models of leadership development became popular. Fielder (1968) identified three variables; the leader-group relationship; the task structure, and the leader power position. The framework assumed that leadership effectiveness was based on the leaders' personal characteristics and the nature of the group situation.

1970s & 1980s

In the 1970s and 1980s, theoretical views moved into a new direction. Emergent theories of leadership that were at the forefront of educational and development efforts in student affairs included models categorized as visionary, transformational, and charismatic (Komives, 1991).

Stogdill noted in 1974 that leadership is about relationships and that one who is considered a leader in one particular situation may not be so in another.

House (1977) proposed the Charismatic Leadership theory. She identified how charismatic leaders behaved, their differences from other people, and the conditions under which they were most likely to be successful. The theory identified specific traits such as a strong need for power, high self-confidence, and strong convictions, which were linked, to charisma.

Burns (1978) researched political leaders, and he identified two types of leadership based on his findings: the transactional and the transforming. Transactional leadership theory emphasizes the relationship between leader and followers and results in organizational effectiveness (Chemers & Ayman, 1993). This approach allows more active participation for followers and provides them with benefits such as recognition, direction, and esteem. Transformational leadership theory not only provides benefits to followers but emphasizes empowerment as well. Burns explained that “transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (p. 20). This conception of leadership was markedly different than previously emphasized models of leadership. It was more collaborative, produces change, and was not tied to position.

1990s to present

In her 2003 study about a transformational leadership development program, de Charon discussed Bass’ (1985) definition of transformational leadership. He described transformational leadership as “transforming follower’s needs, elevating them to higher levels of Maslow’s hierarchy” (p. 104). He identified four components of transformational leadership: (a) leaders are idealistically influential when they establish high standards and goals, and followers emulate

their actions, (b) leaders are inspirationally motivating when they provide followers with challenges, purpose, and understanding of mutual objectives, (c) leaders should be intellectually stimulating, and (d) leaders are individually considerate and provide support and mentoring (p.146).

Joseph Rost (1991) first named his leadership paradigm “industrial.” Leadership that is described as relational and collaborative is considered post-industrial. Relational leadership scholars ascribe to “...an influence process that occurs naturally within a social system and is shared among members. ...any member of the social system may exhibit leadership at any time, and there is no clear distinction between leaders and followers” (Yukl, 1998, p. 3). Relational leadership is defined as influencing relationships that engage a group of two or more in an adaptive process to attempt change and it subscribes to the same orientation as the definition shared by Yukl.

During the mid-1990s, Kouzes and Posner’s (1995) work demonstrates that leadership can be viewed as “the art of mobilizing others to want to struggle for shared aspirations” (p. 30). Their work reflects current conceptions of leadership and constitutes a transformational view of leadership. Kouzes and Posner (1995) developed five relational leadership practices including, (a) Challenging the Process, (b) Inspiring a Shared Vision, (c) Enabling Others to Act, (d) Modeling the Way, and (e) Encouraging the Heart (p. 18).

Almost 20 years after Burns (1978) discussed transformational theory, Rogers (1996) further added, “transformational leadership theory enhances everyone’s ability to participate in the process of leadership” (Rogers, 1996, p. 310), and is the framework for many leadership development programs today in higher education. Rogers provided a list of competencies he believed serve as the foundation for student affairs professionals and students involved in the

creation of leadership development programs. These competencies were: (a) understanding, valuing, and nurturing the group process; (b) collaborating and engaging in creative conflict; (c) creating environments based on trust and empowerment; (d) encouraging diverse voices; (e) knowing yourself and changing yourself first; (f) creating and articulating a shared vision; (g) understanding and using political processes; and (h) developing a multiperspective view.

Throughout the years changing issues, economic forces, and demographics have influenced leadership in our country. Leadership is less hierarchical than it was in the pre-industrial and industrial era (Roberts, 1997). Komives, Lucas, and McMahon (1998) advanced the notion that every person should rise to meet the challenge and should embrace relational leadership. For example, Matusak (1997) defined leadership as “relational; it is a process – a process that cannot be fixed in time or measured precisely, no one can do it perfectly. Leadership means leaving a mark-initiating, guiding, and working with a group to accomplish change” (p. 5). There is no mention of a leader but rather anyone might be a leader at any point in time.

Hart Research Associates (1998) reported that young adults prefer leadership experiences that are more empowering and collaborative. Almost half of the respondents indicated that higher education was a source for this type of leadership and that leadership is a quality in most people. The reports advised that practical applications of collaborative leadership must be incorporated into leadership development programs.

In 2003, Sashkin and Sashkin discussed a more comprehensive approach to leadership. They asserted that leadership programs typically focus on certain sets of behaviors, particular characteristics of a leader, or on the organizational context of leadership. While these approaches are important, their approach incorporated all three which they feel are necessary components to understanding leadership. They believed that “leaders create conditions that enable others,

followers, to make their own meaning” (Sashkin & Sashkin, 2003, p. 4). Making meaning is of a personal nature, but some common themes need to be shared by all of those who are a part of an organization.

Witzel (2005) also believed in a comprehensive approach and suggested that while analytical ability, communication skills, and empathy are important in a good leader, much more is necessary. If we assume that human and social qualities are already present in the leader and that all that is required is for these skills to be further developed, then these programs are doomed to fail. Witzel asserted that the only answer is for there to be a shift in leadership training away from generic skills and toward personal development.

Transformational Leadership and the Batten Leadership Institute

One of the current approaches to leadership which has been the focus for over 20 years is transformational leadership. Many theorists have discussed this approach and expanded its definition with a focus on reciprocal relations, understanding and valuing the contributions of others and engaging others (Burns, 1978; Bass, 1985; Rost, 1991; Kouzes & Posner, 1995). While the BLI leaders have drawn from parts of several theories, transformational leadership has been its primary focus.

Transformational leadership can be used to describe many types of leadership. Northouse (2007) described transformational leadership as “the process whereby a person engages with others and creates connection that raises the level of motivation and morality in both the leader and the follower” (p. 176). This type of leadership model is attractive to the BLI leaders as there is a focus on assisting the follower in reaching his or her full potential. The BLI leaders not only want to develop strong transformational leaders, but want those leaders to learn how to

strengthen and engage others along the way. As described in chapter four, their program design promotes the transformation process.

Leadership development has been a significant part of the mission of student affairs work from its inception (Roberts, 1997). Many researchers believe higher education has not been successful in fulfilling this mission for students generally and especially for women. In 1988 Sagaria stated that “today, more than ever, colleges and universities have an obligation to provide women students with planned opportunities and models for leadership development” (p. 5). Today we continue to have the obligation to provide women with leadership opportunities, as there are rising numbers of women undergraduates and graduate students on our campuses, in the workplace, and in politics. One of the challenges for leaders of such endeavors is knowing and using leadership theories that best fit women’s needs.

Women have more leadership opportunities today than they did in years past. As mentioned previously, student affairs personnel in women’s colleges have historically played a role in the development of leadership potential. In order to better understand this role, involves a look into women’s colleges.

Women’s Colleges

It is important to understand how women have played an important part of history, which involves women’s colleges. According to Harwarth (1999) a women’s college is defined as “an institution where there is an institutional mission to serve the needs of women in higher education as well as a predominately female student body” (p. 1). In the early 1900s, there were a low number of institutions that allowed women to attend; therefore, women’s colleges played a large role in the education of female students. As coeducational institutions became more popular, women’s colleges had less influence. During the past 30 years, many women’s

institutions have closed or been transformed to co-educational. This is partly due to an increase in gender equality. These changes have occurred primarily because of social and economic pressures rather than by sound theory and education regarding the importance of same-sex institutions

During the 1960s and 1970s, women's colleges suffered a decline (Langdon, 2001). There was a movement toward coeducation and 64 of the 233 women's colleges in 1960 closed or turned coeducational to prevent closing (Rice, 1990). This shift was due to institutional financial pressures and a shrinking applicant pool (Rossi, 1987). These pressures are still a reality today but single-sex institutions, which are mostly private-sector, must respond to decreased enrollment and economic pressures to survive (Lee & Marks, 1990).

There is a body of literature that demonstrates that women's colleges have a positive impact on women. There are more students attending higher education institutions and more women are now the majority of students at the postsecondary level. "The study of how women progress and succeed in our higher education institutions is vital to the continued success of the American system of postsecondary education" (Harwarth, 1999, p. 1). Socially, women in higher education are expected to be intellectually capable and self-confident about their capabilities. Kim (1996) reported, "cumulative research shows that attending a specific type of college can differentially affect cognitive learning ability among various student populations" (p. 1).

The presence of female role models in positions of academic and administration authority is beneficial. The number of successful role models at a women's college is a benefit to students (Riordan, 1994). Students not only see more women teaching classes but see women in positions of authority who are running their institutions. As early as 1973, Tidball showed that institutions having a greater proportion of female faculty and administration positively impacts women. In

their 1995 study, Kim & Alvarez used national longitudinal student data sets obtained from the Cooperative Institutional Research Program and examined elements of student development including academic ability, social self-confidence, and career preparation during their college years. Their study did not support Tidballs's argument that the high number of women achievers among graduates of women-only colleges is due to an increased number of female faculty in women-only colleges. They did find that attending a women's college positively affects student's academic ability and students appear more likely to have acquired job-related skills with which to initiate their careers.

Supporters of single-sex colleges argue that an all-female college provides a nurturing environment, which allows women to develop academically and socially. Leadership potential is free from male competition. Astin's 1984 study (as cited in Kim & Alvarez, 1995) asserted, "women are much more likely to be verbally aggressive and seek positions of leadership if they are not in the presence of men: Men seem to deter women's assertiveness during the undergraduate years (p. 233).

Women have more leadership opportunities today than they did 20 years ago; however, there continues to be discrepancies in the number of women in roles equivalent to men's as a percentage of the population. In 1990, Smith compared the experiences of students who had attended women's colleges and those who had attended coeducational institutions. He found that students at women's colleges gave positive ratings to their perceived changes in skills and abilities, and educational aspirations and attainment. They rated more positively measures dealing with academic programming and contact with faculty and administrators as well as perceived changes in values of tolerance and cultural awareness.

Many studies have found differences between women's colleges and coeducational institutions; however, Smith, Wolf, et al. (1995) reported there was still a lack of evidence to explain why women's colleges had consistent success. They identified components of involvement that could be a significant factor in the success of college students in general. These include faculty, staff, and student leaders who are committed to the development of women both in an academic and cocurricular setting through commitment to women's development and high expectations of students.

Holland and Eisenhart (1990) reported that the peer culture within coeducational institutions emphasizes the value of romantic relationships for women while emphasizing the value of academics, athletics for men. There is still evidence that in college some women are caught up in a "culture of romance" that encourages them to be more attractive to men by downplaying their achievements and intelligence (Holland & Eisenhart). Women in coeducational postsecondary institutions show depressed cognitive development, lower educational aspirations, lower self-esteem, and self-confidence when compared to their male counterparts.

Two studies concluded that, controlling for background and institutional characteristics, women's colleges still contribute to the disproportionate success of their students. Astin (1993) examined the Cooperative Institutional Research Program (CIRP) 1985 first-year survey and 1989 follow up survey. He reported that:

Women at women's colleges were more likely to persist to graduation, to trust the institution's administration, to have strong diversity orientation, to exhibit a concern for social change, to enhance their leadership and academic skills, and to want to attend graduate school when compared to women at coeducational institutions.

Using a national, longitudinal data base from student surveys, Smith, Wolf, & Morrison (1995) compared the perceptions of students at women's colleges with those of women students at comparable coeducational institutions. They found that compared to their counterparts at coeducational institutions, students at women's colleges are more satisfied with their overall college experience and are more likely to major in nontraditional fields and express higher levels of self-esteem and leadership skills. "The evidence tends to support those who claim that a women's college provides a uniquely supportive climate for women to explore themselves and other members of their gender in a wide range of intellectual and social leadership roles" (Pascarella & Terenzini, 1991, p. 383).

Riordan (1994) identified 10 theoretical rationales, which may support the idea that women's colleges may be more effective academically than coeducational schools. These are:

1. The diminished strength of youth culture values,
2. A greater degree of order and control,
3. The provision of more successful role models,
4. A reduction of sex differences in curriculum opportunities,
5. A reduction of sex bias in teacher-student interaction,
6. A reduction of sex stereotypes in peer interaction,
7. The provision of a greater number of leadership opportunities,
8. A proacademic parent/student choice,
9. Possible provision of special programs for women, and
10. Accommodations to gender differences in learning (p. 491).

Smith et al. (1995) reported that women at women's colleges showed greater satisfaction in self-esteem and reported higher levels of leadership skills. Results indicated that attending a

“women’s college is an important, indirect, positive predictor of all the outcome variables being examined” (p. 246). Specifically, satisfaction included the areas of leadership skills, sense of competence and the perception that their institutions were more student-centered than coeducational ones. They further asserted that women attending a women’s college demonstrated greater leadership competence while those women attending a public co-educational college or four-year college showed decreased self-esteem.

Komives and Evans (1985) concluded that while there have been increased efforts over the years, we are still just beginning to truly understand the complexity in women’s lives and the variables important to their development not only in college but across the life-span. They suggested three types of research which deserve the attention of individuals working with women in college; “studies of women’s development, evaluation of women’s programs, and investigation of the impact of college on women” (p. 100). More than 20 years later, their suggested research has been further studied but further research is necessary to determine women’s unique needs and how single-sex institutions can best meet those needs.

Negative aspects of single-sex education.

The only area rated more negatively in Smith’s (1990) study comparing the experiences of students who had attended women’s colleges and those who attended coeducational institutions was dissatisfaction with social life. This is a reoccurring theme at many single-sex institutions. In their study, Smith, Wolf, and Morrison (1995) found that even though students were dissatisfied with the campus social life, they perceived their campus climate as supportive of their personal growth and development which mediated the negative impact of the issues with social life.

There are some critics of single-sex education who feel the support received at an all women's college is "coddling" which does not prepare women for the work place or the family environment (Duncan, Wentworth, Owen-Smith, & LaFavor, 2002; Miller-Bernal, 2000). Riordan (1992) used longitudinal data from the Higher School and Beyond Study to conclude that women's college graduates held stronger views toward equal gender roles, expressed higher self-esteem and self-control, and were more likely to have achieved success in their occupations and to have achieved marital happiness. His study found no postgraduate educational advantage for women's college graduates and that coeducational institutions were more likely to attain postgraduate schooling than women's college graduates. In a related study, Riordan (1994) reported that while there are studies supporting single-sex education, there is a move toward coeducation. He believes some studies do not control for "selection bias" and home background.

Although women's colleges have stayed true to their mission to serve the needs of women in higher education, the number of women's colleges has decreased from approximately 300 in 1960 to 80 in 1998. Harwarth noted that today, public co-educational institutions educate the majority of female college students. Regardless of the institution, those educating women would not only benefit from increasing the number of leadership opportunities available to women but determining what women need in relation to leadership education and training. Greater attention needs to be paid to the identification and development of positive characteristics that assist women with increasing self-esteem and leadership skills.

Women's Leadership Development

Seventy years ago, research on women's leadership development showed student leadership appeared to be based on an older model emphasizing men and hierarchy. Westburgh (1931) suggested that both individual traits and specific environments should be studied together.

In 1968, Fiedler advanced a contingency theory, whereby the effectiveness of a leader is contingent upon situational demands (Denmark, 1993). Throughout the years, women's leadership development continued to expand. Hollander and Julian (1970) supported the emergence of leaders, involving an individual's traits as well as the situation. Twelve years later, Gilligan (1982) suggested ways in which women broaden their thinking on moral concepts. Josselson (1987) studied four developmental patterns of identity development in women based upon working out self in relation to other's beliefs systems (Kezar & Moriarty, 2000).

Due to the surge of the women's movement in the 1960s and 1970s, the expansion of civil rights legislation to include gender discrimination, and the marked increase in numbers of woman seeking postsecondary education, women became a better known force in the academic setting (Sagaria, 1988). Thus, development of curricular and cocurricular programs began to be challenged by new and different issues, concerns, and priorities. Consideration of leadership development needs must attend to the needs of men and women; however, the existing models are limited in perspective to women's needs (Sagaria).

In 1988, Sagaria asserted that the development of student leadership potential was not a priority 10, 15, or 20 years prior. Leadership development had recently become an issue because of a raised awareness of women on college and university campuses. Women's numbers on campuses have historically been small, and social consciousness regarding women's roles was limited. This made it easy to overlook any possibility of women's differing goals or needs (Sagaria, 1988).

According to Sagaria (1988) "women have a view of leadership that is generative in nature. Generative leadership is collaborative. Leaders empower others to work together and accomplish goals. Generative leadership is less process-centered, taking on a more person-

centered approach” (p. 37). Sagaria designed a survey to gather information about the availability of leadership opportunities and the influence of experiences that women college students considered relevant. Three main themes emerged from the responses: (a) women students seem to think broadly about leadership opportunities for women, (b) the most helpful programs for developing women’s leadership seem to be those intended primarily or exclusively for women, and (c) leadership is an unintended consequence of many activities, both academic and extracurricular.

According to Astin and Leland (1991) early research was driven by two important questions - why are so few women in positions of leadership and what are the personal and institutional roots of gender differences in access to leadership roles? Furthermore, what is happening in the social system and in our institutions which prevents women from entering leadership positions in proportion to the number of talented women available?

Early studies looked at trait differences among males and females and on gender stereotyped expectations. Females were seen as ineffective leaders due to this stereotyping. One anomaly is that there are few women in leadership roles in part due to society having defined leadership solely in terms of positions. Leadership is in the person, not the position (Astin & Leland, 1991). Traditional models of leadership explore upper class, Caucasian males in a position of power and female socialization promoted women for their roles as mothers or lower-level jobs versus promotion of leadership skills (Denmark, 1993). More women have entered the workplace and hold more leadership positions within companies and organizations. Theorists have explored women’s patterns of development for many years. This development plays a significant role in a woman’s leadership potential.

Over 30 years ago, leaders asserted that women needed to attend coeducational schools to learn skills that would make them competitive in male dominated environments. Conversely, other researchers indicated that a large number of women in leadership positions attend a single-sex rather than coeducational school. Cantor and Bernay's study (as cited in McConnell, 2002) found the following:

Only 4.5% of the women who have bachelor's degrees graduate from women's colleges but women's colleges have produced one-third of the female board members of Fortune 1000 companies and one-fourth of female board member of Fortune 500 companies and one-half of women in congress (p. 6).

The lower numbers may support the theory that women colleges have provided better leadership training for female students; however, these types of studies are few in number (McConnell, 2002).

In her comprehensive study in 1994, Whitt described the leadership experiences of students in three women's colleges. Members of the institutions described their colleges as "educational environments that take women seriously. One of the ways women were taken seriously was as leaders-leaders of the institution and leaders within the student body" (p. 201). Whitt found women possessed "feminine" leadership. "...egalitarian and horizontal structures, participatory governance, concern for individual circumstances, and alternative metaphors for organizing" (p. 201).

Whitt (1994) found that women also take women's leadership experiences seriously. Students viewed their leadership responsibilities as a service and as part of "giving back." Student's leadership experiences had personal impact on them as well. They attributed involvement in leadership with "enhanced social and political awareness; improved thinking,

writing, communication, and organizational skills; expanded notions of majors and career choices, and gains in self-confidence and a sense of self-efficacy” (p. 201).

Environmental influences played an important role for the women in Whitt’s study. The aspects that were most predictive of leadership development were “(a) high expectations of student achievement, (b) models of female leaders, (c) extensive opportunities to become leaders and develop leadership skills, and (d) college missions focused on the education and development of women” (p. 202). “Women need opportunities to develop and practice leadership skills in settings that affirm their experiences, challenge them to take risks, give them significant responsibilities and support them when they fail” (Whitt, 1994, p. 205).

A pioneer in the study of women’s leadership, Komives (1991, 1994) studied women student leaders in two different contexts. She first addressed gender differences in the relationship of hall directors’ transformational and transactional leadership styles. This work indicated significant differences in students’ perceptions of their leadership styles. Women saw themselves as more collaborative and relational and attributed these tendencies to their effectiveness as transformational leaders. Her second study focused on self-perceptions women student leaders had of their empowering leadership behaviors and compared these to their achieving styles. This study used the Student Leadership Practices Inventory. Komives’ assumption was that while there are no significant gender differences in the effectiveness of male and female leaders, there were implications that men and women focus on different qualities of leadership. Women reported that they most frequently focused on enabling others to act. This is congruent with the finding that women engage in transformational or empowering leadership behaviors.

Romano (1996) examined the characteristics and experiences of female presidents of campus wide co-educational student organizations on large university campuses to study students who might be encountering the negative effects of peer institutional culture. Results showed that respondents shared intense feelings about the influence of strong women in their lives. They stated that they learn a great deal from leadership experiences through interaction with others and learn to lead through trial and error and observation of other leaders. The study supported the importance to women student leaders of growing up with images of powerful, influential women. It also emphasized the value of women's colleges, where strong role models are more common than at coeducational institutions.

Women's leadership has been described as having its own unique style. Over the past decade, researchers have found that women's leadership tends to use a more participatory, relational, and interpersonal style (Kezar & Moriarty, 2000). The research suggested different types of power and influence strategies with an emphasis on reciprocity and collectivity. Leadership is viewed as collective rather than individualistic. It emphasizes responsibility toward others and empowering others to act within the organization. There is less of a hierarchy. Women in positions of authority have been studied more over the past 10 years. Women have made many advances and have taken positive steps, but are still underrepresented in higher level positions. Often, women remain lower in the hierarchy with little room for advancement (Kezar & Moriarty, 2000).

It is important to note that while the literature supports single-sex leadership training, Ohlott (2002) identified areas that are perceived as negative aspects. One myth is that single-sex training is unrealistic and that women should be trained with a group that reflects the real world. Conversely, Ohlott asserted that single-sex training provides a respite and provides participants

with the chance to think through their challenges, ask questions, and take risks in a safe environment. A second myth is that single-sex leadership training emphasized differences and set women further apart. Ohlott stated “these differences can be an asset and help women understand how they perceive the world and how they can work within that framework” (p. 35).

While there are beliefs that single-sex leadership training is a barrier the literature has shown that an all women’s college or university has a positive impact on women. There may be a female advantage in some aspects of leadership style, but women still suffer from biased evaluations of competence, particularly in traditional male institutional settings (Eagly & Carli, 2003). Traditional leadership models recognize the needs of students in general, but not specifically for women. Leadership programs that are designed to meet the unique needs of female students contribute to both their leadership skills and abilities, and to their overall satisfaction with their college experience. While there is much important literature on the topic of leadership and leadership programming, there is limited literature exploring the process of developing a leadership program designed specifically for women implemented at an all female institution. This research study will bring together these components to fill this gap. Hollins University, an all female liberal arts university, developed a leadership program in the Fall of 2002 that combined leadership development and training with an emphasis on interpersonal skills with an all female population. This program will be described.

Summary

The purpose of this chapter was to review the literature on models of leadership development, leadership theory, women’s colleges, and women’s leadership development. This review of literature indicated that leadership programming in higher education contributed to the development of young women leaders. There was credible evidence that leadership development

in all-women settings is of particular value to students (Sagaria, 1988; Whitt, 1994). Women student leaders find importance in growing up with images of powerful, influential women. They also value women's colleges, where strong role models are more common than at coeducational institutions (Romano, 1996). Student's leadership experiences had a personal impact on female students as did environmental influences such as high expectations of student achievement, extensive opportunities to become leaders and develop leadership skills, and college missions focused on the education and development of women (Whitt, 1994).

This researcher described and analyzed a women's leadership education and training program at an all-female university. By interpreting qualitative data, the researcher examined student and administration experience during the development of the Batten Leadership Institute.

CHAPTER III

Methodology

This case study was an in-depth, descriptive analysis of a women's leadership education and training program at Hollins University. It provided an opportunity for illustrating the details of the planning of the program, its implementation and current operations, and the complexities and challenges involved. The study focused on the impact the program had on the selected individuals involved in the development of the program.

Two purposes framed the design. The first was to gain an in-depth understanding of the process of developing the Batten Leadership Institute (BLI) at Hollins University. The second was to provide recommendations to other institutions of higher education in the development of future leadership programs.

The study's design was a qualitative case study. "Qualitative research is a situated activity that locates the observer in the world" (Denzin & Lincoln, 2003, p. 4). In order to fully study and understand the BLI, it is necessary to become involved in the students' and administrators' natural world and interpret how they make meaning of their experiences. The following questions guided this inquiry.

- a) What is the process by which Hollins University came to initiate a leadership program?
- b) What guided the development of the leadership program?
- c) How has the program impacted its participants (2002-2004)?
- d) What are the perceptions of the involved administrators, faculty members, and students of the leadership program on the impact the program has had on the campus?

In this chapter, the research design, data sources, and data collection methods were described. Details were provided concerning the participants, selection, the setting, informed consent procedures, the role of the researcher, and issues related to establishing the credibility and trustworthiness of this research project. The analysis procedures and representation of the results were also presented.

Research Design

The research design chosen for this study was a case study. A case study involves “characteristics of configurations of a particular unit of analysis” (Feagin, Orum & Sjoberg, 1991, p. 36). Creswell describes a case study as a “bounded system...using extensive multiple sources of information in data collection to provide a detailed in-depth picture of the case (1998, p. 37).

According to Feagin et al., a case study:

...permits the grounding of observations and concepts about social action and social structures in natural settings studied close at hand...providing information from a number or sources permitting a complex holistic study...furnishing the dimensions of time and history to the study enabling the investigator to examine continuity and change in lifeworld patterns and encourages theoretical innovation and generalization (1991, p. 7).

A case study is an in-depth exploration of an event, process, organization, group, or individual. Case study researchers seek to understand a larger phenomenon through close examination of a specific case (Rossman & Rallis, 2003). Case studies are complex and allow the researcher to discover new meaning. They are useful for their rich description and heuristic value. Case studies assist the reader in understanding a complex set of events or circumstances (Rossman & Rallis, 2003).

This case study was of the Batten Leadership Institute at Hollins University in Roanoke, Virginia. The techniques utilized included examination of archival records, interviews and observation conducted over an eight week time period.

Role of researcher.

As a case study researcher, I had a dual role in this project. Foremost, I was a doctoral student working on my dissertation research project and I invested time and energy in the study development. I was invested in a successful, well-planned and ethical outcome. I was committed to honoring and telling the stories of the individuals involved in the BLI in order to add to the knowledge base concerning the process of developing a leadership program.

My professional life roles had a significant influence in the development of this research, which affected my role as a researcher. I was involved with the Batten Leadership Institute (BLI) during its first year of implementation as an intern during the second year of my doctoral program in Counselor Education (2002-2003) at Virginia Tech.

During this internship, I facilitated the leadership labs and the communication skills group and I met individually with each student to discuss their personal leadership goals. I began to understand the importance of leadership development among college women as well as the long, involved process of developing an effective leadership program. I had the opportunity to meet with the young women in the program and watch them grow not only in their leadership abilities but in their personal lives. Furthermore, I previously served as the Counseling Coordinator at Hollins University and continue to have some, although minimal, contact with the participants in the BLI. My experience with these students and the director of the BLI, as well as my fondness for Hollins, has been the inspiration for this study.

I am aware that while I served as a qualitative researcher, I was the main instrument for obtaining knowledge (Creswell, 1998). I developed the meaning of the experiences of those involved with the project through my own interpretive lens. Descriptions, analysis of themes, and interpretations were derived from interviews, observations, documents, audio-visuals and other artifacts.

Due to my vested professional and personal involvement in this project, I felt an ethical obligation to the participants in the BLI who invested time, energy, and resources to the project. I represented each of them and their experience in an ethical and trustworthy manner. Their stories were told with sensitivity and respect that represents their lives and experiences. Finally, as a professional and future counselor educator, I had a personal interest and professional obligation to recruit and mentor future leaders. This research project contributes to the existing body of literature concerning the development of leadership programming for college women.

Case Selection Description

The setting for this research project was the Batten Leadership Institute (BLI) at Hollins University in Roanoke, Virginia. The BLI was a women's leadership program consisting of sophomore, junior, and senior students. Two students from each year were selected to be interviewed participants as well as staff and administration involved in the BLI currently and at its inception.

Setting.

Hollins University is a four-year independent liberal arts university. It is a 475-acre campus located in Roanoke, Virginia in a metropolitan area of 236,000 people in the heart of the Blue Ridge Mountains. Hollins was founded in 1842 as Virginia's first chartered women's

college with co-ed graduate programs established in 1958. It enrolls 1,100 students in the undergraduate and graduate programs.

The Batten Leadership Institute is a three-year leadership program offered to students beginning their sophomore year and continuing until they graduate. Students are self-selected by completing an application of interest and 15 to 20 sophomore students were admitted during the first year of the program in 2002. This number increased each year and has doubled since its inception. The students focus on developing and practicing leadership skills and integrating those skills and personal development into their lives. Students have the opportunity to realize their leadership potential through supported leadership opportunities, defining and removing obstacles that interfere with their leadership development, and maximizing their natural strengths (K. F. Walker, personal communication, October 27, 2004).

Participants.

The participants for this study included six volunteer students (two in each class-sophomore through senior) enrolled in the Batten Leadership Institute. They were self-selected and completed an application (Appendix A). An invitation email was sent to all students in the BLI (Appendix B). After receiving responses from all students interested, the names were put in a hat and two names were drawn from each class (sophomore through senior). The students selected were then contacted and interviews were scheduled.

Participants also included the director and associate director of the BLI, the interim president when the program was initiated in the fall of 2002, the current dean of academic services, the current acting president and two Virginia Tech doctoral interns, one of which includes me, the researcher during the first year of the program.

Informed Consent and Permission Procedures

Appropriate procedures for obtaining informed consent and permission is crucial for the ethical conduct of the qualitative researcher (Rossman & Rallis, 2003) and is required by Virginia Tech's Institutional Review Board procedures. According to Rossman and Rallis (2003), informed consent should include four disclosures concerning the participant's rights in the research; full information concerning the purpose and audience, full understanding of their agreement to participate, willing consent, and ability to freely withdraw at any time in the study. All consent forms were written to meet the aforementioned conditions. They are presented in Appendix C.

Approval was obtained by the university's Institutional Review Board, permission was obtained from the administration at Hollins, and informed consent was sought from the necessary personnel and students at Hollins who agreed to participate in the study. Appendix D presents the IRB approval letter.

Assurance of Confidentiality

The faculty and administrators were willing to be interviewed and consented to have their names used in the findings. Student participants could choose if they wanted their names revealed or if they would prefer a pseudonym. Informed consent and permission forms can serve to protect the participants of the study by assuring protection of privacy and identity of the participants of the study (Rossmann & Rallis, 2003). The informed consent forms address the potential, yet very minimal, risk to participants.

One methodological factor of particular importance to this study as well as to the assurance of participant's confidentiality was the use of face to face audio-taped interviews. Issues related to confidentiality were addressed prior to each interview. All audio tapes,

transcripts, and field notes were kept in a secure location in my home and were not viewed by anyone else except my co-advisors to assure confidentiality. I conducted member checks of transcripts and asked Dr. Katherine Walker, Director of the BLI, to examine the rough draft of the writing as recommended by Creswell (1998). The transcript was emailed to her for review and we then met in person so I could receive her feedback.

During the in-depth interviews the participants were asked to reconstruct experiences in their lives (Seidman, 2006). Interviewing involves recounting life experiences which can increase the vulnerability of the potential participants' confidentiality (Seidman). In this study the use of the participant's words is a potential vulnerability in reporting the results of the study. Participants were informed of this potential, but minimal, risk. Use of the pseudonym and changing all other identifiable information assisted in protecting participant's identifiable information. An example of risk to students was perceived backlash from administrators if disclosing negative experiences in the BLI.

Gaining access and entry.

According to Creswell (1998) gaining access to a site and to the participants takes planning. A gatekeeper, or "individual who is a member of or has insider status within a cultural group" (Creswell, 1998, p. 117), typically needs to be accessed to gain entry. Significant gatekeepers included the director of the BLI and the dean of academic and student affairs. I scheduled a meeting with each of the gatekeepers and discussed possible research questions, proposed research design, and addressed concerns the gatekeepers may have about the study.

My previous professional role as the counseling coordinator at Hollins University as well as my past role as an intern in the BLI, allowed access and entry to this site and the participants. I

have known the director of the BLI for many years and the administration was and is supportive of the BLI and this research project.

Data Collection Procedures

A case study includes a wide array of data collection including documents, archival records, interviews, direct observation, participant observation, and physical artifacts (Creswell, 1998). In this research design, there were three methods of data collection, which included interviews, observations with field notes, and document analysis. The field notes were summarized in contact and summary forms. Data collection methods are shown in Table 1.

Table 1

Data Collection Matrix

	Interviews	Observations	Documents
Student Participants	Yes		
Administrator Participants	Yes		
Communication Skills Group			Yes
Skills Development Seminar			Yes
Leadership Lab			Yes
Semester Leadership in Action Project			Yes
Leadership Resource Group		Yes	Yes
Individual Leadership Development Project			Yes
Extended Leadership in Action Project			Yes
Distinguished Visiting Fellow Series		Yes	Yes
Student Advisory Board		Yes	Yes
Senior Mentoring Project			Yes

Interviews.

Patton (2003) indicated that “the purpose of interviewing is to allow us to enter into the other person’s perspective...we interview to find out what is in and on someone else’s mind, to gather their stories” (p. 341). An interview guide is a list of questions or issues to be explored in the course of an interview (Patton). This guide provides topics or subject areas that can be explored and probed during the interview process. The interviewer can explore issues to be discussed in advance and decide how best to use the allotted interview times (Patton). It can offer flexibility and freedom to build conversation within the interview process.

The interview guide approach was used for this study (Appendix E). Strengths of this approach included an increase in the comprehensiveness of the data, logical gaps in data which could be anticipated, and interviews remained fairly conversational and situational (Patton, 2003). Limitations included the omission of important topics, and different responses from different perspectives (Patton). These differences could also strengthen the outcomes of the research. The interview was semi-structured or “a mix of more-and-less-structured questions” (Merriam, 2001, p. 73).

This approach was chosen as I already knew several of the participants and felt a highly structured interview would not feel natural. Conversely, an unstructured interview may have been too informal leaving too many important questions unanswered.

Direct observation.

Rossmann and Rallis (2003) note that observation is “fundamental to all qualitative inquiry (p. 194). According to Creswell (1998) observation requires skill and management of issues. The who, what, when, where, and how long to observe is determined prior to observation. An

observation protocol is designed in order that the researcher is prepared to take notes efficiently (Creswell).

The observer may serve in a participant or a non-participant role. In the latter, the observer must also play a legitimate and committed member of the group. This role may be difficult (Lincoln & Guba, 1985). Observation may be overt or covert and may take place in a natural versus contrived setting (Lincoln & Guba). Although observation is not as intensive as an interview, there are still protocols such as clearing with gatekeepers, gaining consent and maintaining courtesy (Lincoln & Guba).

For the purpose of this study, the BLI groups implemented during the spring of 2005 were observed. These groups included a Leadership Resource Group, Student Advisory Board, and one of the Distinguished Visiting Fellow Series speakers.

Archival documents.

Documents are another source of data used in a study other than interviews or observation (Merriam, 2001). Documents may include items such as public records, personal documents, physical materials, and researcher-generated documents. Many documents are easily accessible and free and contain information that may take a researcher a significant amount of time to gather. These qualities will allow the researcher to yield better or more data (Merriam, 2001). “Documentary data are particular good sources for qualitative case studies because they can ground an investigation in the context of the problem being investigated” (Merriam, 2001, p. 126).

For this investigation, I took field notes when I observed the groups or programs and reviewed documents used by the BLI leaders to gain a better understanding of the BLI and its components. These documents were kept in a file cabinet in the director’s office and permission

to use these documents was obtained first. The documents included the Batten Leadership Institute Application (Appendix A), the Leadership Lab Manual (Appendix F), the BLI Model and Working Plan (Appendix G), and an example of a Progress Summary (Appendix H).

Data Quality Procedures

The following section is a description of the indicators considered to ensure quality of the data.

Trustworthiness.

According to Lincoln and Guba (1985), a researcher using qualitative research methodology has to establish trustworthiness. In other words, the researcher has to convince the reader that the study's procedures and the findings are appropriate and believable. In this section the procedures for enhancing credibility, transferability, and dependability in this research project are outlined.

Credibility.

Prolonged engagement in the field, triangulation among data sources, peer debriefing, and member checks are strategies for enhancing credibility of qualitative studies (Rossman & Rallis, 2003). Member checks, triangulation, and prolonged engagement will be used in this proposed study.

Member checks or participant feedback is a significant strategy for ensuring credibility (Lincoln & Guba, 1985). Member checks allow participants to interpret the researchers' reconstruction of the data and provide feedback. I included a member check of Dr. Walker's transcript and asked her to examine the rough drafts of the writing. I asked Dr. Walker, if in her opinion, the transcription accurately portrayed her perception of the interview as recommended by Creswell (1998).

Triangulation of data is another mechanism of improving the credibility of research. Triangulation is the use of multiple research methods, multiple subjects, and multiple theoretical approaches to gain sources of information and gain a fuller understanding of the phenomena being studied (Bogdan & Biklen, 2003). Comparisons were made among all the data sources. Agreements, paradoxes, contradictions, and conflicting findings were reported.

Transferability.

Transferability refers to the conclusion of a study and whether or not it has a larger import. Do they fit with the previous literature and knowledge base of the reader? How far can they be generalized to other groups (Lincoln & Guba, 1985)? They provide rich, thick description of the participants, the contexts and the findings aids in transferability (Lincoln & Guba, 1985). Thick descriptions during analysis will assist in detailed interpretations of the findings (Rossman & Rallis, 2003). Purposeful sampling techniques in qualitative research assist in ensuring rigor, trustworthiness, and credibility (Patton, 2002).

Dependability.

Qualitative researchers must establish standards for trustworthiness, credibility, and dependability in their research practices. These standards must be practiced from the beginning to the end of the project. Prolonged engagement with the participants, using multiple methods to gather data, then richly and accurately describing the data given by the participants is essential to qualitative research process (Rossman & Rallis, 2003). Table 2 presents the major categories used to examine quality and rigor in qualitative studies and the strategies used to achieve them in this study.

Table 2

Trustworthiness of Research

Qualitative Term for Assessing Research	Strategy employed
Quality and Rigor	
Credibility	<ul style="list-style-type: none"> • Prolonged engagement in the field • Method triangulation (--interviews, observations, multiple sources of documents) • Member checks of transcripts
Transferability	<ul style="list-style-type: none"> • Purposeful sampling technique • Provided thick, rich description of the context, participants and the findings
Dependability	<ul style="list-style-type: none"> • Method triangulation (interviews, observations, documents) • Transparency of research-was achieved through explicit explanation of data analysis, data management, and findings in Chapters 4 and 5 • Audit Trail-kept accurate records, methodological logs, tapes of interviews, transcriptions of interviews and all other forms of documentation

Data Analysis

In case studies communicating understanding is the goal for data analysis. It is the case we are trying to understand (Merriam, 2001). For the proposed research study, there were three sources of data: transcriptions of interviews, researcher's observations with field notes, and analysis of the documents used in the BLI. All audio-taped interviews were transcribed as soon as possible after each interview with a subject and a page number heading for each transcribed interview. (The transcripts are included as a supplement to this document). The contact and document summary forms were used for summarizing contacts and document information during field visits. These documentation forms appear in Appendix I and Appendix J.

The constant comparative approach was chosen for data analysis. This method of data analysis involved comparing one segment of data with another to determine similarities and differences. Data were coded to identify important aspects that related to the research questions. Codes were then grouped together and divided into 3 phases. The objective was to determine patterns in the data (Merriam, 2001). According to Rossman and Rallis (2003), "inductive analysis is one strategy to identify salient categories within the data" (p. 282). This process leads to the generation of theoretical properties of categories intended to generate findings of the study (Anfara, Brown, & Mangione, 2002). Miles and Huberman (1984) recommended a provisional list of start codes, which can be expanded, refined, modified, and discarded if needed during the coding process.

Anfara, Brown, and Mangione (2002) outlined a three-tiered analysis approach based on the constant comparative method. The first tier involves determining the initial categories that surface in the data. An inductive coding process was used in this proposed research study. According to Miles and Huberman (1994), inductive coding involves the use of provisional

codes during initial data collection. As the data is collected, each line is numbered and reviewed within a paragraph. This process allows for category development and tagging of quotes for inclusion in later analysis. Along side these paragraphs, categories are generated to create a refined list of codes (Miles & Huberman). A list of initial codes of content analysis represents the first tier of foundation in data analysis (Anfara et al.).

The second tier is pattern analysis (Anfara, Brown, & Mangione, 2002), but for this research chronological phases grouped the initial codes into smaller categories (Miles & Huberman, 1994). The categories can be used to delineate themes, explanations, relationship, or constructs (Miles & Huberman). Category analysis assists the researcher in reducing larger amounts of data during the field work stage (Miles & Huberman). The final tier represents the building of evidence and theoretical coherence of the data and involved application of the data to themes (Anfara et al.).

For the purpose of this study, data were coded to identify important aspects as they related to the research questions. Phases emerged from this data and were then grouped together and given names to form categories and determine themes. Themes were expressed through the participants' voices during the interviews and through the document analysis and observations. Lastly, the use of the categories and themes assisted in the expression of the process of describing the process for developing and experiencing the BLI.

Data Management

The data generated by qualitative research was “voluminous” (Marshall, 1989; Patton, 1990, p. 297). The mass of collected data can be overwhelming and researchers need to break down the data into manageable pieces in order to interpret it.

The data for this study was managed chronologically and colored highlighters were used to represent and categorize the different types of categories within the transcripts. Multiple copies of data are needed in the data process in qualitative research (Miles & Huberman, 1994; Patton, 2002). Several photocopies of each type of data were made and the originals were kept on file.

Summary

A case study approach provided an in-depth analysis of a women's leadership education and training program at Hollins University. Framed by the four research questions, data were collected with multiple participants using multiple data collection procedures.

The setting for this study was an all-female university setting located in southwestern Virginia that offers a leadership education and training program. The site was purposefully chosen based on my prior involvement in the leadership program and for geographic proximity. The potential participants were six students from the BLI as well as four administrators and an intern involved in its first year of implementation.

Data collection procedures for this study were interviews, direct observation, and collection of contextual documents. Data were analyzed using the constant comparative method. Results were presented using three initial phases based on codes and then categories emerged from the phases to assist the researcher with making meaning of and describing the process of developing and experiencing the Batten Leadership Institute.

CHAPTER IV

Findings

Chapter four provides a descriptive analysis of the establishment of a women's leadership education and training program, the Batten Leadership Institute at Hollins University.

Originating from a review of literature and the researcher's own observations and interests, the focus of this study resulted in the following questions:

- a) What is the process by which Hollins University came to initiate a leadership program?
- b) What guided the development of the leadership program?
- c) How has the program impacted its participants (2002-2004)?
- d) What are the perceptions of the involved administrators, faculty members, and students of the leadership program of the impact the program has had on the campus?

The participants for this study included six volunteer students (two in each class-sophomore through senior) enrolled in the Batten Leadership Institute during the 2004-2005 academic year. They responded to an email sent to all BLI students in the spring of 2005. After receiving responses from all students interested, the names were put in a hat and two names were drawn from each class. The students selected were then contacted and an interview was scheduled.

Participants also included four administrators whose titles at the time they were interviewed in 2005 were: the director and associate director of the BLI, the chair of the Hollins faculty, the vice president for academic affairs, and the intern during the first year of the program.

The following results are organized by three phases of the programming and corresponding categories and themes for each phase. The first phase was the conceptualization of the program and the collaboration and planning that was required before it began. The program descriptions and process of the implementation of the program was the second phase. The third phase was refinement and expansion which reviews programmatic challenges and how the program has grown and changed over the past couple of years. Within these phases, the categories and emerging themes were presented. In the first phase, categories included 1) recognition of need, 2) development of the concept, 3) collaboration and planning, and 4) design of the BLI. Within the second phase, the category was impact on the participants and categories in the third phase, refinement and expansion, included 1) program challenges, and 2) programmatic changes. See the presentation of the phases, categories, and themes in Table 3.

Table 3

Overview of Findings

Phases	Categories	Themes
Conceptualization	Recognition of Need	<ul style="list-style-type: none"> • Available Funding • Need for Leadership Programming
	Development of Concept	<ul style="list-style-type: none"> • Holistic Approach
	Collaboration and Planning	<ul style="list-style-type: none"> • Hollins Staff Input • Need for Increased BLI Staffing
	Design of the BLI	<ul style="list-style-type: none"> • Comprehensive Approach • Counseling Approach
Implementation	Impact on Participants	<ul style="list-style-type: none"> • Personal Transformation • Expanded Definition of Leadership • Program Perception Changes
Refinement & Expansion	Program Challenges	<ul style="list-style-type: none"> • Scheduling Conflicts • Curricular Shift • Need for Increased BLI Staffing
	Program Changes	<ul style="list-style-type: none"> • Additional Programming within the BLI, Hollins and the Roanoke Communities

Phase One – Conceptualization

The first phase of the process of developing the BLI is conceptualization. This phase is divided into four categories based on the data associated with phases: (a) recognition of a need,

(b) development of the concepts, (c) collaboration and planning, and (d) design of the BLI. The following is a description of each phase and category including the emerging themes for each category.

Recognition of a Need

The first category, recognition of a need, presents administrators' perspectives about the BLI and the conceptualization and design of the BLI. The two themes emerging from this category were available funding and the need for leadership education and training at Hollins University. The following findings come from interviews with Dr. Walker, Director of the BLI currently the Founding Director, Wayne Markert, Vice President for Academic Affairs currently university Provost, and Alison Ridley, Chair of the Faculty and currently Dean of Academic Services at Hollins University. The administrator titles have changed since the inception of the BLI.

Prior to completion of her doctoral degree at Virginia Tech, Dr. Katherine Walker, parent of an 18-month-old, became pregnant with her second child in the spring of 2002. Those concurrent significant life changes prompted her to be more intentional than she had been previously in regard to her career choices, her own leadership development and experiences, and her family life. She wanted to balance her career roles the roles of being a mother and wife and began to think about how she could accomplish both. This led Dr. Walker to reflect on her own leadership opportunities and she started reading books and articles on leadership and analyzing research based literature related to women's leadership. Examples of some of the models and leadership programs she reviewed included, The Center for Creative Leadership, University of Richmond's Jepson School, A Peer Supervision Model developed by Dr. Hildy Getz, a Virginia

Tech Counselor Education professor, and Kouzes and Posner's book, "The Leadership Challenge." All resources influenced some of the BLI program structure.

It was unclear to Dr. Walker how she would use the results of her initial research but in a discussion with her husband, Edward Walker, she developed a goal to explore teaching a class at Hollins University and "do something with this interest of mine" (Interview 7, p. 81, line 34). This would enable her to be at home with her two small children and work part-time, feeding her career interests and her need to focus on parenting. She believed Hollins would be the ideal place to teach a class on women's leadership since it was local and an all women's university. She believed this would not only benefit students and be rewarding and challenging personally but would work well in her quest to balance her family and career.

In late 2001, Dr. Walker's husband, Edward Walker, had a professional work meeting in the Roanoke community and met Walter Rugaber, the Interim President at Hollins. Mr. Walker shared his wife's interest in teaching a leadership class and Mr. Rugaber requested a meeting with Dr. Walker to discuss Mr. Rugaber's ideas. Dr. Walker then met informally with Mr. Rugaber. Their discussion centered on The Batten Scholarship, created by Frank and Jane Batten. Remaining funds in this endowment were allocated for programming for the Batten scholars. At that time, the Batten fund was one of the largest donations in Hollins' history. These funds were provided by Frank Batten who was the retired chair and CEO of Landmark Communications, Inc., a private media company that owns newspapers, specialty publications, television stations, and the Weather Channel. Frank Batten has lived his life surrounded by Hollins women. His mother, Dorothy Martin Batten Bass, Class of 1924; his wife, Jane Parke Batten Class of 1958; and one of his daughters, Dorothy Batten Rolph, Class of 1985, all attended Hollins. He has also served on the Hollins Board of Trustees, and he and his wife have

given generously to the university over the years (K. F. Walker, personal communication, October 27, 2004; Batten Leadership Institute Informational pamphlet).

Batten was raised in Norfolk, Virginia, by his uncle, Samuel L. Slover, who was publisher of *The Virginian-Pilot* and *The Ledger-Star*. After Batten's father's death, "my uncle became my surrogate father," he wrote, "and he was the key figure in my life. He instilled in me many of the values and beliefs I still hold today, including a chronic, relentless dissatisfaction with the status quo." Batten grew up working in the family-owned newspapers. Two years after graduating from the Harvard Business School, at age 27, he became publisher of *The Virginian-Pilot* and *The Ledger-Star* newspapers. Before long, he expanded into other communications arenas, including television and the cable industry, then in its infancy (K. F. Walker, personal communication, October 27, 2004; Batten Leadership Institute Informational pamphlet).

In the 1980s, he and his company leaders took a calculated risk with the start-up of the Weather Channel. "The Weather Channel was the most challenging task we had undertaken," Batten recalls. He added:

It was Landmark's first national venture, with all the complexities of marketing and distribution a national enterprise must consider. It required breakthroughs in technology. And we were determined to achieve production quality equal to the TV networks. The staff prevailed over a chorus from skeptics in the press and trade to build one of the most loyal consumer audiences in television.

An editorial in the *Daily Press* [Newport News, Va.], lauding the Battens in 2003 for giving more than \$170 million to a variety of schools and organizations, including Hollins, said: "His values have been clear from the beginning: He took a strong stand on school desegregation and encouraged employees to get involved in civic affairs...[he] is a model of verve, vision and

savvy entrepreneurship” (K. F. Walker, personal communication, October 27, 2004; Batten Leadership Institute Informational pamphlet).

Following Mr. Batten’s wishes and reflecting on his conversation with Dr. Walker, Mr. Rugaber believed leadership programming would be more advantageous for the students than teaching a curricular class originally suggested by Dr. Walker. According to Dr. Walker, Mr. Rugaber wanted programming that was unique to Hollins and was more innovative and comprehensive than most leadership programs at other institutions. He wanted a program that reflected what the Battens would have wanted. Instead of a curricular class, Mr. Rugaber asked Dr. Walker if she would be interested in designing a comprehensive leadership program. His only condition was that he wanted the student participants to take a leadership role within the program. He believed they needed a voice and ownership of the program.

Mr. Rugaber arranged subsequent meetings with Dr. Markert, Dr. Ridley, and Brenda McDaniel of Donor Relations. The administrators requested that Dr. Walker add a training component to the program. Dr. Walker then was given the freedom to design a quality program based on her study and vision. Dr. Walker stated, “I was in the right place at the right time and given total freedom to design whatever program I wanted to design” (Interview 7, p. 83, lines 11-12).

Dr. Ridley reported that she was only involved early on in the planning stages. “I was only involved at a preliminary level, just having the original brainstorming session with Katherine, but was not involved in subsequent discussions” (Interview 2, p. 18, lines 24-26). Dr. Ridley left Hollins for one year from the fall of 2002 through spring term 2003 so was not present when the program piloted. When asked to think back about what may be problematic about implementing this program, she voiced that her only concern was “that at some places

leadership gets watered down. My personal concern is that people would not know what leadership studies are and that we not create something that would just be how volunteer work has become in high schools, something you have to do so that's why they (students) do it" (Interview 2, p. 19 lines 8-21).

Dr. Markert remembered discussing "leadership kinds of activities for years and years" (Interview 11, p. 177, line 18). Hollins is in a state of improving the curriculum and finding ways to make Hollins more attractive to prospective students. Dr. Markert identified Mr. Rugaber, as the individual who was particularly interested in leadership. "He was the person who identified Katherine Walker as someone he knew and who was interested in developing leadership kinds of activities. He initiated conversations with the three of us about what Hollins could do in the area of leadership and so that's how it all began" (Interview 11, p. 177, lines 26-29).

Dr. Markert believed that Dr. Walker had a comprehensive view and the BLI had some unique, innovative features. "These are things I had thought was most important in developing a leadership program that is unique and innovative and interesting with great facilities for the students" (Interview 11, p. 177, lines 39-40). He wanted to ensure that "we are going to do something that's going to be different from other leadership programs and so when Katherine came in and brought this prospective, it was very, very encouraging" (Interview 11, p. 177, lines 44-46).

The first category, recognition of a need, in the conceptualization phase describe Dr. Walker's conceptualization of the Batten Leadership Institute and how she came to recognize the need for increased leadership education for women at Hollins University. The themes that emerged within this category were available funding at Hollins and the need for leadership education and training for the students. Dr. Walker pitched her ideas to an influential figure, Mr.

Rugaber. This meeting with Mr. Rugaber, as well as other Hollins administrators, sparked the initial conversations about women's leadership training which would eventually lead to her own leadership training program.

Development of the Concept

The second category in phase one of the BLI, development of the concept, presents Dr. Walker's steps to develop the comprehensive leadership program after the initial meeting in the fall of 2001 with the administrators until the fall semester of 2002 when the program began. The emerging theme from this category was the use of a holistic design when planning the BLI expectations and programs for each class year. The following findings came from interviews with Dr. Walker, Dr. Markert, and Dr. Ridley at Hollins University as well as a document analysis of the BLI Model and Working Plan (Appendix G).

Dr. Walker reported feeling institutional support and her own motivation and energy at the prospects of this endeavor but also aware of the significant amount of work to complete. She would have to create a working plan including goals, objectives, and program components as well as advertise, recruit students, and be ready to implement the program for the 2002-03 school year.

As mentioned in chapter two, the characteristics of a more noteworthy leadership development program, recommended by Gregory and Britt (1987), included the selection of participants, a sound philosophical basis, concise and clearly stated goals, comprehensive and interdisciplinary approaches to instruction, explicit attention to leadership as opposed to other related constructs, utilization of a variety of training methods, and the implementation of consistent evaluation plans. Dr. Walker incorporated all of the above recommended steps in the planning of the BLI.

Dr. Walker continued reading and collecting articles and books on leadership. She gathered as much information as she could on leadership, women's leadership, and leadership programming related to women's single-sex education. She reviewed leadership programs at other higher education institutions. Dr. Walker said "I dove into it and could not stop doing it" (Interview 7, p. 83, line 36). At that time, she did not visit other higher education institutions to review their programs but reviewed details of their programs on-line to gain a better understanding of what they offered. "I looked at other programs and kept thinking that it just doesn't seem like people are grasping or hitting on the fact that college age students are very much in late stage adolescence in general. They are looking at identity development and identity formation and personal growth. What an unbelievable time to really help them become leaders" (Interview 7, p. 83, lines 42-44). She believed that college age was the ideal time to assist students not only in their development as individuals but as leaders. "I knew I wanted to take a holistic approach and use my counseling background when developing this program" (Interview 7, p. 84, lines 6-7).

Speaking to the BLI's holistic structure model, Dr. Walker stated that the BLI model was originally developed for Hollins, although some segments of the model could be found in other leadership programs. "I reviewed programs from a number of colleges and universities and was most impressed by the University of Richmond's Jepson School. They approach leadership from a predominately academic and theoretical perspective with a strong emphasis on ethics. We approach it differently" (K. F. Walker, personal communication, October 27, 2004). Dr. Walker wanted to focus on self awareness and self as a leader. She chose a model with four components including personal growth, student management, experiential growth, and program staff management. This overview model was obtained and analyzed and appeared to be consistent

with the findings that emerged from the interviews with Dr. Walker. She described the BLI's structure as one that is holistic with an emphasis on interpersonal skills and personal growth. This model provided a visual component consistent with her words. It is presented in Appendix G.

Dr. Walker drew on many types of leadership theories with special attention paid to transformational leadership. This theory not only had a focus on empowerment but addressed followers as well. Leaders and followers interact in a way that promotes growth and an increase in motivation. Leadership is not tied to a position and is more collaborative. The BLI developed its comprehensive model also emphasizing Kouzes and Posner's (1995) work encompassing a transformational view of leadership. They developed five leadership practices, consisting of two basic strategies each, which are relational as opposed to linear or sequential. As mentioned in Chapter 2, Rogers (1996) noted that "transformational leadership theory enhances everyone's ability to participate in the process of leadership" (p. 310), and is the framework for many leadership development programs today in higher education.

Dr. Walker also utilized Irvin Yalom's work on Group Psychotherapy when designing the BLI. Yalom (1994) believed that interpersonal interaction is crucial in group therapy. The interpersonal connection was the missing component from many of the other leadership programs she had researched. Academics, theory, and ethics are critical aspects of any leadership program but Dr. Walker wanted a strong emphasis on the inter- and intra-personal connections. She wanted a group that would not be actual group therapy but designed to assist students with giving and receiving feedback. There would be components of it which drew from group therapy theory. She wanted this group to be an arena for the students to interact freely and assist one another to identify and understand what goes wrong in their interactions and then learn to change

any maladaptive patterns or behaviors. These are skills not only important to patients in therapy but to anyone interested in improving interpersonal skills, especially in that of a leader. Dr. Walker put significant thought into the programs that would include the interpersonal component as well as all other aspects of her programming when designing her proposal for Hollins University.

After about six weeks of research and intensive work, she had developed a working plan (Appendix G) and presented it to Mr. Rugaber and Dr. Markert. She spelled out the goals and objectives and included a model. Dr. Walker expected the draft to be “torn a part.” She imagined many revisions before the program would be approved. This was not the outcome. Mr. Rugaber and Dr. Markert wanted the program to pilot the following fall (2002). They asked her what she needed, found her an office, and told her to start recruiting.

The second category, development of the concept, in the conceptualization phase describes the process by which Dr. Walker gathered as much information as she could and utilized her counseling background to design the Batten Leadership Institute. She utilized a holistic approach when considering her design. After many weeks of intensive work, she developed a working plan to present to the Hollins administrators involved with the development of the BLI.

Collaboration and Planning

The third category in phase one, collaboration and planning, presents the steps involved with the planning of the BLI and those individuals Dr. Walker utilized to assist her with recruiting students for the first year of the program. The two themes emerging from this category were a need for assistance from established Hollins staff to recruit students for the BLI and the

need for increased staffing within the BLI. The following findings come from interviews with Dr. Walker and Anna Epperson, one of the interns when the BLI piloted in 2002.

Dr. Walker needed assistance as it was already the spring of 2002 and the target start date for opening the program was for the fall semester. Dr. Walker knew she would need to speak to a couple of key groups on campus to recruit as many students as possible in such a short amount of time. Dr. Walker wanted to ensure a diverse group of students so she met with the Associate Director of Diversity and the Director of First Year Programming and asked them for referrals. During the summer of 2002, classes were not in session and students were at home making them less accessible. She wrote letters to students and sent them to their homes stating that they had been referred to the program. Dr. Walker had to start with a select group of students who were referred to her by other staff. There were a few students who heard about the program and chose to sign up on their own. She said that at that time recruiting was her biggest challenge as she had little time to contact students and get them to buy into the program.

Dr. Walker believed that another challenge would be the day to day operations of the program. There were too many groups to facilitate on a weekly basis. In addition, she would need to meet with students individually to discuss leadership projects and answer day to day questions. She could not successfully design, promote, and facilitate the program alone. There was not enough money in the budget to hire staff so she designed her program to include interns. “I felt like the program was going to require more than I could give, more than one person could give, and the doctoral interns have enough counseling experience to really be able to contribute to the program while still developing their own skills” (Interview 7, p. 87 lines 15-18).

Dr. Walker recruited doctoral interns from the Counselor Education Program at Virginia Tech. She wanted leaders with formal counseling experience who could effectively facilitate

“counseling-like” groups for the BLI students. These groups needed to be facilitated by professionals with a foundation in group work who could promote self-awareness and personal development. Dr. Walker was a doctoral candidate at that time and also received her master’s degree from Virginia Tech. She previously built relationships with the professors at Tech and believed with their support, she would be able to secure two doctoral level students interested in a leadership internship to assist with the piloting of the program. The interns assisted her during the first year of the Batten. Anna Epperson recalls receiving an email from one of her Virginia Tech professors during the summer of 2002 to inform her about a potential internship with the BLI at Hollins. Anna stated:

There were a number of practical reasons why it appealed to me but another was the fact that it was a leadership wellness program, that it was helping young women in particular to develop their personal growth skills, as well as leadership skills and that was very appealing (Interview 1, p. 2, lines 44-46; p. 3, lines 1-2).

During the second year of the BLI, Dr. Walker was unable to secure doctoral interns. She had no choice but to facilitate the program on her own which proved to be quite difficult. Although she relied on the juniors to assist her with certain elements of the program like the leadership labs, it fell upon Dr. Walker to facilitate all of the programming for both the juniors and the seniors. She knew she would not be able to do this the following year as there would be three classes of BLI students who would need programming pertaining to their individual class year.

Eventually, after facilitating the program for two years (2002-2004) on her own, Dr. Walker decided that she needed assistance. The program was growing and she continued to find it difficult to obtain doctoral interns. Additionally, her two young sons were sick with asthma

and she planned to travel south for the winter months for their health. She would be gone for five to six months and it would be imperative that someone oversee the program. Dr. Walker would leave the area in October and return in March. She would be back in time for graduation and be present over the summer to make changes and get ready for the fall programming and incoming BLI students. Dr. Walker would help plan the program and assist from a far while the assistant director would run the day-to-day operations of the BLI. Dr. Walker approached Dr. Markert to inquire about additional funding. Dr. Walker presented three ideas to Dr. Markert. They would need to hire help to assist Dr. Walker, turn the program over to the faculty, or close the program. Dr. Walker felt strongly that Hollins hire a Ph.D. to ensure credibility since the program may eventually be a part of the curriculum. Dr. Markert reviewed the budget and found an unrestricted donation that would fund an additional staff person for the BLI.

In response to her needs, Dr. Walker hired Dr. Abrina Schnurman-Crook to be her assistant director; she became the director in 2005. Dr. Walker's title then shifted to the founding director. Dr. Walker felt strongly that in order for Dr. Schnurman-Crook to have control of the program and manage the day-to-day operations that she would need to step back from the operations and allow Dr. Schnurman-Crook to take over. Dr. Walker said:

It is so clear to me that I can't do everything and that I am more conceptual, I'm better at the beginning, I'm better at getting something started, getting it running, getting it off the ground, designing it. Abrina is a better person to implement, to make it more effective, to deal with the details, to hold people accountable, to recognize problems with the way it is running and some ideas about how to make it run more efficiently. So, we hired somebody not to be me because we don't need more me (Interview 7, p. 101, lines 11-16).

The title change was the first step. Dr. Schnurman-Crook was a Licensed Professional Counselor with an interest in women's leadership. She had previously been working in a local crisis counseling agency in the Roanoke community and was looking for a career change when Dr. Walker approached her about the BLI opening. Dr. Schnurman-Crook laughed as she remembered:

Katherine called me in on several occasions to let me know that she was looking for someone to replace herself...I declined politely a couple of times. I came to campus and I heard about the program and how it had come to fruition and started being interested and then a few months later I had an interview" (Interview 6, p. 67, lines10-15).

Dr. Schnurman-Crook accepted the position and began in the fall of 2004.

The third category, collaboration and planning, in the conceptualization phase described Dr. Walker's personal process which led to the development of the BLI. She started with a simple idea of teaching a class. This idea led to the design of a leadership training program. She was given a great deal of freedom from the beginning which allowed her to be creative in her design. This freedom and the actual process of developing the program naturally influenced the structural process of the program. As Dr. Walker's ideas developed, the program grew and developed and in turn the student participants did as well.

Design of the BLI

The fourth and final category, design of the BLI, gave a detailed description of the BLI design and operation of the BLI including an overview of the different programs and expectations of the students during each semester of the BLI. The two themes emerging from this category were a comprehensive approach providing programming for students their sophomore through senior years and an emphasis on counseling techniques. All of the current programs are

described beginning with the sophomore year all the way until graduation. The following findings came from personal communication with Dr. Walker, a data analysis of the BLI Working Plan, Leadership Lab Manual, and a Progress Summary. In addition, the Leadership Resource Group, Distinguished Visiting Fellows series, and the Senior Advisory Board were observed.

The Batten Leadership Institute is a three-year leadership program offered to students beginning their sophomore year and continuing until they graduate. Students are self-selected and 15 to 20 sophomore students were admitted during the fall of the first year of the program in 2002 but this number has since doubled. The students focus on developing and practicing leadership skills and integrating those skills and personal development into their lives. “Students have the opportunity to realize their leadership potential through supported leadership projects, defining and removing obstacles that interfere with their leadership development, and maximizing their natural strengths” (K. F. Walker, personal communication, October 27, 2004). The expectations of the BLI during each year the student is in the program (sophomore through senior) is described below.

Sophomore year.

The students were eligible to participate in the BLI their sophomore year of the four year undergraduate program at Hollins. The sophomore year, the first of the three-year program, was the most intensive year for the students and the staff. Students committed to six program requirements including: (a) Communications Skills Group, (b) Skill Development Seminar, (c) Leadership Lab, (d) Semester Leadership in Action Project, (e) Leadership Resource Group, and (f) Individual Leadership Development Project. The following is a description of each requirement.

COMMUNICATION SKILLS GROUP (first semester, sophomore year)

The purpose of the Communications Skills Group was to facilitate the development of the students' ability to give and receive direct feedback, accurately interpret non-verbal behaviors of others, and understand the impact of their own verbal and non-verbal communication on others. In this group, students effectively gave direct feedback to others, employed feedback from others as a leadership growth tool, and increased their awareness of their own non-verbal behaviors.

The two Virginia Tech interns (this was my role during the 2002-03 school year) facilitated the groups and provided weekly session notes to each student. The notes reviewed what topics were covered in group that day and an update on how each group member is progressing toward her goal. The leaders composed a progress summary (Appendix H) for each student when the group concluded. This summary described the student goals and actions the student took to meet those goals. The intern included a subjective evaluation regarding how much the student participated in group, commitment level, and areas needing improvement. The interns videotaped each session for both students use and their own clinical supervision.

The program coordinator provided clinical supervision to the Virginia Tech interns. The interns received clinical supervision from Dr. Walker as part of their doctoral program requirements. Clinical supervision is a process in which the directors of the BLI assisted the interns in developing their clinical skills, evaluating strengths, and identifying areas needing improvement. It is a teaching tool for the interns to assist them in learning effective group leadership skills. Watching the sessions on tape allowed the director and /or supervisor to review the interns counseling skills. Clinical supervision must come from a Licensed Professional Counselor (LPC) as it is a Virginia certification demonstrating counseling knowledge and skill.

Dr. Walker obtained her LPC and is an approved clinical supervisor through Virginia's professional counseling board.

SKILL DEVELOPMENT SEMINAR
(first-semester, sophomore year)

The purpose of the Skill Development Seminar was to teach students 10 core women's leadership skills. Students learned these core leadership objectives based on the five best practices of leadership identified by Kouzes and Posner's (2002) research. The five practices were: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. The 10 leadership skills or objectives are as follows:

Objective 1: Explore opportunities and seize investigated prospects,

Objective 2: Experiment and take risks,

Objective 3: Envision an uplifting future,

Objective 4: Enlist others in a common vision,

Objective 5: Foster collaboration,

Objective 6: Strengthen people,

Objective 7: Set examples for others in conducting their daily life,

Objective 8: Achieve in small steps,

Objective 9: Recognize individual contributions, and

Objective 10: Celebrate team accomplishments.

Throughout their time in the BLI, the students demonstrated 10 core women's leadership skills based on the 10 commitments of leadership developed by Kouzes' and Posners' research through self-report, leadership projects, and by serving on the leadership advisory board. Students attended 10 seminars taught by the program coordinator where she taught the 10 core skills.

LEADERSHIP LAB (first-semester, sophomore year)

The purpose of the Leadership Lab Program (Appendix F) was to provide students the opportunity to practice and integrate skills taught in the Skills Seminar. Using videotaped sessions and peer feedback, students practiced and integrated the skills taught in the Skill Development Seminars. Students applied 10 leadership skills to a simulated problem created by Dr. Walker, defined situations outside of the leadership lab to apply skill, and identified skills that needed further development and those that were already areas of strength.

Students were required to participate in a lab simulation for one-half hour weekly. Students were paired with a lab partner and scheduled a specific time each week to meet with one of the Tech interns. During their scheduled half-hour, the students stood in front of the camera and practiced the simulated problem emailed to them a week prior by Dr. Walker. Once finished, the tape was reviewed and feedback was given by the intern as well as the lab partner. The intern used a form to evaluate the student. Categories on the form included body language (posture, eye contact, gestures), voice (tone, rate, volume), articulation (speech, grammar, syntax), and content (emotionally convincing, logically presented). After this process was complete, the second student followed the same process. The Virginia Tech doctoral interns provided added support by coaching, supporting, teaching, and evaluating student performance.

SEMESTER LEADERSHIP IN ACTION PROJECT (first-semester, sophomore year)

The purpose of the Semester Leadership in Action Project was to provide students an opportunity to apply their creativity and innovation to designing and implementing a short term leadership experience. Students developed and presented a Semester Leadership in Action Proposal to their peers, applied communication and evaluation skills during the peer proposal

process, assumed a leadership role in a project they had designed for one semester, and effectively communicated their experience to peers. Examples of projects included a workshop for women teaching conflict resolution, a Hollins Heart Walk, Hunger Awareness Project, Relay for Life and an HIV/AIDS Awareness project.

LEADERSHIP RESOURCE GROUP (second-semester, sophomore year)

The purpose of the Leadership Resource Group was to provide students a formal support network for their Semester Leadership in Action Projects. This was a formal network of their sophomore peers also in the program who were available to lend their support during the Semester in Leadership Action Project. Students used the group as a resource for their project by soliciting advice and insight from their colleagues and experienced the value of a leadership network in helping them achieve success. For example, if a student developed a problem during the course of implementing her project, she could ask group members for feedback, how to handle the situation, and who to contact on campus if necessary. The Virginia Tech doctoral interns supervised these groups and ensured students stayed on task and that group was running smoothly but left it up to the members to elicit help and feedback.

INDIVIDUAL LEADERSHIP DEVELOPMENT PROJECT (second-semester, sophomore year)

The purpose of the Individual Leadership Development Project was to motivate students to productively enhance their leadership strengths, improve their areas of weakness, and remove barriers to their maximum leadership potential. Each student met with either the program director or assistant director several times throughout the semester and together they came up with a plan to successfully address the challenge the student identified: improving organizational or public speaking skills, for example, or learning how to constructively manage emotions. Students

identified their strengths and weaknesses and maximized their leadership potential by making personal changes and increasing self-awareness.

The above experiences made the sophomore year a rigorous and challenging time for students. They not only had the opportunity to become more self aware and learn personal leadership skills, but collaborated with others in the BLI.

Junior year.

During the junior year there were only two program commitments. Although busy, the junior year is less intensive than the first, sophomore year. This is in part due to the fact that many Hollins University juniors choose to go abroad to study for one semester during their junior year. The two commitments were the Extended Leadership in Action Project and the Community Leaders Forum.

EXTENDED LEADERSHIP IN ACTION PROJECT
(first- and second-semester, junior year)

The purpose of the Extended Leadership in Action Project was to challenge students to exercise their creativity and innovation through designing and implementing their own extensive leadership experience. This project allowed students to build on their sophomore leadership experience this time designing a year long project. Students developed and presented an Extended Leadership in Action Proposal to their peers, applied communication and evaluation skills during the peer proposal process, assumed a leadership role in a project they had designed for the academic year, and effectively communicated their experience to peers. Examples of student projects included a Hunger Awareness project, Hollins Big Sister program, “Active Volunteers Lead to Active Readers,” Relay for Life, HIV/AIDS Awareness project, and a Language Tutoring project. These projects may or may not be the same project as the Semester

Leadership in Action project. Many students begin new projects while others extend and continue their previous project.

DISTINGUISHED VISITING FELLOWS SERIES (first-semester, junior year)

The purpose of the Distinguished Visiting Fellows series, formally named the Community Leaders Forum, was to provide students with the opportunity to learn about and integrate leadership qualities directly from community leaders in the Roanoke area. In addition, students used the forum to solicit advice and suggestions from those leaders about specific issues they faced in their Extended Leadership Projects. Dr. Walker chose leaders off-campus from the community who were invited to campus to conduct weekly seminars and provide mentoring to juniors throughout the year. Students listened to the wisdom shared by established leaders and incorporated that learning into their own leadership experience, asked questions, sought suggestions, and discussed solutions to problems that arose in their Extended Leadership Projects. Students also learned to appreciate the value of relationships with more experienced leaders. A few of the returning speakers are Hollins presidents who speak each year, Anna Lawson, Hollins Board of Directors, Walter Rugaber, Landmark Publications and former interim president for Hollins University, Nancy Agee, COO, Carilion Health Systems, and Wendy Zomparelli, president and publisher of the Roanoke Times and World News.

The opportunity to interact with current community leaders is an experience not all college students are given. The forum provided the BLI students with contacts in the community and allowed them to hear first-hand the successes and challenges leaders face today.

Senior year.

During the last year of the program, students completed two projects. They were the Student Advisory Board and the Senior Mentoring Project. Seniors gained valuable experience

through groups with a focus on transferring their leadership training into their careers. Serving on the board prepared them for active participation in their careers and communities. During their senior year, students began to increase their feelings of ownership of the program and mentor the sophomore BLI students.

STUDENT ADVISORY BOARD

The Advisory Board developed in response to Mr. Rugaber's request that students take leadership of the program. This board involved senior students in governing and managing the leadership institute. The students were taught the fundamentals of board governance and practice within the program. Seniors trained with a professional board consultant, Kathy Stockburger, chair of the Roanoke City School Board, who prepared them for active participation on the board and related committees. They met once per month to develop the program constitution and bi-laws. Each new class of seniors utilized and updated their constitution and bi-laws with the guidance of Mrs. Stockburger.

SENIOR MENTORING PROJECT

In addition to learning and practicing board governance, seniors also served as mentors to the sophomore students. Sophomores were paired with an upper class student who would serve as a role model. The senior facilitated the leadership labs and offered feedback to the sophomores to assist them with making positive changes in their presentation skills.

Although seniors continued to gain valuable knowledge about leadership and continued in their own learning, serving on an advisory board and mentoring the sophomores was paramount in their training. Offering students hands on experience granted them valuable knowledge about life after college and the professional world. Most college graduates, once they enter the working world, have not had non-profit board experience. This experience provides

important training so they may serve their communities through future board participation. It also gives them an advantage over those without this type of board training when seeking employment and on the job.

The themes that emerged in this fourth category, Design of the BLI, were a design that was comprehensive and had a focus on counseling techniques as a vehicle for exploring interpersonal skills and personal growth. Dr. Walker wanted to combine theory, basic skills, and interpersonal growth in her plan over a time period of three years. This plan was analyzed and appeared to be consistent with Dr. Walker's expression of ideas during her interview regarding a comprehensive approach. The BLI Working Plan (Appendix G) was a comprehensive document that described the above program expectations with a schedule for each class year, sophomore through senior. It included the goals and objectives of the program and was a visual representation supporting Dr. Walker's verbal ideas about the BLI.

In addition to the document analysis, a third data source was used. The Communication Skills Group, Leadership Resource Group, and Distinguished Visiting Fellows Series were observed during the spring of 2005. These groups experientially demonstrated her comprehensive program and counseling techniques as Dr. Walker described and as shown in her Working Plan. See the contact and document summaries in Appendix I and J.

Phase Two - Implementation

The second phase of the process of developing the BLI is implementation. This phase has one category which is the impact the program had on students. A description of this phase including the resulting themes follows.

This category, impact on the student participants, within the second phase of the BLI is derived from interviews with the participating students and administrators. The emerging themes

were: (a) personal transformation, (b) expanded definitions of leadership, and (c) program perception changes. First, there is an overview of the student and administrator participant backgrounds. For confidentiality purposes, each student has been given a pseudonym. The administrator's names are used, with their permission. For students, demographic information is cited as well as brief descriptions of their leadership involvement in high school and in college. The administrators' educational background and a brief work history are presented.

Student Participants

Bonnie

"Bonnie" was a 20 year-old Caucasian female from North Carolina. She had never been away from her home for long periods of time until she went away to college. Both of her parents were employed outside of the home. Before college, Bonnie lived with her parents and a younger sister. Bonnie attended classes at a community college as part of a dual enrollment in high school.

Bonnie stated she had "been in some kind leadership role since she was nine-years old." She started with 4-H club and held several offices within the club. She attended the National Institute on Cooperative Education when she was 16 years-old and in high school. She participated in peer mediation, Spanish Club, academic derby and the SGA. She was also involved in the Student Government Association and the Public Speaking Skills Seminar. After college, she planned to be a motivational speaker, and pursue leadership positions. At the time of the interview, Bonnie was a junior majoring in communication studies with a minor in film and photography.

Rita

“Rita” was a 20 year-old Caucasian female from Northern Virginia. Her first significant time away from home was when she went to college. Both of her parents were employed outside of the home. She had one younger brother. Rita was captain of her cross country team and long distance track team for two years in high school. For her church, she organized a district conference with youths from other churches and she started her church youth group and led a weekly youth service as well.

At the time of the interview, Rita was a sophomore majoring in Psychology with a minor in Spanish. She was involved in the Center for Rape Crisis, Big Sister program, Hollins University Unitarian Universalist Youth Adults (HUUUYA), and is an admissions ambassador. After graduation she wanted to move to the West Coast and work for the Red Cross, Planned Parenthood or another non profit organization. She would eventually like to attend graduate school outside of the United States.

Sarah

“Sarah” was a 22 year-old Caucasian female from North Carolina. Sarah had never lived away from home prior to college. Sarah’s mother died when she was 5 years-old. Her first significant time away was when she went to college. Her father was employed outside of the home in commercial real estate. Sarah had one younger brother.

Sarah played basketball in high school and was a sports captain. She was the assistant editor of her yearbook her senior year. She was on the SGA and a member of the Black Student Alliance. She was also in the national honor society. Sarah considered herself to be a quiet leader in high school. She reported being more of a follower than a prominent leader.

Her major at Hollins was Film and Photography. During the time of the interview, she was only involved in the BLI. After college she planned to seek employment in film. She currently is employed at the Full Frame Documentary Film festival. At the time of the interview, Sarah was a senior.

Ester

“Ester” is a 21 year-old Caucasian female from North Carolina. Until college, Ester had always lived with both of her parents and her younger sister. Both of her parents were employed outside of the home. Ester was captain of the cheerleading squad in high school and took on extra responsibility in her senior choir. She also was on the honor court as a freshman. She reported she never considered her involvement as leadership.

At Hollins, she had a double major in History and English. She was involved in the Student Government Association, and the varsity swim team. After college she wanted to work in the federal government or be a politician. Graduate school was also a possibility. At the time of the interview, Ester was a junior.

Holly

“Holly” was a 20 year-old Caucasian female from Pennsylvania. Her mother was a homemaker when she was younger and then a nurse in the military. Her father was a small business owner. She had a 17 year-old brother and a 15 year-old sister. College was her first significant time away from home.

She reported being highly involved in high school. She was President of the National Honor Society and the French Club, and involved in student government. She said she had always been interested in taking initiative and getting things done. She liked to be busy and efficient.

At Hollins, she majored in Political Science with a minor in French. She was a Resident Assistant in the French House, French Club Treasurer, a member of the Varsity Riding Team, Admissions Ambassador and Hollins Columns staff writer. After college, she planned to obtain a job in the Pennsylvania government. At the time of the interview, Holly was a sophomore.

Amy

“Amy” was a 22 year-old Caucasian female from Texas. Amy had a large family consisting of three older siblings; two sisters and one brother. Her mother was a homemaker and her father a physician.

Amy was very involved in high school and reported that she considered herself a leader. She participated in the French Club, Theater, Key Club, Speech Team, Art Club and was a member of the National Honor Society. Amy reported that she liked to say active and take the initiative to get things done. At Hollins Amy doubled majored in Creative Writing and French. At the time of the interview, Amy was a senior.

Student Summary

All student participants were traditional college-aged (18-22), Caucasian females. They all lived in the United States and were from traditional households with two parents (mother and father). The six participants had siblings and five participants were the eldest child in the family structure.

Administrator Participants

For the purpose of this study, four Hollins administrators and the student intern during the first year of the BLI were interviewed.

Katherine Walker

Katherine Walker is the Founding Director of the Batten Leadership Institute. She received her undergraduate degree at the University of Virginia and her master's and doctoral degrees at Virginia Tech. She is a licensed professional counselor and a licensed marriage and family therapist. Her clinical work focused on adolescent development and female identity formation. This experience, combined with her ongoing academic interest in leadership studies, led her to develop the institute's focus on personal growth and skill development.

Abrina Schnurman-Crook

Abrina Schnurman-Crook is the current Director of the Batten Leadership Institute. She received her undergraduate degree from the University of North Carolina at Greensboro and her master's and doctoral degrees from Virginia Tech. She is a licensed professional counselor with a broad range of clinical experience, spending a number of years working At Blue Ridge Community Services in their in Crisis Services program. She has experience working in two University Counseling Centers and has taught undergraduate courses at Hollins University and graduate courses at Virginia Tech. She joined the Batten Leadership Institute in 2004.

Alison Ridley

Alison Ridley is the Dean of Academic Services at Hollins University. She received her undergraduate, graduate, and doctorate degrees from Michigan State in Spanish. She has been a part of the Hollins community for 14 years and has served as Chair of the French and Spanish Department, Director of General Education and Associate Professor of Spanish.

Wayne Markert

Wayne Markert is currently the Provost and Vice President for Academic Affairs at Hollins University. He received his undergraduate degree from the University of Baltimore and

his master's degree from Johns Hopkins University. He received a second bachelors and his doctoral degree from the University of Oxford. Dr. Markert has been a part of the Hollins community since 1997 and has served in other capacities including Acting President and Professor of English.

Anna Epperson (BLI Intern)

Anna was a student intern for the BLI for the 2002-03 school year. She received her undergraduate degree from Randolph-Macon Women's College and her masters' from Virginia Tech. She is currently a doctoral student in the Counselor Education Doctoral program at Virginia Tech. She has worked in the community as a staff counselor at a college counseling center, and has been a counselor for the Mental Health Association of the New River Valley.

Administrator Summary

The administrators in this study were involved in the BLI initial discussions regarding logistics (planning and budget) with the exception of Dr. Walker who was involved in all areas of the creation and implementation of the BLI. Today, the administrators continue as Hollins employees. Dr. Markert and Dr. Ridley serve in different capacities. Dr. Markert is currently the university Provost and Dr. Ridley is the Dean of Academic Services and Professor of Spanish.

Impact on Student Participants

This category emerged out of the student and administrator interviews and their reports about how much they believed they had positively changed and those factors contributing to their changes. This category has three themes: 1) personal transformation, 2) expanded definitions of leadership, and 3) program perception changes. They are discussed in a narrative format below.

Personal transformation

The student participants reported personal transformation as a result of their participation in the BLI. They mostly contributed this transformation to their increased ability to give and receive interpersonal feedback a skill fine tuned in the Communication Skills Group during the first semester of the sophomore year. The purpose of this group was to develop the students' ability to give and receive direct interpersonal feedback, accurately interpret non-verbal behaviors of others, and understand the impact of their own verbal and non-verbal communication on others. Students developed their ability to give and receive constructive criticism, learn how to accurately interpret body language, and came to understand how their own verbal and nonverbal communication affects others.

In this group, students effectively gave direct feedback to others, employed feedback from others as a leadership growth tool, increased their awareness of their own non-verbal behaviors and accurately interpreted the non-verbal behaviors of others. Students had to develop a goal prior to group. Example goals were: 1) learning to speak in front of a group, 2) learning to be assertive, and 3) better managing time. This group emerged as the most beneficial part of the BLI according to students. Participants did not necessarily identify this group as their favorite but later felt it led to personal transformation.

The sophomore students, Holly and Rita, had only been members of the BLI for seven months at the time of the interview. Holly believed she moved from "not knowing what's going on to knowing what's going on and from liking it to really learning from it" (Interview 5, p. 64, lines 14-15). When asked about how she had changed she stated, "I started to relax and I started to look beyond my nervousness and I started to be myself and I learned a lot from my focus and from my communication group and focusing in my classes" (Interview 5, p. 61, lines 45-46; p.

62, lines 1-3). She further added, “I have also been able to have more confidence in class and raise my hand in class. I feel like I have learned new ways to approach situations and motivate people and delegate responsibility and be a leader” (Interview 5, p. 62, lines 2-8). When Rita was asked about how she had changed, she added, “it has made me much more concrete in what I want and what I need to do to get there and how much help I need to get myself there. It has certainly made me more aware of what I do as a leader and kind of how to go about getting where I want to go and how to motivate” (Interview 3, p. 38, lines 16-19).

The juniors, Ester and Bonnie, also reported significant personal change after participating in the Batten for over a year. Ester stated, “I have worked on and am still working on learning how to take criticism and that a leader can take criticism and doesn’t have to be right all the time. That was a big step for me” (Interview 9, p. 141, lines 35-37). Bonnie said “I think it has helped me to deal with a lot of emotion, helped me deal with talking about my emotions to other people. It is something I don’t normally do, I don’t like people to see my weaknesses very often” (Interview 4, p. 56, lines 2-5).

The seniors, Sarah and Amy, were completing their last semester of BLI at the time of the interviews. Sarah stated, “I am more encouraged to speak up. I started to speak up in the Batten Skills Seminar group and I felt like it was a safe place to speak.” That started to increase in my classrooms the next year” (Interview 10, p. 161, lines 3-5). Amy stated, “I am a much more balanced person. I know there is more to life than just the working side of it” (Interview 8, p. 127, lines 2-3). These seniors had been through three years of the program and experienced it as it unfolded. Questions they had prior to their participation in the BLI now became clear simply as a result of their willingness to trust in the process of the BLI and its leaders and patiently

move through the process. They became the pioneers who could talk to later classes about their experience, what went well and what did not.

Amy stated “group (Communication Skills Group) is what changed me the most. I don’t think I liked it the most, I think it changed me the most” (Interview 8, p. 114, lines 33-36). Many students initially believed that Communication Skills group felt like “group therapy.” Some came to enjoy it and others did not; however, many believed it was beneficial. Rita believed it was “group therapy at times. I thought it was stupid for about half the time” (Interview 3, p. 35, lines 14-15). Rita began to see progress toward her goal and later believed, “it really helped me a lot, at the time I had trouble seeing how it was going to help” (Interview 3, p. 36, lines 23-24).

Many students believed group felt like “therapy” early on. This was due to Dr. Walker’s purposeful planning and using Irvin Yalom’s theories from his book, *Theory and Practice of Group Psychotherapy* (1995). This theory described how the group therapy process creates deep change and personal transformation. Amy stated, “in the end that’s what makes the program stronger, having a group of people who have to figure out together along the way and individually as well and so I think as far as the strongest part of the program, everybody having their individual journey...and you are together so you can help each other out” (Interview 8, p. 115, lines 8-11). Holly added, “I really liked those (Communication Skills Groups) because we got to talk about our personal communication problems” (Interview 5, p. 60, lines 30-31). She added, “I would think about my goal during class and I knew that I would have to go back there (class) and discuss my goals” (Interview 5, p. 227, lines 13-21).

Ester reported that the Communications Skills Group “tied” with the Leadership Labs. She believed both were equally beneficial in creating personal change. “It is hard and sometimes hurtful and the best thing about Batten” (Interview 9, p. 145, line 21). Ester learned that the

groups could be challenging and that it was sometimes difficult and even “hurtful” to take a look at yourself and areas needing improvement. Sarah reported, “the group is where I changed the most, where I grew the most and that encouragement I received in group was helping me a lot with Skills Seminar and Leadership Lab” (Interview 10, p. 160, lines 3-5). Students learned first hand what was effective and what was not in terms of communication. They practiced positive techniques and learned to give feedback constructively. Students could connect their experience with what they learned in seminar which heightened their experience.

Bonnie believed the Skills Seminar was “really hard” at first. She did not feel like she had a problem talking in front of the group and the biggest challenge for her was to let others talk. “It was very difficult because I don’t have a problem talking at all, and so the biggest challenge for me was not (to talk) when other people were silent” (Interview 4, p. 49, lines 7-8). She reported that she did not like it when others would not talk and participate and she struggled with the balance of speaking up and sitting quietly. “It (Communication Skills Group) really is about learning to communicate with others and having to really listen and understand what they are saying and to sometimes not talk, too” (Interview 4, p. 50, line 46; p. 51, lines 1-2).

Communication Skills Group and Leadership Lab were identified as the most beneficial part of the BLI. Receiving feedback about your communication style can always be difficult and the participating students reported anxiety about group and lab experiences as personal feedback was a significant part of each. The Lab activities included feedback but this feedback is performance based while the Communication Skills Group feedback is interpersonal. Students are historically used to feedback which is performance based, i.e., grades on tests, evaluations at their work study, and employment after graduation.

The interpersonal feedback, which stems from the Communications Skills Group, is new territory for most. Students interacted with others, shared personal information, and learn about effective modes of communication thus experienced vulnerability. This mode of feedback is not typical in most educational arenas and a new phenomenon for many sophomore Batten students. The inter- and intra-personal experience gained from the Communication Skills Group and the Leadership Labs was a positive experience for the BLI students. Students made connections between what they learned in the more traditional programming like the Skills Seminar and their experiential learning in the Leadership Labs and Communication Skills Group. This experience led to the students' report of increased personal transformation.

Batten students also attributed their personal transformation to their positive role models. Dr. Walker and Dr. Schnurman-Crook were described as dedicated, passionate leaders who exhibited positive leadership qualities observed by the students. Sarah (Interview 10, p. 173, lines 16-25) stated "it's Katherine I turn to for advice so having someone in your corner like that is just huge, so that kind of support is just knowing that someone is there for you in that way is just neat." Rose (Interview 3, p. 43) added:

Katherine has been fantastic. She is probably the first mentor that I've ever had, like that I would actually, you know you have to write, who has inspired you, who's your mentor and write a five page paper, she would be the person I would write it on and she has been fantastic for me (lines 25-33). She's just, she's every thing that I aspire to be in a person. She is so, so engaged in every single person that comes in contact with her (p. 44, lines 13-14).

Anna Epperson also identified Dr. Walker as a positive role model. Anna, one of the first doctoral interns the year the program piloted, discussed how Dr. Walker was a positive

role model even for her as a doctoral student She stated:

I particularly liked working with Katherine Walker and seeing her leadership style. I think that that was a real positive thing that I got out of the program (Interview 1, p. 11, lines 1-3). Her leadership style was very engaging with them (students) she knew how to make them feel good about themselves but yet she didn't really let them take advantage of her in any way. She maintained her hours, her boundaries, but yet she was available when she needed to be (lines 30-33).

Dr. Walker noticed a significant amount of personal growth in the BLI students. She reported students had more confidence, a much greater awareness of themselves and their strengths, had more of an openness to other people and were more interpersonally sophisticated. "I see those senior Batten leaders and they are very clear on themselves, what they have to bring and they feel confident about what they bring but do not think they are the only people that can do it" (Interview 7, p. 92, lines 12-14).

Students appeared to have an increased understanding of self and saw the value of a collaborative environment. Self-confidence, the ability to accept criticism, and alternative approaches to difficult situations were personal changes identified by the students. Each discussed a positive personal transformation whether she had been in the BLI for one semester or for three years. Dr. Walker believed, "they had a much greater awareness of themselves and their strengths and also what they don't do as well" (Interview 7, p. 91, lines 33-34). I see more of an openness to other people and a recognition of the value of that" (lines 36-38). Dr. Walker voiced that she could identify with the students. "I have to put myself through some of the things, some of the processes that the students are going through and I have to constantly challenge myself and evaluate myself in how I am doing in my leadership role" (Interview 7, p. 105, lines 15-17).

The student participants identified a positive personal impact as a result of the BLI. Their personal transformation was the result of the interpersonal feedback they received and positive role models they observed. During their interviews, the students discussed many areas in which they learned and experienced positive growth and change. Learning to give and receive feedback as well as forming relationships with and observing positive role models contributed to students' personal transformation.

Skill development is an important aspect of any leadership program, but not as relevant as the personal transformation that takes place when students are given opportunities to interact with one another on a deeper, more personal level. The Batten Leadership Institute facilitated student development through education, and training. The inter- and intra-personal focus was guided by the philosophy that leadership and the individual cannot be separated. BLI students had the unique opportunity to not only learn theory and skill, but learned to give and receive direct feedback in multiple settings and learned to accept constructive criticism. These opportunities assisted in the formation of stronger relationships with their BLI peers.

Expanded definition of leadership.

A second theme in the category, impact on participants, in phase two of the BLI was an expanded definition of leadership. This theme is described in a narrative format. Prior to the BLI, students had differing opinions and definitions of leadership. Some believed that serving as class president or playing in a lead role meant one is a leader. They did not see that there were other ways of leading and involving oneself that could be considered leadership.

The Batten students were asked about the definition of a good leader after at least one semester in the BLI. Based on their answers to the question about leadership experiences in high school, their definitions of leadership appeared to have developed further. There appeared to be

more of an understanding that a leader does not have to be an extrovert who is captain of a team or president of an organization. Good leaders take on many forms and their experience in the BLI contributed to the growth in their beliefs about good leadership.

Students also had preconceived notions about what it meant to be a leader and their leadership experiences prior to participating in the BLI were varied. The students who entered the program and did not feel as if they were leaders appeared to be more open to the program and the unknown. Conversely, those who already felt as if they were leaders were not as open and it took more time for those students to open up and realize they did have a lot to learn and experience. Students later identified that through BLI, they had formed their own definitions of leadership and what it means to be a good leader. These definitions matured and expanded as they grew personally and moved through the different stages of the BLI.

When asked about the definition of a good leader, Sarah reported, “for me, leadership is about knowing how to deal with people, and you deal with every single person differently” (Interview 10, p. 174, lines 34-35). Holly explained a good leader “is someone who is motivated for a cause and who wants to be involved to make a difference or to get a project done that will make a difference in the organization or on campus, or for a business or the government” (Interview 5, p. 65, lines 9-11). She went on to say “it is someone who can communicate well, is a people person, who can delegate responsibility and work well with others” (lines 11-13).

Ester noted that a good leader “needs to be him/herself, loud or quiet and can be intro or extroverted. They should have principles and know what their principles are” (Interview 9, p. 151, lines 18-20). Amy stated that “a good leader is also a good follower and a person who can read people enough to know when it’s too much to ask of them” (Interview 8, p. 134, lines 18-20). Rita identified a good leader as someone who “makes sure other people are enjoying it and

make sure that there's a lot of communication on what they are enjoying and what they are not"(Interview 3, p. 44, lines 33-35).

The majority of the students reported leadership experience prior to joining the BLI. These reports were based on participant's perceived ideas of what leadership meant. They all had participated in clubs, sports, and/or church activities. For most, they believed this involvement was considered "leadership" but not all of them equated their involvement with being a leader. Four of the six participants considered their involvement in high school as positions of leadership. Amy stated, "I was in ten different clubs in high school and I was the head of five of them" (Interview 8, p. 112, lines 14-15). Bonnie added, "I've basically been in some kind of leadership role since I was nine years old...I held every position imaginable within any kind of organization that you can think of" (Interview 4, p. 47, lines 9-16). Holly said, "I've always been involved in leadership positions...I've just always been interested in taking the initiative and getting things done" (Interview 5, p. 58, lines 17-20). Rita reported "I was captain of the cross country team and basically started a youth group in my church from the ground up because it had fallen a part the year before" (Interview 3, p. 33, lines 3-5).

Two students identified leadership participation but did not describe themselves as prominent leaders. Ester stated, "before Batten, I thought that I had to change and become this huge, loud public person and that's just not me. I picked up captain of the cheerleading squad for a semester but I never considered that as leadership" (Interview 9, p. 141, lines 4-13). Prior to participation in the BLI, students believed a leader was one who was a loud, public figure and someone who could easily take charge and manage others. They did not believe a leader could be a quiet, more reserved individual. Sarah said, "I was a quiet leader, more of a follower than a

prominent leader” (Interview 10, p. 157, lines 44-45). I played basketball and was sort of a sports captain and I was assistant editor on yearbook, and I was on SGA” (lines 14-15).

Although students formed their own definitions of leadership through lecture, readings, and personal experience, it was important to Dr. Walker and Dr. Schnurman-Crook that they model what they thought to be good leadership. They believed positive female role models, especially in an all female leadership training program, is vital to its success. Dr. Walker and Dr. Schnurman-Crook focused on transformational leadership as their primary theoretical construct. They believed engaging with others and creating connections that increase the motivation and morality of both the students as leaders and followers are important (Northouse, 2007). They wanted the BLI students to strengthen themselves as well as engage those around them whether in the BLI, the classroom setting or extended into the community.

Dr. Walker and Dr. Schnurman-Crook voiced their own opinions about what it means to be a good leader. Dr. Walker believed:

A good leader has to understand who she is and how she can contribute, she has to understand how to work with other people effectively and how they can best contribute. She has to know how to communicate with others, how to inspire others and how to get things done. A good leader has to just have some basic skills under her belt but a great leader calls on something even beyond herself and can inspire others to be more than they ever thought they could be (Interview 7, p. 104, lines 15-20).

Dr. Schnurman-Crook identified a good leader as, “someone who is very transformational in their focus, they are very conscious, they are aware, they are mindful and not wrapped up in their ego and they truly want to be the best for the collective whole and something that extends beyond themselves” (Interview 6, p. 78, lines 26-29). It was important that both directors not

only voiced their beliefs about leadership but modeled it to the Batten students to further contribute to the students' growth and development.

The opportunities in the BLI and Dr. Walker and Dr. Schnurman-Crook serving as positive role models per student report, assisted students in the realization that the definition of leadership is broad. They began to see that positions of formal authority did not equal leadership (Parks, 2005). A good leader can emerge in a variety of ways and does not have to exert power over her constituents. Leaders collaborate and work together as a team encouraging others along the way. Students' definitions of leadership expanded. They understood that leadership emerged in other ways like being a good role model, and working on the costumes for a play versus being in the lead role.

Program perception changes.

A third theme in the category, impact on participants, in phase two of the BLI is a program perception changes. This theme emerged out of student and administrator participant perceptions of the BLI and how those perceptions changed from the time they entered to as early as the end of the first semester. The student perceptions are described followed by administrator perceptions.

STUDENT PERCEPTIONS

Before students began participating in the Batten programs, they reported not having a true understanding of the program goals and expectations. They knew they wanted to become better leaders and realized the BLI was about leadership but students did not completely grasp the time commitment they would be taking on or the powerful impact that they would later describe the program would have on them.

When asked about her perceptions before entering the BLI and after completing the program, Sarah talked about how in the beginning she looked around and saw others whom she did not think were leaders. She felt the program was a time commitment and was afraid it would be a waste of time. “I felt like I was changing and I was speaking more. My confidence was coming to me and it was not a waste” (Interview 10, p. 160, lines 34-37).

Bonnie laughed as she stated, “I went from being a huge skeptic of the program and asking what can this do for me to being a full blown advocate” (Interview 4, p. 57, lines 24-26). Bonnie described not having a full understanding of how women in the world are in so few leadership positions because that had never been a part of her experience. Bonnie had been so involved in activities and leadership opportunities growing up that it did not occur to her that there were many women who had not been. She felt that just attending an all women’s school and having the opportunity like the BLI was so important to her success. Bonnie described herself as a good leader and one who may not have benefited from the program until she became immersed in it. “I feel very strongly about it now” (Interview 4, p. 57, line 26).

Rita was also a skeptic and even stated, “I actually hated it early on” (Interview 3, p. 33, line 32). Rita felt it was a waste of her time and did not feel she would learn anything she did not already know. Rita described talking to Dr. Walker about her concerns and Dr. Walker encouraged her to stick with it for a few weeks to see what happened. “About three quarters of the way through I was talking to my mom and telling her about the things I had learned in Batten and then as soon as that came out of my mouth, I was like, Oh my God, I am learning something new and this whole experience is coming together” (Interview 3, p. 33, lines 39-42). After that, Rita realized the impact BLI was having on her life and how she was leading.

Ester is an advocate of the program as well and has even referred many first-year students to the BLI. Ester never seemed to doubt the program and knew she would benefit. She sensed the time commitment and knew she would be making personal changes. “That’s a part of what makes Batten, Batten and it is not always easy and it is sometimes very much a struggle but it’s not anything that is a horrible experience” (Interview 9, p. 143, lines 16-17).

The inaugural class (2002) reported the most ambivalence about expectations. They were the pioneers. There had not been a class before them thus no one with which they could discuss the process or expectations. When asked her thoughts about student perceptions and how they may or may not have changed from learning about the program to actually participating in the program, Dr. Walker stated:

I think it is a really interesting paradox that the part that received the most complaints initially, and it does every time a student starts the program, the one thing they complain about and are most uncomfortable with are the groups... It then becomes the thing they claim they liked the most (Interview 7, p. 96, lines 17-24).

Dr. Walker explained that once the students learned more about the Communication Skills Group process they got used to it and did not want to let go of it as it became a “vital part of themselves. I think it says a lot about them that they want to stretch themselves” (Interview 7, p. 96, lines 25-27).

ADMINISTRATOR PERCEPTIONS

Administrator perceptions are important components when exploring Dr. Walker’s program. Their feedback, input, and support are important to the future of the BLI. Other than Dr. Walker, two Hollins administrators, the assistant director of the BLI, and one intern were interviewed. Their perceptions are detailed below.

Dr. Markert believed the BLI has had a positive impact on campus. “Katherine had a drive on an extraordinary comprehensive view and developed it (BLI) in such a way that it had some real unique features which is important to keep it unique and interesting” (Interview 11, p. 177, lines 36-40). He further added, “the BLI should have some curricular component eventually, a mixture of a specific department and specific kinds of leadership activities or content appropriate for the BLI” (Interview 11, p. 178, line 45; p. 179, lines 2-4). Dr. Markert noted that “the student response has just been wonderful and the success rate of the program has exceeded everyone’s expectations. In terms of the level of student interest, on the quality of the students and the kind of projects that they are doing and the way they demonstrate their skills and ability have been terrific” (Interview 11, p. 179, lines 19-25).

Dr. Ridley stated, “it seems to be working well...and I have heard wonderful things about the Distinguished Visiting Fellows series (Interview 2, p. 22, lines 10 and 33). “The thing that is so ironic about the BLI , more than any other program I can think of is it is for the students, and run by the students” (p. 24, lines 15-17). One negative aspect of the program mentioned by Dr. Ridley is an issue with the senior component. Dr. Ridley was alluding to the seniors getting off to a “slow start.” They had difficulty with their mission statement and goals for the year. Dr. Ridley shared, “one of the things that I’ve found to be really unique about the program, it’s just not learning about leadership, it being a leader and learning how to be a leader by leading” (Interview 2, p. 23, lines 8-10).

The students who participated in this study understood that when committing to the Batten program, they would “learn” about leadership but did not seem to grasp how much of a time commitment the BLI can be. According to Dr. Walker, students compare the time commitment to that of a three credit course. Not only did the perception of the time commitment

change but the actual experience versus what they perceived the experience to be changed. Students learned about leadership not only through lecture but through hands-on, experiential learning. They received interpersonal feedback as they had not previously in classrooms or co-curricular opportunities.

Regardless of what each student identified as her favorite part of BLI, or at least the most effective, she agreed that once they began actively participating in the BLI and observing positive personal transformation, their perceptions of the program changed. Most chose to trust in the process. They were sometimes confused and ambivalent but in the end had a better understanding and respect for the program. When asked about how the students' perception of the program changed after they became immersed in the process, Dr. Walker stated:

Although I really believed in it (the program) and it made so much sense to me...I never gave anybody a guarantee and then about four to five weeks into it, there was a complete turn-a-round and the students just became extremely invested.

(Interview 7, p. 90, lines17-21).

This transformation is in part what led to students positive perception changes, which eliminated any doubts they may have experienced prior to participating in the BLI.

Administrators were impressed from the beginning to see how enthusiastic and motivated Dr. Walker was when designing the BLI. The original idea, collaboration, and design were all quick processes taking place in less than one year. The BLI had immediate positive reactions and students quickly reaped the benefits from participating in the program. Dr. Walker, the students, and the BLI were growing simultaneously. The program, though, did have challenges and a need for some changes.

Phase Three-Refinement and Expansion

The third phase of the process of developing the BLI is refinement and expansion. This phase is divided into two categories: 1) program challenges, and 2) programmatic changes. The following is a description of each phase including the resulting themes within each category. The findings came from interviews with Dr. Walker, Dr. Ridley, and personal communication with Dr. Walker.

Program Challenges

The first category is a description of the challenges within the BLI. The emerging themes included: 1) the decision to keep the BLI as a small, elite group versus open enrollment, 2) student scheduling conflicts, 3) a move from a co-curricular program to a curricular program, and 4) staffing issues within the BLI.

The enrollment during the first year of the BLI in 2002 consisted of 12 students which is significantly smaller than today. The BLI admitted 16 students its second year, 27 the third, 27 its fourth year, 37 its fifth and 25 this last year. The program was becoming better known on campus and enrollment was increasing. Several students reported feeling disappointed as they believed it was more “special” to be a part of a smaller, more elite group. They did not like the idea of admitting increased numbers to the program and wanted to keep it small and exclusive. Dr. Walker felt strongly that the BLI allow any student to participate. Although there is an application process to gather background information, the BLI does not interview students; the students interview the BLI leaders to determine if it is the right program for them. If they are willing to put in the hard work it requires and if they believe they can manage it as a co-curricular program, then they are admitted. Dr. Walker stated, “leadership is not an exclusive enterprise. We live in a democracy where leadership can be taught therefore I do not feel I can

determine who will or won't be a good leader" (K. F. Walker, personal communication, February 20, 2007).

Another challenge was student scheduling. This was especially problematic for the sophomore Batten students. The BLI leaders determine prior to the beginning of each semester when each program is scheduled (Communication Skills Group, Leadership Labs, Skills Seminar, etc.). The rising sophomores schedule their academic courses in advance and often schedule a class during the same time as one of the Batten requirements. Students often miss the weekly Skills Seminar due to these scheduling conflicts. In order to accommodate these students, the seminars were videotaped for non-attending students to check out the following week. Although this allowed students to view the seminar, it reduced those students' interaction with the program director and the other BLI students. After the first semester of their sophomore year, students know in advance when the BLI programs and requirements are scheduled and can schedule accordingly.

The juniors and seniors voiced what would be another scheduling challenge. They reported wanting a small group component as they had during their sophomore year. They were referring to their Communication Skills Group. The sophomore year is an intensive one and as students progress, they miss the benefits of the small group interactions. These students felt disconnected and missed engaging with other BLI participants. This would be somewhat difficult as it would be additional sessions for Dr. Schnurman-Crook and Dr. Walker to manage thus potentially creating increased conflicts for students and BLI leaders.

Since its inception, there has been discussion about the BLI being a part of the Hollins curriculum. Dr. Walker described the benefits of this by saying "if leadership is central to the mission of a university, the need for academic credit is imperative. This demonstrates that

leadership is important to the institution and is at the core of what the university wants to teach its students” (K. F. Walker, personal communication, February 20, 2007). Many of the students when asked about how they felt about the curricular shift were not in favor of it. They liked the program being exclusive and they liked the small groups. Amy stated, “none of us are okay with that (curricular shift) because we wanted it to be invested for investment sake not for academic credit” (Interview 8, p. 122, lines 9-10). Conversely, a few students voiced that they wanted academic credit for their participation due to all of the additional work it would require. Holly shared, “I think it would be really neat if we could get academic credit for it because I feel like everyone is doing hard work” (Interview 5, p. 162, lines 45-46). Dr. Ridley stated that the BLI could have a nice curricular component because it is already so unique but “we’d have to figure out a curricular component to it that was equally as unique” (Interview 2, p. 20, lines 21-22).

The juniors and seniors identified staffing issues as a challenge. They had become used to working primarily with Dr. Walker during their first two years in the BLI. The addition of Dr. Schnurman-Crook in the Fall of 2004 was a difficult transition for the students. Dr. Walker and Dr. Schnurman-Crook had very different personalities and this was an adjustment for everyone in the BLI. Dr. Schnurman-Crook was now the primary contact person but many would approach Dr. Walker instead. Over time, the shift was completed and Dr. Walker phased herself out of the day-to-day programming as students began to bond with Dr. Schnurman-Crook.

Dr. Walker reported that she wanted more diversity in the staff. She and Dr. Schnurman-Crook are both Caucasian females approximately the same age with similar educational backgrounds. In order for students to learn about diversity and leadership Dr. Walker and Dr. Schnurman-Crook believed that providing diversity among their staff was an important way to role model differences to the students.

Finally, the BLI has significantly expanded over the past five years. The planning of future programming and the day-to-day operations of the program has made the BLI difficult to manage by two individuals. Due to this expansion, Dr. Walker and Dr. Schnurman-Crook believe the addition of an administrative assistant will decrease their work load.

Although the BLI is a highly regarded program and a beneficial co-curricular opportunity on campus, it had its challenges. Students were very vocal and often approached the BLI leaders about what they liked and what they did not. Dr. Walker and Dr. Schnurman-Crook sought feedback on a regular basis through personal interactions with students and formal program evaluations to determine what was working and what was not. They embraced the challenges in order to make effective and positive programmatic changes for the future.

Programmatic Changes

Category two in phase three of the BLI is programmatic changes. The category describes the programmatic changes, current and future. The process of describing the Batten Leadership Institute resulted in the identification of modifications necessary for the BLI to continue to grow, improve, and expand. After the program was piloted, Dr. Walker and Dr. Schnurman-Crook, with the feedback from participants, made changes to improve the BLI. These changes, many of which Dr. Walker and Dr. Schnurman-Crook cited during their interviews, are listed.

The following are being considered or have already been implemented by the BLI and should be considered when attempting to develop other leadership programs.

The changes that have already been implemented include:

1. A Communication Skills Group for juniors and seniors was added. Students complained they missed the small group component and the opportunity to interact with one another while discussing their goals.

2. A first-year component was added to the program in the fall of 2005. This allowed the first-year students to participate once they enter Hollins and learn about the BLI and leadership on an introductory level before beginning the intensive sophomore year.
3. In April of 2005, the BLI Leadership Café began. All Batten students were welcome to informally drop by the BLI offices each Thursday morning until the end of the term for coffee and pastries and leadership-related discussions.
4. In May of 2005, the BLI held an open house for graduating BLI students and their families to celebrate, socialize, and meet students' families.
5. In January of 2006, Frank and Jane Batten endowed a gift of \$2,000,000.00 which added \$100,000.00 to the BLI's operating budget.
6. In October of 2006, there was the addition of the Professional Women's Leadership Certificate Program. According to data by the Roanoke Valley Women's Leadership Needs Assessment conducted by the Commonwealth Council and Hollins University, women in the Roanoke area want targeted, effective leadership training. In response, the BLI designed a professional women's training certificate program. This transformational program provides important and practical training in leadership skills for women in the surrounding community, as well as a certificate that will give them an advantage in applying for jobs and promotions.
7. In the Fall of 2006, the faculty approved the BLI's curricular shift. The proposed certificate in Leadership Studies will move some programs from the existing Batten Leadership Institute to for-credit status. It also includes two sets of seminars that will give greater academic and theoretical grounding to the work of the students. The

seminars will be taught by interested faculty in their own fields such as Political Science, English, and History. This will begin in the Fall of 2007.

8. The BLI received A \$350,000 gift from the William R. Kenan, Jr. Charitable Trust of Chapel Hill, N.C., in the Fall of 2006 to support their initiative to more fully institute the BLI into the curriculum, enhance academic rigor, and create a visiting scholar program.
9. In the Spring of 2007, Hollins allocated funding to hire a full-time administrative assistant for the BLI to assist with the increasing demands of a growing program.

The changes that are currently being considered but have not yet been implemented are as follows:

1. A formal program for the Professional Women's Leadership group and the BLI students would be designed to give the women and students leaders an opportunity to interact. This would allow BLI students to observe professional women in a training much the same as their own BLI training. It would allow both groups to network and learn from one another.
2. Conflict Negotiation Labs would be designed to increase students' conflict negotiation skills. Professionals in the community such as attorneys and car salespersons would meet with students and negotiate appropriate, off-campus situations. Another avenue for addressing conflict would be to invite college students from area schools to practice negotiation with the Hollins students. This would allow the BLI students to step outside of their comfort zones in a less artificial setting and learn to negotiate conflict with others.

3. The expansion of the Distinguished Visiting Fellow Series would provide students' with a more interactive experience with the community speakers. This would increase their involvement and make it more experiential versus listening to a one hour lecture weekly.
4. Seniors will be provided with the opportunity to be involved with professional boards in the community as an experiential way to learn about board governance and to network with professionals in the Roanoke community.

The Batten Leadership Institute is a well respected program that continues to expand in the Hollins community. While it has received much praise, there have been challenges and changes. As with most new programs, problems arise and programming does not always go as originally envisioned. Dr. Walker and Dr. Schnurman-Crook were open to feedback and reflected constantly on what worked and what needed to be changed. They were not defeated by the challenges, responded with positive changes, and in return the program continues to grow, gain respect, and has been launched into the Roanoke community.

Summary

Chapter four was a description of the phases, categories, and themes that emerged from the data including description of the student and administrator participants. The results were organized by three phases of the programming and corresponding categories and themes for each phase. The first phase was the conceptualization of the program and the collaboration and planning that was required before it began. The program descriptions and process of the implementation of the program was the second phase. The third phase was refinement and expansion which reviewed programmatic challenges and how the program has grown and changed over the past five years. Within these phases, the categories and emerging themes were presented.

CHAPTER V

Summary, Conclusions, and Recommendations

Chapter five provides a summary of the research including a review of the research questions. Study conclusions with a discussion organized by the research questions are presented. In addition, recommendations for the future leadership programs and for future research on the topic of women's leadership programming are presented.

Summary

A case study approach provided an in-depth analysis of a women's leadership education and training program at Hollins University. Framed by the four research questions, data were collected with multiple participants using multiple data collection procedures.

- a) What is the process by which Hollins University came to initiate a leadership program?
- b) What guided the development of the leadership program?
- c) How has the program impacted its participants (2002-2004)?
- d) What are the perceptions of the involved administrators, faculty members, and students of the leadership program on the impact the program has had on the campus?

The setting for this study was an all-female university setting located in southwestern Virginia that offers a leadership education and training program. The site was purposefully chosen based on my prior involvement in the leadership program and for geographic proximity. The potential participants were six students from the BLI as well as four administrators and an intern involved in its first year of implementation.

Data collection procedures for this study were interviews, direct observation, and documents. Data were analyzed using the constant comparative method. Results were presented using three initial phases based on codes and then categories emerged from the phases to assist the researcher with making meaning of and describing the process of developing and experiencing the Batten Leadership Institute.

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Study Conclusions and Discussion

This researcher, through qualitative inquiry, described a process from vision to implementation. What follows are the researcher's conclusions drawn from the findings, document analysis, and observations including a discussion of each conclusion. They are reported through the framework of the research questions.

Three phases occurred in the establishment of the leadership program. The first phase was the conceptualization of the program and the collaboration and planning that was required before it began. The second phase was the implementation of the BLI including descriptions of the programs sophomore through senior years. The third and final phase was refinement and expansion. The conclusions as they related to the research questions may have encompassed multiple phases. Research questions one and two included the conceptualization and the

implementation phases. Research questions three and four included the implementation and refinement and expansion phases.

Research Question 1: What is the process by which Hollins University came to initiate a leadership program?

The first conclusion consists of three components which all came together simultaneously and made the BLI a reality. First, financial resources helped to initiate the BLI. Secondly, two leaders who were dedicated to women's leadership were at the right place at the right time and came together to discuss women's leadership opportunities at Hollins University. One of these was an emerging leader and the second an established Hollins leader who had the power to make influential decisions. Thirdly, there was institutional backing and support from Hollins.

Hollins University was in a financial position to offer resources toward the BLI. There was a pool of grant money that had not yet been designated to any specific use. Mr. Rugaber wanted to designate the grant money toward a women's leadership endeavor and Dr. Walker wanted to teach a women's leadership course. Their combined interest in leadership sparked a conversation about a women's leadership program.

Mr. Rugaber was in an influential position and could make the decision how to allocate the grant money and designated the funds as he needed. Hollins supported him in his decision to move forward with the creation of a leadership program. The combination of the leaders interests and priorities, Hollins resources, Mr. Rugaber's influential position, and a huge leap of faith made the BLI a reality.

A review of the literature indicated that leadership development in female students should be a crucial aspect of a college's mission statement, especially in that of an all female institution. A greater investment on the part of an individual college in the leadership development of female

students can result in a greater satisfaction with the college experience (Rogers, 1996). Hanna (2003) called for “academic institutions to serve as the vehicle linking problems and disciplines, to reformat program structures in response to increasingly sophisticated and market-savvy students” (p.26). The Batten Leadership Institute responded to this call in a collaborative effort by Mr. Rugaber, Dr. Walker, and Hollins University and their combined desire to teach young women about leadership and to provide their female students with the tools and skills necessary to make them better leaders thus improving their overall college experience.

Research Question 2: What guided the development of the leadership program?

The first conclusion regarding the development of the BLI was committed staff whose sole responsibility was to develop and facilitate the BLI. Dr. Walker was a passionate and dedicated leader. If it had not been for her dedication to making this program unique and her passion and motivation to design a proposal the Hollins administrators would embrace, the BLI would not be as successful as it is today. Dr. Walker was in a financial position which allowed her to dedicate time to the BLI. Time and energy could be directed toward the development, implementation, and improvements in the BLI. The addition of an assistant director, who was equally as motivated and dedicated, and given the opportunity to work solely for the BLI allowed the BLI to continue to grow and change. Both were given the privilege to focus only on the program versus the institute being only a small part of their daily job requirements.

Kouzes and Posner (1995) asserted that constituents do not follow willingly but rather follow those leaders who are engaged in the process. “Without leaders, constituents have no energizer to ignite their passions, no exemplar to follow, no compass by which to be guided” (p. 30). Dr. Walker and Dr. Schnurman-Crook have been motivated and engaging leaders from the beginning and students willingly followed even during tentative times when they did not fully

understand the process. Dr. Walker believed, “you have to constantly increase your understanding of yourself and of other people and how you can contribute and what you can bring out in others. It is not a solitary enterprise” (Interview 7, p. 104, lines 41-44).

The second conclusion the researcher drew regarding the development of the program was the holistic design of the BLI with personal development as a key component. The holistic design is what sets the BLI apart from other leadership programs. Over the past decade, researchers have found that women’s leadership tends to use a more participatory, relational, and interpersonal style (Kezar & Moriarty, 2000). Dr. Walker designed the BLI with an understanding of the importance of this relational and interpersonal component. Warren Bennis, in Witzel’s 2005 work, *Vision and Ethics at the Heart of Training*, asserted “key dimensions of leadership include factors such as vision, meaning, trust, and self-knowledge. These are not skills that can be taught by rote; they are personal qualities that must be nurtured and developed” (p. 2). Dr. Walker believed that personal qualities were missing from most training programs. Most did a good job of incorporating the academic component by discussing theory and ethics but few actually looked at self and the self as a leader. She utilized her counseling background and developed a holistic program that did not just focus on theory and basic leadership skills. Dr. Walker stated:

In the end, it’s yourself as a leader, you, the best person that you bring to whatever leadership challenge you have, the best person that you can bring to that is the best person for the job, so let’s look at it holistically and help students bring out the best in themselves (Interview 7, p. 84, lines 12-15).

Dr. Walker wanted to assist students in the development of their inter- and intra-personal skills and make her program different from others. Dr. Walker’s idea about teaching

interpersonal skills and utilizing a comprehensive approach is consistent with Sashkin and Sashkin (2003) and Witzel's (2005) study. Witzel proposed the following response for current requirements of effective leaders:

Training in communication skills, empathy and analytical ability is certainly necessary. Yet much more is needed. Leadership training programs that assume human and social qualities are already present in the leader-that all that is required is the development of skills-are doomed to fail...a shift in leadership training away from generic skills and towards personal development may be the only answer (p. 13).

Dr. Walker utilized her counseling background and Yalom's theory on group work to provide students with an experience they could not get in the classroom. Yalom (1995) stated "we are at all times obliged to consider the human being in the matrix of his or her interpersonal relationships" (p. 17), which supports Dr. Walker's desire to improve students interpersonal relationships. In addition, she drew from Kouzes and Posner's (1995) leadership practices which included "fostering collaboration, inspiring others, and encouraging the heart" (p. 18). These practices cannot adequately be taught in a classroom lecture or from a text book.

The BLI design in conjunction with motivated and dedicated leaders who had the opportunity to devote their time to the BLI guided the development of the Batten Leadership Institute. The BLI coupled theory with experiential learning, more specifically exploring self in relation to others, thus provided a comprehensive approach to leadership.

Research Question 3: How has the program impacted its participants?

The first conclusion related to research question three is that the BLI student participants improved their leadership skills through interpersonal feedback, positive female role models, and

broadened definitions of leadership. The second conclusion related to research question two is that leadership can be taught.

Students, whether a sophomore or a senior, identified that the interpersonal feedback received as a result of the Communication Skills Group impacted them. The inter- and intra-personal component was a skill not typically learned in the classroom which provided applicable tools regarding better communication. Bonnie stated, “it really is learning how to communicate with people and having to really listen and understand what they are saying, and having to not talk sometimes, too” (Interview 4, p. 50, line 46; p. 51, lines 1-2).

The student participants all identified experiencing positive personal changes thus improving their confidence in their leadership abilities even after one semester in the BLI. These changes included learning to relax and be less nervous in class, speaking and articulating better, integrating thinking with feeling, being less controlling and learning to delegate, learning to lead from a different style versus a style that felt comfortable, accepting constructive criticism and improving communication skills. Consistent with Parks (2005) beliefs that leadership can best be taught through means other than traditional classroom methods, it was concluded that students’ leadership was improved as a result of their experience and participation in the BLI. Leadership is not necessarily inherent but can be taught.

Belenky, Clinchy, Goldberger, and Tarule (1986), stated that women typically value affiliation, growth and development. They usually are guided by values and make choices that have meaning for others as well. Their ways of knowing are often intuitive, subjective, and personal. Many women value achievement and competency but at the same time want to find meaning and satisfaction in their work. They find reward in caring, respectful relationships. For most women, leadership models, programming, and activities must be based in this context.

Consistent with Belenky et al. and their beliefs about the value of relationships, the BLI was structured to not only provide students with theory and a basic skill set, but more importantly with a better understanding of other people and how to have meaningful, respectful relationships. The BLI leaders believed, and it was concluded from the interviews that these relationships and interpersonal skills improved leadership skills and abilities.

According to Nicolaou-Smokoviti (2004), the current workplace is competitive and leaves little room for the adequate training of leaders who can be builders of both organizations and people. Like corporate America, Higher Education would be better served if leaders agreed that a sound leader is comprised of one who not only has knowledge of governance principals and techniques but strong interpersonal skills as well (Nicolaou-Smokoviti). Hanna (2003) asserted that the world continues to change and evolve but academic institutions have not sufficiently met the requirements of training authentic leaders. “As individual learning becomes more connected with personal and professional experiences, learning and instruction will need to become increasingly interdisciplinary” (p. 26). The BLI provided a comprehensive leadership program. Most students will need to develop a comprehensive set of leadership skills and transfer those learned skills into the workplace during internships and after graduation. As a result of their positive changes and improved leadership skills, the BLI participants may have an edge and be better prepared for the workforce.

Leadership programs often rely heavily on theory neglecting the missing link which is the opportunity to explore a students’ self-awareness or lack thereof. The BLI provided this link by utilizing a strength-based model which addressed the self and self-awareness as it related to leadership while refining the leadership potential of women at the undergraduate level. Students learned to critically analyze how they viewed the world in comparison to others and how to best

use this information in comparison to their own leadership style. This program challenged and stretched students to apply principles learned in their own leadership experiences.

Research Question 4: What are the perceptions of the involved administrators, and students of the leadership program on the impact the program has had on campus?

The conclusion to research question four was that the students and administrators concur that the BLI has had a positive effect on the Hollins community. When the program piloted in 2002, there were 12 student participants. This past year (2006-07), 25 students joined the BLI. The program continues to grow and has not only become a part of the campus community but has extended into the Roanoke community as well.

The administrators were in agreement that the BLI could transition nicely into the curriculum. Dr. Markert, before the program even piloted, voiced that he believed the program needed to eventually be a part of the curriculum. Dr. Markert stated, “we have always been talking about ways in which we can extend the curriculum and do some neat things at Hollins and make it attractive to students and serve students better” (Interview 11, p. 177, lines 14-16). He noted, “if we had a choice, we would have planned this out so that we could have done the planning of both curricular and co-curricular simultaneously” (p. 180, lines 15-17).

The faculty has to approve anything that may be curricular, which can be a very long process. At the time Dr. Walker planned the BLI, the faculty was not involved. It was only after the first couple years of the program did the faculty become involved and discussed the BLI going curricular. Dr. Walker did not want the faculty involved during the initial planning stages when the program piloted. She stated, “I do feel like a new program needs a little protection when it takes off. Too much input or negativity in the beginning can be problematic” (K. F. Walker, personal communication, February 20, 2007).

The administrators involved with the planning were “amazed” with how the BLI came together in the end. Dr. Ridley noted “I was amazed at this program...to see what Katherine had put up and instituted. I was just astounded at how well it fit together, how much sense it made, the fact that these students were not getting paid, not receiving credit, and loving the program” (Interview 2, p. 20, lines 40-43). They believed it would take a longer period of time to plan the program, work out any obstacles, and get the program up and running.

Administrators appreciated that the program was comprehensive. They did not want to see it “watered down” or become “Leadership 101.” Standard leadership programs that teach basic skill, theory, and ethics are common practice. Hollins wanted a unique program, something that would draw students to it. The BLI was able to incorporate the above mentioned skills, theory, and ethics with an interpersonal component. The focus on personal growth and development is what makes the BLI unique and unlike other leadership training programs.

During the time the participants were interviewed, administrators did not discuss financial gains as a result of the BLI or future plans. It had only been in existence for two years and no one was aware of how much it would grow. Since the time of the interviews, the growth of the BLI has not only benefited the student participants but has proved to be a financial asset to Hollins University. The addition of the Professional Women’s Certificate Program brings in revenue for the university and serves as a strong marketing component as well. In addition, during the 2005-2006 academic year, the university underwent the accreditation process by the Commission on Colleges of the Southern Association of Colleges and Schools. In preparation for this accreditation process, Hollins University identified leadership development as the first of the four hallmarks that were established from the university’s strategic plan. This plan will guide the university in its growth and development over a five year period. The BLI was a key component

and strong focus of the university. The financial gains and the strategic plan are representative of the success of the BLI and are in support of the administrator perceptions that the BLI has had a strong, positive impact on the campus community.

The campus community is more accepting of the program than when it piloted. In the beginning, it was just a title, and unknown institute. It moved from being a small, isolated program to a strong campus and community presence. Students, faculty, and staff had not had the chance to experience the program and learn about programming, goals and objectives or outcomes. Naturally, the campus community did not embrace the program until they could see the benefits. The BLI students began to take on more projects, speak at events and more importantly, share with others how much they were learning. Administrators believed there was tangible proof that it was doing what it set out to do which was improve leadership.

Recommendations for Future Leadership Programming

1. Ensure hands on experience and experiential learning versus providing lecture and readings only.
2. Create a program using a holistic and comprehensive approach. This would include not only theory, ethics, and skills training but would have a strong emphasis on personal growth and development.
3. Utilize positive role-models, a necessary component when training young women about leadership.
4. Provide a curricular component. If the university wants to demonstrate that leadership is important, a curricular component is imperative. This also helps in recruiting and retaining students.

5. Design an inclusive program and allow anyone who has a desire to improve their leadership skills to participate. Leadership has traditionally been exclusionary. To combat this, a program must subscribe to the notion that leadership can be taught and include all students who are willing to participate.
6. Actively recruit and retain diverse students. If a group model is being used, diversity ensures that students will be challenged. Group needs to be difficult to encourage students to fully understand themselves. Diversity includes race, religion, socioeconomic status, and sexual orientation.
7. Ensure that the person facilitating the group has a passion for what she is doing. If a program is handed down or if someone is forced to run a leadership training program, it will not be as successful. The program must be the individual's primary focus.

Recommendations for Future Research

Based on the findings of this study and a selected review of the literature, the following recommendations for further research are suggested:

1. A study to research emotional intelligence in students before and after their participation in the Communication Skills Group or in the BLI as a whole.
2. A study to measure how students deal with conflict using the Conflict Dynamics Profile.
3. A Leadership Skills Study-a comparative analysis comparing the leadership skills of the BLI students with students from other area universities in leadership training programs.
4. A Leadership Skills Study-a comparative analysis comparing the leadership skills of the BLI students with non-BLI Hollins students.

5. A comparison of the BLI with other women's leadership programs to determine program effectiveness and preparing students to be leaders.
6. A comparative analysis comparing the leadership skills of the BLI students to an all male leadership program.

Researcher Reflections

Upon undertaking this study, my purpose was to describe the process that was involved in establishing the Batten Leadership Institute; it was not to evaluate the program. Because of my involvement with the BLI and because of the nature of the questions asked, certain assumptions were made by both the participants and me as the data were collected. As a result of those assumptions, the findings reflect the primary motivation of the individuals involved in the planning and implementation of this institute based on the information available to me. However, I believe their passion and commitment to women's leadership is commendable.

Undertaking the research has been a difficult but rewarding experience. The overwhelming amount of data made the identification of categories and themes a tedious process. I had to always keep my personal bias toward the BLI in check as well. I enjoyed meeting with Dr. Walker and Dr. Schnurman-Crook and discussing the Batten and learning about their thought process and how the Batten came to be. I also enjoyed interviewing the students and staff involved and learning how the program unfolded. Analyzing the data was a challenge. I trusted in the qualitative process and knew themes would eventually emerge. Overtime, they did and I experienced many "ah-ha" moments.

Dr. Walker is one of the most intelligent, dedicated, and motivated women I have ever met. She is passionate about this program and demonstrates incredible skill and knowledge in women's leadership. However, I believe Dr. Walker was truly in the right place at the right time

and that a huge leap of faith is what first guided the BLI and its success. My intention is not to give the impression that starting a leadership program is not without obstacles. I do hope this case study will provide rich description, the goal of qualitative research, to other institutions wanting to implement a leadership training program.

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APPENDIX A

**Batten Leadership Institute
Application**

Name: _____ Hollins Phone Number: _____

Hollins Address: _____

Home Address: _____ Home

Phone Number: _____ Email: _____ Current GPA: _____

Planned Major: _____ Student Year: _____

Do you think it is important to introspectively examine yourself and refine your interpersonal skills to maximize your leadership potential? Explain in a few sentences why or why not.

List three examples of how your BLI colleagues will benefit from your participation in the Batten Leadership Institute.

In two to three sentences describe what you would like to gain from participating in the Batten Leadership Institute (BLI).

List two faculty/staff references and one student reference (with phone numbers, please).

Batten Leadership Institute Schedule *

Monday, September 4, 2006 4:30 – 5:30 pm Orientation

Below are three required components students must attend fall semester

1) Skills Seminar (everyone must attend this weekly seminar)

Mondays, September 11 – November 13, 2006 4:30 – 5:30 pm Skills Seminar

2) Communication Skills Group (must pick one of these groups to attend weekly)

Tuesdays, September 12– November 14, 2006 5:30 – 6:30 pm Group 1 Meeting

Wednesdays, September 13 – November 15, 2005 3:00 – 4:00 pm Group 2 Meeting

Wednesdays 4:00 – 5:00pm Group 3 Meeting

3) Leadership Lab (must sign up for a group and attend all six sessions as scheduled by senior mentor) 1 hour weekly As Scheduled (allow 1 ½ hrs)

* All students need to attend weekly Skills Seminars and Communication Skills Groups (weekly for 10 weeks) and labs for 6 weeks. Please circle the group time that works best for you. Keep this schedule in mind when you are signing up for classes and other activities. If necessary, we will add a group on Wednesdays from 5:00pm – 6:00pm or Fridays from 9:10 am to 10:10 am. All group meetings take place in the Hollins Room on the 3rd floor of the Library. BLI students will attend Skills Seminar in the VAC Room 119.

I, _____, agree to attend **Orientation, Skills Seminar, Leadership Lab, and one Communication Skills Group weekly**. I understand that I am making a three-

year commitment to the program. I have also attended the group interview and information session on April 26th from 5:30 – 7:00pm in Ballator Gallery or made alternate arrangements with the Director.

Signature

Please Return to Abrina Schnurman-Crook in West 130

APPENDIX B

Correspondence

Hello _____,

My name is Jennifer Slusher, I am a doctoral candidate at Virginia Tech and my dissertation research involves a study of the Batten Leadership Institute. I was a doctoral intern for the BLI during the first year of the program, and I currently work for the Hollins Student Health and Counseling as the Counseling Coordinator.

I am conducting a qualitative case study of the BLI, which is designed to better understand the experiences of individuals involved with the institute. In order to conduct my research, I must interview students, faculty, and administration associated with the BLI to learn more about their experiences. I will need 6 students, 2 from each class, to be part of my study and will take just one to two hours of your time. There is very minimal risk to participating in my study and your name and interview will be kept confidential.

Your participation is vital to the completion and success of my study and will contribute to the literature on single-sex education, women's leadership, and women's leadership training programs.

If you are interested in participating, please respond to this email or feel free to call me at 344-6141. After I have received all responses, I will randomly select two students from each class to interview and will contact you if you were selected.

Thank you, in advance, for your assistance with this project.

Sincerely,

Jennifer J. Slusher

APPENDIX C

Participant Consent Form

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Informed Consent for Participants

in Research Projects Involving Human Subjects

Title of Project: A Case Study of the Batten Leadership Institute at Hollins University

Investigator: Jennifer J. Slusher Advisors: Dr. Gerard Lawson and Dr. Penny Burge

I. Purpose of this Research/Project

This study will be a case study with an in-depth, descriptive analysis of the establishment of a women's leadership education and training program at Hollins University. The study will provide an opportunity for illustrating the details of the planning of the program, its implementation and current operations, and the complexities involved. The study will be focused on the impact of the program on the students and administrators involved in the development of the program during this period. The researcher will describe how the Batten Leadership Institute has evolved over the past two years with a focus on how it came into being, what it was like, then and now, and changes that have occurred. The influence of the director, administration, staff, and students on the BLI will be analyzed.

II. Procedures

The procedures of this research study will include one to two interviews of each participant. These interviews will take place in an environment that is agreed upon and comfortable to both participant and researcher. The interviews will take place in a location that protects the identity of the participants if they so choose. All interviews will be audiotaped, and the researcher will have the tapes transcribed by another party. Confidentiality of the participants will be protected, and any data from interviews will be unidentifiable when reported in the study.

III. Risks

The researcher will protect the confidentiality of the research participants, and all possible measures will be taken to eliminate the minimal risk associated with the participants being students. The participants may be asked to describe and discuss their experiences while participating in the BLI that could possibly cause discomfort if an unpleasant experience is being described. The participants will be able to stop an interview or line of

questioning at any point. All participants will be offered the opportunity to read their own cases in the study and provide feedback to the researcher.

IV. Benefits

The possible benefits to the participants of this study are that they will be given the opportunity to reflect upon their own experiences and possibly view their experiences from different perspectives. No promise or guarantee of benefits has been made to encourage them to participate.

Hollins and the BLI may benefit from the information in and results of this study by being offered possible insights regarding how to increase and possibly improve the number of successful students and possibly improve the program as needed.

V. Extent of Anonymity and Confidentiality

Confidentiality of the participants will be protected if they so choose. Only the researcher will know the identity of the participants, and the researcher promises not to divulge the identity of the participants to anyone. Pseudonyms will be used, and any identifying characteristics of the participants will not be revealed in this study. At no time will the researchers release the results of the study to anyone other than individuals working on the project without their written consent.

The tapes of interviews and transcriptions of interviews will be stored in a secure location by the researcher. No one, other than the researcher, will have access to these materials with the exception of a third party who will transcribe the tapes. Tapes and transcriptions of interviews will be destroyed when research involving these items is deemed complete by the researcher. Data will be secured in a locked file cabinet with access limited to the researcher.

The researcher will be forced to break confidentiality if child abuse is known or strongly suspected or if the participant is believed to be a threat to her/himself or others.

VI. Compensation

Participants will receive no compensation for their participation in this study.

VII. Freedom to Withdraw

Participants are free to withdraw from a study at any time without penalty. Participants are free to not answer any questions or respond to experimental situations that they choose.

There may be circumstances under which the investigator may determine that a participant should not continue to be involved in the study.

VIII. Approval of Research

This research project has been approved, as required, by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University and by Hollins University.

IRB Approval Date _____ Approval Expiration Date _____

IX. Subject's Responsibilities

I voluntarily agree to participate in this study. I have the following responsibilities:

7. To participate in one to two interviews.
8. Provide member check of own case study to researcher.

X. Subject's Permission

I have read and understand the Informed Consent and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent:

_____ Date _____

Subject signature

Should I have any questions about this research or its conduct, I may contact:

Investigator(s) Telephone/e-mail

Jennifer Slusher 344-6141 jslusher@vt.edu

Faculty Advisors Telephone/e-mail

Dr. Gerard Lawson 231-9703 glawson@vt.edu

Dr. Penny Burge 231-3986 burge@vt.edu

Departmental Reviewer/Department Head Telephone/e-mail

Dr. M. David Alexander 231-5642 mdavid@vt.edu

Chair, IRB Telephone/e-mail

Dr. David Moore 231-4991 moored@vt.edu

Office of Research Compliance

Research & Graduate Studies

Subjects must be given a complete copy (or duplicate original) of the signed Informed Consent.

APPENDIX D

IRB Approval




Institutional Review Board

Dr. David M. Moore
IRB (Human Subjects) Chair
Assistant Vice President for Research Compliance
CVM Phase II- Duckpond Dr., Blacksburg, VA 24061-0442
Office: 540/231-4991; FAX: 540/231-6033
email: moored@vt.edu

DATE: February 25, 2005

MEMORANDUM

TO: Gerard F. Lawson ELPS 0302
Penny L. Burge ELPS 0302
Jennifer Slusher

FROM: David Moore 

SUBJECT: **IRB Expedited Approval:** "A Case Study of the Batten Leadership Institute at Hollins University" IRB # 05-136

This memo is regarding the above-mentioned protocol. The proposed research is eligible for expedited review according to the specifications authorized by 45 CFR 46.110 and 21 CFR 56.110. As Chair of the Virginia Tech Institutional Review Board, I have granted approval to the study for a period of 12 months, effective February 25, 2005.

Virginia Tech has an approved Federal Wide Assurance (FWA00000572, exp. 7/20/07) on file with OHRP, and its IRB Registration Number is IRB00000667.

cc: File

Department Reviewer: M. D. Alexander

APPENDIX E

Interview Guide

Interview Questions for the Director, Katherine Walker & Associate Director, Abrina Schnurman-Crook

1. What was the process by which Hollins University came to initiate a leadership program?
 - a. Tell me about what prompted you to design a leadership program for Hollins?
 - b. Tell me about the steps involved to get the program running?
2. What guided the development of the leadership program?
 - a. Who were the key players at Hollins who assisted in the development of the program?
 - b. How did they assist in the development of the program?
3. How has the program impacted its participants?
 - a. Tell me about the changes you have observed in the students who participated in the program, positive and negative.
 - b. What feedback have you received from the student's regarding their participation in the program?
4. What are the perceptions of the involved administrators, faculty members, and students of the leadership program on the impact the program has had on the campus?
 - a. Tell be about the feedback you have received from administrators, faculty regarding the development of the program.
 - b. Is your feedback different now that the program has been in existence for 3 years? If so, how?

- c. What is your personal philosophy about leadership?

Interview Questions for Faculty and Administrators

1. What is the process by which Hollins University came to initiate a leadership program?
 - a. Tell me about how you became involved in the development of the BLI.
 - b. What role did you specifically play?
 - c. What were the challenges, if any, of this role?
 - d. Tell me about your perceptions of the program in the beginning compared to now.
 - e. What would you keep the same about the program and what would you change?
- d. What is your personal philosophy about leadership?

Interview Questions for Student Participants

1. What prompted you to apply to the BLI?
2. Tell me about your experiences in the BLI.
3. What were your first impressions of the program?
4. How have those first impressions changed or stayed the same?
5. Tell me about how you have changed, if at all, since participating in the BLI, as a leader and personally.
6. What would you change and keep the same about the program?
7. Is there someone from Hollins who has had a significant impact on your experience?
8. What is your personal philosophy about leadership?

Interview Question for the 2002-03 Doctoral Intern

1. How did you become involved in the BLI?
2. What role did you play in the BLI?

3. Tell me about the changes you have observed in the students who participated in the program, positive and negative.

4. What feedback did you receive from the students about the program?

5. What would you change and keep the same about the BLI?

6. What is your personal philosophy about leadership?

APPENDIX F

Batten Leadership Institute
Leadership Lab Training Manual
for Seniors
2005

Conducting Effective Leadership Labs

Introduction:

As you know, the Leadership Lab is an extraordinarily important part of the Batten Leadership Institute. It is the only forum in which students get to experience, watch, review and process their performance within the program (and possibly the only opportunity in their lives). It is your job to make those 30 minutes a week in lab count. As their leader, you will need to provide an environment that is conducive to learning, productively and consistently give your students feedback about their performance, and help each student come up with ideas, goals, and objectives to help her improve her communication. Every sophomore student should come out of this experience with evident improvement.

Process:

1. Watch Simulation and Fill Out Checklist.
2. Review Tape and Give Feedback.
3. Process Feedback
4. Set Communication Goals.
5. Make Copy of Checklist or Turn Original into BLI Office.
(Depending on whether the copy room is locked.)

Giving Feedback during Lab:

While rewinding tape ask each student to evaluate her own performance, taking note of what she says. Review the tape and point out what went well. Ask about trouble spots, making sure the most important of these are addressed. If she comes up with your concern on her own, agree and give her kudos for noticing. If she doesn't, tell her your concern and have her come up with ideas of how to address the problem. If she can't come up with ideas offer some. Write down any changes she needs to make or things for her to watch for. Remember to also clearly state what she does well. She needs to know this, too. Use a 3 to 1 rule (at least three positive comments for every one piece of constructive feedback). Be sensitive to varying degrees of presentation skills. If you have a developed communicator partnered with one that needs a good deal of work, you make sure that you give fairly equal ratios of feedback (again 3 to 1). Pick and chose areas to work on with less developed communicator and work to find strengths. Help more skilled communicators fine-tune.

Checklists:

Students will not be able to remember much of the important feedback you give them, so it is important that you record your feedback on the Leadership Lab Checklist.

Progress Summary:

At the end of November, you will need to write a progress summary for each of your students. These summaries should be no more than one page that highlights your student's strengths, areas in which she made major improvements, areas in which you have just begun to see improvement, and areas that require future work. Do not leave a student without something to work toward. Your report should end with a brief review of her strengths and what was positive for you in working with her. The reports are due the Monday after you return from Thanksgiving Break.

We may make minor edits before sharing with the student. Nothing on the report should surprise your student. It should all have been said during sessions and noted on checklists. Please refer to the Sample Summary on Page 5.

Name of Student Sandra Conner
Name of Lab Consultant Angela Darren
Leadership Lab Simulation # 2 Date xx/xx/xx

Leadership Lab Checklist (SAMPLE)

Body Language (Describe each of the following.)

Posture Erect, but head was often down, looking at notes
Eye contact Difficult b/c of over reliance on notes
Gestures Animated, sometimes effective, sometimes distracting, betrayed nervousness

Voice (Describe each of the following.)

Tone Excellent
Rate Quick, need to slow down
Volume Perfect

Articulation (Describe each of the following.)

Speech (Clear, easily understood, etc.) Clear, but affected by rate
Use of "filler words" (List each & indicate number of times used.) Excellent for most of the speech. At the beginning, when you were most nervous, you used "umm", and "you know" frequently.
Grammar (List any errors and suggested improvements.) No errors
Syntax (List any errors and suggested improvements.) Used "misconnect" instead of "disconnect"

Content (Indicate the following.)

Emotionally Convincing Excellent, you poured your heart into writing this without being overly sentimental, and it showed.
Logically presented Your work writing the speech paid off here: points were well made; nice, logical flow.
Exhibited possibility thinking Excellent! This is a clear strength of yours.
Generated solutions Definitely, speech focused on possibility and solutions!

General Leadership Presence

Did you listen? N/A
Did you indicate an understanding of the other's idea? N/A
Did you appear confident? How? Suggestions for improvement: Improved as you continued to speak. Reliance on notes and nervousness affected your ability to appear confident. Use relaxation exercises, practice and memorize speech.
Did you convey competence? How? Suggestions for improvement: Generally yes, but nervousness undermined this a bit. See above suggestions.
Did you convey openness and warmth? Suggestions for improvement: Yes, excellent!

Other important feedback: You have such excellent ideas, and your content was terrific. Working on increasing your public speaking confidence will help. You also could try relaxation exercises before speaking and visualizing yourself confidently

delivering an eloquent speech. Memorizing short speeches and practicing will also help.
Great work! I appreciated your speech! Maybe you should run next year!

Leadership Lab Goal: Increase presentation confidence through visualization and
relaxation exercises.

Leadership Lab Summary for Sandra Connor
November 2005
(SAMPLE)

Sandra made significant progress in developing her leadership skills through her work in the Leadership Lab. She exhibited excellent voice quality, tone and expression. She also generally had good eye contact with her audience or partner during most simulations. Sandra often spoke quickly but was able to slow down her pace in as she progressed through her sessions. Others will better absorb the content of her presentations if she can continue to slow down her speech as she so successfully practiced during lab sessions. Sandra was quite animated in her presentations and was convincing in her ideas. She had good suggestions appropriate to her simulation topic and thought expansively as she developed exciting new ideas. Sandra will be even more effective with others as she continues to work on presenting one thought at a time and then asking for feedback on that idea before presenting additional concepts.

Sandra also exhibited excellent listening skills and clearly understood her lab partner when she presented her perspective. She also exhibited a great deal of skill while negotiating with her partner. While she remained open to her partner's ideas and opinions, she was also able to clearly state her position and subsequently compromise thoughtfully. Sandra often presented herself with both confidence and competence, particularly when she was not required to give a prepared speech.

When making a speech or formal presentation, Sandra tended to get distracted and look at her notes frequently. I suggest that Sandra memorize short presentations so that she can make them without notes. Practicing giving a brief speech at least several times before the event will help her become more comfortable speaking without notes. Longer presentations will require notes, but frequent practice will help her gain composure and confidence. Sandra has increased awareness of her body language, especially distracting hand and nervous body movements, and as a result improved her ability to convey herself and her important ideas to others. Relaxation exercises and experience will also help her gain a confident presence when speaking publicly.

Sandra appeared more confident each time she engaged in a simulation exercise and has made important progress while practicing her leadership skills. I enjoyed my time working with her and improved in my own leadership development through my experience with her. Sandra's hard-work, intelligence and natural connection with others served her well in lab and will continue to do so as she continues in her leadership development.

Leadership Lab Simulation #1
Commitment #3 Envision the future

Role #1

You are an owner of a small magazine for university and college women in Virginia. Among other qualifications (which all the applicants you plan to interview have), you are looking for someone with a vision for expanding your magazine's distribution into all colleges and universities across the country. You also have some ideas of your own that you need to communicate to the applicant during the interview to see if you can work together to make this enormous transition. For this simulation you can focus on either magazine content or marketing. Consider your observations of current trends, your experience, and your perceptions of the future for this population to generate ideas for a general 3 – 5 year plan for expansion and communicate those to the applicant.

Role #2

You are interviewing for a job with a small magazine for university and college women in Virginia. Among other qualifications (which you have) the ad in the newspaper stated that they were looking for someone with a vision for expanding the magazine's distribution into all colleges and universities across the country. For this simulation you can focus on either magazine content or marketing. Consider your observations of current trends, your experience, and your perceptions of the future for this population to generate ideas for a general 3 – 5 year plan for expansion and communicate those to the magazine's owner during the interview.

Leadership Lab Simulation #2
Commitment #4 Enlist Others

Everyone has the same role:

The Hollins' student body recently elected you as SGA president. You have 5 minutes to make a speech before the entire student body. This is your opportunity to articulate your vision and motivate others to join you in your work to realize those aspirations.

Consider:

Your own personal convictions

Martin Luther King's "I Have a Dream" speech

The common aspirations of the Hollins student body

Animating your vision so that others can touch, hear, taste, see and feel it.

Use powerful language: use of metaphor, examples, anecdotes and stories

Convey the energy of possibility

Leadership Lab Simulation #3

Commitment #5 Search for Opportunities

In this simulation, you are charged with creative thinking to come up with ways to change the current process. Please have at least one idea developed about a change here at Hollins University before your Leadership Lab and be prepared to act out your role.

Role #1

You are the newly elected president of the student body here at Hollins University meeting with the outgoing president. The purpose of the meeting is for her to tell you about the general procedures at Hollins University. Identify something that you think needs changing at Hollins University you plan to work on as the new president and get input from the outgoing president about what she thinks.

Role #2

You are the outgoing president of the student body here at Hollins University meeting with the incoming president. The purpose of the meeting is for you to tell the incoming president about the general procedures at Hollins University. You also have some ideas based on your experience about what changes she can implement next year. Identify those ideas and communicate them to her.

Leadership Lab #4

Commitment #6 Experiment and Take Risks

This is a brainstorming opportunity for your Semester Leadership Project. For this project, you are to embark on a leadership adventure for the spring semester. This project will be peer reviewed and approved in late November. Those of you in current leadership positions may choose your current position but must set some new goals for yourself in that position. Others of you may decide to try to obtain leadership positions on campus. Still others may do something more entrepreneurial in the community. Hopefully, 2 or 3 of you will design, coordinate and lead the leadership workshop for area high school students.

For this simulation you are to brainstorm ideas with your partner, throwing out whatever comes to mind. Be creative. You are to take the risk to sound crazy and present half-baked ideas. When your partner is brainstorming, it is your job to create an environment conducive to taking risks through support, asking questions, and generating more ideas from the ideas your partner presents.

Consider the following ideas to help jump-start your thinking:

Organizing a fundraiser for a cause you believe in

Advocating for cause you believe in

Joining a local board

Starting a new club on campus

Taking a leadership position in an existing club on campus

Beginning a small entrepreneurial project

Teaching elementary, middle school or high school-aged students in an area of interest

Developing something new

Leadership Lab Simulation #5
Commitment # 7 Foster Collaboration

Role #1

You have successfully started an organization on the Hollins Campus. After a year of hard work, planning and recruitment your organization is actively underway. You recently requested funding and received disappointing news that another organization that began about the same time is perceived to have a similar mission. The mission of your club involves “encouraging engagement on campus through first-year recruitment.” Your vision is to have every first-year involved in at least one extra-curricular activity on campus before the fall semester comes to an end. It was requested that you meet with the president/founder of the other organization and work out a way to merge the two. You are very committed to your organization, its vision and its mission and have concerns that the other organization’s mission is narrower in scope but recognize that some sort of partnership or merger needs to happen in order to get the funding you need. The simulation is the meeting between you and the other president/founder.

Role #2

You have successfully started an organization on the Hollins Campus. After a year of hard work, planning and recruitment your club is actively underway. You recently requested funding and received disappointing news that another organization that began about the same time is perceived to have a similar mission. The mission of your club involves “encouraging political activism on campus through first-year recruitment. Your vision is to have half of all first-years involved in at least one political activity on campus before the fall semester comes to an end. It was requested that you meet with the president/founder of the other organization and work out a way to merge the two. You are very committed to your organization, its vision and its mission and have concerns that the other organization’s mission is broader in scope but recognize that some sort of partnership or merger needs to happen in order to get the funding you need. The simulation is the meeting between you and the other president/founder.

For this simulation consider:

Finding common ground

Use of “we”

Focus on advantages of partnership

Consider your needs and those that you perceive are the needs of the other party

Use of reflective listening

What are you willing to give up?

Who will be the new president of the organization?

Leadership Lab Simulation #6
Commitment #8 Strengthen Others

** For this simulation you can choose an existing club or one that already exists. If you are already in a leadership position on campus, we advise that you apply this exercise to that organization.

You are the leader of a club (10 members) here on campus and have identified that your club members are in a bit of a slump. Knowing that people perform best when they feel capable and appreciated, you decide to open each meeting with a brief review of contributions from all of your members. Unfortunately, there are a few members you feel have not lived up to their potential. For each of those members, identify a talent or attribute you admire in that person and express a positive feeling about how that contributes or could contribute to the organization. Example: “Sally’s ability to encourage others will serve us so well when we face the difficult task of organizing our fundraiser.”

For this simulation, open a meeting with the brief positive comments that include all 10 club members.

For this simulation consider:

“Exemplary leaders make others feel strong” (Kouzes & Posner, p. 181).

The five leadership essentials of sharing power:

Ensuring self-leadership

Providing choice

Developing competence

Assigning critical tasks

Offering visible support

Leadership Lab Simulation #7

Commitment #9 Recognize Contributions

Reflect on several times that you felt like an important part of a team or group that accomplished something. What made you feel appreciated, important? How was that conveyed? Who conveyed it? Why was it important to you? People are motivated by different things. Consider rewarding people with recognition, (for working folks, pay, title, promotions), credit, self-actualization, achievement, ongoing positive feedback and coaching, etc.

Apply this thinking to one of the following scenarios:

You work as the regional manager for Mill Mountain Coffee and Tea and are responsible for the operation of 5 stores. Each store has a manager and at least 15 employees. For this simulation, you are to present a plan to the owner to improve service and morale.

As a current leader in an organization on or off campus you are to develop and present a plan to your advisor to improve morale and increase member investment in that organization.

Projecting into the future and thinking about your potential project, you are to develop and present a plan to a BLI colleague to improve morale and increase member investment in the organization, club or group that developed (or already existed) in relation to your project.

Leadership Lab #8

Commitment #10 Celebrate the Values and Victories

Under your leadership, your organization (you pick an area of interest or better yet, an organization in which you are currently involved) on campus has exceeded its goal for the year. You know there is some extra SGA money for organizations that apply with a specific plan and rationale for spending the money. You have decided that celebrating the team's great accomplishment would be an excellent way for the SGA to allocate some of that money. For this lab you are to design a 5-minute speech that conveys to the funding committee your plan and why it's important to fund your plan and celebration.

APPENDIX G

BLI Model and Working Plan

THE BATTEN LEADERSHIP INSTITUTE at
HOLLINS UNIVERSITY

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OVERVIEW
MODEL

←PERSONAL GROWTH→

Interpersonal Development Communication Skills Group Leadership Resource Group	Intrapersonal Development Individual Leadership Development Project Career Calling Program
Skill Development Skill Seminars Leadership Lab Leaders' Forum	Applied Leadership Semester Leadership in Action Experience Extended Leadership in Action Experience Student Board Membership Student Mentor Program

←EXPERIENTIAL GROWTH→

SCHEDULE OF PROGRAMS

Student Year

Freshmen

Fall Semester

Spring Semester

Sophomore

Fall Semester

Spring Semester

Junior

Fall + Spring Semesters

Senior

Fall + Spring Semesters

Program

Emerging Leaders

Emerging Leader

Skills Seminar

Leadership Lab

Comm. Skills Group

Individual Leadership Project

Lab Consulting

Leadership Resource Group

Individual Leadership Project

Semester Leadership in Action Project

Extended Leadership in Action Project

Career Calling Project

Leaders' Forum

Student Advisory Board

Mentoring

Recruiting

Direct Support

Senior Students +
Tamara Futrell

Program Director
Program Director
Doctoral Interns
Doctoral Interns

Program Director
Doctoral Interns

Doctoral Interns

Students Peers (facilitated by Program Director)

Student Peers
(facilitated by Program Director)
Career Center Staff
Community Leaders

Senior Peers + Community Leaders + Program Director

SUPPORT TEAM

DIRECT PROGRAM CONTRIBUTORS

Program Director

Responsibilities: Administration
Leadership Lab Supervision
Doctoral Intern Supervision
Skill Seminar Instruction
Community Leader and Student Board Liaison
Program Development
Facilitation of Peer Project Reviews

Senior Students

Responsibilities: Recruiting Freshmen
Mentoring Sophomores
Student Board Membership

Community Leaders

Responsibilities: Leaders' Forum
Advisory Board Membership
Mentoring Juniors

Doctoral Interns

Responsibilities: Communication Skills Group
Leadership Resource Group
Leadership Lab Assistance
Individual Leadership Development Project Consultation

Career Center Staff

Contributions: Assessment
Individual Leadership Project
Career Calling Program

CONSULTING CONTRIBUTORS

Faculty

Contributions: Skill Seminars
Mentoring
Board Membership
Individual Leadership Development Project

PROGRAM DESCRIPTIONS

COMMUNICATION SKILLS PROGRAM

PURPOSE

The Communication Skills Program develops students' ability to give and receive direct feedback, accurately interpret the non-verbal behaviors of others, and understand the impact of their own verbal and non-verbal communication on others.

GOALS AND OBJECTIVES

Goal 1: Students will effectively give direct feedback to others.

Objective 1: Students will reduce any anxiety associated with giving direct feedback.

Objective 2: Students will consider the implications of their observations before giving feedback to others.

Objective 3: Students will verbalize feedback using approaches that are clear and maximize receptiveness in others.

Goal 2: Students will employ feedback from others as a leadership growth tool.

Objective 1: Students will reduce any anxiety and defensiveness associated with receiving direct feedback.

Objective 2: Students will process feedback from others

Objective 3: Students will absorb feedback they deem helpful to their development as leaders.

Objective 4: Students will make changes based on productive feedback received.

Goal 3: Students will increase their awareness of their non-verbal behaviors.

Objective 1: Students will understand the impact of their non-verbal behaviors on others.

Objective 2: Students will demonstrate congruent verbal and non-verbal behaviors.

Objective 3: Students will use non-verbal behaviors to help them communicate consistently and maximize receptiveness in others.

Objective 4: Students will use non-verbal behaviors to encourage open communication from others.

Goal 4: Students will accurately interpret the non-verbal behaviors of others.

Objective 1: Students will describe non-verbal behaviors of others and what those behaviors communicate.

Objective 2: Students will identify incongruent verbal and non-verbal behaviors in others.

PROGRAM SUPPORT

Two Counselor Education doctoral interns from Virginia Tech will facilitate these groups. They will serve as group leaders and provide weekly session notes to each of the students. In addition, the leaders will compose a Progress Summary for each student when the group concludes. The interns will videotape each session for both student use and their own supervision. The program director will provide clinical supervision to the interns.

SCHEDULE

The communication skills groups will meet weekly for 10 sessions during the Fall Semester. Groups will meet for 90 minutes. Student time required is 15 hours.

STUDENT REQUIREMENTS

Students will be required to attend every session and actively participate in the group. If students miss a session, they can view the tape of the session and review the leaders' notes.

GENERAL DESCRIPTION

Two doctoral interns will facilitate each group. They will support, encourage, and challenge members to provide direct feedback to each other with a here and now focus. The model of facilitation for the group will be loosely based on Yalom's *Theory and Practice of Group Psychotherapy* and research conducted by the Harvard Negotiation Project (*Difficult Conversations, Getting to Yes*)

EVALUATION

Students will receive ongoing feedback and evaluation from peer group members and group leaders. Group leaders will provide a written Progress Summary for each group member after the group's conclusion.

Students will evaluate the program using a brief form with ratings and narrative.

SKILL DEVELOPMENT SEMINARS PROGRAM

PURPOSE

The Skill Development Seminars teach students 10 core leadership skills based on the 5 fundamental practices of exemplary leadership identified by Kouzes and Posner's (1995) research.

GOALS AND OBJECTIVES

Goal 1: Students will demonstrate 10 core women's leadership skills based on the 10 commitments of leadership developed by Kouzes' and Posner's research.

Objective 1: Students will explore opportunities and seize investigated prospects.

Objective 2: Students will experiment and take risks.

Objective 3: Students will envision an uplifting future.

Objective 4: Students will enlist others in a common vision.

Objective 5: Students will foster collaboration.

Objective 6: Students will strengthen people.

Objective 7: Students will set examples for others in conducting their daily life.

Objective 8: Students will achieve in small steps.

Objective 9: Students will recognize individual contributions.

Objective 10: Students will celebrate team accomplishments.

PROGRAM SUPPORT

The program director will teach the skill seminars.

SCHEDULE

Skill seminars will convene for 90 minutes once a week for 10 weeks during the Fall semester of students' sophomore year.

STUDENT REQUIREMENTS

Students will attend and actively participate in the skill seminars, provide rating and narrative evaluation of the program, and take the Student Leadership Practices Inventory (Student LPI; Kouzes & Posner, 1998). Student time required is 16 hours.

GENERAL DESCRIPTION

Students will attend 10 seminars, each based on one of the objectives listed above. The seminars will be taught using lecture, multi-media, group discussion and exercises, and reflective writing. Each skill seminar will have a corresponding leadership lab simulated experience. (See Leadership Lab program description.)

EVALUATION

Students will evaluate the program using ratings and narrative. In addition, students will take the Student LPI.

Students will receive a certificate of completion for meeting attendance and participation requirements.

LEADERSHIP LAB PROGRAM

PURPOSE

The Leadership Lab gives students the opportunity to practice and integrate skills taught in the Skill Development Seminars using videotaped simulated lab experience.

GOALS AND OBJECTIVES

Goal 1: **Students will apply ten leadership skills to a simulated problem.**

Objective 1: Students will practice leadership skills.

Objective 2: Students will review and process performance in simulated activity.

Goal 2: **Students will define situations outside of the leadership lab to apply skills.**

Goal 3: **Students will identify skills that need further development and those that are already areas of strength.**

PROGRAM SUPPORT

The program director will design simulations, facilitate ongoing peer feedback, and review each simulation tape with individual students. Doctoral interns will support the program director through coaching students before, during, and immediately after simulations. The coordinator will also write a leadership lab progress summary for each student.

SCHEDULE

The leadership lab will be open for students on Wednesday afternoon and evenings. Students will schedule an hour weekly and meet at the same time every week.

STUDENT REQUIREMENTS

Students are required to participate in a leadership lab simulation for one-half hour weekly and then review their tape during a processing session for the following half-hour. Student time required is 10 hours.

GENERAL DESCRIPTION

Students will schedule a weekly time and participate in a simulated experience based on the skill discussed in the previous skill seminar. Doctoral interns and/or the program director will coach, support, teach, and evaluate student performance.

EVALUATION

Students will receive ongoing and immediate feedback as well as a leadership lab progress summary at the end of the program from the program director.

Each student will complete an evaluation form with narrative and rating responses.

SEMESTER LEADERSHIP IN ACTION PROJECT

PURPOSE

Through their Semester Leadership in Action Projects, students apply their creativity and innovation to designing and implementing a short-term leadership experience.

GOALS AND OBJECTIVES

Goal 1: Students will develop and present a Semester Leadership in Action Proposal to their peers.

Objective 1: Students will use leadership skills learned to gain support for support for their projects.

Goal 2: Students will apply communication and evaluation skills during the peer proposal process.

Objective 1: Students will give feedback about proposals and presentations.

Objective 2: Students will approve or request a revised proposal with recommended amendments.

Objective 3: Students will make difficult decisions about how to deal with unsatisfactory proposals.

Goal 3: Students will assume a leadership role in a project they have designed for one semester.

Objective 1: Students will experience leadership.

Objective 2: Students will improve their leadership skills through experience.

Goal 4: Students will effectively communicate their experience to peers.

Objective 1: Students will demonstrate personal growth through their experiences.

Objective 2: Students will demonstrate reflection upon that experience and implications for future leadership experiences.

PROGRAM SUPPORT

Students hold primary responsibility for the Semester Leadership in Action Project. The program director will facilitate peer review process.

SCHEDULE

The Semester Leadership in Action Proposal will take place during the same time as the Skills Seminar the week following its conclusion. Amended proposals will be presented the following week at the same time.

STUDENT REQUIREMENTS

Students must develop a Leadership in Action Proposal based on the Semester Leadership in Action Proposal Worksheet. Each student will make a 10-minute presentation of their proposal to their peers. In order to help organize written and verbal feedback, each student will fill out the Feedback Worksheet to give to the proposing student. Students who are required to make a second presentation with an amended proposal must make a 10 minute presentation about amendments made and a rational for any recommended amendments rejected. Students with proposals that do not receive majority approval following the second meeting will have to design their own forum to receive majority approval. No project can move forward without majority student approval. Students will complete their projects by April of their sophomore spring semester. Students are required to give a 10-minute presentation about their experience in April. Students are required to fill out an evaluation form and give verbal feedback to their peers. Students will individually determine how much time they put into this program.

GENERAL DESCRIPTION

The procedures for the proposals are described in the Student Requirements section. The students will design their own projects and the resulting diversity of project descriptions will reflect that student initiative.

EVALUATION

Students will evaluate each other's performance.

Project evaluation will be a part of the final student presentation.

LEADERSHIP RESOURCE GROUP

PURPOSE

The Leadership Resource Group provides students a formal support network of colleagues for their Semester Leadership in Action Project.

GOALS AND OBJECTIVES

Goal 1: Students will use the Leadership Resource Group as a resource for their Semester Leadership in Action Project.

Objective 1: Students will solicit support, advice, and insight from their colleagues.

Objective 2: Students will identify their colleagues' strengths and encourage peak leadership performance in others.

Objective 3: Students will identify skill deficits and offer suggestions for improvement.

Objective 4: Students will challenge colleagues with alternative approaches, new ideas, and direct feedback about their leadership performance.

Goal 2: Students will experience the value of a leadership network in helping them achieve success.

PROGRAM SUPPORT

Doctoral interns will facilitate the Leadership Resource Groups under the supervision of the program director.

SCHEDULE

The Leadership Resource Groups will meet weekly for 10 weeks during the Spring Semester of students' sophomore year.

STUDENT REQUIREMENTS

Students will be required to attend every session and actively participate in the group. If students miss a session, they can view the tape of the session and review the leaders' notes. This program requires 15 hours of student participation.

GENERAL DESCRIPTION

Doctoral interns will facilitate productive interaction among group participants to help them support, challenge, and encourage each other in their work on their Semester Leadership in Action Projects.

EVALUATION

Students will receive ongoing feedback and evaluation from peer group members and group leaders. Group leaders will provide a written summary of progress for each group member after the group had ended.

Students will evaluate the program using ratings and narrative.

INDIVIDUAL LEADERSHIP DEVELOPMENT PROJECT

PURPOSE

The Individual Leadership Development Project motivates students to enhance leadership strengths, improve areas of weakness and remove barriers to maximum leadership potential.

GOALS AND OBJECTIVES

Goal 1: Students will identify their leadership strengths and weaknesses.

Objective 1: Students will complete the Individual Leadership Worksheet.

Objective 2: Students will complete a battery of leadership related instruments.

Goal 2: Students will maximize their leadership potential.

Objective 1: Students will identify personal barriers to maximizing their potential.

Objective 2: Students will remove barriers to leadership potential maximization.

Objective 3: Students will build on identified strengths.

Objective 4: Students will identify available resources.

Objective 5: Students will use available resources for their benefit.

PROJECT SUPPORT

Project support will come directly from doctoral interns. Often, students will need to seek outside support for their Individual Leadership Project. This support may come from faculty, outside counseling, a volunteer coach, a class (i.e. public speaking course) or other resources.

SCHEDULE

Students will meet with their assigned doctoral intern early in the fall semester of their sophomore year to develop an Individual Leadership Development Plan. Students will determine their own schedule for the project but will be required to meet with an intern once before Thanksgiving break. They will also be required to meet with an intern at the beginning of the Spring Semester. Students will individually determine how much time they put into this program.

STUDENT REQUIREMENTS

A leadership evaluation battery will be administered and a Leadership Development worksheet. A meeting with their assigned doctoral intern early in the fall semester will be required. Students will be expected to arrive to that meeting with a completed Leadership Development Worksheet, which will serve as the foundation for the Leadership Development Plan. Students will also be required to meet with an intern once before Thanksgiving break and at the beginning of the Spring Semester. Students will keep a weekly journal and write a two-page reflection paper on their experience. Student will be

encouraged but not required to share their reflection paper with members of their Leadership Resource Group. Students will determine how much time they put into this program.

GENERAL DESCRIPTION

The general procedure is described under Student Requirements. The students will design their own projects and the resulting diversity of project descriptions will reflect that student initiative.

EVALUATION

Feedback about the usefulness of the project will be welcomed by the program director. Each student will evaluate her work in her reflection paper.

EXTENDED LEADERSHIP IN ACTION PROJECT

PURPOSE

The Extended Leadership in Action Project challenges students to exercise their creativity and innovation through designing and implementing their own extensive leadership experience.

GOALS AND OBJECTIVES

Goal 1: Students will develop and present Extended Leadership in Action Proposals to their peers.

Objective 1: Students will use leadership skills learned and the experience gained in their Semester Leadership in Action Project to solicit support for their projects.

Goal 2: Students will apply communication and evaluation skills during the peer proposal process.

Objective 1: Students will give feedback about proposals and presentations.

Objective 2: Students will approve or request a revised proposal with recommended amendments.

Objective 3: Students will make difficult decisions about how to deal with unsatisfactory proposals.

Goal 3: Students will assume a leadership role in a project they have designed for the academic year.

Objective 1: Students will experience leadership.

Objective 2: Students will build on their leadership skills through extended experience.

Goal 4: Students will effectively communicate their experience to peers.

Objective 1: Students will demonstrate personal growth through their experiences.

Objective 2: Students will demonstrate reflection upon that experience and implications for future leadership experiences.

PROGRAM SUPPORT

Students hold primary responsibility for the Extended Leadership in Action Project. The program director will facilitate peer review process.

SCHEDULE

The Extended Leadership in Action Proposal will take place during the same time as the Leaders' Forum 2 weeks prior to its commencement. Amended proposals will be presented the following week at the same time.

STUDENT REQUIREMENTS

Each student must develop an Extended Leadership in Action Proposal based on the Extended Leadership in Action Proposal Worksheet. Each student will make a 10-minute presentation of their proposal to their peers. In order to help organize written and verbal feedback, each student will fill out a Feedback Worksheet to give to the proposing student. Students who are required to make a second presentation with an amended proposal must make a 10-minute presentation about amendments made and a rationale for any recommended amendments they rejected. Students with proposals that do not receive majority approval following the second meeting will have to design their own forum to receive majority approval. No project can move forward without majority student approval. Students will complete their projects by April of the Spring Semester of their junior year. Students are required to give a 10-minute presentation about their experience in April. Students are required to fill out an evaluation form and give verbal feedback to their peers. Students will individually determine how much time they put into this program.

GENERAL DESCRIPTION

The procedures for the proposals are described in the Student Requirements section. The students will design their own projects and the resulting diversity of project descriptions will reflect that student initiative.

EVALUATION

Students will evaluate each other's performance.

Project evaluation will be a part of the final student presentation.

LEADERSHIP LAB CONSULTING PROGRAM

PURPOSE

The Leadership Lab Consulting Program provides students the opportunity to work out problems that arise in their Semester Leadership in Action and Extended Leadership in Action Projects.

GOAL AND OBJECTIVES

Goal 1: Students will use the Leadership Lab Consulting Program a resource to address issues that arise in their Leadership in Action Projects.

Objective 1: Students will use the lab as an opportunity to practice multiple skills as applied to project requirements like speeches, meeting facilitation, and decision-making.

Objective 2: Students will use the lab to practice leadership skills in need of further development.

Objective 3: Students will use the lab to gain insight into problems that arise during their leadership in action projects.

PROGRAM SUPPORT

The program director will facilitate the Leadership Lab Consulting Program. Doctoral interns will provide additional support and coaching as needed.

SCHEDULE

Leadership Lab Consultation appointments are made on an as-needed basis by students with the program director during students' sophomore spring semester and junior year.

STUDENT REQUIREMENTS

Students are encouraged to utilize this program as a resource. They make their own appointments with the program director at the lab. Students will individually determine how much time they put into this program.

GENERAL DESCRIPTION

Students will make appointments with the program director for a lab consultation. The nature of the student requests will determine the various processes of the consultation.

EVALUATION

Students will receive ongoing feedback during the consultation.

The evaluation of the program will be determined by student usage (hours and number of students). Students will also give direct feedback about the program.

LEADERS' FORUM

PURPOSE

The Leaders' Forum provides students the opportunity to learn about and integrate leadership qualities directly from accomplished leaders in a variety of fields. In addition, students will use the Leaders' Forum to solicit advice and suggestions from those leaders about specific issues that emerge in their Extended Leadership Projects.

GOALS AND OBJECTIVES

Goal 1: Students will listen to the wisdom shared by established leaders and incorporate that learning into their own leadership experience.

Goal 2: Students will ask questions, seek suggestions, and discuss solutions to problems that arise in their Extended Leadership Projects with community leaders.

Objective 1: Students will learn from information related to them by established leaders.

Objective 2: Students will apply that learning to their experience.

Goal 3: Student will appreciate the value of relationships with more experienced leaders.

PROGRAM SUPPORT

Community leaders serving on the advisory boards will direct the Leaders' Forum. The program director will facilitate the panel discussions.

SCHEDULE

Forums will meet one evening per week for 90 minutes for 20 weeks during the Fall (10 weeks) and Spring (10 weeks) semesters.

STUDENT REQUIREMENTS

Attendance and participation during the forum is required. Each student will bring an issue to discuss for each forum. There will not be time, however, to address each student's issue at each forum. Students that have issues addressed will be required to write a note to the panel participants thanking them for their time and advice and explain how their advice helped or could help in the future. Required student time is 15 hours of meeting time and any note writing time.

GENERAL DESCRIPTION

Students will meet with a panel of 3 community leaders for 90 minutes. The leaders will speak briefly (15 minutes each) to the students about important lessons they have gained from their experience as leaders. The second half of the meeting will consist of students presenting problems to be discussed by the community leader panel. Students will take notes of the suggestions and follow-up the interaction with a note thanking the leaders for their time and a brief description of their action plan based on those suggestions.

EVALUATION

Students' participation in the Leaders' Forum will be indirectly reflected in the evaluation of their Extended Leadership Projects.

Students will evaluate the program's effectiveness through ratings and narrative.

APPENDIX H

Progress Summary

Communication Skills Group Semester Evaluation December, 2002

BLI Student: "Sarah"

Group Leader: Jennifer Slusher

SUMMARY

Sarah's goal for the semester was to be more confident with confrontation and in giving her opinion. She made tremendous progress on this goal over the past 10 weeks. Sarah was initially quiet but as the group progressed, she was open and honest during group and communicated directly to her peers even when there were confrontations. She gave her opinions and feedback during sensitive times.

When other members were faced with challenges, she was supportive and always offered feedback. She brought examples to the group of experiences outside of the group which were difficult but in which she was able to practice her leadership skills and be successful. Sarah was receptive to feedback from peers who often commented how much progress she was making toward her goals. Sarah attended all sessions and appeared invested in the group process.

For the future, I suggest that Sarah continue to build on her progress by continuing to challenge herself and take risks as appropriate. It will definitely benefit her as a leader to continue to become more comfortable with conflict and confront others appropriately when and if needed.

I appreciate Sarah sharing herself with others. She was a pleasure to have in group.

APPENDIX I

Contact Summary Form

Contact Type:

Site: _____

____ Informal Personal Contact

Contact Date: _____

____ Scheduled Interview

Today's Date: _____

____ Phone Call

What were the main issues or themes that emerged from this contact?

Summarize the information received or did not receive during the contact:

<u>Research Question</u>	<u>Information</u>
--------------------------	--------------------

Other information:

What new or remaining target questions should be considered in the next contact visit?

Concerns/Follow-Up

Adapted from: Miles, H. B., & Huberman, A. M. (1994, p. 53). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage.

Contact Summary Form

Contact Type: Site: **Hollins Univ.-Leadership Resource Group**

Informal Personal Contact

Contact Date: 4/13/05

Scheduled Group Observation

Today's Date: 4/15/05

Phone Call

What were the main issues or themes that emerged from this contact?

The leadership resource group was for the sophomore student participants. There were 6 students and an intern present. Students discussed their projects and requested feedback and assistance as necessary. This group was very relaxed and informal. Projects discussed included an Aids Awareness program, the BLI webpage and the Hollins Big Sister Program. All students gave an update on the status of her project.

Summarize the information received or did not receive during the contact:

Research Question _____ Information

Issues related to 4 themes-a comprehensive approach, a holistic approach, expanded definitions of leadership, and personal transformation.

The Design of the BLI was comprehensive and holistic. This was evident in this meeting designed for sophomores, which provided them with the opportunity to give and receive feedback regarding their projects. The experience as a whole, including this resource group contributed to expanded definitions of leadership and their personal transformation.

Other information:

What new or remaining target questions should be considered in the next contact visit?

No questions currently-just observations

Concerns/Follow-Up:

None

Contact Summary Form

Contact Type: Site: **Hollins Univ.-Leadership Resource Group-2nd part**

Informal Personal Contact

Contact Date: 4/13/05

Scheduled Group Observation

Today's Date: 4/15/05

Phone Call

What were the main issues or themes that emerged from this contact?

The leadership resource group was for the sophomore student participants. There were 5 students and an intern present. Students discussed their projects and requested feedback and assistance as necessary. This group was very relaxed and informal. Projects discussed included a Model UN fashion show, sophomore/senior banquet, and the Young Democrats. All students gave an update on the status of her project.

Summarize the information received or did not receive during the contact:

Research Question _____ Information

Issues related to 4 themes-a comprehensive approach, a holistic approach, expanded definitions of leadership, and personal transformation.

The Design of the BLI was comprehensive and holistic. This was evident in this meeting designed for sophomores, which provided them with the opportunity to give and receive feedback regarding their projects. The experience as a whole, including this resource group contributed to expanded definitions of leadership and their personal transformation.

Other information:

What new or remaining target questions should be considered in the next contact visit?

No questions currently-just observations

Concerns/Follow-Up:

None

APPENDIX J

Document Summary Form

Site: _____

Document: _____

Date received: _____

Name or description of the document:

Event or contact, if any, with which document is associated:

Date:

Significance or importance of the document:

Brief summary of the contact:

If document is central or crucial to a particular contact (i.e. a meeting agenda, newspaper clipping...)

Adapted from: Miles, H. B., & Huberman, A. M. (1994, p. 55). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage.

Document Summary Form

Site: Hollins University-BLI office

Document: **The BLI Model and Working Plan**

Date received: July, 2002

Name or description of the document:

The BLI Model and Working Plan is the proposal Dr. Walker developed for the Hollins administrators. It included her personal model, schedule of programs and program descriptions including goals and objectives for each program.

Event or contact, if any, with which document is associated: I received this plan the summer before I began my graduate internship with the BLI.

Date: July, 2002

Significance or importance of the document:

This is the most important document I obtained. It is the final product representing all of her thoughts and planning regarding the BLI.

Brief summary of the contact: This meeting was an opportunity to talk to Dr. Walker about the BLI and her expectations of interns.

If document is central or crucial to a particular contact (i.e. a meeting agenda, newspaper clipping...)

Document Summary Form

Site: Hollins University-BLI office

Document: **The BLI Application**

Date received: January, 2007

Name or description of the document:

The BLI application was designed to gather background information on the BLI applicants.

Event or contact, if any, with which document is associated: I received this application in January of 2007 through email from Dr. Schnurman-Crook..

Date: January 2007

Significance or importance of the document:

Although it is an important information gathering tool, it does not hold a significant amount of weight. The BLI leaders allow any student who is willing to work hard and complete the requirements into the program. This application serves as a starting point for the application process.

Brief summary of the contact: n/a

If document is central or crucial to a particular contact (i.e. a meeting agenda, newspaper clipping...)

Document Summary Form

Site: Hollins University-BLI office

Document: **The Leadership Lab Manual**

Date received: January, 2007

Name or description of the document:

This manual was designed as a tool for the senior participants to assist with the lab functions and mentor the sophomores.

Event or contact, if any, with which document is associated: I received this application in January of 2007 through email from Dr. Schnurman-Crook..

Date: January 2007

Significance or importance of the document:

The Leadership Lab was designed to assist the senior students with learning how to mentor the sophomore students in the lab. It is the only forum in which students were able to experience, watch, review and process their performance within the BLI.

Brief summary of the contact: n/a

If document is central or crucial to a particular contact (i.e. a meeting agenda, newspaper clipping...)

Document Summary Form

Site: Hollins University-BLI office

Document: **Progress Summary**

Date received: Fall, 2002

Name or description of the document:

The summary is an example of how students were evaluated in their Communication Skills Group.

Event or contact, if any, with which document is associated: I completed this summary in the Fall of 2002 as a BLI intern.

Date: Fall 2002

Significance or importance of the document:

The summaries were an important tool in evaluating students. Although all areas of the program are evaluated, it can be difficult to evaluate a group with an emphasis on improving interpersonal skills.

Brief summary of the contact: n/a

If document is central or crucial to a particular contact (i.e. a meeting agenda, newspaper clipping...)

Supplement 1

Transcriptions

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Interview One

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Interviewer = J

Anna = A

J All right, today is March 11th, it's 9:20 a.m. and I'm meeting with Anna Epperson. Okay, thank you, thank you for coming.

A Yeah.

J I do need that. I need you to read over and sign the release, here's a pen, and I have a copy for you to keep too.

A Okay. Cool a case study. I should have done a case study. No compensation?

J Nope, sorry, no money (laughs).

A Here

J Thank you mam. Okay, well, as you know we're talking about a case study of the Batten and your experience as auh, as an intern. And I'm going to use your name, if that's okay with you, if you want a pseudonym we can do that but it's kind of obvious, who you are.

A Right.

J Any way, um, and so the staff and the administration, it's obvious what their titles are, so I'll be using their names and then for the students, I'll be using pseudonyms. So, it's not as threatening for them. Is that okay with you?

A Sure.

J Okay. Um, just start off by telling me a little bit how you became involved into the BLI.

A Um, I was just beginning my doctoral program, and Dr. Getz, Hildy Getz sent me an email about it and I guess, auh, that, Katherine Walker had, must have sent her an email about the program. So, Dr. Getz, um, told me about it and, um, that was, I don't know, I can't remember the, it was probably pretty quickly, May, June of 2002, somewhere around in there, I don't remember exactly but the summer of 2002 and so I decided to go ahead and do it. And um, met with Katherine Walker, um, we had lunch and we went from there.

J Okay. So what appealed to you, why did you feel like that this was something that you wanted to do.

A Well there were a number of practical reasons why it appealed to me. One was that it was in the Roanoke area so I didn't have to go to Blacksburg. Um, that was a practical reason, another was the fact that it was a leadership wellness program, that it was helping young

1 women in particular, develop their personal growth skills, as well as leadership skills and that
2 was very appealing. Plus, I knew of Katherine Walker, I didn't know her well. I had met her
3 and um, so I was, you know, I wanted to work with her. Plus I knew the reputation of
4 Hollins too.

5
6 J Okay. Had you had any previous experiences with anything like the Batten or anything with
7 leadership in general?

8
9 A Not that I can really remember, I don't think I ever have had any kind of leadership, um, I'm
10 trying to remember, but nothing comes to mind right off the bat.

11
12 J Okay, okay. So, what role did you play?

13
14 A Well, um, it was the beginning of the program and it was the first year for us, so, um, it was
15 really in the working stages and the planning stages since it had never been done before.
16 And, um there were two interns for, auh doctoral students from Virginia Tech who were to
17 work with the students, um, and, I don't know how much detail you want me to go into like
18

19 J Yeah, tell me, tell me about the different things that, the different roles that you played and
20 how you interacted with the students and

21
22 A Um, I'm trying to remember if there was anything that we actually did before school started,
23 I don't know, it seems like we met with Katherine several times to talk about what the
24 program was going to be like, and so forth. Most of the students had already been accepted
25 into the program before I, I'm going to use I instead of me

26
27 J Okay, that's fine.

28
29 A okay, auh, before I started into the program. So we really didn't have anything to do with
30 that, for that first year, as far as what students were chosen. Um, and so our basic duties, or
31 my basic duties was to work with the students in two different aspects: One was one on one
32 in the leadership skills and I'm not sure if that's exactly what it was called, let me go back
33 and see if I remember. There, um, there's actually, in their sophomore year, I was working
34 with sophomore students because the program starts in their sophomore year.

35
36 J Okay.

37
38 A And they were the only ones in the program and the program evolves or has evolved so that
39 it's sophomore, junior, and seniors. So, this is the third year for the program. Anyway, so
40 they had, um, their learning communication skills, and they had a seminar which Katherine
41 Walker presented once a week. And then based on those seminars, they had to practice
42 different skills and each week they had a different kind of assignment to do and so they came
43 to the leadership lab and they were video taped, doing whatever those things were. So,
44 basically, auh, I would set that up and then be there with them while they were doing it and
45 then critique them afterwards and go over them with them.

46

1 J Okay.
2
3 A Sometimes, um, we might do it over again. Not very often did we do that because their time
4 was very limited, but if they felt like they wanted to do it again, then we would video tape it
5 again and we would actually watch the video tape together at that point and critique it. So,
6 that was a powerful experience for them because a lot of them, well I don't know, I was
7 going to say a lot of them hadn't been video taped so they were kind of not used to being
8 video taped and to see themselves, um, was a good learning experience for them. So,
9 basically they, I, it was the critique giving them feedback on what they were doing and
10 talking with them about that. And, that was one particular, um, duty or role that I played. The
11 other role was, um, a group experience and this was, um, this was all in the fall that this
12 happened of the first of the year and it was a, um, a leadership group, and as I remember, I
13 was the leader of the group and it was based on, um, a Yalom, auh Irvine Yalom's type of
14 leadership, of auh, personal growth where we didn't necessarily have, it wasn't a structured
15 group, so it was for them to learn to give and receive direct feedback. That was probably the
16 most, um, rewarding part of the experience for me to be, be a part of that. And I learned a lot,
17 personally, because that, this was, um, I was an intern, I was having, this was my clinical
18 internship as part of my doctoral program
19
20 J Okay.
21
22 A so I was learning new skills as well as they were, so it wasn't like I was a total expert in this.
23
24 J Sure, you were learning as well.
25
26 A Right, I was learning as they were learning. So encouraging them, um, to give feedback to
27 each other we had some really auh, I started to say serious, and I think they were serious
28 issues that came up during the group, and um, people were able to reveal things about
29 themselves that they may have never revealed to anyone else. So it was a powerful
30 experience for them and some of them kind of seemed, as I remember, resent the group at
31 first. Um, and, but as time went on, I think that they started growing closer together. One
32 thing that I learned about the group is that sometimes people wouldn't come and because
33 they had, um, these young women are very busy and have rigorous schedules and when they
34 didn't come it really was a break in the group, and you know, one thing I learned about
35 groups, in particular is that you really do need that consistency
36
37 J Right.
38
39 A for groups to really grow together. And then if someone didn't come and then, um, they
40 don't know what happened before and to catch them up and all of that. So, that was, I really
41 see, I had read about that in books and knew about that, but to see it in action was really a
42 powerful experience.
43
44 J Were you able to address that within the group, as far as those people who didn't show up or
45 how important that consistency was?
46

1 A Yes, I did do that. Um, and I think that those members of the group who didn't show up
2 really missed a lot. And, um, you know, and as the semester went on, it seemed like people
3 wanted to come more and more. It's also interesting to see that some people dominated the
4 group more than others, I mean it typical of any group and to bring out, and it, there was such
5 a good diversity, it was just amazing the diversity in the group. And, I've really enjoyed that
6 a lot, um to see the, you know, the different cultures that people came from, auh, we had
7 international students, bi-racial students, um, different sexual orientations, it was, it was quite
8 auh, a good experience.
9

10 J Do you feel like the diversity in the group helped to, um, change the experience for anybody
11 or for yourself?
12

13 A I think it did really, auh, change the experience because I think what I want to say is that, um,
14 I think that people had, didn't have an experience with certain kinds of cultures that they had
15 in the group and I'm sure that that's, you know, I haven't followed the, that group since then,
16 but I'm sure that they have had more of that as times gone on. And I know that that's one of
17 the goals of the Batten leadership is to have, for people to interact with diverse groups of
18 people
19

20 J Right.
21

22 A so that, auh someone, um, you know, not everyone was auh high SES, you know, some
23 people were low or socioeconomic
24

25 J Right
26

27 A and so to see the, the struggles that people may have had was really good. Plus, to see the
28 international students and auh, um, I won't name anybody in particular but to see the
29 different ways that they had grown up was really enlightening for the members.
30

31 J Sure
32

33 A So I can say by-in-large that was one of the most powerful um aspects. Now, also there,
34 some of the students and now I can't remember exactly why, I did meet with them one-on-
35 one um, and I don't know if that was required or if we just did it, or why, I did that
36

37 J Okay.
38

39 A But, um, I did and that was a good experience too.
40

41 J Do you remember what kind of things you all addressed when you met one-on-one?
42

43 A Um, well we worked on, it's interesting one person was having trouble buying a car, they
44 didn't have enough money, and we talked about um how to do that and you know, that was
45 real interesting. Um, we talked about someone had, auh, a friend who had an eating disorder
46 and we talked about how to deal with that. Um

1
2 J So were you counseling them?
3
4 A Basically, that, it was counseling. Um, so it was really, and what you find is that leadership is
5 um, was not just leadership and being, you know out there kind of in the public, whoever you
6 are inside has an affect on your leadership skills and how you interact with other people, so
7 um, that's basically. Oh and then another role I had was to meet with my, with the director
8 once a week for supervision.
9
10 J Okay.
11
12 A And I taped, um, sessions with the students in the group and we would go over those and I
13 would get feedback on how that went.
14
15 J So this was a requirement through Virginia Tech, not Holland's, not for the Batten programs
16 specifically
17
18 A Right.
19
20 J but for your role as an intern through Virginia Tech.
21
22 A Exactly.
23
24 J Okay.
25
26 A I think that's the way it was, um, I know that we did it and didn't know we had to do it
27
28 J Okay.
29
30 A So, and then there, we had other goals where um, we would, were part of more campus wide
31 kinds of things, um, there were different um, events that we took part of, part you know, um
32 I'm trying to, there was a leadership for, this was in the, oh, oh I didn't talk about the spring
33
34 J Okay.
35
36 A Um, as each semester changed the program changed and we didn't do the leadership skills
37 anymore.
38
39 J Okay.
40
41 A Um, basically, we did the weekly group but it was different. Instead of being more of a
42 process group it was each student had to do a leadership project for their leaders and I'm
43 remembering now (end of side one) One thing that I forgot before going to the second
44 semester was that, part of the program in the second semester of your sophomore you, you do
45 a personal leadership project, or the students do, not me, and so we start working on that in,
46 um, our group or and all the students have to approve each students leadership project before

1 they can go ahead with it, so it's like you are getting feedback in consensus from the other
2 members and those leadership projects might be taking part in a club on campus where you
3 do a leadership role, or um, all kinds of different things that could take on campus or be off
4 campus. Um, so one of the things that Holland's does every year is they have a leadership
5 program for high school students and I think it's for juniors. I don't know if it's juniors and
6 seniors, but it's at least juniors and they come from all of the Roanoke Valley or even beyond
7 that I think from, from the local area, and um, they have a different kinds of things that
8 happen during that event. Well at, this year, two of the well I'm getting ahead of myself here
9

10 J That's okay, you can always go back.

11
12 A Um, the leadership project for two of the students who did it together was to organize that
13 event. Um, so, it was interesting, I'll go back to the second semester. What we did is in our
14 group, it was very interesting because the first semester we sat around in the circle or with
15 not tables or anything like that, more like a process group and the second semester we sat
16 around the table and it was more like a committee meeting where people were talking about
17 whatever their project was and getting feedback and they would say, "well I'm having
18 problems with this, what can you tell me about doing about that" and so we basically would
19 talk about their projects and like get ideas and people would also volunteer to help the other
20 people if they needed it. So, a lot of the big events that we had that year was, um, that I took
21 part in, was this high school leadership conference, I don't remember the name of it, so that
22 was another role like I had. Auh, another role I had was to represent the Batten Leadership
23 Institute when new students came to campus.
24

25 J Oh, okay.

26
27 A Or, um, when they were, I guess students come to interview or I don't know if they had
28 already been accepted or now I'm trying to remember what it was, but it was one day and I
29 had to be there um, all day or I don't remember how long it was to answer questions it was
30 like a convention kind of thing where you stand behind a desk and or a table,
31

32 J Like a meet and greet kind of thing?

33
34 A Right.

35
36 J Just to learn about the programs?

37
38 A All the different um, majors and different organizations on campus had people there that they
39 could ask questions and so I represented the Batten Leadership Institute.
40

41 J Okay.

42
43 A And um, people could, recruiters, I'm just trying to remember that term
44

45 J Your fine, yeah, I'm sorry to look at the tape
46

1 A the recruiters, um, were there, so that was an interesting event. And, it seems like there were
2 other events that we took part in too, which I can't remember
3
4 J Random events on campus and things that related?
5
6 A Right. We did have a luncheon one time where we had and I don't remember if that was part
7 of Batten where we had the publisher of the Roanoke Times come and talk. And that was
8 quite an event. So there were all kinds of leadership events for the students from um, to kind
9 of meet and different leaders. I think it was basically a board of trustees of Holland's
10
11 J Okay
12
13 A was there and we had a lunch for that and we got to participate in that. So
14
15 J Okay. You had a lot of roles.
16
17 A (Laughs) a lot of roles.
18
19 J I appreciate you breaking them down, that makes sense when you can, when you can break it
20 down like that, I appreciate that.
21
22 A So, it was working directly with the students one-on-one, working in the group, um, every
23 now and then meeting for counseling if they felt like they wanted to do that. Maybe we did
24 that all to talk. I can't remember.
25
26 J Okay.
27
28 A I think it was that we auh, maybe it was to talk about whatever was going on or maybe it was
29 to talk about their leadership project, but I do remember meeting, yeah I met with all of the
30 students, now that I remember, um
31
32 J My guess is that it was probably to talk individually about their leadership projects and
33 roles?
34
35 A And some of them I met more times with than I did with others.
36
37 J Okay.
38
39 A As they needed it.
40
41 J Okay, thank you.
42
43 A Your welcome.
44

1 J Um, tell me a little bit about the changes that you observed in the students who participated
2 in the program, some of the, um positives and some of the negative things that you that you
3 saw as they went through. All the groups that you just described.
4

5 A Well I saw that the, in the skills, auh, I can't remember what it was called but it was when
6 we, in the leadership lab when they were practicing their skills, I saw them develop there,
7 um, to work on their public speaking roles, that was a really good thing because they had,
8 some of them had had public speaking and they were really good at it, other ones had never
9 really done that and so that was learning not to say auh, and, you know, the filler words
10

11 J Right.
12

13 A so to see them develop then become more aware of speaking louder and all of those kinds of
14 things, so that was, um, something that I told them to follow, um, I saw them, especially
15 when they were doing this project with the high school students, I saw, um, there was one
16 person from my group and then one person from another group who did that together so I
17 didn't see that other person as much, but to see them be able to take responsibility for a large
18 project and worry about it and be concerned about it and get uptight about it, but yet, and
19 thinking, you know, that it was going to fail, and um, kind of getting manic or whatever I
20 can't think of the right term, but, but yet follow it through to the end and have it be
21 successful was very, auh, enlightening for them. I think that was a very positive thing to see
22 that even though there are things that go wrong, that you can overcome those things and
23 things can be successful even if times they don't seem to be that way.
24

25 J Right.
26

27 A And I'm sure that all leaders have problems like that. Um, oh I thought of another role.
28

29 J Okay.
30

31 A Auh, we helped interview the students for the next year; the freshmen who are going to come
32 in the spring.
33

34 J Okay.
35

36 A We had, um, interviewed, well I guess they were information sessions where we presented
37 information, where the students presented information and we were there to help them do
38 that. So, that was another thing. Well, it's just very interesting to see people rise to the
39 occasion. Some people, the negative part of it, I guess, was that some people, and I don't, I
40 don't see it, you know, they were so busy with school work and their lives and all of that,
41 that they didn't always put the time that I thought they should put into it.
42

43 J Sure.
44

1 A (laughs) um, you know, talking about my own expectations and you realize that they have to
2 balance their whole life, so some people put more energy into it than others and, and so
3 sometimes that was disappointing to see people not take as full advantage of it as they might.
4

5 J Okay. What about you? How did you change?
6

7 A Um, well I was, I knew you were going to ask that question.
8

9 J (laughs)
10

11 A Well I knew, what did I get out of it, um, well, I, I guess the first thing was the group
12 experience. I think that was a really good, ahh, good experience for me. Because I hadn't had
13 a lot of experience running groups. In fact, I really hadn't had much experience at all. And,
14 except, you know two classes in groups of me it was just one, so that was, I really improved
15 in knowing how to run a group, um, so that was really good. The other was to see young
16 women, ahh, bright young women change. I guess, you know, I hadn't been so aware of that,
17 and ahh, you know a lot of these developmental level and some of them are 18 years old and
18 just coming into figuring out who they are, so, that was really, I really particularly like 18 to
19 22 year olds, um, that age range, to see that developmental level, and, so I learned more
20 about that, so that was, ahh, really good. You know that they are still growing up
21

22 J Sure.
23

24 A and, you know, that they are not adults, um, completely, and to see that they still have a ways
25 to go.
26

27 J So, even though you knew that developmentally they were at this particular point
28

29 A Right
30

31 J was it different or not what you expected once you actually worked with them?
32

33 A Well, I had worked with college students before, so I kind of expected it but you know you
34 can read about things and know about it, but seeing it in actuality really makes it more, um,
35 your own, I mean you can experience it, so I think it was, you know, I don't know if it was a
36 ha or enlightening, it's just kind of more developmental level for me to understand
37

38 J Okay.
39

40 A that age a little bit more.
41

42 J Okay. Any other ways that um, or think that you feel you personally got out of the program
43 for your own leadership?
44

1 A Um, I wish I could remember, I'm trying to remember, it was really good, I really
2 particularly liked working with Katherine Walker and seeing her leadership style. I think that
3 that was a real positive, ahh, thing that I got out of the program. And,
4
5 J What was it about Katherine's style that, that you liked?
6
7 A Well, let's see, I'm trying to remember, I wish it were two months ago rather than two years
8 ago.
9
10 J Because this was, this was over two years ago for you.
11
12 A Right, yes, it was two and a half years ago. Um, yeah I guess it was just, you know, she knew
13 how to ask for what she wanted, but yet she knew how to temper that with, ahh, praise, and
14 making people want to do what you wanted. I don't know how to say it in any other way.
15 Um, you know, learning how to be assertive in a giving way, that sounds kind of a (laughs)
16
17 J No
18
19 A an oxymoron, but um, to you know say what you want but be willing to give something in
20 order to give what you want. Do you know what I'm saying?
21
22 J Yeah, I do, I do.
23
24 A That um, you know, it's not my way or the highway, it's, you know, this is what I want that
25 I'm willing to work with you in some way.
26
27 J People were receptive to her.
28
29 A Right. Very receptive to her. Um, she knew how, her leadership style, and particularly with
30 the students, she, her leadership style was very, um, she was very engaging with them, she
31 knew how to make them feel good about themselves, um, but yet she didn't really let them
32 take advantage of her in any way. She maintained her hours, ahh, her boundaries, but yet she
33 was available when she needed to be.
34
35 J Okay.
36
37 A And I think that a leader needs to know all those things. How to be available, but how to set
38 boundaries.
39
40 J Okay, she had a good balance?
41
42 A Yes, she did.
43
44 J Okay.
45

1 A So, I think I learned those kinds of things. I mean I kind of knew those things but to see them
2 in action is, um, you know the more you see it in action, the more you can make it your own.
3

4 J Right, okay, okay. What feed back did you receive from students about the program, just on
5 an ongoing basis.
6

7 A Oh, I think that they were, they felt special. Um, they loved being there, they felt supported.
8 They were growing, I mean, they just, you know, I think some of the times they felt like
9 there was a lot of work involved, but there was a, as I remember there weren't too many
10 complaints about that. You know, they wanted to do it. They felt like they were special in
11 some way, unique. Um, they felt like it was making a difference in their lives.
12

13 J Do you recall receiving negative feedback or remember the points that they brought up that
14 were not as positive?
15

16 A Not really, um, and I don't really remember any specific negative feedback, at this point. I'm
17 trying to remember the different people that I (end of tape 1)
18

19 J Sorry about the tape change, but I think we are okay now. Um, we were talking about
20 feedback that you received from the students and you couldn't think of any negative
21 feedback about the program in general?
22

23 A No,
24

25 J Okay.
26

27 A Um, there were some conflicts between students, between different personality styles and,
28 you know, sometimes they wanted to kind of gossip about other people and that had to be
29 handled with care and not let get out of hand, I think that that was, and I think that that is not
30 unusual between any people
31

32 J Sure.
33

34 A There's going to be
35

36 J that natural personality conflict when there's a lot of people working together
37

38 A Exactly, so, but I don't, you know, I think that the program itself, or the leadership, maybe
39 we interns and Katherine Walker because we were the three people, auh, in authority or
40

41 J Right.
42

43 A or the administrators I guess you would say, that that never really got out of hand or
44 paralyzed anything or stopped anything.
45

1 J Okay. Okay. So looking back what would you change and what would you keep the same
2 about the program?
3

4 A Um, well I know that the program has changed somewhat now, in fact I remember making
5 the second year of the program, I was not there, but Katherine didn't have an intern that year.
6 And I remember suggesting that um, she might use the second year students, the persons, the
7 people who were just finishing up to monitor the auh, skills training group. Because I didn't
8 feel like that was always so powerful. You know, I didn't, for me personally, I don't know
9 what I said before, (laughs) so I don't know if I'm contradicting myself
10

11 J You personally in the leadership lab?
12

13 A Right. Sometimes that seemed like, well I'll be truthful, you know sometimes I don't think
14 that they came that well prepared.
15

16 J Okay. You had said earlier that the leadership lab was a powerful experience for them.
17

18 A Right, but I don't think it was such a powerful experience for me.
19

20 J Okay. Okay.
21

22 A Um.
23

24 J So, just to make sure I understand; when they were prepared and did what they were suppose
25 to do
26

27 A Yes
28

29 J it was a powerful experience.
30

31 A Right, but if they came in and they hadn't really thought about what the exercise was, then it
32 seemed like a waste
33

34 J Okay.
35

36 A of my time and theirs.
37

38 J Okay.
39

40 A And so, somehow if they, I think if we emphasized that this is something they need to do a
41 head of time
42

43 J Okay.
44

45 A and maybe it's changed since then, I don't know.
46

1 J So, would you change the leadership lab piece?
2
3 A No, because I think that they need to learn those public speaking skills and I think they need
4 to think about those different things that, that were there. I mean I thought that the, well I
5 don't know if they are doing the same things, I thought that all of those things were good, I
6 guess I just felt frustrated when they didn't come prepared.
7
8 J Okay.
9
10 A You know I felt like it was a waste of my time.
11
12 J Okay.
13
14 A You know.
15
16 J So you may reiterate more, how important it is to come prepared?
17
18 A Right.
19
20 J Okay.
21
22 A You know, because I'm there giving up my time and how are they going to get anything out
23 of it if they are not prepared?
24
25 J Okay.
26
27 A So, that was frustrating for me. Um, I know now that the seniors are actually running the lab.
28
29 J Right.
30
31 A And, so I think that they, I think that's an excellent idea. Because they have been through it,
32 they've seen the development of it, and maybe they can emphasize how important it is.
33
34 J Okay, okay. Anything else that you would change or think that, stick out that you would
35 keep the same because they were beneficial?
36
37 A I wouldn't change the process within the fall, I think that that, giving direct feedback and
38 receiving it is very powerful and it's a unique opportunity that we don't always have. I would
39 not change that at all. Um, I don't know if I really would change anything. I think the thing
40 in the spring, you know if I were going to do it again, I would have, you know, hind site is
41 always, you know if you have the insight of that, if I had known more about that I think I
42 would have emphasized that everyone get started a little sooner on whatever their project
43 was. Because I think some people kind of waiting until the last minute on that too. And you
44 know, you have to understand that these people are full time college students
45
46 J Sure.

1
2 A and, in a rigorous academic situation and they don't, it's not like a full time job that they are
3 doing this,
4
5 J And this was not, um, from what I remember, a requirement, it's a co-curriculum activity.
6
7 A No, you get no credit for this.
8
9 J Right
10
11 A I don't know if they do now, but they didn't, it was all volunteer. So, you know my high
12 expectations might not always be their high expectations.
13
14 J Okay.
15
16 A And maybe that's something you have to learn in being a leader, is that people don't always
17 have the expectations that you do.
18
19 J Okay.
20
21 A And to learn, you know, maybe that's what they learned from me.
22
23 J The expectation part?
24
25 A Right.
26
27 J Okay.
28
29 A You know, that my, what I think should have been, is not always what happens.
30
31 J What always happens, okay.
32
33 A (laughs) And learning to get that across or how to motivate people to do that is ahh, part of
34 leadership.
35
36 J Well that leads very nicely into my last question, which is, what is your personal philosophy
37 about leadership?
38
39 A Um, well that's a good question because I haven't had a lot of experience myself in being,
40 you know, an administrator or a leader or an executive, so, um, I know the way I would like
41 it to be. I haven't been able to put it into practice
42
43 J Okay.
44
45 A Um, but I would like somehow to give, to empower people to do things themselves. I don't
46 want to be hands on kind of thing, or I don't want to be a micro-manager is what I mean.

1 Um, because I feel like if you stand over people then they are not going to have the chance to
2 be creative. So, but I do think that leaders need to motivate and to figure out what motivates
3 people. You know a lot of people work for money but that's not the real motivating factor in
4 leadership. You know, to have a common goal or mission or philosophy and to be able to
5 impart that to other people so that they are all on the same team, um, I see the leader as one
6 who does that.

7

8 J Okay.

9

10 A And not going to carry out whatever it is, that they can't possibly do that is to set the tone for
11 whatever the common goal is, whether it's part of a non profit or profit organization or
12 whatever it is so that people are working together.

13

14 J Okay. Thank you! Anything that you can think of that I didn't ask, um, anything you would
15 like to add?

16

17 A Um, no, I can't think of anything. I just, you know, in looking it over, I think it's very
18 powerful for these young women to be exposed to a lot of different leadership styles and to
19 come in contact with people who have done it, and so I think that that's, one of the most
20 valuable parts of the program is the word do it, you do it, learn by doing, but to also have
21 mentors and to see other people who have done it.

22

23 J Modeling, good modeling.

24

25 A Right.

26

27 J Okay. All right, thank you!

28

29 A You are welcome.

30

31 J very much, I appreciate it.

32

Interview Two

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Interviewer = J
Alison = R

J Um, today is, auh, Wednesday, March 23, 2005 and I'm meeting with Alison Ridley. Whoops, sorry. Okay. Um, tell me a little bit about why you think that, that Hollins initiated the Leadership program, the Batten. As far as the need for it, as much as you are aware of.

R Well, I can't remember exactly when this started, but I was involved initial discussion on creating a leadership program, um, the basic thing, I, I think was to, um, to try and find venues to empower Hans students and also to use it as a retention tool.

J Okay. And when, you were here at the time,

R Auh huh.

J and then you left and came back, right?

R Right.

J So what was your role then?

R Oh boy.

J Take your time, think back.

R It's going to be hard for me to place which year this was

J This was in the fall of 2000 and 2 is when it started.

R Whenever Walter Rugaber was acting president he had a meeting with auh, me and Wayne and Katherine. Then Katherine at that point, it was just sort of an open discussion about auh, development of, of a leadership program. And then Katherine went away and developed the idea and I'm pretty sure that that didn't happen maybe for another year or so.

J Yeah, probably.

R I was either chair of the faculty or I was director of general education. I cannot remember which one.

J Okay.

R It would make more sense if it was during my time as chair of the faculty, I would think.

1 J Okay, and which, what was the other one.
2
3 R Auh, director of general education.
4
5 J Katherine might remember
6
7 R She might well, I just, hum.
8
9 J So you, you've had many roles here at Holland's?
10
11 R Yeah
12
13 J Then and now.
14
15 R Right.
16
17 J Okay, so you became involved in the development, just basically because you were a part
18 of that discussion
19
20 R Right
21
22 J early on.
23
24 R And I was only involved a very preliminary level, just having that, that original
25 brainstorming session with Katherine, but then I was not involved in the subsequent
26 discussions of what is now BLI.
27
28 J Okay.
29
30 R As I understand it, Katherine really developed that idea on her own and put it back. I think
31 she put it back the year that I was gone to Georgia Southern which was 2002.
32
33 J Okay, that was the fall that it was implemented, was that fall.
34
35 R I believe so, yeah. So I'm thinking that that discussion I told you about probably took place
36 a full year prior to the, to the implementation
37
38 J Okay.
39
40 R at least.
41
42 J So probably sometime early in the mid 2001
43
44 R 2001, I think.
45
46 J Okay. Okay

1
2 R That's about right.
3
4 J Did, thinking back, can you remember anything that you thought might be a challenge or
5 might not go over well for students here at Holland's with you know knowing that this
6 might be an actuality.
7
8 R My only concern all along is that at some places the term leadership gets watered down and
9 um, I remember in that initial discussion, my, my own ignorance about what leadership
10 studies is.
11
12 J Right.
13
14 R And, um, I remember thinking that Katherine was, was very well versed and had some
15 interesting ideas. And so, I would say that my personal concern was a) that people wouldn't
16 understand what leadership studies is, including myself, and that we not create something
17 that would just be, um, sort of how volunteer work has become in high schools now
18
19 J Right.
20
21 R where it's just, it's something that you've got to do, so that's why they do it. I really was
22 interested in hearing about something unique that students would do because they wanted
23 to do it, not because they had to do it.
24
25 J Right.
26
27 R And I know that sounds really weird about the volunteer piece but it does seem to me these
28 days in high school that, sort of an oxymoron that you are required to do service learning
29 types of things.
30
31 J Exactly, to promote yourself for college and things like that.
32
33 R Right, and then, the, the, um, the spirit of it kinds, kind of gets lost. And that's what I didn't
34 want to have happen with some kind of a leadership program. That it wasn't, everybody is
35 a leader. That it had some unique type of a, of um, definition to it.
36
37 J Auh huh, so the fact that it started out as um, people applying and being accepted
38
39 R Auh huh
40
41 J versus something that was a requirement, that's something that you liked?
42
43 R Yeah I, and I have to say after the fact, because that initial discussion wasn't that in depth
44 at all.
45
46 J Right, do into detail

1
2 R You know we didn't get into, exactly.
3
4 J Okay.
5
6 R But yes, I think that was a smart, a smart thing to do.
7
8 J Okay. So how do you feel if it were to every become part of the curriculum or something
9 that was required, does that change your view?
10
11 R I, I think it should never be required, um, I think that it could nicely have a curricular
12 component
13
14 J Okay
15
16 R but again, and I said this to, to Katherine and Abrina, it would have to be something unique
17 again. Um, it can, I don't think it should be just leadership studies 101 for instance,
18
19 J Right.
20
21 R because this program is already so unique we'd have to figure out a curricular component
22 to it that was equally as unique. So that again, it's not just kind of watered down leadership
23 studies.
24
25 J It loses some of it's meaning.
26
27 R Absolutely, and, and, you know, Katherine and Abrina have something very special here
28 and what ever direction it takes, curricular or continued co-curricular, they are going to
29 have to be careful not to sort of succumb to that, you know, we can do this for everybody
30 type of thing.
31
32 J Exactly. Exactly, okay. Um, I know that you were gone for a while and you weren't part of
33 all the discussions
34
35 R Auh huh
36
37 J but can you think a little bit about your perceptions then compared to now if there is
38 anything to expected that has is not what you thought it would be or vice versa?
39
40 R I've got to give you my gut feeling. I was amazed at this program when I came back from
41 Georgia. To see what Katherine had put up and instituted, I was just astounded. I was
42 astounded at how well it fit together, how much sense it made, the fact that these students
43 were not getting paid, not receiving credit, and loving the program. Flocking to it.
44
45 J Auh huh.
46

1 R Um, so surprised, I was surprised at how incredibly good it was. I'm very pleasantly
2 surprised.
3
4 J Auh huh.
5
6 R Because one, I remember when we had that initial discussion, I thought how on earth are
7 we going to put together something that's going to ring peoples bells and be different and,
8 and that's what she did, so
9
10 J to pull people in
11
12 R I, I don't know how she did it, but, but when you look at the structure of the program, it
13 makes sense. It's exciting, it really teaches students things and brings them out of
14 themselves and um, I have nothing but auh, high, high praise for, for Katherine
15
16 J Yeah
17
18 R putting this together, so, um, what surprised me was a) she pulled it off and b) that she did
19 it so impeccably well.
20
21 J Yeah. Well and I, as you know, I was part of that first year, um, and it definitely went very
22 smooth compared to what could have happened.
23
24 R So when you think about any new program you expect some pretty significant bumps in the
25 road and you would know this better than I would but it seems to me that all in all it went
26 very, very smoothly. And um, it is a unique kind of a program where the students are
27 helping to develop it as it's developing as well, which I think gives it even added credence
28 because they, they feel ownership for the program and
29
30 J Do you know much about the specifics of the program, do you know much about the
31 components of it and can speak to what parts of it that you feel are more beneficial than
32 others?
33
34 R Auh huh. I've not seen any of it in action.
35
36 J Okay.
37
38 R I've just talked to students who have participated and had long discussions with Abrina and
39 Katherine about the different components. Um, from what I hear the leadership lab piece of
40 it, that sophomore year program is really critical. Because it seems to be there, where they
41 really find out if this, first of all if it is something for them, and secondly how they can
42 build on that. And then from there um, so I, so I do think that that really is the critical
43 piece, or was the critical piece
44
45 J Right.
46

1 R of course it's still being developed. And then the juniors that the, the other piece about it,
2 that I really like, and I'm seeing very positive things come out of it, are the projects the
3 students have to do. Um, I've had a couple of students, I've suggest projects. For instance,
4 the Scavis project that Aaron Adams has done, that has taken off and has saved computer
5 services money, personnel time, um, and has imbued a group of students with a skill set
6 that will be invaluable for them later on.
7
8 J I've only heard some bits and pieces of that so I didn't know all that.
9
10 R And it seems to be working very well in fact in the computer science course this term some
11 of the students are offered extra credit, if I'm not mistaken, to go through the Scavis
12 training to go and debug peoples computers and then they get extra credit in their class.
13
14 J Okay.
15
16 R So, um, that's worked very well. There's one group of Batten students, um, that's helping
17 me to develop the big sister program for next year, so there are some really important
18 things coming out of those projects. And um, you know big ideas
19
20 J Big projects.
21
22 R that they are willing to, to see through. So, I think that that component of it, and I believe
23 that bridges sophomore to junior is that right?
24
25 J Auh huh. Right.
26
27 R And than I, I've heard wonderful things about the um, the visiting, um
28
29 J Distinguished Visiting Fellow.
30
31 R Thank you.
32
33 J I can't remember that one very much either. The DVF.
34
35 R The DVF, thank you, um, that the students have really enjoyed and felt like they've learned
36 things from those speakers. I couldn't say whether consistently they've been happy with it,
37 but I do know that some of them have come forward and said, you know, how lucky they
38 are to be able to listen to leaders out there in the real world
39
40 J Right.
41
42 R And to be able to sort of identify that this is what they might want to be doing. And then
43 the senior year component, as I understood it from Abrina this year, has been a little bit
44 bumpy along the way, and, and, again, I've not been there, auh, but from what she told me,
45 I think they got a little bit of a slow start getting their mission statement and their goals and

1 their committees set up and she had told me that she wished that that would have happened
2 earlier so that they would have really become board members earlier on in the fall.
3
4 J Right.
5
6 R And I know there are some other issues with the senior component. I think in theory, the
7 senior component is very, very good. Um, and very important in terms of the mentoring the
8 seniors do for the sophomores. One of the things that I've found to be really unique about
9 this program, it's just not, not just learning about leadership, it is, being a leader, learning
10 how to be a leader by leading
11
12 J Exactly.
13
14 R and so that kind of experiential component to it is, I think, really critical to it's, it's success.
15 And I hope that it will build on that. We've been talking about introducing a first year
16 program component of the program where Katherine and Abrina are thinking about having
17 the juniors than mentor the first year students.
18
19 J Okay.
20
21 R So, it has this kind of cyclical helping structure, which I think is very important for
22 retention, very important for building leadership skills.
23
24 J Okay. Growing.
25
26 R I think it has tremendous potential for
27
28 J Okay.
29
30 R um, for mentoring, for retention, and many other things. And it may lead into some natural
31 type of curricular connection. I just don't think we're quite there yet.
32
33 J Okay. When you mentioned you talked with some students briefly, of course you don't
34 have to mention names, but
35
36 R Sure.
37
38 J can you tell me a little bit about what you are hearing from them positively and negatively
39 and it doesn't even have to be the Batten girls,
40
41 R auh huh.
42
43 J Um, students in general, have you heard, um, from them what they like and what they don't
44 like?
45
46 R I've only heard positive things from students directly.

1
2 J Okay.
3
4 R I'm hearing some rumblings about ahh, people being unhappy about the amount of the
5 attention that Batten is getting which really is unfortunate, and for instance, there was some
6 controversy about the fact that a Batten leader was chosen to give the Founder's Day talk.
7 And at first it was the seniors that were upset because they thought that traditionally a
8 senior had to be the person that spoke. And we, you know, talked with them about the fact
9 that no in fact the tradition was not that at all, but Holland's was who could chose the
10 speaker and that didn't have to be a senior, it could be anybody. But that, I think left a bad
11 taste in some peoples mouth, mouths. Why Batten, why not somebody else?
12
13 J Right.
14
15 R type of thing. And the thing that is so ironic about this is that the Batten Leadership
16 Institute, more than any other program I can think of is for the students, by the students, run
17 by the students.
18
19 J Exactly.
20
21 R So, the people that are unhappy about that, are either saying that they don't want students
22 period to be the speaker at Founder's Day or they don't understand what Batten Leadership
23 Institute is.
24
25 J Okay.
26
27 R Because there is not an exclusive group. Anybody can apply.
28
29 J Right. Right.
30
31 R So, it sort of, it's unfortunate and it really is an irony that they are upset that this group got
32 chosen over another group when that group is all inclusive.
33
34 J Okay.
35
36 R If people want to take advantage of it.
37
38 J So, they might be speaking out of not really understanding and, the Batten make up and
39 what's involved.
40
41 R Perhaps. And I'm sure that some students would say, "well, I'm just not interested in
42 leadership studies" or you know, "I don't want to join that kind of a group" so you are
43 being exclusive because you have to be a leader
44
45 J Right.
46

1 R to join. But I think that the point again is the, at no point has anybody ever said that it is
2 closed to any person. You know, and Katherine has admitted that she's had people join
3 who thought they wanted to be leaders and found out that they really don't want to be
4 leaders, and that's also part of the benefit of that program.
5

6 J Right. Do you see a benefit in selecting those students who are the top students who are the
7 ones who seem to emerge more as leaders in making it more exclusive, do you see any
8 benefits in that?
9

10 R I don't think I'd like to see it going in that direction because I think for what BLI has going
11 for it right now is that it doesn't do that. And I think that the natural leaders gravitate to it
12 anyway. But I think that they also get a group of students who maybe were too shy, too
13 scared, too whatever it might be, who put themselves forward to try this because it's non
14 threatening and emerge, they end up emerging as some of our best leaders. And I don't
15 know if you ever would have put them if it wasn't open to them at the beginning.
16

17 J Right.
18

19 R And um, I also think that there are some students who says, "I'm a leader" who will look at
20 BLI and say, "well I'm already a leader, I don't need a leadership institute". So, I, I really
21 like the fact that it's open right now.
22

23 J Okay.
24

25 R Um, I think if it became more exclusive, you know, for instance, recruiting all the ones
26 from high school who have done a leadership position and so forth and so on, I worry that
27 it might create a type. Um, and what I think is so nice about it right now is that it, it brings
28 in all types of leaders and gives them a common experience but lets them express it in very
29 different ways.
30

31 J Exactly.
32

33 R I think that's wonderful.
34

35 J It's not cookie cutter.
36

37 R Not at all. I mean the components of it are similar, they have to be, you have to be some
38 structure, um, but what these young women make out of that experience is completely up to
39 them. And you might have one doing a project on big sister and another one um, working
40 on an organic community garden.
41

42 J Okay. Exactly.
43

44 R And, and so their, their own personalities manage to come through. It's not just, "I'm a
45 Leader 101" type of thing.
46

1 J Exactly. So any of the rumbling that you have heard has been indirect things, it hasn't been
2 from any of the Batten girls directly?
3

4 R No. I, you know, I've heard from Katherine and Abrina that some of the seniors are
5 unhappy about the prospect of the Batten going curricular ultimately. I've not had any
6 direct discussions with any of them about that. Um, I've, I maybe have been sheltered but
7 I've talked to a lot of Batten Leaders who just absolutely love the program and so, so that is
8 what I'm hearing.
9

10 J Right.
11

12 R And I, I think that the rumblings outside are, are unfortunate, I don't know if it comes out
13 of not really understanding the program, or feeling threatened by the program
14

15 J Right
16

17 R or whatever it might be, but I would hate to see something this successful and this unique
18 be damaged in any way by people not understanding it.
19

20 J Right. So, if you were, if you were to run into the Batten and you became um, Katherine
21

22 R Auh huh
23

24 J and you were the director, can you think of anything you might change personally or it
25 sounds like, like you like it the way that it is. I don't hear that there is anything but
26

27 R I'm not, to be quite honest with you, I'm not a particularly creative person. So, to me the
28 structure just seems incredibly unique
29

30 J Okay
31

32 R and special. Um, and it seems to be working. I think they need to do some tweaking at the
33 senior level. Um, but it has the potential to really, I do think that that mentoring circle, that
34 has to be instituted completely for the program to be completely success in my opinion.
35

36 J Right.
37

38 R Because it is, um, learning to lead and then lead it. Auh, so that component is key. And it's
39 not just doing your own project, it's teaching somebody else how to bring themselves up so
40 that they can do their own project as well, that, that kind of thing. Um, no, and I am very
41 much a proponent of, it's not broken don't fix it, you know
42

43 J don't fix it
44

45 R And that's been some of my hesitation with talking about instituting a first year program. I,
46 I think that we need to do that, because I think it's going to be a good recruiting tool. I

1 think it will help some students who are looking to get connected early to be able to make
2 that connection with Holland's before it's too late. Before they start thinking about
3 transferring. But, my hesitation is that, that first year program has to be as unique as the
4 other three years and it also has to fit in succinctly with what's going on in the other three
5 years.
6
7 J Exactly.
8
9 R So, I felt bad in some ways because I was sort of pushing this first year program, um, but I
10 do know that it's hard, it's going to be hard for Abrina and Katherine to come up with
11 something that makes sense, but fits that is going to flow.
12
13 J Right. The flow is key.
14
15 R Right and so that, they've got something in the works and they'll tell you about that if they
16 haven't already.
17
18 J Auh huh.
19
20 R Um, which I think would work, and I just asked them to think very carefully about whether
21 they are happy with how it fits with the rest of the program.
22
23 J Okay. Okay. Yeah, I haven't met with them yet, but I'm sure I will hear all about that piece
24 of it.
25
26 R Auh huh.
27
28 J Um, so what is your, and I know early on you said that you, you know, you mentioned
29 something about leadership not being, you not knowing as much about that, the study part
30 of it, but what is your personal philosophy about leadership? I mean, you're a leader,
31 you're a leader here on campus, you know, what is it that you feel is important for you to
32 be able to connect with the students, let me put it that way. Change it around.
33
34 R (laughs) oh my goodness.
35
36 J That's a tough question.
37
38 R It is a tough question. Well, the first thing that comes to mind for me is leading my
39 example in what I do everyday. And auh, I'm not sure that this is really answering the
40 question, but trying to demonstrate to students that you need to think things through
41 carefully before you react, that you listen well, you do believe that that is a good leadership
42 quality. Um, what is my philosophy?
43
44 J Or just, you know, what makes a good leader. You work, you work with other leaders and
45 I'm sure you've worked with leaders whom you don't feel are very good leaders.
46

1 R Yeah, well I do think that the listening piece is very important
2
3 J Auh huh.
4
5 R piece personally. If you are not listening to what people are saying around you than you are
6 losing out tremendously. I mean the best ideas that I've ever had have come from other
7 peoples ideas being put together and then coming up with some kind of a collective
8 proposal.
9
10 J Right.
11
12 R Or, me coming up with an idea and being able to go out to my team and say, "hey, I have
13 this crazy idea, how can we make it work?"
14
15 J Right.
16
17 R So, I think that part of that is helping people to feel engaged in the process, like every
18 person in this, this group is as valuable as the next person, and the best idea may come
19 from Anna. It may come from Joe. And then we're going to go with that. And the leader, I
20 think, is the person who is able to identify those ideas
21
22 J Right.
23
24 R and able to bring people together around the ideas and make them work. So there, there's
25 that piece of it. Um,
26
27 J That's fine, I mean that's
28
29 R what else do I do? Um, but I do think that the leading by example one is, is big and is
30 something that I wish that I were imparting better to some of these students here
31
32 J Okay, it's hard.
33
34 R It's very hard because they're not necessarily listening and they're not necessarily
35 watching. So that, that is part of the challenge as well. How do you get them to make sure
36 that they're really thinking carefully about what others are doing. Are they looking at other
37 people and saying, "what makes Allison a good leader or a poor leader,
38
39 J Right
40
41 R and I don't want to follow that."
42
43 J Right.
44
45 R So, I'm saying to lead by example hoping that people will have noticed that when I'm
46 sitting talking to them, I'm listening carefully, I'm trying not to let anything they say get by

1 me because any little point might be important and I'm responding and I'm engaging and
2 doing those things are they, I can do it till the cows come home but if they are not paying
3 attention to that then, then they are not really anything
4
5 J then it doesn't matter, right, it doesn't matter
6
7 R Right, but I'm going to keep doing that because that's what I think is the best thing.
8
9 J Right. And that's what you are suppose to be doing.
10
11 R Right, right. I guess so.
12
13 J Okay. Okay.
14
15 R Anyway, you know, and I still don't know very much about the theory of leadership. I've
16 done a little bit of work on servant leadership when Janet Rossenson was the President
17 here, she was very much into that particular theory
18
19 J There are so many theories now.
20
21 R So, but again I have this sort of common sense approach to leadership that works for me.
22
23 J That's important, common sense is, you know, underrated.
24
25 R So, I don't know if that
26
27 J No, it's fine, that's fine. Um, is there anything that, um, I didn't ask that, that, I could have
28 asked or anything, um, just about um, the Batten that you want to say or add?
29
30 R Well, I think the curricular piece of it is a very important question. And, um, I know that
31 Katherine and Abrina feel that it really needs to go curricular for it to be all that it could
32 possibly be. Um, so, I think if I were you, I would do a little bit more probing in that area,
33 but I'm sure how far you're going to get.
34
35 J Right.
36
37 R because it's one of those sticky things where, and especially in a liberal arts institution
38 where it's going to receive a lot of resistance from faculty unless it is very, very carefully
39 put together with faculty input which should always happen anyway, but it's going to have
40 to be something that makes sense. So, that in my mind is the piece that's missing. I'm not
41 convinced that it's absolutely necessary, but I think we've got to look into it very carefully.
42 So, I don't know if, if that's something else you can explore with Abrina and with
43 Katherine, especially with Katherine
44
45 J Sure
46

1 R because I think she's had this idea all along and, and she has some interesting information
2 also from, um, the consultant that came in, auh, Robert Bernstein, I think is his name. And
3 auh, he gave an entire report of things that we could do curricularly
4
5 J Okay
6
7 R for this program.
8
9 J Okay.
10
11 R Again my hesitation on the curricular side is that you run into the same kind of problem
12 that you could end up watering it down, so back to the whole thing about how do you do
13 what Katherine's already done on a co-curricular level and maintain that curricular in terms
14 of originality and uniqueness
15
16 J uniqueness
17
18 R so
19
20 J Okay
21
22 R I think that's the, the only remaining question mark in my mind, is how the curricular piece
23 would fit
24
25 J Okay.
26
27 R and if it's going to be even possible.
28
29 J If it's going to happen, how's it going to happen.
30
31 R Auh huh.
32
33 J And what's the response going to be.
34
35 R Right. And, and, and, a lot of that will have to do with how it's presented, how
36 academically grounded it is, how collaborative it is
37
38 J Sure
39
40 R and so forth and so on.
41
42 J It will be interesting to see.
43
44 R Absolutely. So, that's what we'll spend a good part of next year looking at.
45
46 J Okay. Well that's all I have. Thank you!

1

2 R Thank you

3

4 J I appreciate it very much.

5

Interview Three

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Interviewer = J
"Rita" = R

J Okay, we'll try this again. Today is April 13, 2005 and I am meeting with "Rita" who is a sophomore in the program. And, um, basically what I wanted to know first is what prompted you to apply to the Batten program and or what drew you in?

R Um, when I was first applying as a first year student I was concerned about how much money I was going to get because financial aid couldn't afford the 30 thousand dollars here and auh

J That's a lot of money.

R Yeah. They were telling me that there was this leadership scholarship that from hearing about my experiences in high school that I may be eligible for it that it was a full ride and that it sounded like I was a good candidate for it, um, so I had heard about the Batten program and sort of these abstract terms and I, it turns out that you have to have a certain GPA to be part of the Batten scholar but I didn't, I met the GPA, I didn't meet the SAT scores, so I didn't even get asked to compete for the Batten Scholarship, (laughs) Batten Scholarship

J Okay

R But um, leadership was always something that I did a lot of in um, high school and so when I got here my mom was really encouraging you know get this leadership certificate that we heard about, you know, do what you can, so, I applied to the program no really knowing what I was getting myself into, I missed the meeting, the briefing meeting before hand

J Right

R so I just filled out this application and turned it in and um

J so there was a meeting in advance that

R Auh huh

J talked about the program and what it was about.

R Yeah, but I didn't get to go, so I didn't, I really had no idea what I was getting myself into at all, and I mostly did it because um, leadership was something that I had done a lot of and had a lot of problems with and you know, had grown a lot and learned a lot about leadership but thought that a program helping me to become a better leader would, do me good.

1 J Okay. So, what kinds of experiences did you have, like in high school?
2

3 R Um, I was captain of the cross country team and long distance track team two years in a
4 row. I basically started a youth group in my church from the ground because it had fallen
5 apart the year before and I picked it back up and started it again, um, got it involved in the
6 church, in the rest of the church, auh, did a youth lead Sunday um, a youth lead service.
7 Did a national oh not a national, a district conference at the church that I organized pretty
8 much all by myself, um
9

10 J Wow.
11

12 R I'm sure there were other little things, like I was involved in other clubs and had
13

14 J Okay, so you already had experiences you just wanted to kind of fine tune some things a
15 little more.
16

17 R The, the running that youth group at church I ended up leaving that church because it was
18 just, it had gotten so out of control. I made a lot of mistakes because I was young, I was a
19 freshman and sophomore in high school when I did it, so I was really young and didn't
20 really know what I was doing, and for a lot of reasons ended up leaving and that was sort
21 of, it sort of soured me on leadership and I knew it was something I really liked to do, but I
22 knew that I had made a lot of mistakes and that
23

24 J Like you said, that is awfully young to take on a task like that, so, okay. What were your
25 first impressions of the program once you kind of or excepted or the application process
26 was finalized. What were your first impressions once you learned more about it?
27

28 R Like when we started.
29

30 J Auh huh.
31

32 R I hated it actually, I hated it. Thought that it was a waste of my time, I didn't think it was
33 going to teach me anything I hadn't learned already in my experiences in leadership. Went
34 to Katherine, said, "Katherine, I don't think this is helping me, it's wasting my time, what
35 can you tell me that I don't already know" talked to her about it and she basically said,
36 "stick with it for a couple of more weeks, you know if it's really not working come talk to
37 me again we'll, you know, we'll work with you and try and make it work" and the whole
38 term, last term, I was just like this is stupid, I, this is all stuff I know already, I'm not
39 getting anything out of it, and then probably about three quarters of the way through the
40 term I was talking to my mom on the phone and auh, I was like, "yeah well I learned in
41 Batten yesterday" and then as soon as that came out of mouth, I was like, oh my God, I am
42 learning something new, this is all coming together, it all like, and as soon as I said that, I
43 started realizing how much it really was impacting my life and the way that I was leading
44 things and so, then on it was a little better of a relationship.
45

46 J Okay.

1
2 R But at first I hated it.
3
4 J Can you think of anything specific that, other than that conversation that might have been a
5 turning point?
6
7 R Um, I remember, I'm, I'm, I'm heading up a, the **HUUUYA** group here on campus which
8 is Hollins Unitarian Universalist Young Adults and it's, it's the same religion that I did the
9 youth group in back in high school and now I was trying to start up a campus ministry here
10 of that, um, and I started it with another girl who was a Batten and ended up quitting for the
11 same reasons that I almost quit, and um
12
13 J But she did quit?
14
15 R She did quit, yeah
16
17 J Okay
18
19 R um, and we were running it together and there was, we were talking about, in our seminar
20 thing that we do, the Monday night thing,
21
22 J Right
23
24 R how we were talking about having goals for your group, and my group, the **HUUUYA**
25 group was struggling, it was floundering we couldn't get people coming and it had been
26 active for two terms and we could never get more than three people to show up at a
27 meeting, and it was getting really frustrating and still is frustrating for me but um, we were
28 talking about having goals and you know if you have a goal and then you can motivate
29 people towards that goal and that's what good leadership is and I was like, "that's our
30 problem, we don't have a goal" so that's been my, my, besides this whole mentoring thing
31 that I'm doing I also have this, this, youth group on the side that I've now created a goal
32 and have been working towards the goal. And we still don't have a lot of people, but
33 there's more energy in the people that are there.
34
35 J Right.
36
37 R So, that, that was a big turning point too when I realized that I could apply what I was
38 learning to this group that I was in charge of.
39
40 J That's what I was going to ask you, if the, the, formulating a goal is something that the
41 Batten
42
43 R Yeah
44
45 J taught you
46

1 R oh yeah, It was one, it was one of the seminar things. It was really one of the only ones that
2 I actually remember. I mean there was some other little things, that I still sort of remember
3 but the goal, like having it written down on a piece of paper for me saying Good
4 Leadership is Coming up with a Goal and Motivating Everyone to That Goal. It had never
5 been defined like that for me. And I was like, “oh that makes so much since” .
6
7 J it clicked, it clicked. Can you tell me a little bit about your experiences in the specific
8 groups that you all had first year as sophomores, I know you had the
9
10 R the communications
11
12 J communications group and then you had skill seminar, were those the two big things?
13
14 R Yeah, yeah, um, communications group I felt like I was in group therapy. Thought it was
15 stupid most of, for probably about half of it, um, didn't really, my goal was a very serious
16 one, my goal was, um, that I have a problem with not being able to delegate very well. I
17 feel like if I don't do it, it won't get done right, and I over commit myself. And um, that
18 was my goal, was to be able to ask for help when I needed it
19
20 J Okay
21
22 R and to know when to say no. And it was a very serious goal that I had but I didn't see how
23 the group was helping me at all and I didn't like, didn't really get what we were suppose to
24 do for most of it, and I don't think anyone in our group did and our group dynamic I don't
25 think you saw so much today, but it was, it was really weird. Katy and I were the only
26 people who really talked at all. Everyone else was really quiet, so Katy and I would just
27 like talk about our lives
28
29 J How many people were in there, six, five six
30
31 R There, there was two more people than you saw today.
32
33 J Okay. Six to eight okay.
34
35 R Because one of them quit and then Ally wasn't there.
36
37 J Okay
38
39 R But auh
40
41 J So the two of you kind of
42
43 R Lead the group
44
45 J lead the group.
46

1 R And when Katherine left we, none of us felt nearly as comfortable with Abrina as we do
2 with Katherine and so it could the dynamic got even weirder. And there was a couple
3 instances where Abrina said things that upset people in group, I mean she attacked, well not
4 attacked but said something that really offended me once and said something that offended
5 Alex once and so none of us really liked going to group after that.
6
7 J Right.
8
9 R Um, but, in the end we talked about it, I guess, three weeks ago, about how suddenly now
10 that we don't have it anymore we all kind of miss it. (laughs) it's funny how that happens,
11 yeah. Um, but it wasn't. I think it helped for me to have, I was saying to Katherine just
12 yester, when we talked about it that the group sort of gave me a chance one a week to focus
13 on my, like my personal goals or to make myself a better person which I don't normally
14 have time to do. And I think that is what made the group so powerful is that now I am
15 doing this HUGS program and I'm not having any trouble saying Ally go do this, Nicole go
16 do this, I'll do this, because I can't do it all and I'm sure you guys are completely as
17 capable as I am of doing these things.
18
19 J So that feels different for you?
20
21 R Yeah, it, it's very different and I've been a lot better about saying no about things this term,
22 which is really good, cause, it would have been an overload, overload, yeah. Um, and I just,
23 it, it generally now I see that it helped a lot, at the time I had trouble seeing how it was
24 going to help in any way.
25
26 J So, it's more in retrospect?
27
28 R Yeah.
29
30 J What about, um, the communications skills group?
31
32 R My, that was communications skills group, then the leadership lab
33
34 J Leadership Lab, that's right.
35
36 R Leadership Lab for me was completely useless and it was not the programs fault at all, it
37 was my senior leaders fault and my other partners fault. Um, for whatever reason none of
38 us could ever show up for group on time or all at the same time, all together ever. I think
39 we did maybe three of the eight labs because we just could not show up. So, I mean I didn't
40 get anything out of it. And I saw the potential of it, but something for me, because I saw the
41 potential of being able to get something out of it, but because my senior leader never
42 showed up or my other partner never showed up, we didn't get anything out of it.
43
44 J Okay.
45

1 R I mean I think I to change twice, and I'm not, I'm fairly strong in public speaking and I
2 know I can use a lot of improvement in it, but that didn't help me, there wasn't enough
3 feedback for me to get anything out of it.
4

5 J Not enough that you could speak to it. Okay. But there was a third component and I'm
6 forgetting what that was. Skills seminar?
7

8 R Yeah, the skills seminar is the speech thing every Monday night for the lecture every
9 Monday.
10

11 J But that, that's separate from the personal growth, I'm calling it personal growth group
12 because that's how I remember it to be.
13

14 R Okay.
15

16 J But weren't there three things?
17

18 R Yeah, there was the personal growth group, the Leadership Lab and then the seminar.
19

20 J The seminar, okay, okay.
21

22 R And the seminar is where I got all the, the stuff about um, making a goal and
23

24 J Okay
25

26 R That sort of thing.
27

28 J Okay, and the personal growth group is what you said at first you thought you didn't like,
29 but now you miss.
30

31 R Have you ever seen Bad Boys II?
32

33 J No.
34

35 R Okay, well in it they have, they have all these like clips, it's a really good movie, you
36 should see it, but they have these clips that are um, of them going to group therapy and the
37 therapist keeps saying, you know, when you feel stressed just rub your earlobes and say,
38 woosaw and it's making fun of group therapy and for the entire first probably month of
39 group, of the group thing, I just had to like hold that
40

41 J Had this need to do that.
42

43 R Woosaw I felt like it, it just felt really silly to be in group therapy when none of us were
44 you know, there seeking out
45

46 J counseling

1
2 R yeah
3
4 J Okay, okay. Tell me a little bit about how you have changed if at all, you've touched on
5 this, um, since participating in the BLI as a leader and personally.
6
7 R Well, um, I've gotten much better at controlling what I get involved in and what I find
8 important. My pri, I've always been good at time, time managing but my priorities
9 sometimes get screwed up and I'm not really sure what's the most important to me and I
10 don't know what to say no to and what to let drop, um, and Batten has really helped with
11 that a lot and that's communication skills a personal growth thing um, that helped me with
12 that I think.
13
14 J Okay.
15
16 R Is that it's made me much more concrete in what I want and what I need to do to get there
17 and how much help I need to get to get myself there. And um, it certainly made me more
18 aware of what I do as a leader and kind of how to go about getting where I want to go and
19 how to motivate. Other people there and I've noticed an extreme change in my leadership
20 tactics since I started the program, extreme change
21
22 J Good.
23
24 R And I think a lot of that has to be just being in a different environment as well and like
25 being two years in college and I'm sure that I would have gotten, you know, made progress
26 either way with or without Batten but I, it's been a really, really great kind of sounding
27 board and base for me to jump up in leadership.
28
29 J Good. Good. Um, let me rewind a little bit, as far as groups now, that you all have part of
30 the second semester
31
32 R Auh huh
33
34 J Um, you have, what you all had tonight, kind of Leadership Resource Group, and then it,
35 which, appropriates your project,
36
37 R Auh huh
38
39
40 J And is there another piece?
41
42 R Well we meet with Stacy twice for the personal
43
44 J For the individual
45
46 R thing yeah.

1
2 J Okay. Okay. And how, how would you say those, um, those are going for you as far as, a
3 fit for you?
4
5 R Well the, the things on Wednesday nights are really, they are really helpful because it gives
6 me, like what I did today in group, I was like, “alright guys I need your feedback, does this
7 sound okay with you” because I’m planning this program for the entire school and I can’t
8 make decisions for the entire school and even if it’s only five other people that have an
9 opinion at least it’s not just me. And I feel better about making the decision.
10
11 J So delegating for this is not a problem
12
13 R Yeah, and it’s, I’m just really concerned that the way I see this program is not how the rest
14 of the school is going to appreciate the program and um, having, having that outlet to kind
15 of talk to people is really helpful. And seeing other people go through struggles similar to
16 mine is helpful as well.
17
18 J Okay.
19
20 R Um.
21
22 J And when you meet with Stacy is it an extension of like what we talked about tonight, or is
23 it a little more personal?
24
25 R It’s a little more personal, I think, um, I’ve been talking to Stacy about my issues with
26 **HUUUYA** just because, um, my other project seems to be going fine, because **HUUUYA**
27 is a constant struggle for me. I can’t
28
29 J Can you tell me again what **HUUUYA** stands for?
30
31 R Hollins University Unitarian Universalist Young Adults
32
33 J Hollins University Unitarian Universalist Young Adults
34
35 R Yes
36
37 J Okay, Thanks. Sorry go ahead, so you’ve been talking to Stacy mostly about that
38
39 R Yeah, um because I can’t get people involved, I can’t get people motivated and I’ve tried
40 everything and I don’t know what to do and I’m just sort of starting to lose faith in the idea
41 that this will work at all, um and I’ve been talking to her about that and she has been
42 helpful, um, right now, like I told her in this last group basically that **HUUUYA** was
43 dropping lower on my priority list as exams got closer and this HUG thing, I have so many
44 acronyms in my life. (laughs).
45
46 J I got the HUG thing though, but the **HUUUYA** that was a new one.

1
2 R Um, the HUG thing is getting close to like, we have four weeks to get 250 people signed up
3 for this program. (laughs) so I mean
4
5 J A lot of people, that's a lot of people
6
7 R It's going to be intense and so, I mean we only have two more, we only meet, we meet
8 every Sunday, and um, there's only four Sundays, we will probably only meet three
9 because the other one would be the week before mid terms, or finals and nobody is going to
10 have time.
11
12 J Exactly. Okay
13
14 R And so, it's sort of moved down, and she's been really helpful in that kind of giving me a
15 sounding board to talk to as far as
16
17 J Okay. So as you wrap up your first year of your program, I know you have a lot more to
18 go,
19
20 R Yeah
21
22 J um, how have those first impressions changed and how have they stayed the same?
23
24 R Um, well I certainly don't hate the program anymore at all. I think it's a fantastic, fantastic
25 opportunity for me. Um, I am really into the recruiting of first years. I have a really good
26 friend who is in charge of Out Lab which is the DLTB Community hear on campus.
27
28 J Auh huh.
29
30 R And she is a first year and suddenly got roped into this Leadership Program, this
31 Leadership position of a club that's kind of dying, which shouldn't be because we have a
32 really large DLTB population on campus
33
34 J Right, right, that's surprising.
35
36 R Um, the club is kind of floundering and so I'm really encouraging her to get involved in
37 Batten because it helped me so much with my leadership that I'm sure that it will help her
38 and you know this time last term I was just like, "I hate this program, this is stupid, I'm
39 only doing this so that I can get the, the leadership seal on my certificate on my graduate,
40 on my diploma
41
42 J Auh huh
43
44 R so I can get the job, there's no other reason, you know, and like that was, it is not at all the
45 way I feel now
46

1 J Okay. Do you think people who knew you in high school um and saw you lead, if they saw
2 you now, would be able to say, Rose is doing, has changed and grown and developed.
3

4 R I think so.
5

6 J Whether it's teachers or other students or whom ever.
7

8 R Yeah, I think so, um,
9

10 J Okay.
11

12 R When I left the, the youth group that I, I moved to another youth group that I actually held
13 a leadership of sorts that because I was new it wasn't quite as strong, I didn't get there until
14 my senior year of high school and most of them had been there since their first year so it
15 was a more awkward thing. But the group that I left they used to, you know, tell me that I
16 was far too controlling, that I needed to relax, and that was, that was the issue is that I
17 would go into, into the youth group room and be like, "alright we need to get this done"
18 and they would be like, "we just want to screw around, can you relax" and I'd be just like
19 riding every one too hard and that was the lesson I learned. And I think that they would see
20 that's not so much the case any longer.
21

22 J So, what would you change about the program? You've mentioned the things that, that you
23 like, but if you had to change some things, what would they be?
24

25 R Actually, the meeting you walked in with Katherine when I was talking to her about what I
26 want to do with my life. We actually ended up talking about what I would change in the
27 program for a good half hour. And I was talking about how um, I felt like the program, you
28 didn't, the program wasn't as accredited as it should be on the campus. Um, people don't
29 know that all of these projects that are happening on campus are Batten projects. Um and
30 so nobody knows the work that we are going into and what we are affiliated with. Um, I
31 was also talking to her about, how you know in elementary school when you do the
32 physical fitness test, you get the participation or you can get this, you know, one award or
33 if you do really well you can get this reward
34

35 J Right, president something or other
36

37 R Yeah. I was saying that um, Batten should work that way, so that you, oh you get the seal
38 on your diploma no matter what, um, because we were talking about how the program
39 should be credited, you should get credit for it,
40

41 J Right.
42

43 R and I was saying that if I had, if I got credit for it, there is no way that I can do it. Because
44 I'm already taking 22 credits. I'm like, I can't, I cannot take any more, I have to pay for it.
45

46 J Okay.

1
2 R So, I wouldn't be able to take it if it was credited and I, I was talking about how I felt like a
3 lot of people would be lost, but that there should be some sort of reward at the end, besides
4 just this generic seal that everybody gets no matter how much effort they put in, because I
5 feel like, I'm putting in, I feel everybody is doing equally important things,
6
7 J Auh huh
8
9 R But the time and effort I'm putting in, I feel like is a little more than some of the other
10 people and that's fine and that's their choice but if their was some sort of you know, this is
11 the participation award and this is what you get by showing more effort than that and if you
12 show really great effort you get this really great thing
13
14 J Okay, so don't think that it should be curricular
15
16 R Auh huh
17
18 J but a different level of a reward in the end.
19
20 R Yeah
21
22 J Versus just one flat seal.
23
24 R Right
25
26 J Okay, okay. Other things that you might change about it.
27
28 R Um, when I first applied I was, I thought that you know only eight to twelve people would
29 get in and then everybody got in that applied and I really was not really, didn't feel so great
30 about that, I was well what makes me special that I got into this and as I've gotten further
31 along the road and seen people drop out, I sort of realized that it's a self selecting process
32 and that's why it's not exclusive and so, it's, I still sort of struggle with being, with it being
33 exclusive people 35 people is a lot and I feel like there's no connection with the rest of my
34 group and that's another thing I'd probably change is that there is more interaction with the
35 other Batten students because I don't even know who's a Batten.
36
37 J Right.
38
39 R Um, and I think being exclusive would help that, but I don't think it's worth it to be
40 exclusive from the program. You see the benefits of both.
41
42 J Auh huh, okay. Other things? Anything else?
43
44 R Not really, those were the two big things.
45

1 J Yeah, okay. Is there someone from Hollins who has had a significant impact on your
2 experience, your Batten experience or your leadership experiences?
3

4 R Well, um, you heard, well I don't know if you heard me mention today that I said that um, I
5 don't remember if I said this today or not,
6

7 J Okay
8

9 R But that I've always fallen through the mentoring cracks and no matter
10

11 J I did hear you say that.
12

13 R Yeah. Um, I, it's true in all aspects, you know, academic advisors, everything that I've ever
14 had an advisor or a mentor set up for me, I don't connect with them very well which is
15 always strange because I connect with people really well, like that's one of the things I do
16 best at, is connecting with people and reading people. It's part of why I'm majoring in
17 psychology like people is what I do best
18

19 J Right.
20

21 R but I don't connect with my mentors ever
22

23 J It's the mentor type connection
24

25 R ever, yeah. But actually Katherine has been fantastic. She is probably the first mentor that
26 I've ever had, like that I would actually, you know you have to write, who has inspired you,
27 who's your mentor
28

29

30 J Right
31

32 R write a five page paper, like she would be the person I would write it on and she has been
33 fantastic for me.
34

35 J Can you identify things that make her fantastic?
36

37 R Well, like when I have this panic attack about what I'm going to do about my life, and you
38 know, or with my life and how I'm going to get into a doctorate program with no research
39 experience and no time to do it and all this and I emailed her and was like, "Katherine, I'm
40 having a panic attack, I just want to talk to you about doing psychology" and she just is so,
41 she made me feel like I was the only thing on her priority list. Not just the top of her
42 priority list but the only thing. Which I know isn't true, I know she's just as busy as
43 everybody else but she just is so focused on, she was just so focused on me when I was in
44 the room and so
45

46 J until I interrupted you all.

1
2 R Well even that, I mean, Abrina kept coming in and interrupting us too but, you know we
3 were brainstorming and she was like, "Rose these are great ideas" and she was just really
4 engaged in me
5
6 J Yeah, because we even talked about that while I was there, we started to talk about some of
7 your
8
9 R Yeah
10
11 J some of your goals
12
13 R She's just, she's every that I aspire to be in a person. Just that she is so, so engaged in every
14 single person that comes in contact with her.
15
16 J Okay. Okay. Anything else.
17
18 R Not really, no.
19
20 J Okay. So what is your personal, this is going to be a tough one. What is your personal
21 philosophy about leadership?
22
23 R Oh, God. Don't we have to write this our senior year in the Batten program?
24
25 J You probably do. So, your, your, you know, the seniors will have an advantage for this
26 question, but based on what you've learned um, it doesn't have to be anything, you know,
27 real special, just what's important to you.
28
29 R Well, it's important to me to have, make sure that the people I'm leading, leading are
30 enjoying the maximum amount of time that they are spending on whatever project it is.
31 Um, one of the big things that I'm working on at HUGS is that I want to sell this program
32 because I think it's going to be so much fun and I want people to enjoy the fun as much as I
33 think I will. And um, I think that's a really huge part of leadership, is to make sure people
34 are enjoying it and make sure that there's a lot of communication on what they are enjoying
35 and what they are not. So that you know, when they are not enjoying something that has to
36 be done, you can explain why it has to be done.
37
38 J Right, right.
39
40 R And that they feel comfortable coming to you.
41
42 J Not forgetting the fun.
43
44 R Yeah.
45
46 J And communication

1
2 R Communication is a huge part of it
3
4 J Okay
5
6 R Huge part.
7
8 J Anything else?
9
10 R Well I'm sure there's more
11
12 J Those are the two big ones, okay, okay. Can you think of anything that I didn't ask you that
13 you feel is important based on what I'm doing for me to know.
14
15 R Um,
16
17 J Or just anything you want to say in general about your experience in the Batten?
18
19 R I don't think so, no.
20
21 J You can't think of anything.
22
23 R It's been a great experience. It has definitely changed my life.
24
25 J That's a pretty powerful statement.
26
27 R Yeah, it's very powerful.
28
29 J Okay, well I appreciate you meeting with me?
30
31 R No problem.
32
33 J Thank you, very much.
34
35 R Yep.
36

Interview Four

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46

Interviewer = J
"Bonnie" = B

J Okay, today is April 14, 2005 and I'm here with "Bonnie" who is a junior, right?

B Correct.

J in the Batten program. Okay Thank you very much, by the way for agreeing to do this. I know you all are slammed.

B Auh huh.

J But, I appreciate it. Um, I'd like to start off by just getting you to talk about what prompted you to apply to the Batten program.

B Um, actually it was one of the few times that I found out through, a lot of people on my hall were talking about it um, several people do the emerging leaders program from my hall.

J Okay.

B You're inviting, I don't remember how people were selected for that, but um

J That's a freshman program?

B That's the, that was a first year program they had when we were first years, but it's no longer in existence. Um, but it was, it was kind of a once a week or once a every other week where they got together and did little activities um, but, some of them applied, auh, heard about the Batten Institute and picked up applications and so then I kind of checked it out and everybody on the hall was doing it and seemed kind of interesting, I was pretty skeptical, because I did a lot of 4-H activities and I held a lot of leadership positions and was very involved before I came to Hollins and so I looked at it, I thought about it, was a time commitment but I figured that I could back out of it if we needed, they did kind of specify that. And I figured if I don't learn anything, then it's not the end of the world, if I do, than that's great. And most of the time I learned something. At least you know

J Right,

B: Whatever seemed to be the worst three years of my life learning it,

J Exactly

B So but

1 J But you were willing to give it a chance.
2
3 B I was willing to give it a chance and see what it was like and because you never no until
4 you show up there and find out and stuff so I kind of got interested in it and started with it.
5
6 J Okay, well you mentioned you had leadership positions in high school. Can you tell me
7 about some of those?
8
9 B Um, I've basically been in some kind of leadership role since I was nine years old. I started
10 with 4-H and I did 4-H for eight years, nine years um, and through that I did club offices,
11 county offices, regional or district officers um, and had a lot of experience that way. I went
12 to the National Institute on Cooperative Education when I was 16, held the national office
13 of that week long thing. And, in high school I did um, peer mediation, just pretty much a
14 counseling kind of group and I did the Spanish club, I did academic derby captain there, in
15 peer mediation I did all different kinds, I mean, I was President, Vice-President, I held
16 every position imaginable within any kind of organization that you can think of, so, um and
17 in middle school I did SGA and got into that a lot. And then through high school I did art er
18 club which is officers of different organizations that come together – library club,
19
20 J Right
21
22 B everything you could think of.
23
24 J Well, and totally out of curiosity, what, what was it that you think that prompted you to
25 become such a leader at an early age, was it promoted within your family or was it just
26 something in you.
27
28 B Um, I really think it was, I think some people can be taught leadership but I think a lot of it
29 is really internal. Some people are just more adapted for it.
30
31 J Auh huh.
32
33 B And I think one was growing up in the military family, I was very independent and, but at a
34 very early age, I was already telling people what to do. (laughs). At five I was the one in
35 Kindergarten that was saying, “you sit over there, you do this and you do that.”
36
37 J Right.
38
39 B And so it kind of was a natural progression for me, my parents encouraged me to get
40 involved and my best friends mom actually started the 4-H club and my mom became the
41 assistant leader or so and that's how I kind of got into the 4-H aspect of it. And 4-H really
42 helped me to identify that I did have the qualities to be a leader and why it did and you
43 know, I was a dependable person,
44
45 J Okay
46

1 B able to step up and I think that probably was the one thing that got me going on it, at an
2 earlier age, I mean even in class rooms I was more outspoken and I was the one raising my
3 hand and all that kind of stuff, so, I definitely something that I think been a part of me since
4 I was really young. I mean I can watch family tapes and I'm like, Oh my God, I'm so bossy
5 (laughs).
6
7 J You can laugh about it now.
8
9 B Yeah, it's kind of that turning production from just being the bossy little kid to you know,
10 there's the method to controlling
11
12 J Right, there's a balance.
13
14 B Yeah.
15
16 J There's a balance. So, what was you first impressions of the Batten program when you
17 started to get involved and learned more about it, what was your first impression?
18
19 B My first impression, the very first day that we showed up and they gave me the run down
20 of this is what you are going to do sophomore year, this is what you are going to do junior
21 year and this is what you are going to do senior year. I thought, there is no way I have time
22 to do this. Three years is a lot, do I really want to make this commitment. Oh my goodness,
23 what is this stuff that we are going to be doing, and group skills and seminars, and um,
24 projects, and all that kind of thing. So, I was a little bit over whelmed. I thought, you know,
25 I don't really know if I really, really want to commit to this. But it was one of those things,
26 that again, I kind of stuck in there for a few years, try it out for a little bit, see if you like it,
27 then if it's not happening for you, then, you know, that's fine too.
28
29 J So, you were obviously having your doubts, but something was drawing you in.
30
31 B Right. I was a pretty big skeptic prob, a lot more skeptical then most people do, just
32 because of the experience that I had than I think a lot of um, and a lot of the people that
33 were in our class, our Junior Batten class basically, um, I didn't really recognize as leaders.
34 A couple of them, you know, but, for the most part they weren't the personality that I
35 recognize as, "oh yeah, well that person does this and they talk out" I mean, the
36 characteristics that I find important in leaders, so, I felt that was a little how was this
37 program going to turn these people into you know, leadership quality. And so, that was
38 kind of my first impression and then the um, the Seminar programs, I really liked being
39 formal teaching, they presented posers the ideas because I really related to a lot of the
40 things that were going, it was just a formal, I didn't realize that people had written down
41 these things and it was actually, you know, a whole theory
42
43 J Well what natural to you is this huge
44
45 B Yeah, is this huge studying people, you know are, doing all these, written down what I
46 have been doing for 15 years now, so. That's what really appealed to me is the, well, you

1 know, this is something I try to do all the time, and, this is something I don't do so well but
2 I recognize that I don't do it so well but its
3
4 J Right,
5
6 B: something you need to focus on. And the group skills seminar was really hard for me at
7 first. It was very difficult because I don't have a problem talking at all, and so the biggest
8 challenge for me was not that I don't mind awkward silence, I don't mind silence at all, it
9 doesn't bother me, I, I very rarely get uncomfortable, but I made myself be uncomfortable
10 by not wanting to speak up or not speaking out when other people wouldn't speak up.
11 Because your first few times, I mean, you sit there sometimes and people won't talk or and
12 I just keep thinking in my head, "why don't people just say something, it's not like we're
13 going to hurt them," or you know I was going through all these auh, just something that I
14 found I did a lot in life. People are really struggling, or I can see that its really awkward for
15 them to not talk or to talk and then I'm like, okay, I'll just talk, instead of maybe being
16 quiet and letting them work through it and really listen to what they have to say.
17
18 J You may be rescued a little bit.
19
20 B Yeah, I, because it was hard for me to watch people sit there and be uncomfortable. I mean,
21 most people it's hard to sit there and watch other people be uncomfortable when you know
22 that we could just (snaps fingers) in one second start talking and it would be fine. So, that
23 was definitely the biggest, um, struggle for me as far was, as that goes in time. Being quiet
24 because I especially we had a group that was, I think our, the, opposite group from us, had
25 a lot more ??????? people but we kind of had a, the quiet type, more exclusive. So that was
26 hard for because I was in a group of different personalities just completely different so, I
27 really pushed the, I learned a lot because I made myself learn a lot and I felt like people,
28 some people didn't get as much out of it because they didn't really push themselves to talk
29 or, really only say anything, Katherine pulled them to say, direct question and even then it
30 was, you know, a couple of word answers and I just thought, "I'm being quiet, just try and
31 talk"
32
33 J Just wouldn't open themselves up?
34
35 B Yeah.
36
37 J So, what were your first impressions of that group specifically when you heard this is what
38 we're going to be doing?
39
40 B I had no idea.
41
42 J Okay.
43
44 B I mean, like even after, this is what we're going to do, we're going to talk about just, you
45 know, different things and whatever comes up, comes up and we can talk about whatever

1 you want to, and I thought, “okay, what do I want, I don’t really have too many problems I
2 need to get solved, and”
3
4 J So, it took a while to involve.
5
6 B It took a while, I think for our group to really get to the point where we accomplished, so I
7 mean it took a good two or three sessions before, because people, we had such the quiet
8 reserved group, it was, takes a lot for people to trust, I mean, I don’t trust people but I
9 don’t mind telling them, you know, anything about my day or if it’s not really emotional,
10 I’m the non emotional type
11
12 J auh huh,
13
14 B so that was when I finally, I mean, the very end of it, the semester, I got into it with a bit of
15 emotion and talked about my experience, because I hoped it would help other people draw
16 them out a little bit too. I mean I’m not really comfortable talking about this but I trust you
17 guys enough and I want you to hear this, so let me, and you guys can tell me where you’re
18 coming from too.
19
20 J Right.
21
22 B So, but I, I have no idea what it was suppose to be.
23
24 J Okay.
25
26 B And I still think it’s one of the hardest components of the program to really justify, because
27 people, I mean just try to be like this group therapy, well I don’t really feel that it’s
28 necessarily group therapy, it’s a lot of individual therapy too, because you are working
29 through a lot of stuff while you are there by yourself, I mean, and it’s one of those things
30 that either you come and you are committed a hundred percent or you come and you show
31 up, and you just show up.
32
33 J It’s what’s you put into it.
34
35 B It’s what you put into it, definitely what you get out, in my personal opinion. And that was
36 frustrating for me because I put a hundred and ten percent in the things that I do and I don’t
37 understand and I can’t, I mean still it’s hard for me to identify with people who don’t have
38 that same kind of mentality, it’s hard for me to be like, “well why aren’t you really into, if
39 you are here taking time out of your day, you might as well really commit yourself to it”
40 but I probably won’t ever understand that because that’s not how I am.
41
42 J Right.
43
44 B So, but its, I don’t know if its, I wouldn’t call it group therapy, I think it’s just a lot of
45 communication, I mean it’s called communication skills seminar. And I wouldn’t even
46 have thought of that until later on that it really is learning how to communicate with people

1 and having to really listen and understand what they are saying, and having not talk
2 sometimes too.
3
4 J So sit back.
5
6 B Auh huh.
7
8 J Well when you think back to your sophomore year and the different requirements of the
9 group, of you all, can you tell me a little bit about what, or some good experiences, like
10 what were some of the things that benefited you the most, and some of the things,
11 requirements that maybe didn't.
12
13 B I think the group skills definitely benefited me a lot and so did the um, the, the seminar
14 group. The Leadership lab wasn't as big of a help for me. I didn't really um get very much
15 into that, it was pretty, pretty much a piece of cake. I thought it was really, it was scenarios
16 that you know, you work out with somebody and it was a lot of common sense for me, just,
17 and having yourself paid to be able to communicate that's not something that I've had a
18 problem with because I've done public speaking, and I think as far as communicating that
19 way, I've never had a problem with that. So I didn't really get much out of that.
20
21 J Could you see that being a benefit for somebody that had never done any of that?
22
23 B Yeah, if you haven't done any kind of, really any kind of experience with leadership, or
24 just the kind of role play and the dynamics um, definitely, but I don't think there is enough
25 time to really get a lot out of it if you haven't had the in depth experience.
26
27 J Okay.
28
29 B Does that makes sense?
30
31 J Auh huh, auh huh.
32
33 B And the second semester the leadership resource group, it was a, it was a good way to get a
34 little bit of feedback from people in our class about what ideas they like and what they
35 didn't like, um, but I think it was not really structured in a way so that you knew that you
36 had a chance to talk about your project every time. And some peoples projects got more
37 attention than others, which is okay because some people need more help, but um, I don't, I
38 don't know if there's a way to fix maybe that. And I, I guess it just depends on the group of
39 people that you are with too.
40
41 J Right.
42
43 B And some people um, obviously had more issues to talk about than others, because they
44 were dealing with as far as their leadership experiences and, so. Or maybe dividing the time
45 thing, "we're going to talk about this" you know. "Each person gets 10 minutes to talk"
46 kind of thing. Or, and then if we, if it's a really important issue that we feel we need to talk

1 about more, than we can all say yes we want to keep going on with this, or we already feel
2 like it's dead in it's track and we need to go on to the next person.
3
4 J Right. Okay. What were, what was beneficial
5
6 B about?
7
8 J the sophomore year?
9
10 B Um, definitely the communication skills group, I mean, and it was, it was really beneficial
11 to spend so much time with different, with our group.
12
13 J Auh huh.
14
15 B It was really nice because than you got to know people, especially in our group and then
16 the second semester in our leadership lab um, you had contacts and then you had other
17 people that kind of know what you are going through and so that was really helpful was to
18 getting to know people that way. Because I don't think in the, the skills seminar you really
19 get to know people very much. I mean, you see everybody in your class, your Batten class,
20 but, it's not really an in-depth class, it's not kind of, it's a little bit unfortunate because I
21 would have liked to really get to know a little bit more about other people and cause it's
22 kind of a separation there. You're there for a year. It's just like a class you don't really get
23 to know people very much in a class but if you have a group project outside of class with
24 them, then you get to know them better and you work together.
25
26 J Right.
27
28 B So
29
30 J Okay
31
32 B Maybe mixing it up a little bit.
33
34 J Having more interaction with everybody.
35
36 B Having more interaction with everybody.
37
38 J What about this past year? What has been um, positives and, and, other things that maybe
39 have not been
40
41 B Um, I was one of the few people that turned in a leadership action report and or a semester
42 project report and it was really, um, I think it was a disadvantage to not have, we didn't
43 meet or anything like that and have everybody talk about their project. At least if we knew
44 about what people were doing and we could say "hey, I know you're working on this
45 project, I have an idea for you" or, um, even if it was once a month or something like that.
46 Because with the, the luncheon, I didn't go to the luncheon last semester, even though it

1 was on campus, because I had a class or not time frame, so I kind of feel like I missed out
2 there also, because there are a lot of people that I would have liked to have heard from
3 during the luncheons but I couldn't. And it's kind of, it's kind of an awkward transitioning
4 period, because you go from really being involved and really hands on, and talking to a lot
5 of people and getting a lot of feedback to no feedback and no real interaction cause, I mean
6 as juniors we're getting a little bit busier. We have more traditions and we're into our
7 majors so we have just a little bit more classes but, and we're more split up. Really as
8 sophomores and first years, you're living in the same area, I mean you are in the same
9 dorm building, so you get to spend more time with your friends that way, and people from
10 programs. But when you are, once you move to your junior some people are in your
11 apartment some are all over campus, that's where you kind of find

12
13 J Naturally you're not going to

14
15 B Naturally you don't have that interaction, because you're not down the hall and you can
16 just

17
18 J Right

19
20 B go to the persons room. So, that was a real um, that was hard, because I would have liked a
21 lot of feedback and help with the project that I was working on and then it's frustrating
22 when your, somebody that actually turned in a sheet and did it and other people didn't.

23
24 J Was that last semester or was that both semesters that's continuing?

25
26 B Last semester.

27
28 J Okay.

29
30 B You do a different one. You start a different one.

31
32 J Okay.

33
34 B And I don't if we were suppose to do in this semester.

35
36 J What was your project this semester?

37
38 B I did the um, SGA technology issues.

39
40 J Okay.

41
42 B So, basically I worked to establish a permanent position in SGA because there was this
43 reoccurring problem that surfaced every year, was we have this website but it's basically
44 non functional. People, it's not update with information, people don't use it as a resource
45 and we had a lot of technology issues that were coming up with printing and the office, the
46 office in SGA had a lot of technology issues, computers not working, printers not working,

1 and it's always kind of been just somebody who is a little more technology savvy that kind
2 within round table that steps up and this, this semester, this past semester it really turned
3 into another position and it was a big time commitment to get it established and so, I really
4 felt something permanent needed to be put in place so that it wasn't a reoccurring problem
5 and we weren't starting from scratch each year because that's what had happened. Instead
6 of inventing the wheel every single year, you know, you invent the wheel and get other
7 people to keep it rolling.

8
9 J Exactly.

10
11 B So, that was really my main goal, was that. And then it did pass with it the beginning of
12 this semester and so there is a new position there.

13
14 J Great.

15
16 B Um, and the website is much more, I mean, plus we looked at numbers and in the month of
17 August, 300 some people we had over 300 visits to the website, which is individual people
18 and if that many people are looking at it and it's crap what does that say about our
19 organization, I mean we can't get information out to students. And communication is
20 always a huge issue that's brought up. We don't communicate well enough in SGA to the
21 students, and I thought that was definitely one way to alleviate a lot of. And a lot of people
22 don't quite have the, have the, some people didn't buy into the really forward vision that I
23 was trying to get that this really needs to be a place where students can go and find
24 anything they need about SGA. It's like you look, any of the other, people visit the Hollins
25 site everyday on campus, we really need something like that so students can become that
26 kind of a society. We're a computer based society

27
28 J Sure, sure.

29
30 B To be that far behind doesn't speak very well for our organization. And a lot of people had
31 a lot of issues, were we going to be able to fill the position, and I said, "I don't think we'll
32 have a problem with it". We're appealing to a completely different and you're allowing
33 students who maybe don't normally get involved with SGA to kind of really flourish in
34 there.

35
36 J Auh huh. So, you feel like it was a success?

37
38 B Auh huh.

39
40 J Good, good. So how have you changed? Since, you've had two years pretty much in the
41 program

42
43 B Auh huh.

44
45 J how have you changed as a leader and personally?

46

1 B As a leader I've become a lot more aware of how to deal with women. I came from a
2 military background so dealing with men, I mean the, the institute has really, really helped
3 me with, because when I got here and when I become sophomore president, it was a big, I
4 mean it was huge misunderstanding. Cause, I was used to being in an environment where
5 as a leader and even in 4-H a lot because of the structure, it was very structured and when
6 you tell people this is what I need done, and people step up to the plate and they get it done,
7 and you know and things get solved. I was not used to answering the question, "why", all
8 the time. And I got here and started doing class stuff that was, "well I need this done, and
9 this done, and this done, we need to do this" and it was "why?" "What do you mean, 'why'
10 everybody just normally does it when I"

11
12 J Right, you're suppose to just do it.

13
14 B So, that's, and I think that's a huge difference between men and women. That I never really
15 had the opportunity to deal with, even though everybody in our 4-H club were girls, it was
16 a co-ed program so I dealt a lot with guys but we are also, I guess it was just because we
17 had grown up that way and we knew, oh, okay well this is what this job entails and these
18 are my responsibilities and this is what I do. I step up and, and um, so that is something that
19 I definitely, definitely helped me to understand that people, you, you can't always, that's
20 not going to work all the time. Which was a hard thing for me to work on and get used to
21 was, "okay well this is why, let me say" (laughs) and really get people to buy into what you
22 are saying. I've never really had to sell myself or my ideas or the vision of the group, it's
23 always been a kind of just, given. That, you know, and probably

24
25 J You're just going to do it.

26
27 B Right and a lot of it too is I'm sure respect or you know, general knowledge that built up
28 that okay, "well she's done this for a while, she knows what she is doing, we trust her" and
29 that trust wasn't there when I just jumped into it, you know, when you get there in the first
30 place, so, that's another, I'm sure another issue that came into play. But um, that's
31 definitely been a huge area, is really dealing with women, cause I'm not an emotional
32 person, I'm very rational, I'm very, um, I'm an optimist, but I have very realistic
33 exceptions, expectations of what can get done and I'm able to look at things from both
34 sides and really detach emotion from a lot of things and say, you know, "well" and that's
35 not always been a favorite for students because its, I understand where the administration is
36 coming from, I understand where students are coming from, this is kind of a middle ground
37 and a lot of people are like, "well then you are fighting for them and you're not fighting for
38 us" and so, it's a hard line to walk but it's appreciated by people that are farther along in

39
40 J who understand that

41
42 B who understand that in faith.

43
44 J Right, right.

45

1 B So, that was a big challenge. And that's something that I've had to deal with. But
2 personally I think it, it's helped me deal with a lot of emotion, I, I don't know about
3 emotion, but it's helped me deal with talking about my emotions to other people. Because
4 it's not something that I normally, I'm the put together person that's very strong and I don't
5 like people to see my weaknesses very often at all. And, that's something that Katherine
6 has kind of pushed me on a lot and um, that's been really hard for me, but personally I can
7 see where it can really help sometimes because I hold a lot of stuff in. My mom's really the
8 one that I talk to and say, "look". And it's been very helpful in identifying the more
9 successful part because it's something that I actually talked with Katherine recently about
10 this how to deal with developmental purpose for me, personally from just bringing
11 something that's really hard for me to deal with is making close friends that stay for, that
12 stay my friend because you get to that point where you are successful and you can be
13 successful but you can't be too successful. So, then it crosses that line and that jealousy
14 starts to build up and, and I'm okay with that, I've gotten to the point where I'm fine with
15 that because that's pretty much how my life is, I'll have a close friend for a couple of years
16 and then it's, "oh well now you're kind of, well we see that you're a little bit, you know,
17 too successful, we" they, they draw back slowly and
18

19 J They become intimidated or

20
21 B intimidated and

22
23 J insecure

24
25 B That was something that I wanted to work on a lot, develop personally. That was my goal
26 in group seminar was to be less intimidating and I kind of came to the realization and
27 understanding that there really isn't much more that I can do and it's just something that
28 I'm going to have to accept and deal with and I try to be as accessible and I am, I think it's
29 just that I don't engage in a lot of the gossip and the little, the other things that draw people
30 in.
31

32 J There's certainly benefits to not engaging in that.
33

34 B and, but in it's hard to sit with people, you know, if that's what they want to do, and then so
35 if you're not in that kind of mentality then it's much different. But I'm okay with, I'm
36 really okay with change which is something that, I've made me, the program has helped me
37 realize that I'm much further along then I really thought I was. I can deal with a lot more
38 than I originally anticipated and it's really helpful and it's been a great relief to understand
39 this and know that there are other people in my position that's been the most part of
40 personal that validation that says you're not really alone, we understand what it's like to be
41 because leaders can, it can become a very lonely spot and that's something that, um, when
42 you're talking to Katherine and you kind of knowing more about Nora when she was here
43 and some of the, one or two of the distinguished visiting fellows. Um, but a lot of just the
44 leaders that we've talked about in general, that's been something that's been very helpful to
45 me, is that.
46

1 J Just to hear their stories?
2
3 B Yeah, it, you know, it is harder to talk sometime.
4
5 J It can be lonely.
6
7 B It can be very lonely and if you, but if you, it's all on what you are willing to sacrifice.
8
9 J Right.
10
11 B What is important to you.
12
13 J How much balance you can find.
14
15 B How much balance you can find.
16
17 J So, looking back at your beginning and your impressions of the program and how you feel
18 about it now, have those first impressions changed.
19
20 B Oh, completely.
21
22 J In what way?
23
24 B I think I'm a complete, um, I went from being a huge skeptic of the program and what can
25 this do for me and you know, just really not sure about this program to a full blown
26 advocate (laughs). I think I'm very, I feel very strongly about it now and I've really feel the
27 need for others to really kind of, even just if people don't give everything they have to it, at
28 least they have a little bit of an understanding of what it's like and it's helpful in a lot of
29 ways. Because nobody, not everyone that participates is going to get everything out of it,
30 they're going to get different things, but just being at an all women's school and having an
31 opportunity like this where women aren't in leadership positions and in, in much of the
32 world, and because I really, I didn't understand that that's what the world was like until I
33 got here. I didn't realize the extent of how much women still don't do and really didn't
34 identify with why women don't speak up or why they aren't leaders or that, because that's
35 never been a part of my experience.
36
37 J Right.
38
39 B So, really to push those people to kind of break the stereotypes and, I mean because I've
40 never had an issue with it not being a truth and so

Interview Five

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Interviewer = J
“Holly” = H

J Okay, Today is April 15, 2005 and I am here with “Holly” who is a Junior

H Sophomore

J Sophomore in the program. Okay.

H Yeah.

J Okay. Okay. I think, I think that is close enough to us. Um, why don’t you tell me a little bit about what prompted you to apply to the BLI, what was it that, that was appealing to you?

H Well, throughout high school I’ve always, I was always involved in um, leadership positions, auh, student government and I was President of the National Honor Society and French Club and I’ve just always been interested in taking the initiative and getting things done. I’m the type of person who um always has to be busy and I don’t like to sit around and be idle and I have a task and I get it done as efficiently as possible. And I just, I, I have some, when I was a first year, last year I met some upper classmen who were in the Batten Leadership Institute and they really loved it. They loved the um, the first year the group sessions, um, this, the hour long session once a week and where we learn leadership skills, it was kind of like a classroom setting.

J Right.

H And um, I, we got great handouts from that, that, and we were just all together and we could do interaction and that was the communication group, I really liked those because we got to talk about our personal communication problems. And I know that’s a big um, problem that I need to overcome, talking, having like confidence and courage and knowing what I have to say and getting it out, or, is like two different things for me.

J Right.

H So, that was something that has really helped me, um

J It’s interesting because a lot of, I’ve heard a lot of different takes, not just from the people that I’m interviewing, but in general, you know, the different feelings about that group.

H Yeah

J Some people really thought, “this is, it’s not doing anything for me” and other people talked about how powerful it was.

1 H Yeah.
2
3 J So for you it was something that you felt was beneficial.
4
5 H Right.
6
7 J Okay.
8
9 H Because I had my goal which was, there are many parts of my goal, but one of them was in
10 like classroom settings I would know an answer but I would be so nervous that when I
11 raised my hand and I would be called on, the words would be jumbled or what I was trying
12 to say wouldn't come out because I would be nervous or I'm not confident enough that my
13 answer was adequate. So, I would think about my goal during class and I'm like, "okay, I
14 need to focus and I need to raise my hand because I know I have something that I need to
15 say" I just need help practicing on getting it out. Like I'm fine public speaking if I have, if I
16 have something rehearsed, but if it's just something
17
18 J Off the cuff
19
20 H off the cuff, yeah, so it helped me because I was thinking about it more often. I knew that I
21 would have to go back there in a week and discuss my, my auh, goals.
22
23 J Okay.
24
25 H That really helped me.
26
27 J What were some other um, just being a sophomore you haven't had, you know, a whole lot
28 of experience yet, um, other things that were helpful for you, or not even helpful things that
29 you felt were beneficial about the first semester
30
31 H Auh huh.
32
33 J other than the communication skills group? I know you all had leadership labs and
34
35 H The leadership, oh, they were great. Um, I didn't know my other, my partner, and we got to
36 be really good friends. And my senior in the group, we got to be really good friends with
37 her too. And, we, we, didn't really, we kind of just prepared what we were going to say like
38 a half hour before we were being video taped and then we always came together so it, it
39 really helped the other sophomore and I when we would talk to each other and have, like
40 when we were doing interviews skills or if we were suppose to even just give a single
41 person speech. Like we didn't like to just sit there and look, it was easier for us, we were
42 both people who liked to talk back and forth, um, so that helped us with our, the
43 communication. I mean this is, it was mostly communication for me.
44
45 J Okay.
46

1 H Um, but in like the big group session that's when I learned about more of the holistic things
2 of leadership, leadership skills.
3
4 J Okay. What about the auh, skills seminar?
5
6 H That was the skills seminar
7
8 J That was the skills
9
10 H the big group session
11
12 J Okay
13
14 H Um
15
16 J and then you had um, so you had skills seminar, and you had leadership lab, and then you
17 had the communication skills group
18
19 H Yeah
20
21 J Okay, which of the three did you feel were the most beneficial?
22
23 H Um, auh, well I got the most information in the group, what was the group, the other group
24 called again.
25
26 J I believe it's skills seminar, but it could have changed.
27
28 H The skills seminar, we got the most information, the most diverse information at, like, I
29 was always there to look aback on and I did, I did learn some things that I, I tend to um, get
30 more from a situation when I'm engaged so I like the communication group because we got
31 to, I learn, I learned about other peoples problems in, I learned from them and with the
32 leadership lab we, we had like situations that, like we had little proposals we'd have to
33 write, like speech proposals and that helped me a lot. Um, because I had an internship in
34 January where I needed to um have confidence in my communication skills and also be
35 able to write, talk in point some speeches, so those, I was constantly thinking back to the
36 leadership lab and communication skills.
37
38 J So, you could actually apply it which is good.
39
40 H oh yeah, yeah
41
42 J Okay, um, before you became involved in the program, you know once you decided to do it
43 and you heard all the information about the program, what were your very first impressions
44 of the Batten?
45
46 H Um, I, I wanted to, I really didn't know what it was at all.

1
2 J Auh huh.
3
4 H I was just like, this sounds like it would be good. So, I just, I just signed up and I went into
5 it and I was really intimidated by what type of a commitment it was. I don't think I knew
6 about that whenever I, when I signed up and I agreed to be in, be in the program. Um,
7 because it is a huge commitment and now as a sophomore and I'm working on my
8 leadership project, I mean
9
10 J What is your project?
11
12 H I am trying to set, I want to have a hand bell choir at Hollins University.
13
14 J Cool.
15
16 H And it's a huge, huge cost to buy a set of hand bells, like \$20,000. And I'm trying to find
17 out if I could set up a fund, whether I can find some alumni who are willing to help me start
18 this fund or maybe we can start in the music department and the music department can
19 finance some and it can be a music class or something through the religious life, um
20 department, so that's what I'm working on right now.
21
22 J Excellent. Sorry to interrupt you.
23
24 H It just takes, it takes so much um time and extra effort because it's like a real project for
25 class, I mean I'm putting more work into it than some of my class projects and that's
26 usually, that's usually, um, I do a, I kind of put like extra curricular things first, but my
27 grades are fine. Um, just because I'm more interested in something, just stuff that I get to
28 choose.
29
30 J Sure. Sure, Sure.
31
32 H So, yeah, it's a huge time commitment that I wasn't aware of.
33
34 J So initially you were intimidated by it. How do you feel about that now?
35
36 H Um, well looking back on it, I still would have joined the institute I just would have maybe
37 not have gotten involved in so many other things. So, I could be more committed to this, to
38 the institute.
39
40 J Okay. Okay Um, how do you think you've changed, personally and as a leader?
41
42 H I've, communication is a huge thing. With, I had an internship over January with the
43 Lieutenant Governor of Pennsylvania and I did a lot of phone answering, I was so nervous.
44 And like talking with constituents the beginning of the, um, like the first week of my
45 internship and then I started to relax and I started to look, auh look beyond like my
46 nervousness and all, is this the right word to say, I started to be myself and come to and get

1 out what I needed to get out and that, I learned that a lot from my focus and all from my
2 communication group and focusing on in my class and I've also been able to have more
3 confidence and raise my hand in class. So I've seen that change. And also, just taking
4 initiative and because we have a task, if I'm in any type of group and we have a task that
5 needs to be done, I usually have a lot of things to do so I like to be very efficient and so I
6 keep, I found myself, I feel like I've always been like this, but, I feel like just from the
7 leadership seminars I've, I've learned like new ways to approach situations and motivate
8 people and delegate responsibility and be a leader, be a leader, like not, like someone who,
9 I don't know a different word but like bosses people around, but makes, takes charge but
10 also makes people feel like they are doing the work too.

11
12 J Not controlling.

13
14 H Right, like a group effort that I'm just kind of like pushing them, pushing us all to go
15 together. So.

16
17 J Okay. If someone in high school who worked with you, um, whether it was a teacher or
18 student, were, you know, in a position to work with you now, would they see that, that
19 Hope has changed, would they be able to say, "she's different"?

20
21 H Auh huh. Um,

22
23 J Or even freshman year of college.

24
25 H Yeah.

26
27 J You weren't in the BLI then.

28
29 H Auh, I'm not sure. I would say that they would see more confidence in me and because
30 coming to Hollins I've learned, I've learned to be, not, not necessarily just from Batten
31 Leadership but just to be more open and more accepting of new things and with that, when
32 I'm more comfortable with different situations and being able to get out of my comfort
33 zone then I'm able to adjust quickly and get um, the project done that needs to be done.

34
35 J Okay.

36
37 H Auh, and, I mean communicating was a huge thing for me so, which I'm still working on.

38
39 J that was a key for you.

40
41 H Yeah,

42
43 J Okay, okay. What would you change about the program?

44
45 H Um, I think, I don't know if this is too much to ask but I think it would be really neat if we
46 could get like one, an academic credit for it. Because that, I feel like everyone is doing hard

1 work but if we would work, if we would get a credit for it, I feel like we would work so
2 much harder and we would allow time to allow ourselves more time to do the job. Um, and
3 I just think that would be really good. And to, to get more involved in the project. Like
4 some of us don't take it as seriously as we should, just because it's kind of like an extra
5 curricular thing and we take notes here and there but if we were really focused and knew
6 the this, we're going to get a credit for this, I mean, I don't know, it's kind of like bribery
7 but
8
9 J No, it's, it's a motivation factor.
10
11 H Yeah
12
13 J Does that mean that you think that the program should go curricular?
14
15 H I think, I think that would be really neat. Cause I think it would be so beneficial. But I think
16 it should be, it should stay being selective. I don't know how you can do that though.
17
18 J So you think there should be a cap on the number?
19
20 H Yeah. And that you should, I don't know if you could still offer academic credit and have
21 them apply because, because, it's, I feel like it needs to be a group of people who are really
22 motivated and willing to work hard. Because if not, then you can just like bring the other
23 people down and because we're all, everyone's stressing out and everyone wants to take
24 advantage of what is going on and if we just had someone who is not like that, I don't
25 know
26
27 J It loses something.
28
29 H Yeah.
30
31 J It loses something. Would you recommend the Batten to others, or let me rephrase that, if,
32 if you were to promote the program to somebody else, what would you tell them?
33
34 H I would tell them that I have made auh very close friends and I feel like I have made
35 connections with people and learned so much from, it's just another opportunity to meet
36 people. I mean, then you get involved more in with campus. You're meeting new people
37 who are going to be your friends. Um, hopefully for a long time. And, you, it's a good time
38 to take, because you don't usually sit down and make goals for yourself. I mean some
39 people do, but I never did. And it's a good opportunity for me to set up these
40 communication goals and say, "I need to work on this, I need to work on this" and then
41 come back every week and talk about it. It, it helps me a whole lot. If you, if you know that
42 there, if you want to be a leader and you want to learn these skills and you want to, or just
43 like that extra boost of confidence that this, this is the program because there is so much
44 information
45
46 J Right.

1
2 H And, like Abrina and Katherine are so supportive and they, they are always positive and
3 they want to know how we are doing and it just makes, makes, I know it makes me feel
4 good and makes me want to work harder and be with them and trust them, because they
5 have so much information.
6
7 J So your impressions about the program have definitely changed as far as
8
9 H Yeah
10
11 J I don't know that it's an impression, but just that you've become involved, you've
12 obviously just naturally better understand the program, um
13
14 H It's really going from not knowing what's going on to knowing what's going on and liking
15 it and learning from it.
16
17 J So no regrets
18
19 H Oh no
20
21 J that you did it? Okay. Is there someone from Hollins that has had a significant impact on
22 your experience, anyone in particular person?
23
24 H Um, I'm not sure. There have been lots of people. I know last year when I first came to
25 Hollins and I got to know Laura Casabell I thought she was so amazing. And so like she,
26 she was always so well spoken and always so motivational and so nice to talk to. And I'm
27 like, "I want, I want to go to school and I want to continue my education and learn so much
28 and be a wise and wonderful as her and be able to come to the school and really push for
29 women's education like she did" um, she is amazing. And also Katherine Walker, I think
30 that she, one of my goals in life, well I call it my biggest goal in life is to be a mom and the
31 way that she is balancing her career and being a mom I think is so, um, so neat and I'm
32 learning a lot from her how she can have this awesome career and also be a mom. I know
33 her kids and they are just so wonderful. And, it's, at the same time she is dedicated to her
34 job and she is so smart and she's such a people person. People are just, I feel like so
35 attracted to her just because she's herself and she's down to earth. But she has leadership
36 skills and she knows, and we know that she, we, we have like a respect for her. But yet she
37 can come down to our level. It's just like a, a neat, a neat way that she is, her life is
38 balanced.
39
40 J The balance, right.
41
42 H Yeah.
43
44 J Okay, okay, good. Um, what's your personal philosophy about leadership? Tough
45 question.
46

1 H Yeah.
2
3 J What is a leader to you?
4
5 H Yeah
6
7 J A good leader.
8
9 H I would say someone who is motivated for a cause and who wants to be involved to make a
10 difference or to get a project done that will make a difference in the, in the organization or
11 on campus, or for a business or the government. Um someone who is, can communicate
12 well, can, is a people person who, auh, can delegate responsibilities and be able to work
13 well with others and just be, be um, available to, um, invent, auh I forgot what I was going
14 to say
15
16 J That's okay, that's okay.
17
18 H make decisions
19
20 J Lost your thought?
21
22 H Yeah.
23
24 J Yeah, lost my thought, Okay, good, good. Can you think of anything that I didn't ask you,
25 that I should have or anything about the Batten that you want to say in general about your
26 experience, things about the program you, that we didn't really touch on this and I don't
27 know if it's because of our, there's not that many things that you don't like, didn't like, you
28 mentioned a couple of changes about academic credit but anything negative that you may
29 change?
30
31 H Um. I'm naturally not a negative person, I don't like to criticize. Um, but
32
33 J Well, and I don't want to put it out there, if there is something negative, there might not be
34 for you.
35
36 H There's really not. I just take it, I, I do all that I can to make it the best for me and I always
37 try and put a positive spin on things. Um, but you know, like the other students who are in
38 my communications group, and who we get into argue, well not arguments, but
39 disagreements and it's just, I feel like it's so real life because, no matter what atmosphere
40 your, like work atmosphere there's always going to be people in your, who you work with
41 who are always disagreeing or who are always want to do something a different way and
42 they're other students like that in my communications group. And if you get, like that really
43 set a real life situation and I think it's pretty neat because we have so many different
44 personalities all together
45
46 J Oh yeah.

1
2 H So it learns, it teaches, it teaches us to learn to work with all different types of personalities.
3
4 J Okay.
5
6 H That's really neat. I know like the lectures that we were, that we um, that Abrina and
7 Katherine um gave to us, that, I mean I always have those notes.
8
9 J Anything else just in general that you want to say that I didn't ask about.
10
11 H Um, I don't think so.
12
13 J Okay.
14
15 H I think we covered it all kind of out there.
16
17 J Okay, great. I appreciate it very much.
18
19 H No problem.
20
21 J Thank you for your time.

Interview Six

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Interviewer = J
Abrina = A

J Okay, today is April 15th, 2005 and I'm meeting with Abrina Schnurman-Crook, Associate Director of the Batten Institute, who is laughing at me right now. Um, just tell me about your involvement, how you became involved in the BLI. How it all began for you personally.

A Katherine called me on several occasions, and let me know that she was looking to find some form of replacement for herself as she was about to make plans to leave the country and I declined politely (laughs) a couple of times because it, it wasn't in my immediate family plans but then she invited me to campus to just give me a little more information about it, so I did, I came to campus and I heard about the program and how it had come to fruition and started being interested and then a few months later I had an interview.

J She scheduled an interview

A and I interviewed with a few members of the cabinet, and I

J (coughs) excuse me.

A was hired, so that's that.

J So what were the steps involved to get you on board any other steps other than just that?

A No, we had to do contract negotiations, we did that a head of time because like I let her know what I needed which was virtually what I was, just about what I was making in my other job and so we did the money negotiations and then we did the, the negotiations of, some sort of guarantee that this wouldn't be a temporary position that, because I'm a sole bread winner of my family that I needed a, a stable position and beyond that she took that she took that back to Wayne Markert and Alison Ridley and, and that was pretty much it.

J Okay.

A And then I gave my job six weeks notice.

J Okay, okay. So what were your first impressions of the program?

A My, before I actually became part of it, when I was just learning

J Right when you

A or when I started

1 J Right when you were learning of it, and right when you started and started to see how
2 things were lined, what did you think initially?
3

4 A Initially it seemed like a wonderful wellness model, with a lot of wellness counseling built
5 into it. And, it seemed like a truly empowering model for a women's college and a women
6 centered program so when I started it, it seemed a little, a little overwhelming because I
7 was trying to run it and catch up into, and jump disciplines and even though some of the
8 groups, the communication skills group was a format that I'm dealing with because it's
9 some, some counseling centers stuff that goes on there, other than that, it was, it was all
10 new and I was trying to catch up and do, prepare lectures for the next day or things like
11 that, um, material that I truly didn't have any sort of competency at that point. But I think
12 after I had a, a semester in it, then I was, I'll feel much more comfortable this next year.
13

14 J Okay. Have your impressions after your first year of the program stayed the same or have
15 they changed? Or how have they changed?
16

17 A Truthfully, my impressions the first semester was more of a misconception on my part
18 that the young women seemed to have a since of intolerance as they approached what
19 they did and then I came to understand that, you know, what the tendency, what it means
20 to be a non curricular program. And we have to understand and respect that their
21 academic focus comes first and that it, you know, if they forget or don't show up at
22 certain meetings that, that we have that I, I have learned to not personalize that and have
23 learned to embrace their individual struggles and understand that by-in-large most of
24 them are putting their best foot forward and are endeavoring to try and make the, their
25 involvement in the program that that's that they can do at the time and so instead of
26 having a, a single standard of excellence within the program, I've learned that as a non
27 curricular program the institute is going to have a continuum of more and less devoted
28 members and so that, the development of that flexibility from my perspective has helped
29 me tremendously.
30

31 J Well I may be reading too much into that, but is that to say that maybe first semester you
32 felt like people who weren't as committed in your mind you agreed to do that you should
33 be committed and you should follow through.
34

35 A It, it was frustrating because not, yes, because my mind, but view from my own in past
36 involvement with, with academia, you know, said if you've got meetings you show up for
37 them, if you have something scheduled and you're saying you're committed you have an
38 attendance policy now we've developed these things, yes you should show up, you
39 should do this, and being able to be must more flexible now has helped me sort of relax
40 on that some. Especially I think it's going to be most helpful in the coming years because
41 beginning next year we're going to have a multi level sort, certification. We're going to
42 have a stamp for distinguished service, versus, you know, just regular participation. And
43 that seal will go on their certificate and so those who endeavor to distinguish themselves
44 in every component of the program along the way, they will get recognized. And the
45 other ones will participate to the degree that they can and are willing and that sort of
46 helps things equal, equalize in mind.

1
2 J So it gives a little more incentive to the people who are working
3
4 A That's right
5
6 J harder and so their not to feel resentful to those who are not pulling their weight.
7
8 A That's right. I think that that um, I big relevant factor all the way around, the mere
9 perceptive and from my perceptive.
10
11 J Okay. Have you had any leadership experiences before coming to Hollins? I know you
12 are in the counseling field but any, any times where you could specifically say, "yes, I
13 was leader"
14
15 A And we're talking in academia?
16
17 J In anything.
18
19 A In anything.
20
21 J in anything
22
23 A leadership experience
24
25 J Just leadership experience or which is pretty new for you.
26
27 A Let's see. I did food service and retail for seven years, I did retail for seven years before
28 going to college and I was a buyer and a district manager for an apparel company. That
29 was, you know I twenty employees underneath me that I was responsible for, you know,
30 a fairly sizeable fiscal budget and staying within those guidelines and overseen fashion
31 shows and things like that. So, in merchandising and I held other management positions
32 in other sources, so yes, I think in that respect I, I did have leadership responsibilities but
33 they were minus the leadership education that I think should always be a prerequisite to
34 good leadership. I was a terrible leader in retrospect knowing what I know now and
35 having gone through counseling education and having learned in my short time here a
36 great deal about leadership education, so I was, I was very transactional and I've really
37 come to understand and appreciate the importance and subservient information of
38 leadership
39
40 J Okay
41
42 A So, I've had leadership positions, um, when I shouldn't have, probably.
43
44 J Okay. Do you feel in some way that you are almost one of the students this past year and
45 have kind of had to learn as you go.
46

1 A Without a doubt. It's a parallel process I think. I felt just like a freshman and but, but one
2 that has just grown exponentially since I've been here. I don't feel like I've been here just
3 since September, how ever many months that is, seven, eight months
4

5 J Auh huh.
6

7 A I feel like I've been here, you know, two or three years, I think at this point, because I've
8 had to change so much and we're, we've revamped and so I've learned and learned and
9 learned and as I've learned we've figured out what can be improved upon and we've
10 gotten increased feedback from, especially the seniors but from students at all levels. And
11 so all the components are being revamped and I've been in the process of that and
12 developing program manuals and so as I've learned the program we're changing the
13 program, so it seems like it's been very much of a whirl wind and I've been caught up in,
14 in you know, gaining my education right along with the sophomores.
15

16 J Right. What has been some of the positive experiences for you, some of the things that
17 jump out as the most positive?
18

19 A In my time here?
20

21 J Auh huh.
22

23 A Or with the leadership institute.
24

25 J With your, in your time here, since September.
26

27 A Some of my most positive experiences here, the easiest experiences have been in my time
28 with the counseling and in my teaching, because I got to teach two classes and students
29 just seemed really excited and motivated and great for when I see them consistently and
30 in, and have, being able to be a part of a curricular program just, you know, in those
31 respects is, it's easier because you, there's, it fits in the ties and you can quantify when
32 someone is making progress and they can quantify that for themselves and they really
33 measure themselves pretty stringently, the demands are more, they, they meet those
34 demands. So those have been easier rewards for me to access ego wise. I think it's, it's
35 been more difficult for me to, to really feel any, some measures of successes because I've
36 really been with the leadership, with the institute because I've been he new, the new
37 women on campus and I'm, I've really been in a position where I've been tested having
38 to forge my way and um, students, many students have accepted that and some students
39 prefer to, to auh, continue to go to Katherine and that's fine, that's completely normal and
40 natural and in the same circumstance I would probably do the same thing.
41

42 J But it's had to have been a challenge?
43

44 A It's been very challenging.
45

46 J Especially when she's gone.

1
2 A Yes. Well and even now that she's back, they've, some of them don't see the value in
3 needing to come to me at all. That's okay, in a way, my ego really isn't in it to that
4 degree but it complicates things in fact not really the design that Katherine envisioned in
5 that so it becomes a complicated factor.
6
7 J Okay. You, you've had to kind of jump in and do, like, more like when I meet with the
8 students, if they are a sophomore I can ask them about their sophomore experiences, their
9 junior experience and their senior experiences. You've been running groups and things
10 for all of them pretty much. Um, so let's just start with like sophomores
11
12 A All right.
13
14 J Um, what would you say would be a benefit, the most beneficial of all it's requirements
15 to them, the most beneficial.
16
17 A Clearly for me I've seen that the most beneficial is the, their own personal groups, the
18 communication skills group. And I've seen it most profoundly with there have been
19 several students, um, who have said last term, this term they are much more focused on
20 their projects but last term one student completely changed the focus of, she changed her
21 major, she changed her career focus and she attributed the confidence to be able to do
22 that and confront her parents on that to the support of the group, and giving her on, you
23 know, open and honest support and feedback throughout the classes, I've, I've seen many
24 students who, you know, um experience growth in that process. And, that's more of a
25 counseling orientation because we know how powerful group, the group process can be,
26 very little to do with me, a facilitator.
27
28 J Right.
29
30 A Um, but I think that's been the most profound component for all of them, with out a
31 doubt..
32
33 J What about, um, the juniors, what would be something profound you think for them? I
34 know there's not as many requirements as you go on
35
36 A Right, the juniors, the only thing that I had personally had contact with it was that by the
37 time I came on and Katherine left, they had already submitted what their projects were
38 going to be so only in passing have I come to understand or when I seek them out, you
39 know, "what's your project" because I won't know that until we get summaries on that,
40 so otherwise, so far this year juniors experience with me has only been sitting in the
41 luncheons for the seniors visiting fellow series and it's a completely different group this
42 term than last term because they were abroad and then vice versa. So, you know, it was,
43 you know, close to a dozen students I guess last term and then six students, or seven
44 students that come this term and so far we've sat there and listened to the speaker and the
45 speakers have all been different and many of them have brought wonderful and profound
46 messages that I hope they are carrying out. But there's been no real measure of them

1 having one meeting without a DVF next week and then that's it. So, next year I expect
2 things to be very different because we are going to start staggering. Having a
3 distinguished visiting fellow and then the next week we'll have a process group about
4 that, so we're trying to build in interpersonal skills group and a process group in the
5 sophomore, junior and seniors component. So we'll keep staggering those, um, every
6 other week we'll have a process group about the message. Um a little more focus
7 processed group so then I'll be able to track what's profound and impacted them for the
8 juniors. Along this far its kind of been a wash me.

9
10 J So that's the part of what you all were revamping is to get them to be able to have more
11 contact with you all and one another?

12
13 A And for the, yes and additionally a Virginia component since we are adding on a non
14 Batten, it's Batten sponsored a first year component that we've been asked to do. The
15 juniors will serve as mentors on two or three occasions for the freshman.

16
17 J Okay.

18
19 A And then those freshman at the end of their year who've transitioned in their sophomore
20 year to be Batten then the juniors will turn into seniors who will mentor again so that
21 experience in the mentoring component that additional involvement inter class wise, I
22 think should really help my contact with the juniors and help them grow on that level.

23
24 J Okay. What about the senior class?

25
26 A What about.

27
28 J What has been um, something, a requirement for them that you feel like has been um, had
29 an impact on them, a positive, a positive experience for them? There, either less
30 requirements for the seniors and I know it,

31
32 A The seniors are suppose to do the mentoring for the sophomores and nobody should
33 laugh, and they are suppose to do the senior advisory board. If you ask the seniors, I
34 strongly suspect that they will say that the senior advisory board did not impact them as
35 they would like. However, they are so task oriented and achievement oriented that they, I
36 would challenge that they have not kept in mind that they have established goals, mission
37 statements or representation statement which is sort of a student conduct code as a
38 representative of a Batten, how the students are conducting themselves, to conduct
39 themselves on campus and then the outer community as well as an attendance policy
40 they've established committees, they have chaired meetings, they've done a great deal.
41 They've been an effective board for the time that they've had to work within and without
42 much guidance and direction. So I don't know that they would count that as an
43 achievement, but I think it's ended up having a profound impact on the program and
44 ultimately on them. I think probably if you ask them maybe one of the things that they
45 would feel most heard on and the things that they are most positive is just over spring
46 break. Right before spring break they, they gave Katherine and I packets, they gave

1 Katherine and myself packets of things that that they were concerned about in the
2 program, things that they didn't like at all and wanted revamped and so over the last
3 month we have done that and that's how all of these changes to the different components
4 of the program um, have, that's where they responded and so I hope that the seniors leave
5 with an appreciation of the legacy they truly are leaving behind and as a result of all the
6 changes that they've had a very direct hand in.
7
8 J Okay. I have a feeling that the seniors have probably been the most challenging for you,
9 would that
10
11 A Sure
12
13 J be true, false.
14
15 A That's absolutely true. And it's natural. Because they had only one person, Katherine,
16 and then they had the interns, you were one
17
18 J Auh huh.
19
20 A And they got very attached. And so the program, they, they were the pioneers of the
21 program of the inaugural class. And so it really was something that they attached strongly
22 identities to. And then I come in, in their senior year and their beloved goes away for a
23 few months, it, it must have been very difficult I think for some of them to make that
24 transition and some of them came around and were willing to make room and some of
25 them um, had too much going on to, to decide that they were open to and producing, and
26 that is absolutely fine because they're here and they are cutting their teeth in, on all their
27 various leadership projects. And, it's, it's almost kind of a wash that I wasn't, it's
28 unfortunate that I wasn't able to forge stronger relationships with more of them but the
29 fact is I didn't have time to devote just to them.
30
31 J Sure.
32
33 A They were ?????? and independent entities in what they are suppose to be doing so I'm,
34 I've been much more of a spectator on their level.
35
36 J Okay. As a whole looking at all the students together, what do you think would be um,
37 some of the biggest changes you've seen in students personally just from being a part of
38 the Batten? How do you think they've, they've changed.
39
40 A That's going to be really hard to accurately measure and quantify because their changes
41 are qualitative as a result of their entire academic experience so I can't tell, there is no
42 way to really tell truly what's attributable to Batten and otherwise. But those whom I've
43 seen progress in the groups, what I've really seen as how the groups That they've been
44 able to stick with for two semesters even though the second semester was much more
45 focused on their leadership projects, they have been able to open up to peers in ways that
46 they report they are not able to even with their friends. But when they are with their

1 friends they don't have the honest conversations they don't challenge each other on that
2 level and who of us do

3
4 J Right

5
6 A by-in-large. So that's the constant, the groups become a really wonderful forum for them
7 to do that. So, I've, I've just been around the sophomores um, the same group for the two
8 semesters and that's just not been the case even with the juniors or seniors for me, it's
9 been different groups of seniors and different groups of juniors. So even the seniors many
10 of them are not able to make the advisory board meetings last time. So sophomores really
11 are more that I can speak of and that's where I've seen growth where they have been able
12 to challenge some of their mechanisms and reconstruct them.

13
14 J Okay. What feedback have you received from the students um regarding um their
15 experience in the Batten and you know just people saying, "this was something that I
16 didn't think I would do, and now I really love it" or people you know, the drop out rate
17 and those kinds of things, just student overall experience, what they say about it.

18
19 A By-in-large many of the students are very, most of the students I think are very in love
20 with Batten and they're proud to be associated with it. At the beginning with the
21 awkwardness that naturally comes with the communication skills group and we're going
22 to try to do as a side line a much better job in interviews to underscore that even more,
23 how ambiguous it is and how you sort of have to stay with it and how sort of not to pull
24 the rug out from under you and knocks you off your feet in order to progress but that has,
25 that proved to be an arena for which students who felt they were going to leave, had to
26 further challenge themselves and I challenged some students to stay and don't, you know,
27 I think the ones who are most proud of their progress are the ones who were very upset
28 on some level at times about being in those groups, but who were courageous enough not
29 to exit out of fear. They stayed anyway, they confronted their discomfort and they pushed
30 through it and that was really wonderful.

31
32 J Okay. Okay What other perceptions to the best of your knowledge, um, are the
33 administrators, other faculty members

34
35 A Oh can I do that

36
37 J Yeah, please

38
39 A Cause it just occurred to me that neglected to answer some of the. As far as attrition goes
40 we've only lost two students this whole year as a result of them thinking that they didn't
41 gain enough out of it. And they were, these two students were best friends so, you know
42 within a couple of hours of one contact the other contacted us and that was very expected.
43 But all the others we lost maybe five or six others, since the beginning of the year, one
44 transferred out of those and all of the rest of the others indicated that they left because of
45 the time commitment not because they didn't want to be involved in Batten, or they
46 thought Batten had nothing to offer them. And that's an important auh, thing to realize

1 that, that they consider Batten so important that, um, they have to prioritize their lives and
2 um, otherwise I think they would have stayed. So as far as attrition goes, I think attrition
3 is
4
5 J Pretty low.
6
7 A is low
8
9 J pretty low, okay. Um, what are the perceptions of administrators other faculty um
10 involved in the leadership program as far as the impact it's had on the campus, any
11 feedback you've received from those.
12
13 A There's no real way for me to know the scoop of that. But administration seems to be
14 very fond of the program from my perspective. The Board of Trustees seems to be very
15 fond of the program from my perspective. Admissions is very fond of the program and I
16 think they see it as an excellent recruitment tool as they ask us to speak um on behalf of
17 the institute at all of the auh, as many as we can for the incoming scholarship candidates,
18 etc. The um, retention task force values the program to the extent that they see us as a
19 retention tool and that's why we've been asked to instill a first year ???????? (mumbling
20 could not understand)
21
22 J Okay.
23
24 A Otherwise, um, it has been my experience that the individual faculty members that I have
25 encountered have expressed some part positive feelings towards our efforts for the
26 institute. Otherwise I am aware that we don't have faculty backing to the point that they
27 are jumping up and down to have us go curricular at this point. I don't know what's, what
28 the total scope of that is. Faculty is ???
29
30 J Sure
31
32 A And I don't', I can't speak for what direction that's going to go. I haven't had direct
33 negative feedback from faculty members.
34
35 J Have you had, just whether it's direct feedback or rumor or if you had to speak to um the
36 negative side of the Batten program, um,
37
38 A Okay
39
40 J or just, just grumblings of things that the people don't like about it. Could you speak to
41 that?
42
43 A Okay. If this answers your question. What comes to mind when you say that is that the
44 perhaps I have heard that at one time that their, there was some faculty and when I say
45 faculty I'm speaking of just maybe one person, maybe a couple of people, um, talking
46 about the fact that we are, you know, that it's, the implication that it's too counselor like,

1 it's too touchy feely or my interpretation of faculty hesitancy is similar to maybe what the
2 struggle they went through with on this campus to get a women's studies department. Is
3 that it's not, it's not a hard science. It is soft in the eyes of those who um, get behind only
4 the hard sciences and so it seems to carry less legitimacy as, as a study. And um,
5
6 J Sure, okay. What about the students. Non Batten students. How do you think they view
7 the Batten program?
8
9 A I have heard from several students about their regret that they were not able to participate
10 in Batten that maybe they didn't know about it in time to get in on the ground floor and
11 now they are juniors or seniors and they wished that they had been aware of and been
12 able to take advantage of those opportunities. I have less directly and I've never heard of
13 a student directly, but I have heard because I read in the paper in the Column
14
15 J Auh huh.
16
17 A students not connected with the institute who don't, who maybe have some
18 misconceptions about who we are, what we do, and finding only um, I guess they have
19 heard it from others saying "Batten, Batten, Batten" and perhaps what I read seemed to
20 indicate that one student at least was frustrated at hearing it so much. But then it's a
21 double edged sword because this is the third year in the program that for the first two
22 apparently the complaint was we don't know about it, it's such a great program, but
23 nobody knows about it and now we've arrived to the point that it seems by-in-large many
24 people do know about it so
25
26 J just students are getting sick of hearing about the Batten girls
27
28 A Just that or indifferent
29
30 J Okay
31
32 A Yes and I, I don't know because the Column sited one student and that's, you know I
33 don't think one student can be a representative of, of the whole.
34
35 J Okay. Okay. So what would you, I know that you and Katherine have talked about
36 changes in the program, um, and whether you all discuss this or not it doesn't matter, but
37 what would you personally if you had control of that, um, change about the program?
38
39 A Philosophically or real technically?
40
41 J Whatever comes to mind.
42
43 A You mean for next year or in the ideal scope of
44
45 J In the ideal scope
46

1 A entire future of the program?

2

3 J Ideal scope

4

5 A My ideal scope of the entire future of the program is that this program would go
6 curricular with out a doubt. Because there is just a chip of a fingers nail worth of
7 information that I can impart to students regarding leadership theory and so much of
8 leadership education is theory based and other programs around the nation are really
9 focusing on theory, theory, theory, go out and do some internships and service learning
10 but and do a leadership project

11

12 J Auh huh.

13

14 A They don't do what Katherine brought in, what Katherine brings to it which is the jewel
15 of the program, the heart of the program, is the interpersonal relationships, the
16 interpersonal communications and understanding in how to asserted ones self effectively
17 and confront effectively. And to do all those communication skills challenges that that
18 those aren't taught in other programs. And so if you combine in a curricular program a
19 broad scope of the 9 to 12 theories that would be great to teach and be able to give tests,
20 we are giving tests next year, but we can't grade them. And give tests and require work to
21 be done at a higher level and challenge

22

23 J And combine it with that interpersonal

24

25 A people and combine it then you get the whole picture, you get the whole shebang, it's a
26 wonderful package that no one else does and the leadership lab where you video tape, I
27 mean she's paying, she just, you know, someone paid thousands of dollars for her just to
28 go for a few days, a couple of days, the Center for Creative Leadership in Greensboro and
29 they do very much the same thing that we're doing and we're doing it for free to the
30 students, I mean it's just an unbelievable opportunity in its, you know, at it's best and so
31 if you could impart all the wonderful information, a leadership studies program could be,
32 then we really could truly could market ourselves and be synonymous with women and
33 leadership because all the research says there just isn't the skills, the interpersonal
34 relationship skills, people aren't bringing that to the work force and in our globalized
35 economy it's absolutely what is necessary. You can't just be a patriarchic model, task
36 oriented direct approach any longer. That's not working. It's not working interculturally
37 it's not working even with in companies and with downsizing you have to, you're asking
38 people to work harder.

39

40 (turn tape over)

41 J So, obviously you're, you feel pretty passionate about making it curricular.

42

43 A I really do. And it's where my forte lies as well because it allows me to set, I'm pretty
44 achievement oriented myself, so, it, it is much more inline with my natural desire to want
45 to operationalize things and set standards and set criteria and have people meet those or
46 not meet those and take away all the gray area of trying to just be flexible when, you

1 know, when they, they show up for meetings or don't show up for meetings or for classes
2 and in part put information, because right now it's incumbent upon me to learn it and
3 teach them when I could teach them in 50 minute or hour long skills seminars but they
4 don't have anything else to take with them because they are not reading on their own,
5 their not, you know, it's just not as demanding as it could and should be for them to walk
6 out of here and say they really have leadership education.

7
8 J Right. So you feel pretty strongly about that.

9
10 A Yeah. Plus it would work better for my life too as clubs stretch early morning to late
11 night depending on administrative meetings and clubs and organizations have to meet at
12 night, competing for auh, time, protected time at this university and probably all others is
13 a chore and you can only do that so many nights. You can only stretch that so many
14 nights.

15
16 J I need to check to tape really quick, hang on. So, given your past experiences and given
17 everything that you've learned personally and professionally at Batten, what, you're
18 going to love this question, what is your personal philosophy about what a good leader
19 is?

20
21 A I could probably come up with a better statement about how I had lots of time to hone it
22 down

23
24 J I'm putting you on the spot, I know.

25
26 A On the spot in some rambled form. My best definition of what a leader is someone whose
27 very transformational and servant oriented in their focus, they're very conscious, they are
28 aware, they are mindful, they are not wrapped up in their ego, and they truly want what is
29 best for the collective whole and something that extends beyond themselves. And I think
30 it's very important for leaders to help people in a very transformational way aspire to be
31 the best that they can be and help them always continue to grow and involve and change
32 and not let things be stagnant for too long and someone who is kind and compassionate
33 and very much embodies all the things that I personally value.

34
35 J Do you think people can learn those things that you just said?

36
37 A Yes. I think that comes from being around people putting themselves intentionally
38 around, in the space of other people who value that and practice that and I just think just
39 like valuing one's life, valuing, learning to set your priorities in a different way and
40 learning to value whatever we value comes through life experience and none of us are
41 born with that and the only way that many of us learn that is to step outside of our
42 integrity and I think that can help us be better leaders but this is about and because it's in
43 some ways we all, students included, they are all stepping outside of integrities, they're
44 cutting their teeth and finding where their parameters are and set learning to consciously
45 set those in a, in a real mindful, intentional way and challenging apathetic stances
46 because even apathy is a choice.

1
2 J Auh huh.
3
4 A And being around people who constantly challenge and question and support, I think is a,
5 is a wonderful thing for a leader and for students to be able to face themselves and learn
6 that.
7
8 J So would you say there are some people who are born leaders more so than others? Can
9 it be innate
10
11 A Well, the research seems to fall on both sides of that. Yes, I think, I think just like
12 anything, like, like, exceed, excelling in academics. Some people are born with inherent
13 ability, but, it takes the environment to nurture that and that can even be nurtured in
14 people that aren't born with it or haven't been placed in the environment and by-in-large
15 the, the leaders that come to lead either they've, they've gone in one or two of directions
16 they've either been held up and supported by a network of, others there, there whole lives
17 or they've excelled in spite um, difficult environmental circumstances. And, so, so, yes
18 maybe some people have natural tendencies and by that though, I mean the way is more
19 easily paved for them because in our westernized culture um, having an internal locus of
20 control while you have an extraverted personality just seems to make life a little easier
21 when you're connecting and relating to other people. But I think by-in-large everything
22 we are teaching everyone can improve and everyone can be a leader in their own right
23 and there are just as many strong quiet stable leaders and they're just as effective as there
24 are extraverted over, over the top
25
26 J High energy
27
28 A high energy and high motivation leaders. But I do think that to some extent leadership
29 would, should have to come with internal motivation and to aspire and to some extent
30 people do seem to be more internally motivated than others sometimes.
31
32 J Sometimes there has to be that drive
33
34 A Yeah, there at least has to be a drive
35
36 J Okay.
37
38 A Sure
39
40 J Okay. My last question, um, is there anything that you would like to say that I or
41 anything that I should have asked but I didn't or anything you would like to say um,
42 about anything, or do you think we've covered it.
43
44 A Well I think sometimes, sometimes I think about what we are trying to do in the program
45 and it seems to me that at the very least, leaders whether they have an inherent sensibility
46 whether they um are being pushed by someone else, by either mean they are coming on

1 their own by friendship relationships, whether they just want to learn to communicate in,
2 in better ways and refine their leadership skills, it seems to me a lot of what we do
3 whether we're trying to foster people who are going to be at the front end of things or
4 who prefer to behind the scenes in leadership roles and leadership happens in a variety of
5 ways, you're not at the front always leading. Leadership happens where ever there's a
6 desire to improve upon circumstances. At the very least what we are trying to do is build
7 smart consumers. And if you yourself choose not to lead that's fine, but it's important to
8 understand the quality of a good leader so that you know who to follow.

9
10 J Right.

11
12 A And you can mindfully select those and in that way, I think the program is inherently
13 helpful to anyone who wants to associate themselves with Batten.

14
15 J Okay. Anything else?

16
17 A No.

18
19 J Okay. Thank you maim, I appreciate it.

20
21 A Thank you.

Interview Seven

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Interviewer = J
Katherine = K

J Um today is April 18, 2005 and I'm here with the big cheese, (laughs) Katherine Walker

K The big cheese.

J Yeah the big cheese, don't you love that? Um, this is kind of broad, so if we need to break it down we can.

K Okay.

J But what I want to know first is why Hollins initiated a leadership program, and I know there is more to it than just Hollins deciding to initiate

K Right

J the program. So I guess kind of the steps in how it came to be.

K Yeah, I can, I can tell you those. When I was, when I was finishing up my dissertation process at Tech I became interested in women's leadership and I think I became interested because I had just had a baby, finishing, well had, had a baby, had a one and half year old or two year old at the time, well maybe one year old at the time and recognized that I had not been as intentional in my career and my own leadership as I wish I had been looking back because I'm start to see time, you know trying to divvy up the time between parenting and career and school and

J Right

K so I became really interested in women's leadership and just started researching it on my own and became fascinated with what I was learning and didn't know exactly what I was going to do with it but I had mentioned to my husband that, that I would love to somehow teach a class at Hollins or do something with this interest of mine and he, the, you know, "yeah you know you should go out there and talk to them". Well he happened to run into Walter Rugaber who was the interim President and asked Walter who would be the best person for me to approach. That I had become very interested in leadership and so he said, "who is in charge of women's leadership?" and Walter said, "I'm in charge,

J Oh.

K have her come talk to me" So I met with Walter in a very informal, very informal meeting just telling him sort of where I was and he said that teaching a class, actually adding a class which I just wanted one class a semester just sort of as an adjunct

J the adjunct position

1
2 K he said that was a much, much, much, much, much more difficult than, than doing
3 something non curricular and he said that they had this Batten scholarship that Frank
4 Batten had, and his wife, Jane Park Batten, had funded that had money in the endowment
5 that was not being spent for programming and he was very concerned about the
6 programming for the Batten scholars, the leadership programming, because it hadn't fallen
7 under one person and it had sort of been piece mealed and he was very uncomfortable with
8 that because at the time of that donation it was the largest donation in Hollins history. Also
9 because Walter was the former publisher of the Roanoke Times, he worked for Frank
10 Batten, Frank Batten and some, he, he, he ran head of landmark corporations and media,
11 you know print media, tv stations sort of
12
13 J Frank Batten
14
15 K Yeah and sort of the weather channel. So he, he really wanted a program that he felt like
16 really reflected what the Battens would have wanted sort of really a, a strong leadership
17 program for these Batten scholars.
18
19 J So just to clarify, the Batten money that came from the Battens was designated for
20
21 K Batten, for scholarships.
22
23 J for scholarships
24
25 K an endowed scholarship fund, so there was, there, there was money there also to run a
26 program.
27
28 J But that had not happened?
29
30 K But that had not happened.
31
32 J Okay
33
34 K Um, and I'm not sure if was specifically designated for a program or if there was money
35 that was not being used that could be designated. I, I don't know exactly the financial part
36 of it.
37
38 J Okay. Okay.
39
40 K But he felt like a program needed to happen and there was, there was funding for it, from
41 this endowed scholarship. So what he asked me to do is design a program and the only, the
42 only thing that he was, that he really, the only aspect of the program that he really wanted
43 his input on was that he wanted the students to run the program, and he, so then he
44 arranged subsequent meetings with Wayne Markert who was then Vice President for
45 Academic Affairs who is now our provost. Alison Ridley who was chair of the faculty at
46 the time who is now acting dean of students in active dean in not in acting dean but the

1 dean of academic services. And Brenda McDaniel who is in charge of donor relations that's
2 in our ??? department so he arranged meetings with different people so that we could
3 discuss what we, what the programs that they wanted or what they really wanted to see
4 happen and get some ideas from me about what I was thinking. We had a series of
5 meetings, meetings and I think Wayne was very clear that he also wanted, he really wanted
6 training, that, that, along with this leading the program, that there should be a strong
7 training component. And that's all they gave, that's all they said. And
8
9 J So you were so in the right place at the right time.
10
11 K So in the right place at the right time and given total freedom to design what ever program I
12 wanted to design. And so, I left, designed a program, in the, made sure that we had that
13 leadership component in the senior year that Walter had, I think actually brilliantly come
14 up with. I think that would not have happened without his input and it, it, while it's been,
15 just implemented and worked the more difficult parts implement, which actually makes
16 since.
17
18 J Auh huh.
19
20 K It's I think a very, very important component.
21
22 J What, in what year was this? In 2001, cause the program started in 2002.
23
24 K Yes, so that would have been 2001.
25
26 J So a year before it started is when it evolved
27
28 K Year before it started is when we were designing it.
29
30 J Okay. So how long did it take you to design the program.
31
32 K I think from, from the final meeting to actual design, I want to say a month, six weeks.
33
34 J So you dove into that.
35
36 K Dove into that. Just did it. And couldn't stop doing it. It was, it was almost not like work.
37 Just
38
39 J So what went into, back up a little bit, what went into the design, what, what kinds of , how
40 did you know what to do?
41
42 K I looked at other programs at other Universities and kept thinking, just doesn't seem like
43 people are grasping or hitting the fact that college age students are very much in late stage
44 adolescents in general, traditionally age undergrads. Particularly early in their college
45 careers.
46

1 J Right.
2
3 K And their really looking at identity development and if you get, and leadership, helping
4 people identify themselves as leaders and looking at personal growth and looking at their,
5 their identify formations, what an unbelievable time to really have them become leaders in
6 a full sense of, of the word and I knew I wanted to take holistic approach and certainly my
7 counseling background is all over this program
8
9 J That interpersonal piece.
10
11 K Interpersonal and intrapersonal. I mean the role is a self awareness, it, it and that just made
12 sense to me even in looking at the research on leadership. I mean in the end, it's yourself as
13 the leader, you, the best person that you bring to whatever leadership challenge you have,
14 the best person that you can bring to that is the best person for the job, so lets look at it
15 holistically and help students bring, bring out the best in themselves
16
17 J Right.
18
19 K in leadership.
20
21 J Okay. So, you did research, you designed this program, and then you brought it back to this
22 group? Or did they
23
24 K I had to approve it. I, just heard, I haven't actually talked to Walter about this, but auh, it
25 was Anna, I think Anna Lawson who was the at the time the chair of the board, the board
26 of trustees here, said that Walter and Wayne were expecting that I would come with some
27 rough ideas and we would talk about it and then I would go back to the drawing board. And
28 I came with the
29
30 J Full program.
31
32 K a working, right, I think I called it a um, working plan.
33
34 J you did, auh huh.
35
36 K and it was just all spelled out, goals, objectives, and I expected, so they expected this rough
37 piece of work and what I expected was to hand this to them and have them trash half of it
38 and then I would have to go back to the drawing board or not, I you know, I didn't know
39 but I did not expect what I, what happened which was, "go for it" just "take the ball and
40 run" "what do you need" and they, Walter found an office for me, it was a dorm room, I
41 walked in and there were two beds in there it was
42
43 J So they, they took care of the financial piece and told you how much you had
44
45 K Gave me a budget, auh huh and so I had that summer to recruit, I had the spring and
46 summer, it was the very end, April probably before I could even speak to any students. So I

1 really on met with I think one or two groups of students, the students accept leaders and
2 maybe one other group and presented the idea and then I wrote letters, I got um, the titles
3 of these groups, the two positions that I, the two people that I talked to their positions are
4 no longer a part of Hollins, one was um, Associate Director for Diversity or something and
5 the other was, the head of first year and sophomore programming. Those two people
6 referred everybody to me.
7
8 J Okay.
9
10 K So I, I couldn't recruit from the entire class of 05 I had this targeted recruiting because I
11 wasn't on campus.
12
13 J So you had to start initially with a more selective group.
14
15 K I did. I had to start with people that, that, they had recommended and anybody that signed
16 up, signed up. And I had a few people who straggled in who hadn't been recommended and
17 just sort of heard about it and wanted to do it, I think I had two students that did that, but
18 everybody else came for that class through a recommended.
19
20 J Okay. So what were your biggest challenges from, from the time you met with Walter to
21 the time it was implemented before it even got off the ground, what would you say your
22 biggest challenge was? Okay, I had asked you your biggest challenge from after talking to
23 Walter to getting it started before the students actually started to participate.
24
25 K Recruiting the students.
26
27 J Okay.
28
29 K That would, that would have been the biggest challenge. Trying to get students engaged in
30 something that was merely an idea.
31
32 J So how did you do it? How did you get them engaged? I mean
33
34 K I think having he referrals helped because we still use them, I've got the letter sitting on my
35 desk right now that say, Alison Ridley recommended that I contact you about joining the
36 Batten Leadership Institute she believes you have what it takes to be an outstanding leader.
37
38 J Okay.
39
40 K So it was flattering and I figured at the worse case scenario they at least know that
41 somebody thought of them in this, this, someone saw some leadership potential in them. So
42 that's, that's how we did it and then I talked, I talked to at least one persons parents on the
43 phone to explain, because she was saying you know my daughter is over committed I want
44 to really make sure that this is something she really should do, she's, she said at this point
45 I'm more interested in this than she is but, she just had some questions and then later I

1 talked to that student. So that was, that was the recruiting it was just letters and an outline
2 of what the program was.
3
4 J Okay.
5
6 K But I think almost any senior you talk to would say, I had no idea what I was signing up
7 for. Because it's an extremely difficult concept even now for us to communicate.
8
9 J Right. Do you think it's because of that intra/inter personal piece?
10
11 K And it's so individualized. And it's very hard to explain what happens in a group and it's
12 very hard to explain how an individual is going to develop through the program because
13 they, they to a large extent determine how that's going to happen.
14
15 J Okay.
16
17 K So I did the recruiting cause the design, the other part of the design it was difficult, was
18 dealing with the fact that some of these students go abroad and, and, I didn't realize that
19 when I first designed it and then before I started recruiting and as I was recruiting I realized
20 or somebody told me, maybe it was even a student said you know when we go abroad,
21 what do we do with that, and I thought, oh, I don't know. So we had to, we've had to make
22 that junior year more flexible.
23
24 J Okay. So at this point, you are in there and you're implementing the program and all the
25 folks involved, initially, Wayne, Walter, Allison, they are pretty much removed
26
27 K Auh huh.
28
29 J It's just
30
31 K And Allison the first year of the program was not here so she had gone to another
32 university that year.
33
34 J Okay. So, did you, I know the answer
35
36 K But Walter was gone too
37
38 J Right
39
40 K He, he
41
42 J So they both left.
43
44 K Right.
45
46 J Okay. Okay

1
2 K So we implemented the program when Nora ??? she was just starting.
3
4 J Okay. And this was the fall of 2002?
5
6 K Auh huh.
7
8 J Okay. And obviously I know the answer to this question because I was there but you, you
9 had two interns to help you run the program.
10
11 K Two fabulous interns
12
13 J Well of course, how did that come to be, what did you put that in the design?
14
15 K That was in the design and it was in the design because I, I felt like that the program was
16 going to require more than I could give, more than one person could give and that doctoral
17 interns have enough counseling experiencing to really be able to contribute to the program
18 while still developing their own skills. Whereas a master's level intern may not have any
19 counseling experience and running those groups would have been extremely difficult for
20 someone who had never run a group before or never, had never done any counseling would
21 have been overwhelming. Because the kind of groups that we lead are, as you know, are
22 complicated. It, it requires a, a, a, it requires a lot of skill.
23
24 J It, I think it requires more skill than people observing would even know. I think, you could
25 watch and think the leaders not doing a whole lot when they really are.
26
27 K Exactly.
28
29 J Very much a skill.
30
31 K It's very , it's much more difficult than a structured group
32
33 J Right.
34
35 K It, I would think at a minimum you need a doctoral student or a master's level therapist to
36 do those groups. So, so, and I thought, you know, free labor.
37
38 J Exactly. You didn't have to use any of the money, which probably wasn't really there.
39
40 K Auh huh.
41
42 J To pay anybody.
43
44 K Right.
45
46 J And so, and then

1
2 K And then the other side of it was also being a doctoral intern at Tech and having to design
3 my own internship and that was difficult and thinking that this could really fill the niche
4 that it wasn't available it was completely unusual environment to work in terms of not
5 being at a university but working, not, not using your problem oriented system, so it was a
6 wellness system where you are taking people to a whole another level of functioning and
7 that would be the idea.
8
9 J Right.
10
11 K And that that would be appealing to some people, and , and for those for whom it was
12 appealing may not be an easy thing for them to find.
13
14 J Okay.
15
16 K So there was that other side because I had just come out, well actually I was still, when,
17 when I defended I, I defended, I defended right when the program began early in the fall
18
19 J Right
20
21 K of 2002.
22
23 J It was all kind of going on at the same time.
24
25 K Right
26
27 J And then the second year you ran the program by yourself. You didn't have any interns.
28 There was no one available.
29
30 K That's right.
31
32 J And then last you had an intern for half the time.
33
34 K Right, for this semester.
35
36 J Do you find it more helpful to have interns?
37
38 K Much more helpful to have interns.
39
40 J Okay. And then of course now you have an associate director.
41
42 K Right.
43
44 J Which is very necessary for other reasons which we'll get into.
45
46 K (laughs) in a little bit.

1
2 J So, what was it like, um, here you are in a brand new, new school for you, in a new
3 position that you've created given all these freedoms, what was that like, I mean, here you
4 get here and then all of a sudden you have all these students ready for your program, how,
5 how did you feel, what were you thinking?
6
7 K Well, there was a complication when I first started which was, that we had been on
8 vacation and had returned and my son, I was pregnant, I was seven or eight months
9 pregnant and my almost two year old had contracted a very serious form of e-coli and was
10 really very, very sick and we were under strict quarantine. Nobody could come into our
11 house, so I couldn't have any babysitting and I also because they didn't want to create
12 panic in the community about an e-coli outbreak, we couldn't tell anybody what Jackson
13 had. So here I was brand new not able to be at work in the time frame, you know, that I had
14 expected and not really able to explain why and that, that was pretty, that was very very
15 stressful period, but somehow we worked through it, because only my husband, only my
16 husband or I could take care of him, there was nobody else that um, that could even come in
17 the house or get near him until we had enough clean blood tests.
18
19 J So you just managed and said, "my son's sick I have to, you know, do this"
20
21 K Auh huh.
22
23 J "do that" met with the interns they were doing things and getting things going
24
25 K Yes, because so you had started when,
26
27 J I remember when Jackson was sick but I didn't know
28
29 K Didn't know
30
31 J yeah all the circumstances.
32
33 K Auh huh.
34
35 J So, okay.
36
37 K So, that part, I think being new and everything being so new and trying to make first
38 impressions and not being there was a little difficult
39
40 J Well yeah.
41
42 K So, that, that was that affected the first two or three weeks
43
44 J Okay
45
46 K of the program. But miraculously it somehow was okay.

1
2 J How did the, what was the student response or how were, how were they responding when
3 actually becoming involved?
4
5 K Initially, I had a lot of, I had a lot, initially I had more complaints than enthusiasm
6 particularly about group because they came in this field like a therapy group, I don't
7 understand, they felt knocked off balance, um, it was just a very uncomfortable experience
8 for them and I just told them to bare with me that it would all make sense towards the end
9 of group and when it could for them it would really, really work. And that was a difficult
10 period for me too because of course it's a new, you know it's a new program, it's a new
11 model in terms of applying that to leadership and
12
13 J You're trying to still sell it
14
15 K I'm, right, and I'm still trying to make it legitimate and, and, still be very forthright and
16 honest and was a little concerned myself whether it was for that, whether it was going to
17 work or not. Although I really believed, it, it made so much sense to me, that the way that it
18 lined up but I really did believe it would work but I could never give anybody a guarantee
19 and I never did give any body a 100% guarantee. And then about four or five weeks into it
20 there was a complete turn-a-around. And the students just became maybe, probably about
21 four weeks, extremely invested. Extremely invested.
22
23 J they could start to see the difference
24
25 K Auh huh, auh huh. But it, it took some time.
26
27 J What was the feedback from them after that first, either that first semester or that first year?
28 You don't have to. I won't get you to go into all the different components of each year,
29 because I know what those are, have had other people talk to that, but, after they went
30 through everything you designated for the sophomore year
31
32 K Auh huh
33
34 J What was their response at it, at the very end?
35
36 K Well auh, we, we collected some data. The favorite part, the part that rated the highest was
37 the group. Which is very interesting because it was often the part they complained about
38 the most and then the leadership lab, the second and third was the skill seminar and that
39 makes sense because it's the most liked class for them which they have ???? you know they
40 have that. And the other part of that is that half the students because of scheduling issues,
41 that was the biggest, the biggest challenge of implementing the program were scheduling.
42 By a mile that was the most complicated part of it. But for, for those students who couldn't
43 attend skill seminar, they had to watch a tape which is
44
45 J Not ideal
46

1 K Worse then sitting in class.
2
3 J Yeah, not ideal
4
5 K And it was set up like a class and that, that part of the program ????
6
7 J Okay. So you obviously got to know these students very well. There weren't many that first
8 year you became very involved
9
10 K Auh huh.
11
12 J with them personally, um, what do you see is the biggest positive changes in them?
13
14 K In the students as a whole?
15
16 J Auh huh. And I guess, let's look at that as just in general looking at all the students in the
17 Batten not just the first years. Could you name a few things that you, that you see it as a
18 biggest changes in them or is that too difficult to do because of the individuals.
19
20 K No I think, I think I can speak collectively, why it may not apply to every single student, I
21 think in general, I think in general there are shifts that I can see that the more difficult part
22 of teasing out whether that's from maturing or from the program. But I, I do think the
23 program has facilitated to certainly part of the goals that we've set. And I, I think they
24 understand themselves, why, over time they understand themselves much better because
25 they get to understand themselves in a group context, individually, they see themselves on
26 video tape, they have a lot of information coming in about how they operate and how
27 others perceive them. So, it's not just reflection, it's , it's observations of others and
28 observations, self observations on video tape. Very few people get 10 weeks of looking at
29 themselves on video tape.
30
31 J Auh huh.
32
33 K So, they have, they have a much greater awareness of themselves and their strengths and
34 also what they don't do as well. What they're not as good at, what they need to improve
35 and also what they my need to partner with somebody else, that somebody else can bring to
36 the table. I think through the challenges in the group, I, I think they, I see a more of an
37 openness to other peoples, and the way other people do things and a recognition of the
38 value of that. That is, that as leaders there isn't just one right way of doing things, that there
39 are lots of different ways to do it and everybody has their own way. So I think, see that, I
40 think that's a set of development. I also think that they are more interpersonally
41 sophisticated. I think they can deal with the challenging situations, um, the challenging
42 interpersonal situations and be a little more in depth and a little more intentional because of
43 their experience. Because they've had to.
44
45 J Sure, they've been forced to.
46

1 K They have, they have.
2
3 J And these things could probably even happen after that first year, doesn't mean you have to
4 go through all three years.
5
6 K Absolutely. Absolutely.
7
8 J Okay. Any other
9
10 K And I think they are confident. I see a big change in their confidence. And again that could
11 be developmental. It makes sense a sophomore may not have the same level of confidence
12 as a senior, but I do see, I see those senior Batten Leaders and they are very clear on
13 themselves, what they have to bring and they feel confident about what they bring but don't
14 think that they're the only people that can do it. I think they have a lot of respect for their
15 peers as and for their colleagues that they, they have a lot of respect,?????? Then the way
16 they do it.
17
18 J Sure. Any negatives? Anything that has come out, not about the program itself but about
19 the outcomes from the students specifically that you were surprised to see?
20
21 K One of the things that surprised me, this, this, somewhat about the program, was the desire
22 on many of the students part to make this exclusive. To make this not just open to anyone.
23 And sort of the desire to be special and there's been a little bit of tension with my belief
24 that the program is special because the people, because people are willing to put the hard
25 work in to develop themselves and that way and that is, is exclusive because of the number
26 of people who would be willing to do any kind of word, and it's exclusive in that, if you're
27 not willing you wouldn't do it.
28
29 J So you could have 30 people in the program and it's special for those people that do the
30 work
31
32 K Right.
33
34 J Versus just having 12 who
35
36 K Right,
37
38 J Okay
39
40 K right, it's self selecting. And that, they are special, but they are special because of what,
41 how they perform and what they do and they're special because of who they are, not
42 because the director of the Batten Leadership Institute picks them from a group of people
43 and I, I've really tried to focus on that as opposed to, on the idea that, that it's the work
44 that's put in and not, you know, Katherine Walker making some random selection among
45 students. I, I can't pick who has the most leadership
46

1 J Well, you can pick somebody who looks good on paper
2
3 K Right.
4
5 J and then surprise you when you, you know in it, they might be better than what the paper
6 says or you might be disappointed or somebody might not look that great on paper but has
7 tons of skills.
8
9 K Right.
10
11 J So, I guess you really can't make that call
12
13 K The other thing is if we knew we do have students that have, are developed, we have
14 students who are firm leaders than others and I don't mind that spread, I don't want just the
15 strongest leaders because I think in interacting with each other and having to deal with each
16 other they are learning from each other and if I just have strong leaders, it doesn't seem to
17 work as well. More of the spread is, is, is helpful to the program in many ways, also I don't
18 really necessarily care where they are beginning. I want to see how far they've traveled and
19 that can, I feel very comfortable when I look at the students in the program and think about
20 where they started and think about where they are, and that they've traveled some distance.
21
22 J Right.
23
24 K And that's what I'm much more interested in is that distance.
25
26 J Are they buying into that, the ones who wanted to be exclusive?
27
28 K I think so. But I mean, but it's something that keeps, it props up periodically but I would
29 say most of the people in the program are comfortable with the way we do it now.
30
31 J Higher numbers.
32
33 K Auh huh.
34
35 J So what feedback do you receive from, from the students about the program?
36
37 K Well, initially the group gets complaints, it's just inevitably, they are uncomfortable, first
38 the communication skills group
39
40 J I still call it personal growth group, I don't know why, I know it's not, but I know what you
41 mean, communication skills.
42
43 K The skill seminar is pretty neutral. Lab, the seniors now run the lab
44
45 J Right.
46

1 K So we haven't been able, we do not have the consistence leadership of labs when we had
2 the interns. When we had the interns that lab was run well and consistently well and the
3 students, while they made them nervous they felt like, they all felt like they got something
4 out of it. So the lab reaction now that the seniors run it is not as consistent. And, and the
5 ones that had what they would consider a weaker lab leader have all said, I can see how it
6 would be really beneficial and it was beneficial just to see myself on tape, but because their
7 lab leader wasn't as strong that they didn't feel like they got quite as much

8
9 J quite as much

10
11 K as their colleagues who were clearly getting a lot.

12
13 J Right

14
15 K And that's one thing we're looking at, how, how do we create more consistent leadership in
16 labs.

17
18 J What about the, I know we've spoken most about the sophomore year, I don't want to
19 leave the other years out but what about the (flip tape over) what about the juniors and
20 seniors of the groups and requirements of them? How are they responding and what kind
21 of feedback are you getting about what they do? Start with the, start with the juniors

22
23 K Last year we had a great response from the juniors. They really loved the series and they
24 took it very seriously. And

25
26 J The series the distinguished visiting scholars

27
28 K visiting scholars series. One thing they missed was interaction with each other. And the
29 students are a broad, that's a strange year any way because we have half the students out
30 one semester and half the next, some stay, some go for the whole year.

31
32 J It's hard to be a cohesive group

33
34 K It is, it's very hard to be a cohesive group, but they felt like they got a lot out of it in
35 general of that junior year. This year hasn't been quite as dynamic. We've had to work a
36 little bit with the students to be more interactive with the speakers, we've had to work with
37 the students to be a little more professional during the groups. Things that we didn't have to
38 deal with last year. And we have decided based on feedback again this year feeling
39 disconnected similar feedback that we got from the seniors, from the seniors. But actually
40 got more this year than we did last year. So we, we're going to do next year is we're going
41 to have this series but alternate weeks and then on the weeks that we don't have a speaker,
42 have them discuss their project and integrate what they've learned from that leader into
43 their labs and I mean hey can process what they've, what they've learned and talk about it
44 and say what meant the most to them, we can, we audio taped the leaders so we can play a
45 clip, discuss what that meant to them

46

1 J Okay.
2
3 K So, we're hoping to structure it so that it's more integrated
4
5 J Instead of just coming in on a weekend and that's it
6
7 K Right, right.
8
9 J Okay.
10
11 K So, I think that will be a positive change, so while that program has worked well, I do think
12 we can address, address that with the addition of the group. It also provides some
13 continuity from year to year as opposed to, I think the way it was originally designed with
14 the three very distinctive experiences and it's evolving based on student feedback and also
15 research that we're doing, it's evolving into this, this process that each year is a little more
16 related to the other and we take a string, that group string into the second and third years
17
18 J Right.
19
20 K And I think that will, that will help make the program more consistent and relevant
21
22 J So the sophomore year is obviously the most intense
23
24 K That first semester in particular
25
26 J Okay. What about seniors and their, they don't have as many, um, obligations,
27 requirements their senior year. How, what have they said about how it's gone and what
28 they've liked and haven't liked.
29
30 K They, they've had a difficult year. This, this is the year for them to take leadership as a
31 program and because we hadn't done it before, I wasn't as clear on how much, how much
32 freedom to give them. How much direction they needed. And I erred on the side of less and
33 they needed more. They have accomplished a great deal. They have set up their admissions
34 statement, they've come up with goals, they've set up committees, they have completely
35 built a board out of nothing. They have started with a recommended development to start a
36 Batten Fund, they are, they have set an attendance policy. They have set auh, let's see,
37 representation statement, I see that they've done a lot. They did not feel like they had
38 accomplished a lot and I think part of it is not being experienced with board and how much
39 a board does. Because a board does a fair amount of talking and policy studying and
40 they're not in there implementing. Staff does that. And so they've had a good lesson in
41 what that means. They haven't liked what that meant necessarily but, but they understand. I
42 also think they weren't getting the depth of the experiences they were getting from the
43 other two programs. And so we're, again, we're going to do those alternating piece where
44 they have a leadership, we're calling it the leadership integration group where they start
45 transitioning their leadership out of the program they work with each other to be role
46 models to the, how to be the best role models they can be to the students coming behind

1 them and we're going to process lab, we're going to talk about lab and the leadership in the
2 lab and their mentorship.
3
4 J Okay.
5
6 K So they have a lot to discuss in those groups, um, that needs, and that needs to happen, I
7 mean, that, we've actually already implemented it. We have our second group tonight. And
8 already, it's, it's I think it's given them an anchor in that
9
10 J So they feel better about this change too
11
12 K Yes, auh huh, I think I wish it had happened earlier because now they don't have much
13 time but they were able to relate to each other the way they are used to relating and on a
14 board they're not relating to each other on a way that they are used to relating, they're not,
15 they're dealing at a task level and not at a personal level. And not that those are mutually
16 exclusive, but they really were crying out for more of that interpersonal connection. So it's
17 very, I think it's really interesting paradox that the part that got the most complaint initially
18 and it does every time a student starts the program, the one thing they complain about, and
19 I say complain, the one thing they are uncomfortable with and come to my office about is,
20 are these groups.
21
22 J And now they are wanting them.
23
24 K And then it becomes, and then it's the thing they claim they liked the most. Because once
25 they get used to that, it becomes a vital part of themselves and they don't want to let go of,
26 of, continuing that challenge of that development. They really, I think it says a lot about
27 them, that they want to stretch themselves.
28
29 J Right, right. What, what are the perceptions of administration, faculty, people who are not
30 involved, um, in Batten? Whether you heard this directly, could just be, you know, the
31 rumor mill
32
33 K Right.
34
35 J or just in passing people might tell you something, what do you think they think about
36 Batten?
37
38 K I think the board of trustees is very supportive of the program, I think upper administration
39 is extremely supportive of the program. I think the students in the program in general are
40 very excited and feel, auh, grateful to be a part of the program and I'm grateful to be a part
41 of the program to have this experience. I think students outside the program are either
42 neutral, most of them are, most of them are partly neutral it's just one thing that they
43 decided not to do. Just like one of my students may be neutral about fencing or golf or you
44 know whatever, um, but because it's a leadership program, you do, the students set them
45 selves up a little bit to be under more scrutiny. That's just part of being a leader. So there's
46 probably more there's probably some more critical or skeptical, some more critical or

1 skeptical thinking about the program from out, from outside, that's really as it, as it should
2 be. They, I believe if you participate in leadership programs you probably should be held at
3 higher standards to a certain extent. So there's that and I then I think there's also, there may
4 be some resentment in terms of the, the students in the program are accomplishing a great
5 deal and probably every time you turn around there is, you know, a project going on
6 whether they are working for the relay for life or starting a new clubs or, I mean so many
7 things that's been Batten projects, so many student initiatives have been Batten projects
8 and a lot of Batten students end up in SGA, so
9

10 J So it's kind of been known this is a Batten girl, this is a Batten girl, this is a Batten girl

11
12 K And there was a quote in the paper that said, "If I hear the word Batten Girl one more time"

13
14 J Right, I remember that.

15
16 K And that's normal, I think. I think that actually says, the programs at least making a
17 difference on campus. Hopefully, hopefully the difference that we want to make and you
18 know, it's in our mission statement to serve the campus, not to be recognized by the
19 campus so, what I hope is that people feel like in general that this program contributes to
20 campus and that's what we want.
21

22 J You didn't mention faculty.

23
24 K The faculty, I do, don't have a clear read on the faculty. I don't know them as well, I think
25 in general they think what a nice for students to do who are interested. But I don't know
26 that the perception is, is all positive in that, Abrina's taught a couple of courses and I think
27 while that was appreciated and was helpful, the idea of a, I think there is a concern that we
28 would start going into territory that's not ours.
29

30 J Well the faculty have a lot of, from what I am gathering they have a lot of say in a lot of
31 things.

32
33 K They have a great deal here.

34
35 J So, I don't know if they felt that they were being threatened in some way by this outside
36 kind of thing
37

38 K I think if the idea was that we would stay a non curricular program, I think they would be
39 fine, but all we wanted to, the complication is that I do believe that the students would be
40 better served through a curricular program. That's not my decision whether that happens, I
41 just, I believe we could better serve them in that capacity. Ultimately, the faculty are going
42 to have to make that determination. So they are going to have the job of making, of seeing,
43 if it's, you know, if it fits in with their mission as faculty, if it's academically rigorous
44 enough, if it's worthy of being curricular, whatever determinations they need to make. And,
45 there are probably very few faculty at this point who are ready or would be supportive of us
46 going curricular. The time isn't, isn't right. So that makes, in that potential, that, we have

1 been very open about, that I think that, but that's where the complication comes in with the
2 faculty.
3
4 J Okay. Do you think that the only people who are supportive that you mention, do you think
5 their feedback when the program started would be the same or different than it is now that
6 the third year is about to come to an end?
7
8 K The people like administration?
9
10 J Administration, um the board, do you think they've been pleasantly surprised?
11
12 K I think they are more supportive.
13
14 J Okay, so they, they, there are no regrets.
15
16 K I don't think, no, I think they are more supportive and I think, think they have come to
17 reply on me a little bit, just sort of count on it. I think some of them see it as actually an
18 important part of what Hollins is and is becoming. So I feel like over time that support has
19 grown. I mean we've had a fair amount of change in administration so
20
21 J Right.
22
23 K with the Presidents so this has been very fortunate, cause each time I wonder, is this person
24 going to be a supportive? You know is Nora going to be as supportive as Walter who made
25 sure this happened
26
27 J And now
28
29 K and she was and I felt like Wayne, when he was acting President, of course he was very
30 supportive so I felt pretty confident that he would be, but as it was he actually made some
31 really hard decisions and he really made sure the program could go to the next level, took a
32 big risk and made tough decisions and gave us funding when it was a very difficult, when it
33 was a very difficult thing to do, so he's, he's really put, he really made decisions that, that,
34 that he didn't just give us verbal support, he, he really backed it up with action.
35
36 J Wayne did?
37
38 K Auh huh. Auh huh
39
40 J And everybody has been supportive?
41
42 K Auh huh
43
44 J just you know, ???
45
46 K Yes

1
2 J Okay. So what, what's to come, I mean, I was going to ask you but you answered it about
3 how you felt about going curricular and whether there should be a cap.
4
5 K Auh huh.
6
7 J And you, you know, you talked about that, but what are the changes that, that will take
8 place next year?
9
10 K The big changes are those two, the implementation of those two groups the junior year and
11 the senior year to provide the continuity
12
13 J To have a little piece during that sophomore year
14
15 K that sophomore year in there and to help them, you know, help me, if you look at, these are,
16 hopefully they are having transformational experiences and they do need to bring it all
17 together, and this is a place where they can keep bringing it together and keep building and
18 building, and building. Auh, so that's a big change, the other is that there will be more
19 structure to, the senior year there's more structure to it. There will be a chair for the whole
20 year where as before we had each person chair a meeting so they get that experience, they,
21 this experience taught us and the students have said we need one clear leader from our
22 group or two, a co chair. There will be a secretary and a historian, so there will be two
23 offices for the board, there will be training, the board training we did as the board went a
24 long for the first part we are going to have a separate board training, a couple of days
25 devoted just to board training. So that when they start their board meeting, they are ready to
26 roll. And that we are not doing this training ad hoc, we'll probably have guest speakers and
27 some more development along the way
28
29 J Right
30
31 K but we're not going to have the hard core training spread out, we're going to have it at the
32 beginning. And I think those will make tremen, those will really have a major impact. Plus,
33 this board now has a board book, will have a board book from the current board, this
34 junior, the rising seniors will have a board book
35
36 J This was the hardest year to be a senior.
37
38 K This was the hardest year to be a senior.
39
40 J They were guinea pigs.
41
42 K They were guinea pigs. What I hope is by having to build a board from the ground, I mean,
43 from zero, that they really, they get an experience that no other group will get. But I don't
44 think they call it fun. Like big yellow's going to have a better time.
45
46 J Right, right. So the sophomores won't see a lot of changes.

1
2 K No, we are adding, we've historically just used Kouzes and Posners theory, we are adding,
3 um, Transactional and Transformational Leadership and Servant Leadership.
4
5 J So Kouzes and Posner that's the book, they were the book that you based the program on.
6
7 K Basically the skills.
8
9 J The skills, right. Okay. And you've added transformational and transactional, is that what
10 you said.
11
12 K transformation, transactional, which I think Kouzes and Posners some people categorize
13 them under transformational and then we're also adding servant leadership. That we keep,
14 we keep changing it, that's the hard part of the program for us, the most by class, and
15 they've had five classes, they are tired of class, they like the other part, but we also have
16 information that we just need to impart they have to know some of this stuff.
17
18 J Stuff that you all learn along the way.
19
20 K Auh huh. The theory and they need to know a little bit of theory and they need to know
21 some basic skills and they need to, they need to have some basic conceptual understandings
22 which is the very best and the most we can provide as a non curricular program.
23
24 J Now then this, this was the first year having an associate director and that, um, did that
25 come about mostly because of your time away from the program?
26
27 K It came about because it was two things, that I was going to be leaving, it was also very
28 clear I couldn't do it by myself because I had done it a year or so myself
29
30 J Right
31
32 K And then we had this huge class of sophomores coming in, so I think even, even if I had
33 not been going away we would have had to have done this
34
35 J You would have needed
36
37 K Auh huh
38
39 J So what will be, now that you've gone through your first year of having, um, someone else,
40 what will be both of your all's roles next year.
41
42 K I, Abrina is going to be more responsible for the day-to-day operation of the program. And
43 I'm, and I say more responsible because we both do both, but in general that, she, she's the
44 administrator and that I help develop new programming, she, she has ideas about refining
45 the program and certainly when you implement it you can see what's working and what's

1 not working. But ultimately it, it, the structural issue to the program is my problem, if it's a,
2 if it's a problem of implementation, it's her problem.
3
4 J Right.
5
6 K And I say that, it's not that neatly divided. But in general that's how the rules shake out.
7
8 J Right. What's it been like for you to kind of step back and allow somebody else to take on
9 the roles that you were used to for the first two years, you know?
10
11 K It, it, it's so clear to me that, that I can't do everything and that I am more conceptual, I'm
12 better at the beginning, I'm better at getting something started, getting it running, getting it
13 off the ground, designing it. And Abrina is a better person to implement, to make it more
14 effective, to deal with the details, to hold people accountable, to recognize problems with
15 the ways it's running and some ideas about how to make it run more efficiently. And so,
16 you know we hired somebody not to be me, because we don't need more of me.
17
18 J Right
19
20 K We needed somebody to different from, be different than I am
21
22 J To provide that
23
24 K To provide balance, and another, another, likes there's a lot of different ways to lead and
25 they, you know, they, they get a more dimensional prospective, I think of the leadership.
26 But, in terms of letting go, it's interesting the seniors haven't really completely let me let
27 go. Because, and that, there's no way for them to become attached to a new person in the
28 same way that they would when I, and I say attached loosely in terms of the program
29 director. But it's interesting as, if you go down the line and you look, you look at
30 sophomores they are much more connected to Abrina and that feels good. And, to me the
31 biggest failure would be if the program didn't work without me. Because then it's about,
32 it's a personality and not a program. And it's a model that's not effective if it's just about
33 the person.
34
35 J Auh huh.
36
37 K So, for me what's the most important is that the model works and that the model can work
38 under different leaders.
39
40 J So those most attached to you from the beginning have had a harder time with having a
41 new person that they have to go to.
42
43 K Auh, it seems, what I've noticed is they just, now that I'm back they come to me,
44
45 J So it's like, "okay, we can see Abrina while you're gone, but now that you're back"
46

1 K Right. And they do, and then they talk to Abrina too but I'm what's comfortable and I'm
2 also the person that they only have a few weeks left with and I think, you know I think
3 Jennifer's quote, Jen's quote about sort of having the attention all to themselves, this is not
4 just, see for a time it was you as the intern and me it was also ????? and now over time,
5 there are all these other students in the program and there's less of me, but that's still who
6 there, that's been the consistent person over the three years.
7
8 J Right, right. Okay.
9
10 K So I, I mean I think it's, and I think Abrina recognizes it, that, that she can be helpful,
11 supportive, and they can go to here if they need her, but first their default person is going to
12 be me.
13
14 J And she, yeah, I understand it's natural.
15
16 K And for the sophomores the default person is going to be her.
17
18 J Right. And that, I think even after you know the seniors and the juniors are gone, no one
19 will know any different.
20
21 K Oh no.
22
23 J They'll just know it is both of you.
24
25 K Exactly.
26
27 J No one would have had just one of you which will make a difference
28
29 K Right, will make a big difference
30
31 J in two years.
32
33 K it will make a big difference
34
35 J Sure
36
37 K And the juniors in some ways it will be interesting because the juniors had just me their
38 sophomore year,
39
40 J Really
41
42 K I did everything. So
43
44 J That was a year.
45
46 K The seniors, the current seniors did their lab

1
2 J Right
3
4 K so they had some of that same inconsistency in lab leadership. The best lab leadership we
5 had was when interns did it, I hesitate to say that but
6
7 J Do you think you'll get interns again in the future.
8
9 K I hope so, but we can't, the problem, what we realized is that one year we can't build the
10 program relying on that because we don't have a reliable source of consistent interns. If we
11 could be guaranteed interns every year,
12
13 J Not everybody has that interest, you got lucky that first year that there were two people
14
15 K Yes, we got lucky not just in two people but two people who were really good. That, that's
16 the other thing with interns, they have varying degrees of competence and levels of
17
18 J maturity
19
20 K maturity, right,
21
22 J So were you all both, will you continue to use the seniors to run the labs
23
24 K What we are trying to do is up their, increase their training
25
26 J Right, training and supervision.
27
28 K But in the end, it, it's still not going to be as consistent
29
30 J Right
31
32 K then it was that first year. And we just have to accept, I think that's just part of what we
33 have to expect. As far as the leadership development of the seniors. It's phenomenal
34 experience for them having to give that feedback every week. It's a huge part of their
35 learning, so there is a part of me that wouldn't want to take it way at all. We have talked
36 about having, if we have the intern capacity, intern doing some super, supervision of
37 supervision, a supervision of the labs
38
39 J Right
40
41 K and making that more a part of what an intern did and maybe even sitting in
42
43 J So you always welcome interns
44
45 K Auh huh
46

1 J but you can't base it on
2
3 K We have plenty of work for interns.
4
5 J Okay. Most people do, that's what interns are for. Um, what, you've talked about
6 leadership and the theories that you all use so what is your personal philosophy about what
7 a good leader is? It's a tough one.
8
9 K Auh huh.
10
11 J Putting you on the spot like, what, you know, Abrina's answer was well I could write out a
12 nice answer it would be different but, putting you on the spot knowing you can't have this
13 perfect idea of leadership.
14
15 K To me a good leader, a good leader has to understand who she is and how she can
16 contribute, she has to understand how to work with other people effectively and how they
17 best can contribute. She has to know how to communicate with others, she needs to know
18 how to inspire others, she needs to know how to get, get things done. And a good leader
19 has to have just some very basic skills under her belt. But a great leader calls on something
20 even beyond herself and can inspire others to be more than they ever thought they could be
21 and while we hope to help people become great leaders I think just having, you know, the
22 program itself can, it focus's on good, good leaders having those, that basic, that basic
23 success. Um, and a good leader also has to constantly grow, they have to constantly be
24 looking at what can be improved, what they learned from this situation, what they learned
25 from that situation, that sort of learning, moving on, making it happen. Learning, moving
26 on, making it happen. And it's arduous work, it's not, it's not the easier way and it's always
27 shocking to me that people, so many people sign up for this. Because it isn't easy. And the
28 program isn't easy
29
30 J Auh huh
31
32 K and it shouldn't be. Because I think if you had an easy leadership program, you're setting
33 people up.
34
35 J Sure
36
37 K Because there is nothing easy about it and
38
39 J You have to be challenged
40
41 K You have to be challenged and you have to be, you have to, you have to constantly be
42 increasing your understanding of yourself, increasing your understanding of other people
43 and increasingly aware of how you can contribute. What you can bring out in others. It is
44 not a solitary enterprise.
45
46 J Nope.

1
2 K And, and I think they do get a taste of that. I don't think anybody comes out and says, "oh
3 it's just fun" I think they
4
5 J I think they definitely say there is a lot of work
6
7 K right,
8
9 J definitely see that. Do you feel like you've changed?
10
11 K Auh huh.
12
13 J What you do, what do you, what would you say is the biggest change in yourself?
14
15 K Well I think, I think, you know, I have to, I have to put myself through some of the things,
16 some of the processes that the students are going through and I have to constantly challenge
17 myself and evaluate myself in how I'm doing in my leadership role. And that, this
18 environment makes it easier for me in that this, it's set up for that, of course I have to be
19 doing that. I think the part that, that a bit more specifically has helped my development is
20 just the amount of feedback students give. And students give a lot of feedback. And they
21 have very high expectations
22
23 J Auh huh.
24
25 K and I've become very adept at taking probably fairly difficult feedback from most people
26 um, and being able to integrate that and make changes accordingly or understand the
27 context from which it's given and be open to it. So, I think that the biggest change for me
28 has been being able to adequately to productively deal with
29
30 J Sure
31
32 K difficult feedback
33
34 J Are you surprised in anything you've learned about yourself that kind of evolved other than
35 that that you never thought. Something that you either were working on improving or just
36 something that's kind of changed in you that's surprising?
37
38 K I think the strength of that, and I think the, I think that, I would have said I'm more
39 sensitive to what other people say or think than I am now. And when I say sensitive I don't
40 mean that I'm not open and aware of it, but that it doesn't shut me down.
41
42 J You don't take it personally
43
44 K I don't take it more, I take it as helpful and really try to open myself up to it. And that, I
45 think that's been surprising. I think that, I think the other thing that's surprising, knowing
46 that on another side is that, the work and family balance and Hollins is a great place for that

1 and I work part time that I don't know that I expected the feeling like I was constantly
2 disappointing because I'm not here five days a week. Having to say, "what days are you
3 here, oh Monday thru Wednesday" and then hearing, "oh it must be nice" you know, that
4 kind of, I think the work part has been surprising
5
6 J you get that a lot, "it must be nice"?
7
8 K yeah, not from the students as much, students are more, well you know
9
10 J Right
11
12 K they want you when they want you
13
14 J Right
15
16 K like children, I mean they're not like kids but
17
18 J Can you see yourself full time, or do you think there is a need now that you've kind of
19
20 K There was a need for full time, and Abrina is filling the need of full time, there's definitely,
21 there was a need for full time from the beginning, but part time is what I had to give.
22
23 J Right.
24
25 K And that's the other part of it. I mean for two years I was giving part time knowing that it
26 really required full time
27
28 J Right. Trying to balance, trying to balance
29
30 K And that was surprising, I think that's surprising how difficult that was.
31
32 J So, looking back at this whole process, what kind of globally, what would you do
33 differently?
34
35 K Auh, what would I do differently.
36
37 J What would you?
38
39 K No, there are definitely things I would do differently. I would structure the senior year
40 more carefully. In some ways though, I don't know if I could have known how to do it with
41 out the student feedback, but certainly it would have gone, it would have been better for
42 them if it had been structured a little bit more. I would have tried to open the recruiting up
43 that first year I think we've had to recover a little bit from it not being available to
44 everybody in that class. I would, these are two, these are probably two, two biggest things.
45
46 J Well then again those things when you design a program and you implement it

1
2 K Auh huh.
3
4 J you have to learn
5
6 K Right
7
8 J from
9
10 K Well it's been and I think part of why. (next tape) I think understanding what I would do
11 differently in a broader sense is somewhat difficult because the, it has been a fairly organic
12 process of implementing the program, getting student feedback, and tailoring it based on
13 that feedback or looking at more research and tailoring it based on the research and what,
14 so a lot of what I would do differently, I'm doing differently. You, we are, the program
15 moves as the student moves and while we have leadership and make those ultimate
16 determinations based on guiding principles that we have, the structure itself has had to
17 change surprisingly little. But it still has had to change and adapt to what students want. So,
18 many of the things I would do differently, we're doing differently.
19
20 J Right.
21
22 K And, and we
23
24 J You've had to do it know it.
25
26 K right, right, right,
27
28 J That makes since.
29
30 K So we, I think we had a, we had a, we had a nice beginning structure and from there we've
31 stayed flexible and moving forward making changes along the way that, that need to
32 happen and keeping the process somewhat organic. It's like I told the seniors who so much
33 want this experience to be exactly what they had and I've told them there is no way that
34 any other class is going to have there exact experience just like if they looked beside them
35 the person next to them did not have the exact experience of the program that she had.
36
37 J Right.
38
39 K So, they have to make decisions that move it forward because either moving forward or
40 moving back there is no, there is no hover, hovering pattern
41
42 J it's not going to stay
43
44 K it's not going to stay the same, it's, it's pretty organic. And I do think over time, the change
45 has become more, more in terms of defining instead of general structural changes. So it's a
46 process of refining, but there will always be that process of refining and tailoring

1
2 J Right.
3
4 K to each student.
5
6 J Do you feel like the majority of the girls who will finish the Batten program not just seniors
7 but I guess anybody
8
9 K Auh huh
10
11 J right now at this point are advocates of the program and would recruit and give positive
12 feedback and say “yes this was an awesome experience”?
13
14 K Yes, I do. I think, I just can’t imagine someone staying in and going through all this if they
15 don’t see any value in it. It would be crazy.
16
17 J What’s been the um, attrition? How many people have, do you know how many have
18 dropped.?
19
20 K We had a lot, we’ve had a lot more attrition this, among the sophomores which we
21 expected because we had just a large number and I think we’ve lost we may have lost as
22 many as 8 students. Now some of those though, some had to transfer out
23
24 J Right.
25
26 K had nothing to do with the program. Financial issues, they have to work and they can’t do.
27 A lot of, they can’t do this and their school work and you know, the
28
29 J time commitment
30
31 K changes and really financial, we’ve had a couple of those and I think we’ve, I think in
32 terms of just, and then we have a few initially who just get in the program and realize, it’s
33 not going to work for them. We had a couple of those. And then we’ve had a couple
34 recently the first two that we’ve had quit just because it wasn’t, it wasn’t for them and
35 they’d been through the first semester, that’s happened for the first time this year. And we
36 had, we lost two that way.
37
38 J Okay.
39
40 K So we really don’t have much attrition
41
42 J not a lot
43
44 K just for attrition, just for the program is not working for them anymore. Usually there is a
45 very specific reason.
46

1 J Right
2
3 K Barring those two that I'm thinking of that, you know they went through that first semester
4 and then
5
6 J Decided it just wasn't for them.
7
8 K Right.
9
10 J Okay. Well can you think of anything that I didn't ask you that I should have or anything
11 that you feel like is important that you just want to say in general about your experience or
12 the students or anything that we didn't cover?
13
14 K I don't know, I don't think so. I do think it's interesting and I don't, well I don't
15 experience, I don't have any experience developing leadership in, with entire groups or
16 with men and all my experience is with women, but it, it does seem to be that being in a
17 single sex environment has been very beneficial to these student leadership development.
18 There's this larger context that, leadership development that was happening well outside
19 the Batten Leadership Institute here at Hollins anyway and that the program really and
20 almost like, it's almost serendipity because I didn't come from Hollins, I came from
21 outside that the, that the program formalizes what was happening in the larger context here
22 of students really finding their voices and being interpersonally connected and um, you,
23 building a very strong foundation where they have to speak in class and they have to take
24 on roles that they may not have taken in another environment, so, I, I do think that a lot of
25 the success of the program is related to the context of the program.
26
27 J At a single sex school
28
29 K yes
30
31 J it's, I don't know if easier is the right word, more conducive
32
33 K It's a real natural fit, but then there's another part of me that says gosh it may be at the coed
34 university than a specific women's program
35
36 J More of a challenge and not more of a challenge but challenges in different ways.
37
38 K Right
39
40 J Because of the research and what it says about women and how they learn in a single sex
41 school versus a coed school
42
43 K Right
44
45 J and how that would be like to jump in there with the men
46

1 K Right
2
3 J and show
4
5 K Well I'm seeing, right, but thinking that if you could provide a women's program,
6 leadership program
7
8 J Right, but I mean just to jump in with the men meaning, being surrounded by men and
9
10 K Right
11
12 J have to still do what there is required of them.
13
14 K But it would be very interesting to me to see this model in a coed context and how it would
15 work.
16
17 J but continue with just women.
18
19 K but continue with just women, auh huh.
20
21 J Yeah.
22
23 K I think it would be, it would be interesting information for somebody else's dissertation
24
25 J (laughs) or maybe one day you'll move on from Hollins
26
27 K No
28
29 J and go to a coed school
30
31 K It's a nice place to be
32
33 J You never know, you never know. Anything else.
34
35 K No.
36
37 J Okay, thanks.
38
39 K I was trying to think, what would be something (turns off tape.)
40

Interview Eight

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Jennifer = J
"Amy" = A

J Okay. Today is April 20th 2005 and I am here with "Amy", who is a senior in the program.

A Yakama

J I know she's thrilled. Um, kind of a broad question but just start off by telling me what prompted you to apply to the Batten program.

A Auh, actually I got a letter over the summer between my Freshmen, Sophomore year and it actually we were in between a move at my house and the letter got shifted about so I never actually read it until almost the end of the summer um, mostly because I wasn't a hundred percent sure I was going back to Hollins, um

J After your freshmen year, after your first year?

A after my freshman year, I had applied to a bunch of other schools and I was very much considering transferring, so much so that when I came back to Hollins, I was, I was, I was an R.A. and I didn't unpack my, my boxes in my room except for my sheets for almost three weeks, because I wasn't a hundred percent sure I was staying.

J Wow.

A But, anyways, um, I got the letter over the summer and I didn't know if it was someone had nominated me specifically or if it was just some sort of thing they send to every student at Hollins because the Hollins seems to do that, um, so I figured if it was, if it did end up being someone specially nominated me it would be very sad if I didn't at least pursue it, um, and, also because I do consider myself a leader, maybe not so much my freshman year, I did very few things but um, I'm very interested, I was and still am interested in becoming better at that because I think it's something that's marketable in a way that other things aren't. I mean you can say that, "I played on a varsity sport, or that you speak another language" and there are ways to, I mean everything is, there is a way to prove everything but I think there is something that, there's something more to a, a leadership training that they, that people recognize and they would be very impressed um, as a resume builder at least something else.

J Sure.

A But um, that you can state concretely like, "look I majored in this, but I also have this Batten Leadership Institute where I took classes specifically for leadership training and it wasn't for curricular reasons it was for, you know my own personal reason" and um, so I did it in case if, so I wouldn't let somebody down if it was for that reason and also so that auh, I would have something else on my resume and I wasn't 100% sure what it was, but none of us really knew what it was and I'm not sure whether we really do now anyway.

1 J I'm getting that a lot. That people in the beginning were like, "what's this about"
2
3 A But I figured it wouldn't hurt to send it in and see because I could always turn it down, it
4 wasn't like I was committing anything
5
6 J Right
7
8 A Originally it was just um, assuming it would be a good resume builder and see what happens
9 from there, I figured I could ask questions as a matter of fact, see if it was a reason to stay
10
11 J Okay. So what kinds of experiences in leadership had you had prior, Freshman year, or high
12 school or anything?
13
14 A Um, in high school I was just the same that I am now, um, I was in 10 different clubs in high
15 school and I was the head of five of them. Um, so, I guess most of my leadership was, was
16 on a club basis that I, I volunteered and I did a lot of coordination through um, national honor
17 society and through key club and that sort of thing where I was working on a outside
18 community basis as well as for the school but, um, I'd say most of my leadership position
19 was like mainly school based activities. I worked a lot in high school so auh, I tried to keep
20 it, I mean, I was usually not at school pass, between 7:00 a.m. and 8:00 p.m. was usually
21 when I was there before I went to work um, so between 4:00 and 8:00 is usually when I
22 would do leadership type things or volunteering and then when I came here my parents kind
23 of asked me to not do um quite so much, so I took a lot of credit when they didn't know that
24 and I did some um, see I was on the varsity sports um which my sophomore, by second
25 semester of my freshman year I became um, the co-captain of that sport, um before taking
26 captain and coach sophomore, junior, senior year and I was senate representative and um, I
27 did a lot of clubs, I wasn't in so many leadership positions my freshman year just because I
28 was feeling things out and um, and I kind of made commitment to myself to see where
29 academics fell because you always have these rumors of, of college life being ridiculously
30 hard and so I wanted to make sure I didn't slack off in my academics and that trenchant
31 period that my siblings had warned me about that actually never happened but I mean, I
32 didn't have the problems that they did probably because I didn't have a co-ed
33
34 J Right
35
36 A temptation that the way that they described their binge drinking life of college
37
38 J Exactly.
39
40 A But um, so by second semester I took on more roles but um,
41
42 J So leadership wasn't anything that was new to you?
43
44 A It wasn't new no
45

1 J It was definitely something that you had, you know, experienced but you wanted to learn
2 more about and fine tune.

3
4 A Auh huh.

5
6 J Okay. Okay. So, once you learned more about the program, you met Katherine

7
8 A Auh huh

9
10 J you learned about it an meeting other people in it, what were your perceptions of it?

11
12 A Um, hewww my first perceptions of it, I have such a jaded, not jaded

13
14 J It was so long ago for you all

15
16 A I know, I'm so biased now, um, well I loved Katherine. I feel like there are very few people
17 who don't love Katherine. She is so charismatic and so outgoing and so happy to see you
18 succeed that it's very hard not to like her and I think, I changed so much the first year of lab.
19 That was a long time a go. I think at first I was confused as to what, like how would help, I
20 mean, we had these group sessions and we had, and I understand, I understood the basics
21 behind them, why we had these lab sessions where we had to speak and I understood that the
22 process and just practicing makes, makes perfect that sort of thing, but I didn't know how
23 everything else was really going to fall into place. It was very unstructured and I'm generally
24 speaking a very like Type A personality very structured person and so um, it wasn't that I
25 was questioning the effectiveness of it, but more so that I was, auh let's see, I was more, I
26 guess I was slightly skeptical simply because I had public speaking before and I felt that a lot
27 of the hands on active stuff that was really helping a lot of my friends in the program, was
28 the public speaking area that I have a lot of friends who had a very hard time public speaking
29 but I had been in speech club and in drama so I was very used to speaking in public, um, so I
30 was not, that part of it, it was fun and it was a lot of fun doing that, but I didn't see it as a
31 direct um, such a dramatic improvement the way that other people and so I was very, I mean
32 a lot of work and there was a lot of stuff that came out and we had groups where we were
33 just, at first I was very, very skeptical because they were very, very touchy feely, a lot of
34 emotion and I was, I'm not, like, I'm not a very emotional person and particularly not my
35 freshman, sophomore years, um, I'm a lot more jaded than I, well at least I, I was openly a
36 lot more jaded than I am now.

37
38 J Right.

39
40 A And,

41
42 J So you weren't sure how all of that fit

43
44 A So, auh, yeah, exactly, I wasn't sure how it worked together and or how it would work
45 together and I was eager to see and at the same time, um, wondering what I was spending my
46 time on, I didn't think it was a waste of time at all because I really did like going and I met

1 people there that I didn't know a head of time, before my freshman year in particular and
2 now we are still friends and it's just kind of nice to have that to step on
3
4 J Sure
5
6 A we went through this random training together
7
8 J Right. Well looking back, you know, sophomore year you have the communication skills
9 group, you had the skills seminar, you had leadership lab, um, and then you met individually
10 with the interns
11
12 A Auh huh
13
14 J who were there at the time, um, what was the most helpful and what was the least helpful?
15
16 A Um, I was one of the few seniors, I was a sophomore at the time, we were still filling it out
17 and so we didn't have, we weren't sure, we didn't have a, a timeline ahead of time, because
18 now students are required to go, like you have to note this is the time it's going to be and you
19 have to show up and you have consequences if you don't show up, but when we started we
20 didn't know that there was going to be a certain time every night we had it so I had class
21 conflicts with a lot of skill seminars and so I had to watch some by video tape um, which
22 was, I mean I got a lot out of them just because it's better to have, at least have that as
23 opposed to just the readings, but it was nearly as much energy as I would have gotten from
24
25 J Right
26
27 A being there and being able to ask questions, and feed off of the people. Um, I don't, I don't
28 want to say it was the least helpful but it was one of those things that I kind of regret in the
29 program is that I didn't have that personal contact
30
31 J Auh huh.
32
33 A in the skill seminar. Auh, group I would say is what changed me the most. Um, I don't know,
34 I don't want to say it was the most, the thing I liked the most, I don't think I liked it the most,
35 I think it's what changed me the most. So now in hindsight I think that it, what I, what I liked
36 most about the program is how it affected me
37
38 J skeptical about it at first but then
39
40 A I mean I was skeptical about it at first
41
42 J Everybody was, yeah
43
44 A Because we didn't know what we were suppose to be doing, we were like, um, and I think
45 that was the point, was that we weren't suppose to see it, it was very awkward for all of us
46 because we were so used, I think a lot of the leaders in there were so used to having a

1 meeting where there is an agenda and this is what is suppose to be done. This was just a
2 meeting where we would talk about this that and the other and
3
4 J Well yeah and I mean I can remember I was there, you know, and I that was the point was
5 not to explain what you're suppose to do, for you to figure it out along the way and the
6 people were kind of
7
8 A Yeah and in the end that's what makes the program a, a lot stronger is that there's a group of
9 people having to figure out together along the way and individually as well and so I think as
10 far as the strongest part of the program I think is that, everybody having their individual
11 journey and you're together so you can help each other out but it's still very individual in
12 how you progress in what areas you progress. Um, I felt that the speaking groups were a lot
13 of fun. I used to come in, I mean, you remember I used to come in wearing these particular
14 costumes and shoot people already know what that is
15
16 J Right, that's alright.
17
18 A Wearing costumes and we always, I had a really great person with me and we would feed off
19 each other really well.
20
21 J A lot of energy.
22
23 A A lot of energy, it was a lot of fun because of the energy and I think that also depends on
24 who is in your group, I think that the dynamic changes upon , you know who is in there with
25 you. But, but it was really nice to have it, and then, and then to continue later and be able to
26 do, ask that person to teach or to instruct or help whatever in whatever capacity
27
28 J That's right because you all did that junior year
29
30 A Yeah, helped as mentors, it was really, it was an excellent part of the program.
31
32 J Okay. What about junior year, um, junior year you all had
33
34 A projects
35
36 J individual projects, well
37
38 A Was that sophomore year
39
40 J I, I let me back up all of that was sophomore first semester
41
42 A That was sophomore year because
43
44 J You had projects
45
46 A Yeah, I was doing the athletic banquet for the sophomore senior banquet as well as Shannon

1
2 J Right, and that's when you all had the leadership resource group where we met as a group
3 that was very different, it was more like
4
5 A No, we were all like, whewww
6
7 J Right
8
9 A It was very weird, I think because we all wanted the group from the first semester then we
10 came and we were like yeah we're going to meet as group, oh no we're going to talk about
11 our project.
12
13 J Right, right. Any comments on the second semester kinds of?
14
15 A Um
16
17 J They weren't as intense.
18
19 A They weren't as intense. And it was kind of sad not to have that personal connection because
20 I think that we, because we had to pull away from our emotional connections to things and
21 we had to focus on a specific project we were all a little more stressed that semester
22
23 J Auh huh
24
25 A with the particulars of it, um, I think I think that it was good to have a difference we were
26 having the same people so we know where we coming, we remember each other from last
27 semester, we knew what was going on, but we know we have goals and we have and I think
28 the great thing about the second semester group was that we do have that background history
29 of knowing where our down folds are and what we're all likely to screw up on, what we're
30 more likely to, to lag off on
31
32 J True
33
34 A based on our, like our goals this semester and what we could probably fall into auh
35 negatively and positively as well, so I think the great thing about the second semester group
36 is that we were able to help each other out, seeing almost to the future of, "well this is what
37 you're probably going to run into because you do this every time, you've done it in fact is
38 was all last semester about how you have problems articulating or saying no or um, being
39 tactful etc."
40
41 J You could point that out to each other. Yeah
42
43 A Immediately because we saw it, oh often times your, the group members would see it before
44 you would and you, you'd have a grasp of it, and we were always constantly working on
45 things, but sometimes we would think we were doing better, people are like ewww, eeeee
46

1 J You need to rethink that
2
3 A You need to do a little bit better than that. Plenty better than that is not going to help in this
4 situation
5
6 J Right. Okay.
7
8 A And then our group projects, I think, we all do a different variety of things but mine was
9 typically helpful because I had an athletic banquet that I was planning with no money about
10 \$100.00 for an entire banquet of like 100 people or something and so I mean the food alone
11 was costing more than that. So I did some fund raises and scrambled around and then
12 Shannon Curly had her fundraisers her sophomore senior banquet like a week later and so we
13 were able to help each other out on like the essential things, I mean she did my invitations
14 and um, did her some of her catering things and we, we really, even though we were two
15 separate projects, I think towards the end when it was like that scrunch time, right before the
16 banquets, we were helping each other out like mad. It was really nice to have someone I
17 could trust, who I knew was going through the same ideas, I knew simply because we were
18 bad together wouldn't back down on me so that she had some project to do, like she would
19 be there and I understand that we both were really stressed.
20
21 J Right.
22
23 A And I think that that connection you build, being able to, to talk to someone else about the
24 difficult of being a leadership, a leader in the same type of situation because we both have
25 problems of our committees not showing up and we, we both were really struggling with it
26 and so I think that was, what was a really good part of the program was that and then junior
27 year
28
29 J Anything stand out and you don't have to speak to
30
31 A Something, it was so long ago, I was only there for first semester before I went a broad.
32
33 J Okay.
34
35 A Um, and I was junior class president for the first semester with Shannon Curly coming the
36 second semester
37
38 J That's right.
39
40 A And, we were so, it was very, very hard to keep up with her and like a broad because she not
41 only was it, I had to keep up with the minutes and make sure that she knew what was going
42 on, but she also had to check her email which she wasn't going to have to do in Mexico when
43 she was chilling out and she almost didn't even come back that semester because she was
44 like, "I love it so much here I don't want to come back" I was like, New Mexico
45
46 J Yeah, exactly.

1
2 A But, I think that we all sort of missed the group atmosphere because we still have these
3 projects going on and we have all this venting space sophomore year and we'd come to each
4 other and be like, I believe my committee is doing this but I can't make them do what I want,
5 and people would be like, "well it's not about what you want, it's what's best for the club
6 and best for the situation" and so I think we missed having that venting period, venting space
7 in Batten Junior year. So we all still worked and um, I think having that personal fun and
8 having that personal investment is really good about the project and then we had, but I think
9 that's the year we began doing mentoring for the sophomores
10
11 J Right
12
13 A in their speech group, the speech labs.
14
15 J Right.
16
17 A Which was good because actually it gave me more practice than I thought it would, and I was
18 able to give them ultimate resources that I didn't think that, that they necessarily would have
19 had, I mean, I think, I feel like I was bragging about it but, "your, you should be happy that
20 you have me as your lab assistant, or whatever because I'm going to give you all the text you
21 are needing and things to do
22
23 J Right
24
25 A they probably hated me for it
26
27 J Well it was a good thing in the end.
28
29 A But I think that it's really amazing now to see them, because I, I haven't really been their
30 mentor in two years because I went a broad right afterwards and then some of them went a
31 broad and um they have their own projects and things to do and I see them now, a couple of
32 years later and their just or a year later and growing in leaps in bounds and it's really made
33 me to think that on a very selfish level that I had a part to do with that. It's really nice that
34 sometimes come back and ask me questions. Even though I'm not officially their mentor in
35 quotes anymore.
36
37 J They still may see you as that though.
38
39 A They still have that connection, I think that was um, nice just for fostering cross class
40 communications within Batten. I think that was an excellent way for leaders to build upon
41 leaders and you think so often when you get, we have the luncheons with them junior year
42 what is it when these amazing leaders that come in that we bought in, I think there was great
43 just to feed off them to see where they went wrong and where, what they could do again and
44 what they really thought they did well and how they succeeded and so forth, but it's also then
45 I have to have someone who is still in your peer group that you can see on a day-to-day basis
46 and be like, "I need help with this," and "holy crap what am I going to do" and so it's nice to

1 have that, I'm glad that, that the juniors were mentoring the sophomores, and I guess now,
2 now it's just seniors mentoring the sophomores
3
4 J Right
5
6 A Sophomores or juniors
7
8 J It's confusing.
9
10 A Whatever
11
12 J Whatever
13
14 A Whoever I'm mentoring, the regular people, I don't remember what class they are, like I
15 never know what class people are anymore.
16
17 J These things all run together.
18
19 A Um, but I really, I think the luncheons were a great part of junior year simply because auh,
20 it's like watching a part of leadership that might happen to you twenty years from now, or
21 thirty years from now and see how progressive, that people may not necessarily be 100%
22 active in their high school and college years but they get out into the real world and they
23 develop it and. So, it's really kind of nice to know that, "wow I've already done that skill,
24 I've already, I've already done public speaking, so I don't have to learn it 30 years down the
25 road when I have some big speech or something, it's really nice to know that, that these
26 amazing leaders who've been in the business for 30 years plus are looking back and be like
27 wow, I wish I'd had this sort of training that you guys are getting right now
28
29 J Sure.
30
31 A because it really would have helped me out." Knowing that I've had this conflict resolution
32 or
33
34 J You're ahead of the game.
35
36 A Yeah, I feel like I really do and it's nice to have that reaffirming nature to the program and
37 also you learn a lot from their perspective of things because I know one of the, I can never
38 remember her name, I think it's Ruby, um, and I think Sadie Tillery and I talked a lot about
39 this and how we had a problem saying no to people. And she by bringing in these different
40 leaders we were able to talk, I mean we had questions we asked every single time, well how
41 do you say no to something when you know you could take, you could do it even if your
42 plate is already full, like how do you say no when you think you'd be really good at it? And
43 this women just told us to put it back in the bucket to carry and by you taking that position
44 just because you can, you think you'd be good at it, you're depriving it from somebody who
45 is better at it than you and before you realize it who was meant to be doing that role, you're

1 just talking it, you know, do you have to, half assed job at it, or even doing a pretty good job
2 at it, but it's not what you're dedicated to doing
3
4 J There's no point.
5
6 A There's somebody there who's, who's better suited for it than you, and you, but when you
7 step up to do it, you're not letting that person step up and that they really just need a little
8 extra time to make sure it's the right thing for them, and you just and if just things like that
9 where you're, a new perspective on it because where she, where she and I, Sadie and I had
10 been thinking that if, you know, if I don't do it nobody will, this women came in and was
11 like, if you don't do it, somebody will and nobody, there will be more invested because
12 they'll be really wanting to do it as opposed to just picking up the drag.
13
14 J Right, good point. What about this last year?
15
16 A It's been a very different year. Auh, again because our year was sort of inaugural guinea pig
17
18 J You all were the guinea pigs.
19
20 A The guinea pigs
21
22 J You're the guinea pig
23
24 A Auh, we scheduled the Batten Board meetings during one of my classes. I have all evening
25 classes mostly. Well I, butt crack of dawn classes and evening classes and had this state
26 oraca between um not my homework but where
27
28 J One of the other things you're doing.
29
30 A Work to pay the bill so I can graduate. So the first semester I wasn't able to go to the board
31 meetings because it conflicted with the class which is very sad so I felt very out of the loop
32 first semester, simply because I heard about everything after the fact, we would discuss it
33 and then like three days later I'd hear it in an email
34
35 J You weren't a part of it
36
37 A I was like, "okay" and there was nothing I could really do because I couldn't, I mean, my
38 classes completely conflicted and there was just no way to get out of it or move it and the
39 Batten Board Meeting couldn't be moved and so by the middle of this first semester Lydia
40 Johnson auh started coming auh to meet with the three of us who couldn't go to meetings,
41 June Thompson and myself and we would meet in the rat or whatever it's like on
42 Wednesday nights at 9:00 or something and we would go over what they had gone over in
43 the meeting on like Tuesday or Monday night I don't remember what night it was. And that
44 sort of helped so I felt a little more invested because I had a meeting to go to and I felt like
45 we were discussing at least the four of us
46

1 J Right
2
3 A and then she could take it back but um, things get lost in the email jungle or jumble and
4 there is a lot of discussion that I wasn't a part of but I felt very confident in the people I left
5 it with because it wasn't as if I, um, it was you know, just me and so it would have been
6 just me and Abrina and Katherine who left last October but it wasn't like I was the only
7 student who was on going to be, I really trusted the women who were brought aboard to
8 talk about it, but when I came in second semester I was a little um, disoriented because I
9 didn't know what was expected of me in it,
10
11 J Right
12
13 A auh right away I had to, I sort of took a passive role for the first couple of weeks just sort of
14 watching, "okay so where, we're required to lead this board meeting in which we can
15 discuss with Abrina beforehand and. So it was good that we had this board meeting
16 experience but we did decide to reform it, um almost like many coo, it's very strange
17 because I was leading the board meeting, myself and Smith Anderson were leading a board
18 meeting and we had asked about old business and then brought the new business up. I
19 remember exactly what goal it was under but all of a sudden it was like, we're going to talk
20 about changes in the program and la, la, la, la, la, la, la.
21
22 J This all came, all came tumbling out
23
24 A Everybody had something to say and so we spent the entire meeting talking about how our
25 role was going the senior year and how we were, we thought it was anti-climatic um
26 because of all the work we had done sophomore year and even the work we had done
27 junior year because I think we didn't draw up two and two together so much junior year
28 because a lot of us were abroad and so we felt like it was a very important year because we
29 were changing, but not at a Batten level more like on an emotional
30
31 J Right, right.
32
33 A level, um, and intellectual level. But because we had those two very
34
35 J The "Amy" I know talking about changing emotionally and all. Wow!
36
37 A I know, I know, I know. That's, I mean, even I a cold icicle where my heart should be, has
38 changed because I was in France and I'm much more flexible, flexible and much more laid
39 back as I even possible person
40
41 J And we'll, we'll get to those person changes, don't worry. I'll, I'm going back there.
42
43 A Skip ahead, skip ahead, auh, I think that because of that we had this momentum going from
44 sophomore to junior year we also had all these changes taking place. We were visiting a
45 lot, really invested in, had a lot of things to do, a lot of different aspects and angles and
46 then our senior year it was just this Board Meeting. We were like, we only have one

1 meeting, like towards the month or four times a month of if we were on a committee and
2 we were filling the, we weren't feeling as invested in our selves
3
4 J Right – connected.
5
6 A Exactly, as connected and so we all wrote a letter um basically to the program in general, I
7 know we, we sort of addressed it to Abrina and Katherine but I think it was just more a
8 letter to ourselves to talk about where we wanted the program to go because there is talk of
9 it going curricular and none of us were okay with that and because we wanted it to be
10 invested for investment sake and not for academic credit. Um, but we, auh, it's gotten
11 better we have a more of a group type dynamic on the off weeks when we are not in the
12 board meeting and then we have more official things to talk about. And I think it's not that
13 we weren't making differences and we're making changes within the campus and on the
14 program, it's that we didn't see the direct results because as a sophomore and junior we had
15 this project that we were officially working on through Batten and we felt invested in that,
16 even though it was, we could have already been doing, you felt like you had a connection
17 and we were drawing the connections to it
18
19 J Sure
20
21 A And a lot of us are doing projects our senior year that we, I don't know, I feel like some
22 people want credit for it being part of Batten and I think that's silly. Um, I think that's
23 ridiculous. It's the most ridiculous argument I've heard was that they didn't think they were
24 being appreciated because they weren't getting credit for his project they were doing for
25 Batten and I thought it was the most ridiculous
26
27 J You mean academic credit or just credit
28
29 A No, just like recognition I should say
30
31 J Okay.
32
33 A Like being patted on the back for a job well done. I was like, the job itself should be a pat.
34 Like you're not going to be out in the real world
35
36 J They were looking for external
37
38 A Yeah, they were looking for praise
39
40 J praise
41
42 A They were looking for praise. And I'm like, There words are going to be like, oh at least
43 you could draw in that project I need for you to get paid for that. They're not going to be, I
44 feel like it's just an example of how this challenge was like this giant bubble to me like
45 when people not wanting that immediate gratification they are like, "oh my God you are so

1 great” and so I found it kind of pretentious just to be like this is the only way I can be a
2 leader is if somebody tells me every five seconds how good I’m doing.
3
4 J Sure, sure.
5
6 A So, I had to watch myself um not that I might find myself not worthy and they couldn’t
7 take the opinion, but I would like, pretty tactful about it. So um, I think that the problem
8 with the senior year is that it’s maybe perhaps more unstructured than the sophomore year
9 was and so we’re trying to, I really want, I don’t, I have less concern and I’ve told everyone
10 this about what we do this year as long as we decide what they are going to do next year
11 because I don’t want them to run into this school they don’t know what they are doing and
12 they’re, they don’t feel productive and useful. I want them to, and not that we’re a lost
13 cause to the students, but that I think our main goals as leaders should be ensuring future
14 comfort and not so much our own because I think that our class was the class of uncomfort.
15
16 J Right
17
18 A And I think that worked for us. I think that that dynamic. Our dynamics great out of this
19 instability that, that I think helped us grow faster and stronger.
20
21 J Yeah because you could look at it as we missed out because it’s not refined and it will be
22 later on. But you all have been the key players, I mean there is always something special
23 about the people who come through first, always.
24
25 A I agree and I think that, that the instability with which we’ve lived to the program is what
26 made us. Because we had to adjust instantly and I think it makes us more adaptable in the
27 real world in general and I think that they are trying, that that’s what I loved about Batten
28
29 J Do what
30
31 A I said, not that I don’t love my Battens but they are trying to make it structured like they are
32 structuring in our sophomore and Junior year they want it, they want to pull back to that
33 structured center and I don’t think that our class is the one to do that. I think that we should
34 set up the structure so that they can follow it in the future, but I don’t think that we should
35 be relying on finding structure this year and like making it a rigid
36
37 J Right
38
39 A Program because I don’t think that would work, last two years is not going to work if we
40 just suddenly implemented the last 30 days of school. So I think there’s a little bit of a, a
41 discord right now in where people wanted to go, I think we’re all inertly squabbling about
42 how fare we want the program to go
43
44 J Right
45

1 A So, we're doing a lot of, of talking right now about, which is another thing that pisses
2 people off that they are talking about doing, um
3
4 J group is an important part of the program
5
6 A it's very important. I think it's starting to perturb people as they are getting a little more
7 stressed and a little more, figuring out what they are doing after graduation.
8
9 J Right
10
11 A and I think they, a bit of a work out but I think that the problem now is that we are all kind
12 of, if we're not squabbling with each other we're squabbling among ourselves about where
13 we think it should go. What is the best think, what I think is problematic about it is what I
14 like about the program is that it is so individualized and I think that by making it such a
15 structure base you're trying to make a universal meeting out of it and you're forgetting the
16 individual that what's been important to me.
17
18 J Well, it's not over yet.
19
20 A It's not over yet, so, it's go though that we're still moving.
21
22 J So, in looking, after first impressions through three years of this, looking back, how has, I
23 don't want to say how have your impressions changed because obviously they have
24 changed but are you pleasantly surprised, I mean you are still in the program so that says
25 something right there.
26
27 A You can't get out of Batten once you are in it.
28
29 J Yeah, you know, you are already there, you are still there so what are your, u m, what's
30 your experience been like, just kind of in a nut shell?
31
32 A Auh, I think, It's been really good. I feel like, I was joking like you can't get out of Batten,
33 but you really can't. They won't let you out.
34
35 J They do what they can to keep you.
36
37 A We tried. I mean that's like, sophomore year a couple of us secretly tried to get people out
38 because we didn't think they were pulling their weight, I'm very serious their, even within
39 their helping out group we're competitive we're not, maybe not necessarily against each
40 other on the like who is doing the better project than anybody else, but we want to see who
41 is progressing more, and we're like, "you're not pulling your weight, step up to the plate
42 because you're not,
43
44 J Or get out.
45
46 A you are not being a leader, you're making our program look bad

1
2 J Right
3
4 A So we were kind of vicious the sophomore year we were very serious and I think that's one
5 of the things that made us the best. And I think we're the best group that fell through
6 because we were so, so much into making, we were the first ones, we were going to make it
7 right and so it's really hard to get out, they, they will stick to you and I think they are just a
8 good think, it sort of embraces the different types of leaders because not everybody is
9 going to be gung-ho
10
11 J right
12
13 A right off the bat but I think that
14
15 J So no regrets?
16
17 A I don't have any regrets, to think my only regret is that I wasn't able to **(end side 1 of**
18 **tape)**
19
20 J So your only regret is that you didn't do the skills seminar
21
22 A do the skills seminar. I mean I think that the worst part of Batten is not being there um to
23 do every part of it. And I think that I'm probably the only person in Batten who didn't do
24 everything because I was like random exception who couldn't make it, but um
25
26 J So you can see where it did make a difference obviously.
27
28 A Yea. I think that they're, that's my only regret from the program is that I wasn't able to do
29 every, like every step of the way, because I did start to feel like I was like flunking off, me
30 I wasn't I was still there, I just felt like I was flunking off, and that's bad. Overall I think
31 the program is really excellent. I think that there should be more programs where there is
32 this big emphasis on leadership and what makes a leader and I think the great thing about
33 this is that it's not just the, the specific curriculum that we go through, academic credit but,
34 but classes that we go through
35
36 J Auh huh.
37
38 A But also if I wanted to focus on something else I could go into Katherine and Abrina and be
39 like this is something I want to look into how can I do this with Batten? How can, do you
40 have any outside sources that I can look into. And there are, there are conferences and
41 there's a conference in Colorado where is a proctor leadership and so it's very different but
42 it has a lot of the same sections in it so I think there, they are really supportive on different
43 angles of leadership I mean there is people doing suppository learning and there's people
44 doing um, dance and movement through leadership, there is a lot of different. It seems kind
45 of ??? it's on the surface for a lot of people but there is so many, and with principal I expect
46 my father, he's very fruitful to have, it's not concrete enough so it must not be valid but

1 there is something very valid at a program that, that allows for different types of leadership
2 and is eager to help you pursue any avenues that you want
3
4 J Right
5
6 A But I really am, a very positive.
7
8 J So, how have you changed, personally and professionally or as a leadership, not really
9 professionally as a leader and personally or do they go hand-in-hand?
10
11 A They do go hand-in-hand but um, I don't think I could, they are all separate because I am a
12 very leadership oriented person, I do a lot of things that involve leadership and even if I'm
13 not in a leadership position officially, like I'm not president of something, I feel like I'm an
14 active follower, like I'm a leading follower as well, um, if that makes any sense?
15
16 J Auh huh.
17
18 A I think that sophomore year, oh God sophomore year, a long time, when you are already in
19 a transition because you are in college and your changing none-the-less, um, sophomore
20 year I was in group with and it was actually very funny because people started commenting
21 because one of my friends, still a very good friend now, "Sarah", auh, she and I basically
22 switched roles, um, sophomore year she was very, very quiet and very sensitive and very
23 emotional and loving and used words like emotional all the time and feeling loved
24
25 J Right.
26
27 A all of that, and I was very, very, very cold and never used the word emotion hadn't used, I
28 mean I went back in journals and I had never ever said I feel for years and years. Like I had
29 never written it in a journal
30
31 J Without thinking I believe.
32
33 A Always I think or I know, I'm not even sure I sure I believe that much, it's mostly things
34 that I know. Um, but something happened in that random moment, a very stressful
35 sophomore year I had a lot going on, a lot going on outside of Batten. Um, which could
36 have affected that I had a lot of emotional crap thrown at me that year. I had a very, very
37 hard year. But, um, that was the year that I started to use the word I feel and I still use it
38 apparently. Um, but, I think, and Sadie started to use um, become much more assertive and
39 she's become much more assertive, because so it's very weird but it's like remorse into,
40 we're not the same person at all, it's just that we, were able to draw from each others
41 strengths and weaknesses
42
43 J Right
44
45 A and balance ourselves out because we were both so opposite of the spectrum which she was
46 very loving caring feeling and emotional all the time crying and I was just stoic, can't break

1 me at all, you can't break, there is no wall there, there is a very big wall but you can't get
2 in, I mean, it's still there, but I feel like I'm a much more balanced person. I know that, um,
3 there is more to life than just the working side of it and the getting things done and being
4 100% all the time and um, and that still kind of bothers me when, when someone sees me,
5 I, I don't usually cry, like, I think I've cried maybe once in a blue moon, maybe once a year
6 um, but when somebody happens to see me do it or one um, an emotional spot, I'm not
7 necessarily crying but obviously vulnerable um, it still bothers me when people say makes
8 you more real, because we hate to think that our vulnerable side makes us a more
9 believable person because you're like I'm already a person.

10
11 J Right.

12
13 A But people say it all the time, because I have this facade of having it all together all the
14 time and, and I like to say that I do most of the time but there have been some of the time
15 where I almost definitely don't have it together and um, I think what's good about in that
16 respect is it's either helped me balance out so I don't crash completely so I don't have that
17 section of like I'm all together all the time or I'm completely falling apart or um which I
18 think um I never really completely fell apart but um, I would just retreat and you wouldn't
19 see me fall apart because I would, that was not part of my facade so people wouldn't see
20 me and so they would assume all is fine and then I would just, I would break down and
21 then I think because I am more intone with the balance between the two because you have
22 to have both to be an effective leader you can't just be this authoritative you know dictator
23 presence which I was sophomore year, I was, I mean, I was very, people are still scared of
24 me, they've been scared of me, and they'd say to me, I have friends now are some of my
25 best friends are like, I would, you were so scary our freshman year, I, you were so
26 intimidating and that's good in some ways and I think that some people will always be
27 intimidating just because of the kind of presence they have.

28
29 J Sure

30
31 A But it's not

32
33 J So it's not about what's right and wrong

34
35 A it's also negative of an intimidation, it's not, there's a distinct balance but I think that
36 Batten gains, they pick out the negative parts of things that you want to improve on, like
37 not necessarily what the society or what you think is a negative thing but what you want to
38 work on personally like I, my two goals are to be tactful, not just to scream at somebody
39 because they were stupid in my opinion or like being able to recognize people for their
40 strength and I think it's about, it's a balancing out leadership because there are so many,
41 because in a leadership role you are going to be around people who are not all just like you,
42 they are not the same type of personality so you can't preach at them the same way so I
43 think that these programs are because they are, because of the way you learn and because
44 of the groups of people you are around you learn that there are different types of
45 confrontation, a different way you stood to address problems and it makes you by

1 balancing yourself out you make um, your leadership style auh and your leadership
2 progress I suppose
3
4 J Right
5
6 A quadruple, um, you can't be an effective leader if you can't bring yourself down to
7 somebody else and talk with them like they are people as opposed to talking above them or
8 talking below them, you have to establish where you are and make other people feel
9 comfortable around who's going on around you and you can't be a leader
10
11 J So it's not about looking at your alls, your alls things that you needed to change, it wasn't
12 about right and wrong, it was just about finding that balance of
13
14 A Exactly
15
16 J the two
17
18 A Exactly was right for you
19
20 J Right
21
22 A And where you need to improve yourself and how, only as much as you want to because
23 you can't improve more than that.
24
25 J Right. So what would you change and what would you keep the same about the program?
26
27 A Oh, Lordy. Should have given me some prep questions
28
29 J I know, somebody else told me that.
30
31 A I think the thing that bothers seniors in general, well some of the seniors in general.
32 Particularly my friends that were super, super, around throughout the program. I think what
33 we wish would change is the personal investment to have because we're so invested we
34 feel like everybody should be invested. The problem with that is that you can't force that
35 on somebody and it's like we're hoping that somebody or something in the program will
36 jolt people enough that, that they want that, investment and so we're trying, like we've
37 been brainstorming outside of groups and things, trying to figure out a way to foster that
38 personal investment into really meet people, think it's not just a resume booster which is
39 what we all sort of think of it as, sophomore you actually like, well it's a resume and
40 nothing else
41
42 J Yeah, right.
43
44 A Um, I think
45
46 J What about the structure of the program?

1
2 A Um, I think I would continue to have group, some form of group every year. Um, maybe
3 not that meets every week or but some, even if it's just open forum to be like, if you guys
4 want to meet, set the time aside, it kind of becomes cumbersome for people who, um, who,
5 who are leading it, who have to sort of wait around just in case, um
6
7 J So something that has more of that interpersonal piece
8
9 A Yeah, I think that, I think that we get so thrown off by um, and a good way of throwing off,
10 when we get to speak to each other and see where all the problems are and help each other
11 out. I think that, that we can see, learn about a lot about ourselves by analyzing and help the
12 other people out and I think that even if it's just 30 minutes twice a month, I think just
13 being able to, if nothing else just calling it a bitch session to be like, "this is what is going
14 on, do you guys have any suggestions, real quick, I mean I'm dying" um, I think really
15 would help every one out because when you get into a meeting with all of you, and you,
16 you, you all have these thoughts and you're not voicing them it either comes out in another
17 way that's not productive or um, it doesn't come out at all which is equally not productive.
18 And I think that just having a venting session where you can be "this is what we need to
19 talk about right now" where there is still structure now that it has a place for it, a specific
20 place as opposed to just bringing it up in a board meeting or
21
22 J Okay
23
24 A Something of that nature, I think that to me, that to me, that would be a nice thing to have,
25 um, and I think it definitely would be good for the seniors, or if not even, maybe even
26 every year to have some sort of final work that they have to do at the final portfolio that
27 they've done that year. I know that we have it on file through the Batten Leadership, I think
28 that they should be required to empower themselves.
29
30 J Yeah to have a portfolio with everything that you've done
31
32 A yeah
33
34 J though out their years.
35
36 A Yeah, because that way you have to keep track of it and you know it, because it's so hard to
37 be like, yes, I've improved this way and this way and this way and look I know I can see
38 my personality right now I've changed because it happens so gradually for so many of us.
39
40 J Right.
41
42 A And, I mean I remember the day where I was like, "holy crap" but for one of my, for one of
43 my emotional like the break I guess you can call it or whatever. But there are so many
44 times where you just, it's just so gradual you don't even notice it and so I think that having
45 portfolios again would make you, it would force you to look at what you've done and to
46 really think about it and to write up a final paper analysis to like, this is going on and I

1 think if it's not curricular doing that, showing the extra side of investment that you have to
2 be willing to write a paper at the end of this without getting any credit for it.
3

4 J Speaking of. How do you feel about it becoming curricular? If it, if it were to become
5 curricular?
6

7 A I am very ambivalent because on the one hand I think that we can offer more programs and
8 more breadth of knowledge if it's a curricular based thing, you could have more classes and
9 more um, paper and more learning as far as like the depth of the knowledge, um, and I
10 mean it's equal in mind, and less people have to invest to learn an adult. But at the same
11 time I am against it simply because the reason. I like the idea that people do this when they
12 have all their other work they have 18-20 other credits of classes, but they choose to come
13 in and do this program because it is such an amazing program, I, I think that it's really, it's
14 a hard choice. Because I can see the good sides, the bad sides of both. So, I'm one of the
15 least
16

17 J So, you are not sure at this point?
18

19 A I can see the positives of both and I think it just depends on, on, I feel like in the end it all
20 depends on who is in it. Because it doesn't matter how, how much you learn or how much,
21 how much class the grades you get, it depends on the person and how much they get out of
22 it, so, I feel like in the long run the best graduates of the Batten Institute will be the ones
23 who are vested whether they are getting credit or, I mean if they are getting credit that's
24 great, but if they are not I think they will be equally
25

26 J Equally invested.
27

28 A and equally as crafted in the end. So, I feel like
29

30 J What about if it stays as it is, being a cap on the numbers because you all obviously had the
31 smallest class
32

33 A Auh huh.
34

35 J and it's continued to grow.
36

37 A Yeah, we didn't like that very much. We really hated the fact, in fact all the seniors hated
38 how many sophomores and juniors we had, um, not only because you have to take on more
39 mentees and you have just less person who have to talk to them as much because you have
40 like six or, but I think, the part that we all hated the size of it, I mean I, I think it's very easy
41 for me to say we all hate the size of it, um, because you do, yes you get other peoples
42 opinions, you get, auh, auh wide variety of opinions, but so, it's not personal any more, you
43 don't get that individual attention, you don't get, you do get some but, I just feel that the
44 smaller groups and you get to be around the entire group because our board meetings we
45 would meet with the entire senior class for Batten a week and it's really good that way. It's

1 a smaller group that you can all talk, but with this group, I mean you can't have an entire
2 board meeting with like the 60, I don't know how many, 30
3
4 J 30
5
6 A It seems like 60 every time I look at them. 30 students.
7
8 J It's only 30.
9
10 A It just seems like you would get no where in a board meeting so you would have to split it
11 up again and so you don't get to see each other, you don't get to feed off of it, I just feel
12 like keeping it smaller is better. It seems to lead us in some ways but, I feel like it's okay
13 that way, I feel
14
15 J Okay
16
17 A like it should be um a very weak group otherwise, you get people who fall through the
18 cracks even though a small school, even 30 is small, but, I think that it's, people fall
19 through and they don't pull their weight and it shows and if a group as small as 12 we've
20 had a couple of people who haven't always pulled their weight but you can check them
21 right a way and be like, "you need to get in gear because it's so small a group, you can't"
22
23 J Easier to keep up with.
24
25 A You can't slack off on that, you have to be accountable everybody holds you accountable
26 so I think smaller is better.
27
28 J Is there someone from Hollins who has had a significant impact on your experience in the
29 Batten?
30
31 A Um, at Hollins, definitely Katherine. Um, I think Katherine and as far as students are
32 concerned Sadie Tillery, Bethany Ewing, and Sherri Curly. Um, were pretty, I think that we
33 help out each other out because as far as students are concerned because we always, we
34 don't necessarily have the same fights but I think we're all invested equally. We see each
35 other enough that it's not where you have to, I mean, enough not to say that the other
36 Batten's didn't help me out but I see them the most as far as like talking about Batten
37
38 J Right.
39
40 A and leadership in general. So, I think that their definitely people who kept me staying in a
41 leadership position, as far as students are concerned and Katherine, I mean I don't Abrina
42 as well as I know Katherine because of the years it's just not possible that I know her as
43 long because I've known Katherine for two years as opposed to only a semester.
44
45 J Right.
46

1 A Um, but I think that they are both amazing, amazing women and it's just and speaking for
2 Katherine only because she's the one I know better, um, having someone who is a female,
3 who is a leader, who is rarely sad, who is working at school while she was in labor, she was
4 here
5
6 J Yeah, I was there.
7
8 A Um, you were there, um, just, but it's so like an incredible mother, and incredible leader
9 and incredible, I mean she's amazing, she's done a lot of things that it's not like, I, I don't,
10 I feel like through her I don't have to choose whether I'm going to be a leader or a mother,
11 or a leader or you know work making money or having some money or living in one
12 country or another, I feel like she's such an amazing example that I, has such a wide birth
13 of knowledge just enough that you, that you can go in there and talk about anything and I'd
14 just came out and meet with her and we'd talked about Mexico and out of school plans and
15 my new nephew, who was born yesterday by the way
16
17 J Oh wow, congratulations!
18
19 A Thank you! And, I mean or I could go in there and talk strictly business and be like this is
20 what's going on, so I feel like she appeals to both your emotional and educational levels of
21 the comprehensions of the program, because they do go together.
22
23 J Okay. Okay. Um. Can you relate your experience in the Batten um, with being at a single
24 sex institution. Is there connections. Do you think it would have been different if you were
25 at a co-ed institution? Or did it make a difference?
26
27 A This, are you asking if the program itself was co-ed or if I were in a single sex leadership
28 institute instead of co-ed for me, if I were, if it's
29
30 J If the program stayed single sex but you were in a co-ed institution,
31
32 A Oh
33
34 J do you think that would have changed things up a little bit?
35
36 A Ew
37
38 J Are you could answer it either way.
39
40 A I'll answer it both ways. If the program itself were co-ed it would be very different um,
41 because a lot of the things we discussed sophomore year in our groups I'm not sure any of
42 us would have been comfortable discussing in front of guys because a lot of it was like
43 emotional or hormonal or I mean I know it sounds like you don't want to talk about that as
44 a leadership role, but I think women's leadership and men's leadership is very different and
45 so if I were, I think it would be less of an issue if it were all a single sex group in a co-ed
46 institution than it would be if it were co-ed group in a co-ed institution. Um, and I generally

1 do not have a problem talking with guys about anything because I've never, I mean I have
2 mostly guy friends even at Hollins Institute I've had a lot of um, guy friends and I don't
3 have any problem talking about these things that I know a couple of people in the group
4 who would have been very intimidated having guys and wouldn't have progressed as much
5 not having that like female camaraderie where you are like joined together because it, it's a
6 different struggle for women in leadership than it is for men. Um, I think that if it were
7 single sex, if Batten itself were single sex but in another co-ed institution like Tech or UVA
8 or something keeping it close to home, um, I think it would have some of the same
9 effectiveness however it would be different because you would have to cater to multiple
10 sexes and um, I think the style of leadership would change, I think, not to sound like sexist
11 ,but I think the your individual style of leaderships would not be able to form as well in a
12 co-ed institution because I think that when you are spending it on yourself, I feel like
13 women tend to center a little bit more on yourself and your own personal growth as
14 opposed to co-ed, and I mean, I haven't had my entire life in co-ed institutions, my only
15 experience is with a single sex but I think that your growth is on a personal level than it is
16 in a co-ed where you are trying to interact and be socially

17
18 J a focus on other things.

19
20 A yeah, so I think that the leadership styles would probably, there is a chance that leadership
21 styles could even be closer to the same things then what we have here. Um because you are
22 catering to the same

23
24 J population?

25
26 A yeah, I mean, I just see that there are lot, there's a very wide range of leadership styles that
27 are in the program now, and I think that a lot of us would feel pressured to, to cater to the
28 stereotype of what leadership over a man is.

29
30 J Okay.

31
32 A Um

33
34 J That makes sense.

35
36 A Because it seems like there's that historical auh difference. And I think, I'm not sure, I, I
37 just don't know how the dynamics would work at all. Not that I say it wouldn't work well,
38 I think that

39
40 J It should be different.

41
42 A it would, it would just be different and so

43
44 J Do you regret coming to a single sex institution?

45

1 A Sometimes, yes. Um, mainly because the main, I know at Hollins they tell us the top ten
2 reasons to go here or whatever and they talk about how you can speak, a lot of students
3 speak more in class and you know, they're, "you can wear your pajamas to class" you don't
4 feel like you are pressured to, to look good or whatever, and I was like, well I wore my
5 pajamas to high school to a co-ed school, both my private and public school and I, you
6 know, I talked back to the teachers as well at the catholic school and I talked back and I
7 spoke up in class so for me
8

9 J personally it

10

11 A For me personally I don't think I would have had a problem making my mark in a co-ed
12 and in a single sex in a large school or small school, because I think I'm very adaptable, I
13 think I really easily adapt. I think that um, so I don't it would have made as big a deal for
14 me going to a single sex.
15

16 J Okay. So what is your personal philosophy about leadership, what is a good leader?

17

18 A I think a good leader is a good follower. Um, a person who, who can read people enough to
19 know when it's too much and when, like how much you can ask of a person and how much
20 you have, I mean, it's not that you want to assume, this isn't a very good answer at all,
21

22 J I didn't give you a chance to think about it, so it's okay.
23

24 A It's not that you can assume that you are going to rule over somebody or, or understand
25 what they want, before they do. But, I think a lot of what I've learned through it is how to
26 present myself, so that I don't turn other people off and get what I want done without
27 making it seem like it's what I want done, and it sounds very, very, very selfish but it's
28 buying personal investment in something so that it's no so much that you are leader over
29 them but they are leaders in their own right and so you are
30

31 J You help foster them

32

33 A You help fostering it and that you are following on occasion and letting them do their own
34 work but you are still a leadership capacity so that you are, I don't want to say authority
35 figure, but you are higher up than that capacity to lead them and know to guide them into
36 direction that they want to go but you're still, you're far enough back that you are letting
37 them grow on their own and do their own thing and, but um, but that you are still there as
38 an over shadowing
39

40 J guide

41

42 A Yeah I guess a guide and I think that, being a great leader is recognizing when, when you
43 are doing something because you want to do it, and when you are doing something because
44 it's best for the company or for the group or whatever, because a lot of times you get so
45 excited about something, and I want to do this and this and this, and it becomes less about
46 what is best for the over all thing because it's more about like how you want to score things

1 and how you want to play and I think and it gets to the point where you're getting selfish
2 and you're not letting people get into it at least on my side because I've done this before
3 like it's all about you and what you want to get out of it and you're stop thinking about, as
4 a leader you stop thinking about everything that you want and start considering other
5 people in the program, other people who are around you, who are invested in it and a way
6 of fostering the message, making them a part of it as opposed to just dictating.
7

8 J Okay. Can you think of anything that I didn't ask that you would like to speak to.
9

10 A Um, no but I was curious to know if you asked different questions for each class.
11

12 J Um, they same um questions guide me, but I, I have a set of questions for every body, but
13 because each class is different I have part of my learning process has been when certain
14 things are said, I go in different directions based on the class, but yes, I have the same set
15 of questions for every single person, but I definitely get more information or different
16 information based on who, what class you are in, I mean that's natural, that's the whole
17 part of my learning process is I get so much more from um, you, a senior, and some of the
18 juniors, I'm realizing how different it is from the sophomores who haven't been in it very
19 long but I'm seeing a lot of similar things which is good, which is what I want. Um, but do
20 you think there should be different questions?
21

22 A Um, I mean I guess you have to be similar because sophomores aren't going to know
23 anything about the senior program or um,
24

25 J Yeah, I don't ask the sophomores about junior and senior programming, I just ask for
26

27 A Well I would be curious to know what they think it is, because I don't think they really,
28 because I know when I was a sophomore I had no, we didn't have any clue what was going
29 on period,
30

31 J Right
32

33 A so if you asked us then what we were suppose to do junior and senior we would be like,
34 ewww I have no clue.
35

36 J Right.
37

38 A I would be interested to know what they think we do
39

40 J Right
41

42 A I think sometimes they don't know
43

44 J They might not until they get there.
45

46 A Where there are these ideas that these really crazy conceptions of what's going on,

1
2 J Right
3
4 A no
5
6 J That's true, that's true and that, some of that a little bit has come out, so. And if you have
7 any, if you think of anything that you want to say later that you feel is really important for
8 the study, you just call me.
9
10 A Okay.
11
12 J Thank you.
13
14 A You are welcome.
15
16 J Very much.

Interview Nine

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Jennifer = J
“Ester” = E

J All right. Today is April 20th 2005 and I am here with “Ester” who is a sophomore in the program. Um, could you start off start by telling me what drew you into the program. What prompted you to apply.

E I actually received a letter saying that I had been recommended by Dr. Polo or Ridley or I don’t even remember who um, for the program, and just, oh I know who it was, it was my RA, “Sarah”

J Okay

E Who is a senior now in the program

J Right.

E Um, and I talked to her a little bit about it and decided to join.

J Okay. So, some people select themselves to do it and other people were referred or recommended. That’s the way that it works?

E Auh huh.

J Okay. What were your first impressions, when you heard about the program, whether it was from Sadie or other people, um, and when you heard from Katherine or Abrina or whom ever about what was to come, what did you think?

E Um, I think it was two years ago actually and a year I should be with the juniors right now, um so it was a while ago but

J So you are a junior but you are a sophomore in the program.

E Right, I went a broad my sophomore year.

J Okay.

E Um, but when I first heard about it, I think I thought what a great opportunity it was. Um, to develop leadership skills, at the time I didn’t see myself as a leader. I was sort of surprised that Sadie had selected me or recommended me I guess is a better word. Um, but I think I saw that there was something I could get from it and saw that it was a good program, um, I thought that it was unique that it wasn’t , you know, cd rom how to be a leader or something you know (laughs) so

J Okay

1 E I think also when I called Katherine to say, “you know I want to apply but I’m planning to go
2 abroad, what do I need to do?” and she said, “well, you know, we would recommend you
3 wait a year because you really need the first year,” I saw that it wasn’t just something that,
4 you know, you step into it at some length of time that it was well planned and organized kind
5 of theories of building blocks, I guess.
6
7 J Right.
8
9 E Um, even before I knew exactly what I was going to have to do.
10
11 J So, you won’t be able to participate in the Senior year of it.
12
13 E No, actually I’ll be doing both my junior and senior year at the same time next year.
14
15 J Great! So they have been able to work with you on that.
16
17 E Auh huh, that’s, well when I called her and asked her, she said, um, “we’ll postpone your
18 sophomore year till your junior academic year, and then you’ll do your junior and senior
19 years together your senior year”
20
21 J Okay. That’s nice that they can do that.
22
23 E Auh huh.
24
25 J Okay. So what has your experience been like, looking back to last semester, definitely the
26 most intense, um, which I know just from knowing people who have been in it but, and you
27 probably know too but you won’t experience that other stuff yet. Um, what do you think has
28 been the most helpful as far as building your skills?
29
30 E Um, I think maybe communication skills group was the most helpful tied with Leadership
31 lab um, because I had a really great senior for the leadership lab, but, with all those lecture
32 series sort of the big group of us in seminar, I guess is what it was called, there was a couple
33 of interesting and I still have my notes from it, I feel like I learned more from, um,
34 communication skills and my leadership lab, might just be the way I work.
35
36 J Okay. So any ideas as to why other than it might just be you, those things were different than
37 just the classroom lecture setting?
38
39 E Well, in communication skills and in leadership lab, um, both of those settings we had a goal
40 that we were working towards, um, and obviously part of me the communication skills had to
41 do with a communication type goal but um leadership lab could be anything in getting more
42 comfortable giving public speeches or how you, um, what I did in the seminars it was just
43 really listening and it was almost more like a, it was a classroom setting
44
45 J Right
46

1 E As opposed to an experiential setting and I, and you didn't have that goal to work towards.
2 So I think that's why, I always thought more of the other
3
4 J The hands on experience is definitely something that obviously attributed to that.
5
6 E Okay.
7
8 J What do you, what about this semester. It's not over yet but you have the, um leadership
9 resource group and I know you have a personal leadership project are those the big things?
10
11 E Auh huh.
12
13 J How's that been?
14
15 E Um, for myself personally my project is I have a confidential, like I can't, I'm honor court
16 chair and it has, it's a lot of my project actually falls as being the honor court chair. And, it's
17 a confidential, you know, it's entailed by confidentiality itself and so when I come to
18 leadership resource group, I can't really talk about my project
19
20 J Right
21
22 E um, which is, which is really different for me than it is for everybody else. Auh, um, I'm
23 learning a lot from my project and I'm really enjoying it um, but I don't think that my
24 experience of leadership resource group is quite the same as the general experience. I know
25 everybody's experience is different
26
27 J Auh huh.
28
29 E but I don't, I don't think my is quite as
30
31 J powerful maybe?
32
33 E right, because, I mean I've seen lots of girls in the group and they come in with this huge
34 problem and we end up talking them through it and it works fine and they come back the next
35 week and they are all excited and they've jumped this huge hurdle and I'm sitting here going,
36 "I have tons of problems, but I can't tell you"
37
38 J So is your actual project being in this position or are you doing something with this position
39 that you can't talk about?
40
41 E It's two. Um be, actually being the honor court chair and all of the hearings and the SPA
42 stuff and all that, that's confidential
43
44 J Right
45
46 E I can't, I can't talk about, specifically what I do on round table

1
2 J Sure
3
4 E and stuff like that, but I am also doing um, a booklet where orientate professorates coming in
5 next year about the honor code, ortrition that's bringing back.
6
7 J Okay.
8
9 E Which I can talk about but I haven't really had the inclination yet.
10
11 J Most of the things that you feel are still kind of private?
12
13 E Well, not even that, I don't know, maybe I'm, when I presented my idea, um, the group
14 rooted it in but only after 45 minutes of quizzing me on it. Like it was a horrible idea or
15 something and I'm just. When, when they were discussing it and debating on whether to pass
16 it as a project, I got the, got the impression that they didn't quite grasp the point and so I
17 personally, me – myself don't feel like me bringing this, my issues of this booklet to the
18 group would be helpful to me, because the last time I did it was not successful
19
20 J Do you feel like you're getting kind of the short end of the stick?
21
22 E This semester, yes. Um, this semester yes.
23
24 J Okay, okay.
25
26 E Last semester was like, it's the same group but just really different, a one person click, but
27 last semester was very productive and this semester I feel overly ????
28
29 J But you're going to stick with it and keep going or is this something you're considering not
30 doing again, the Batten program in general, do you plan to keep going?
31
32 E Oh, I'll keep, I'll keep doing the program,
33
34 J Okay.
35
36 E I mean. All the other aspects of it have been great, so.
37
38 J Okay.
39
40 E Just because they don't understand the point or the motivation behind the project or the
41 project itself doesn't mean that Batten isn't a useful resource or a beneficial program for me
42
43 J Okay. We need to back up a little bit, I meant to ask you this earlier. You had, I believe you
44 had said that you weren't sure why Sadie chose or recommended selected you. Had you been
45 a leader um your Freshman or Sophomore year or in high school had you had a lot of
46 leadership experiences?

1
2 E No. Not like I would, not what I would consider, Batten taught me that I can, something I
3 had told Katherine this last time we, but Batten has taught me that I can be myself and be a
4 leader and before Batten I thought that I had to change and become this huge loud public
5 person with, and that's just not me. You know, I am very introverted and I process internally
6 and um, I'm a quiet leader, I guess that's what they call them.
7
8 J Auh huh.
9
10 E And I didn't realize that was a possibility before Batten. So, in high school you know I, I
11 took responsibility as a senior in my choir or I was the captain of the cheerleading squad for
12 a year, um or I picked up after the captain of the cheer leading squad for a semester which
13 was great squad um, but I never considered that as leadership.
14
15 J Right
16
17 E It was just doing what I was supposed to do. And freshman year I was on the, um, I was on
18 the honor court.
19
20 J Okay. So you see those things now as being more leadership roles than you thought at the
21 time?
22
23 E When I was doing them, I did not consider them leadership roles at all, except maybe being
24 captain of the cheer leading squad. Um, looking back now, I see them as not, they are not
25 official leadership roles but they're like an aspect of leadership and what I can do to the
26 roles.
27
28 J Right. Okay. So, what have you learned about yourself, other than, yes a quiet leader can still
29 be a leader, what things have you learned um, personally and as a leader?
30
31 E Um, start as a leader
32
33 J Okay, okay.
34
35 E Um, as a leader I have worked on and am still working on learning how to take criticism, um
36 that a leader can take criticism and it doesn't have to be right all the time. Um, that was a big
37 step for me. Um, being a quiet leader thing.
38
39 J Right.
40
41 E Um, the leadership lab I learned that when you are speaking from a higher, highest in your
42 who is Semitic about Saudi language um, and so I learned so much about what I was saying,
43 so much about what a leader says with the way we understood the gesture with the hands
44
45 J All that non verbal stuff.
46

1 E Auh huh. Or how to engage, how to engage a listener or, I don't know, for lack of a better
2 word, subordinate
3
4 J Auh huh
5
6 V whoever, whoever you are leading, how to engage them not only with your words but with
7 your demeanor and everything, um. Auh when Katherine left I learned how to work under, or
8 learned how to work under the leadership of a different personality. How to make that very
9 abrupt change, um, Abrina is great and she did an awesome job, but she's very different
10
11 J Auh huh.
12
13 E leadership wise than Katherine and so I learned how to be a leader under a different style of
14 leader than I was accustomed to.
15
16 J Do you think people had a difficult time with that change?
17
18 E I think people did. Um
19
20 J Why do you think that was? What was that based on?
21
22 E Until Katherine left she was Batten. I mean, auh, I don't know, just people always would say,
23 "I went to Katherine to talk about", even, you know the first semester when Abrina first
24 came, um, well the juniors and seniors had already spent a year or two depending on
25 Katherine and just Katherine and whatever doctoral intern happened to be there
26
27 J Auh huh.
28
29 E during that semester so there was a trust element there in the upper classes of Batten and then
30 um for the sophomores I always heard well I went to Katherine and talk about, I went to
31 Katherine and Katherine gave lectures and Katherine sent the emails and it was like Abrina
32 was more of an assistant to Katherine than an actual co-director
33
34 J Right
35
36 E until Katherine left and then all of a sudden there was this big change to um Abrina is now
37 the go to person and Abrina is now the person who will fix it if you have a problem or who
38 you should talk when your groups not working or um, so I think that's where the
39
40 J And then her being very different not necessarily better or worse just very different.
41
42 E Just very different, um. Katherine's very easy going um, but firm when it's necessary and
43 Abrina is um, very firm and to the point, very direct, um, and so it's a very different thing
44 when you switch from one way to another.
45

1 J Right. Sure, sure, okay, okay. Um, looking back to your impressions of the program, in the
2 beginning you thought it was a great opportunity, unique kind of program. Have those
3 impressions changed or have they stayed the same?
4

5 E They, they have not changed for the worse. Um, I have, I just sent an entire list of Freshman
6 off who I think would be great for the program and one of them came up to me the other day
7 and was like, “somebody recommended me for Batten and I knew you were in it and so I
8 thought I’d ask you what you thought and if I was right for it” and I was like, “well I think
9 you are great for it since I’m the one who recommended you”
10

11 J Right, exactly.
12

13 E And, and we talked about it for a while and there was nothing, I mean, there, it never
14 occurred to me this day that it’s a horrible program or anything because it’s not. I said, you
15 know, there’s a time commitment and there are changes that you end up making to yourself,
16 but that’s, that’s part of what makes Batten, Batten, and it’s not always easy and it is
17 sometimes very, very much a struggle, but it’s not anything that’s a horrible experience.
18

19 J So you would definitely recommend it.
20

21 E Oh yes. Definitely.
22

23 J Okay, so no regrets.
24

25 E None.
26

27 J What would you change about the program? Just experiencing the first year you may know
28 things about junior and senior requirements or talk to people. Anything you would change?
29

30 E Um, I have heard from juniors and seniors who wish that there was more of a small group
31 component in the later years which I think Katherine and Abrina are working on right now.
32 Um, I’ve heard about some of the changes already, though I’m not sure what they are
33 specifically, um, and of course every, every sophomore first semester is like, “this is waaaay
34 too much time” and this
35

36 J It isn’t the best semester
37

38 E It is a whole, whole lot of work, but I don’t know if I would change it because well about all
39 of it happening at once. There were so many times um, when I would be in communications
40 skills, or leadership lab and whoever was facilitating would say something and I would be
41 like, “oh my goodness we talked about that in seminar this week” or “this is what I’m
42 working on in communications skills”
43

44 J It all connected.
45

1 E It all connected and I, I, I think it would take very creative rearrangement for it to work like
2 it does if you changed the first semester, so, um, maybe when I'm a senior I will have more
3 to say about changes that we should be made
4

5 J Sure
6

7 E but for right now, all I've heard about is the lack of curricular component and I can see how
8 that could be problematic because you've come to depend on the groups just being there,
9 even if you don't say anything, they're still there.
10

11 J Right. Do you feel like you've been able to connect with people whether they were friends or
12 not before the program differently because you are all in the Batten together?
13

14 E Yes. Yes.
15

16 J Do you think that just occurs naturally?
17

18 E Not for me.
19

20 J Okay. How did it occur for you?
21

22 E Um, I mean I think for, I think I misunderstood your question. I, are you asking does it, does
23 the connection within Batten outside of Batten occur naturally or does the
24

25 J does the connection occur within Batten naturally because you all are a part of Batten or do
26 you feel like um, there's something special that has connected people.
27

28 E Um, our Batten group is really big. I have a connection with people that are in my
29 communication skills group or were in my communication skills group and my leadership
30 resource group, um, not so much with the others in the sophomore group
31

32 J Auh huh
33

34 E And I think partly for me that's because I'm also in a different graduating class so um, I
35 didn't have the whole, I came into Hollins at the same time as yall and now I'm speaking,
36 I'm on the same level academically, you know, I'm on my second year academically and
37 you're on your third year, um but I think that Batten does. I've watched the others and there
38 is a definite, definite link even between communication skills groups
39

40 J Right, right.
41

42 E I don't personally have, but I have observed
43

44 J You don't personally have as far as the connection? I'm sorry.
45

46 E As far as like, I don't have, my connection with Batten people

1
2 J Auh huh
3
4 E outside of Batten
5
6 J Auh huh
7
8 E is limited to my communication skills group
9
10 J Okay, I'm with you.
11
12 E But, I have observed people in my communication skills group who has connections outside
13 of Batten with people in different communication skills groups.
14
15 J I'm with you, Okay. I'm with you. Um, how, I know communication skills group is about
16 working on a communication goal, but it definitely is the most um, interpersonal, you really
17 look at your intrapersonal, you really look at yourself and personal issues and emotional
18 issues come up. Which is different, a different component for a leadership program. What
19 has that been like for you?
20
21 E hard and sometimes hurtful and the best thing about Batten that I've had um,
22
23 J So you say it was, interesting, you said hard and hurtful and then the best thing you've had,
24
25 E Yeah
26
27 J tell me, tell me about that.
28
29 E I um, my, I don't know if I'm suppose to, well it's confidential
30
31 J you can say whatever you want
32
33 E my communication skills goal was um to receive feedback in the manner in which it's given
34 and to um, integrate it effectively, basically, I have a problem or had a problem still is not,
35 people getting feedback and my automatically assume that they think everything about me is
36 wrong.
37
38 J You took it very personally?
39
40 E yes and that they mean to be hurtful about it when in reality they're just giving feedback.
41 Um, and so a lot of, a lot of personal stuff came up with that because that, that problem or
42 challenge or whatever is, you know inherently something in your past
43
44 J Right your exactly
45
46 E So, um

1
2 J a lot of that past stuff came up
3
4 E So a lot of that past stuff came up and um, I'm different in beyonces of my personality that I
5 didn't know were there and you know, are they necessarily, are they necessarily good or bad
6 or you know, do I fix them or do I let them develop on their own or how do I turn down my
7 weaknesses and strengthen my strengthens and that kind of thing is hard. It's very hard not to
8 mention that at first you are in this room full of strangers who you've never met before, for
9 me I had never met before in my life and all of a sudden I'm suppose to be talking to them
10 about these very deep personal things that normally you sit in a room with a psychiatrist and
11 talk about
12
13 J Right.
14
15 E alone and then you realize that they are all working through the pain and the struggle and the
16 hurt along with you and that inevitably their goal is tied to your goal because they're really
17 all interrelated. You figure out about the one week before you're actually finished with
18 communication skills group.
19
20 J Of course.
21
22 E And so that's, I mean, I learned so much working through, salaaming through it week after
23 week even though it hurt and left me frustrated sometimes or
24
25 J You can now see the benefit
26
27 E Oh yeah
28
29 J of how important it is?
30
31 E It should not go away, ever.
32
33 J It makes people think and challenge themselves
34
35 E Auh huh.
36
37 J to do things differently.
38
39 E And it's when you first start looking for real at your strengths and weaknesses, your
40 personality strengths and weaknesses and how they impact your leadership skills.
41
42 J Right.
43
44 E Which is so important.
45

1 J Do you think other people would agree with you on that impact that that group has? Or is
2 there still people who are like pointless
3

4 E I know people who got less out of it than others did, because they put less into it, but I have
5 yet to hear anybody say that it was absolutely pointless and that it should be taken out of the
6 program.
7

8 J Okay. Okay.
9

10 E Auh, my communication skills group was in accord when we discussed it and some people
11 said, you know I got left out of it and everything but we all agreed that we wouldn't be the
12 firm leaders we are if we hadn't had it.
13

14 J Okay. What are your feelings on the program going curricular?
15

16 E Really.
17

18 J If it were to be curricular.
19

20 E Oh yeah
21

22 J Yeah, yeah, yeah, I'm sorry.
23

24 E Such as it's a class I can register for?
25

26 J Right, yeah, back up a little bit I don't want to freak you out. If someone decided later that
27 this should be an actual major, something people register for and offer it to anybody, um if
28 that were ever to happen down the road, what are your thoughts on that happening?
29

30 E I hadn't really considered it. Um, I guess it's like my first reaction is no absolutely not. No,
31 never. Um
32

33 J Why did you react that way why does your gut say that, what is it about it that you want to
34 keep small?
35

36 E Well I mean just the example of the junior class of Batten versus as the sophomore class at
37 Batten and already there is this huge dynamic differential. There, they are very much a closer
38 knit group than the sophomore class of Batten will ever be because of the size, the numbers.
39 It's harder to tie 30 people together than it is to tie 8 people together um, and I don't know, I
40 mean, I've I'm a long ways than a little on the side of the selection process should be a little
41 more selective. Um, and I don't know where that would have, if it had been selected when I
42 was applying, you know, would I have gotten in? I don't know that.
43

44 J Right.
45

46 E But, I think 30 is a huge number and

1
2 J So you think a cap, there should be a cap.
3
4 E I think there should be a cap and um, the curricular just, I think what makes Batten special, I
5 mean I know if you sign up for a class, supposedly you want to be there um, but what makes
6 Batten so great is that it's the amount of work that it is and there's no credit for it and you do
7 it because you want to learn and you reap such great benefits from it. I mean, how would you
8 grade it. How would you grade
9
10 J Communication skills group
11
12 E Communication skills group, I mean you pass or, I mean what if, I know a girl who never
13 actually met her goal but she took two huge steps towards now would that be a C grade or
14 would that be an above average
15
16 J Right
17
18 E I mean, how would you grade it and
19
20 J It's very subjective.
21 E Yes, and how would, how would the, what was the dynamic be if it was considered academic
22 instead of, I don't know, I just, I have this like deep reaction
23
24 J Auh huh.
25
26 E a deep negative reaction to seeing it go curricular, I mean, I don't know.
27
28 J Well maybe, you know, I didn't give you a chance to prepare for this, so maybe if you had
29 heard which I don't necessarily know but both sides, if you could hear an argument as to why
30 it would be good then you may have different feelings, but it sounds like its something you
31 haven't really figured out.
32
33 E Sometimes I haven't considered before I always just assumed it was Batten is Batten
34
35 J Right. There is the talk about whether it would become curricular or not but that's not
36 anytime soon. It is down the road and seniors have been very verbal about how they feel
37 about that. So, I'm just wanting to get everybody's opinion on that. Um, do you feel like
38 your experience in Batten would be different, lets say there would still be all females in
39 Batten that would be a different experience if you were at a co-ed institution?
40
41 E Like at Duke?
42
43 J Sure.
44
45 E They have a similar program.
46

1 J Oh, okay. I knew Richmond did, I didn't know Duke did?
2
3 E Duke does, they started it this year. Um,
4
5 J Does being at a single sex school makes a difference?
6
7 E All the women in the program but at a co-ed school instead
8
9 J Auh huh.
10
11 E I don't see for me personally how it would make that big of a difference other than the
12 change from going from a co-ed environment to this single sex environment once or twice a
13 week.
14
15 J Right.
16
17 E Um,
18
19 J What about the opposite. What if it were Batten open to men and women? Do you think it
20 would change your experience?
21
22 E I think it would change the experience um just I think bringing men to Hollins would change
23 my experience but um and I think it's safe in the fact that Batten itself should stay single
24 sexed at Hollins but um,
25
26 J How come. What is it about the single sex for Batten?
27
28 E I guess it's sort of the same argument as an old college would use to say you need to stay a
29 single sex here at Hollins, um, by dynamic when you have more than, when you have both
30 sexes but incarnation of ????? in a co-ed classroom to being more reticent than she
31 ordinarily would be if it was just her and a bunch of her girlfriends. Auh, and especially
32 when you are dealing with something like communication skills group where you have to
33 have this trust. I could see how, I could see how bringing in into the Batten program would
34 be, could be beneficial because you know that's a different perspective on leadership than
35 women have and women have had to sort of work their way towards even thinking about
36 stereotypical leadership positions.
37
38 J Right.
39
40 E where men have you know, if a man wanted to be the manager or a CEO or Something that
41 was fine
42
43 J That was just a given.
44
45 E That was just a given, you know if he had what it took to get there, he could be it, um, so he
46 (tapes ends)

1
2 J Okay, so you had that different
3
4 E That difference of leadership perspective um, but at the same time, if you are working to, to
5 create strong women leaders than a program that involves, a program is not going to
6
7 J Sounds like you can see both sides.
8
9 E I could see both sides but I am inclined to say keep between the facts
10
11 J men and women have different leadership styles and they learn differently
12
13 E exactly, exactly and the style that women would need that Batten provides is not necessarily
14 what a man would need to learn the same lessons just
15
16 J They might need something different.
17
18 E Right, like he wouldn't I mean scientifically he wouldn't need a communication skills group
19
20 J Right
21
22 E He would need more like motivational skills group or something
23
24 J Right. Okay, that makes sense, it makes sense. I guess I could also. Is there someone from
25 Hollins who's had a significant impact on your experience in Batten programs?
26
27 E "Amy" who was my senior leadership lab leader and um, Katherine Walker are the two
28 people who have given me the most direct influence. Um
29
30 J What was it about them that was a positive influence? I say positive, I just am assuming
31
32 E It is, it was positive, it wasn't just assuming um, the fact that when I called Katherine to say
33 I'm going abroad does this mean I could still do the Batten program, she already knew my
34 name. And she always has. And, um, Amanda who said what needed to be said in a way that
35 I took positively and effectively for me and she didn't, like she didn't hold something back
36 because she felt that it might be hurtful because she saw that what she might had to say was
37 useful and needed to be said and
38
39 J convey that to you.
40
41 E right, but she was also very encouraging and um, she was always on the same team, trying to
42 figure out what I was going to do for my leadership project and um, she happened to be
43 driving the van back from um, an away meeting and I said, "Amanda do you have a minute?"
44 and she said, "I have an hour and a half"
45
46 J That's good

1
2 E I was like good, “can I talk to you about Batten?” She said, I was like, “can I talk to you
3 about Batten” and she said, “you can always talk to me about Batten, you can always talk to
4 me about anything” and then for the next hour we talked about Batten and we talked around
5 leadership project ideas and she gave me programs we kind of thought regarding projects and
6 time commitments and everything I just, good resources that she’d found, um, indirectly um,
7 Sadie Tillery and Gwinn Fernandez and Bethany Ewing watching all of them has been, has
8 had an impact.
9
10 J Their growth or development and what they do on campus and those kind of things?
11
12 E Auh huh.
13
14 J So, what is your personal philosophy about what a good leader is? Just off the cuff, every
15 body else has said, “you didn’t give me time to prepare an answer” just something off the
16 cuff of what you have learned is a good leader.
17
18 E What I’ve learned is a good leader is someone who, hum, someone who can be themselves
19 whether it, loud or quiet, introverted or extraverted and who stands by what they believe and
20 what their principles are and their style of leadership. ??? (couldn’t hear her) because I think
21 a Leader at Batten ours
22
23 J Sure
24
25 E oh
26
27 J They have to be able to bring everybody to kind of to the plate to do what they need to do. Or
28 to do what the ??? wants them to do.
29
30 E To do, I think a good leader isn’t so focused on doing it their way, they are focused on doing
31 it
32
33 J Right
34
35 E and so, I mean, example, I’m not saying I’m a fantastic leader however, with my honor court,
36 the way I get it done is to make sure that when I’m hearing a case and my board is hearing a
37 case every single person on my board has the opportunity to say what they think is this
38 person responsible, is this person not responsible, why, why not. Um, it gets it done and
39 when their decision is made, it might not be my decision or it might not be exactly the
40 sanctions I would have expect to have but it’s so, a decision and the judicial system works
41 and that’s what my job was
42
43 J right
44
45 E as a leader and I was able to remain me and not have to step way outside of myself For what
46 I believed and still able to get everybody to get the job done and on the same side to swing or

1
2 J Whatever
3
4 E Right
5
6 J Whatever you are feeling
7
8 E That's just ?????
9
10 J No, that's a good example, it makes perfect sense. Um, can you think of anything, um, that I
11 did not ask you that you speak to, anything important about Batten um, you know, I don't
12 know that I asked you specific or what would you change and you didn't mention much other
13 than having group your junior and senior years but any negatives or just anything else that
14 you want to talk about?
15
16 E Um, I guess one thing that this would be that um, I've got one thing in mind when they're,
17 that the facilitator of the group, a large chunk of how the group runs um
18
19 J Of the communication skills group?
20
21 E Right, or the leadership resources group, although it's part of a learning experience, um,
22 communication skills group the first six weeks Katherine was the primary facilitator. And
23 then the last three weeks she was in Mexico and so Abrina became the primary facilitator and
24 um, she facilitates very differently
25
26 J auh huh
27
28 E Which was a huge change in a group where we had really focused on getting comfortable,
29 it's you know, just you and those six other people, that's it, and um,
30
31 J Was Abrina there for the first few
32
33 E She was
34
35 J But she didn't facilitate?
36
37 E She did not facilitate. I mean she said a couple of things but she was more like ???
38 information
39
40 J Okay
41
42 E And, and Katherine really facilitated and so I guess that sort of goes a long with learning how
43 to, to become a leader or to lead under different leaders or leadership styles.
44
45 J Auh huh
46

1 E But that was something I really noticed um in, when the facilitation, you know itself,
2 changed. So then the group changed and our ability to ???????? at an affective pace, level
3 what have you
4
5 J So did it affect the group negatively when it changed?
6
7 E It, I think so, a little bit
8
9 J Just because of the change of
10
11 E Just because of the change and I think, you know if Abrina had been more of an active
12 facilitator throughout the semester, so it wasn't such a sudden change
13
14 J Auh huh
15
16 E as far as communication skills group goes it might have been an easier transition auh and that
17 would be my only
18
19 J What about with leadership resource group? Did that change?
20
21 E Leadership resource group, I mean I was just, I was kind of thinking of everything that was
22 facilitated
23
24 J Oh all right
25
26 E We had the same, we've had the same intern the whole time
27
28 J Stacy
29
30 E Stacy has been there the whole semester
31
32 J Okay, great
33
34 E same person, you know, just the first week when how she was different than Abrina and
35 Katherine.
36
37 J So just having some consistency in the leadership
38
39 E Right, right
40
41 J when it's facilitated, okay, I've got it
42
43 E Right, especially with the communications group because it's such a, such a pattern or at
44 least in my, my group and this pattern and when we changed facilitators there was a shift in
45 the pattern and it was just different
46

1 J Well it's personal and there's not, you know, it's not like they are teaching information that's
2 about learning about people individually which is hard to pick up the player
3
4 E Right
5
6 J Okay.
7
8 E That would be, I mean, everything else was fine. Those are just some things that I can think
9 of which means if I do they are not important, so
10
11 J Okay. Anything else in general that we haven't covered?
12
13 E I don't think so.
14
15 J Okay. If you were to have anything later, if for some reason you have a wonderful answer to
16 something that is, you know, something exactly um, feel free to um, email me that or call me
17
18 E I'm going to think about that curricular thing
19
20 J Okay, well obviously it isn't something that you all haven't heard much about and I'm not
21 trying to freak you out because it's not going to happen soon, but I know that um, there's
22 been rumblings of, "should this be curricular, should it not?" and if it is it's not going to
23 happen in the next few years, so you wouldn't have to worry about it, but I'm just getting
24 some opinions on what they think.
25
26 E I think it sort of sends, I don't know, I don't know where the idea is coming from if it's
27 Katherine all the way or if, if certain students on campus have complained about it and sort
28 of within exclusive groups so if you make it curricular it won't be this ?????? if it ?????? I
29 don't see Batten being exclusive because right now you are ????

30
31 J Right, right.
32
33 E Information is out there and if you want to do it you'll fly and then you know the interview
34 and if you even get in and then and if not if you have the lowest GPA or something or if
35 you're of this race or if you're of this class then don't bother applying
36
37 J Right, it's not that kind of a program
38
39 E I don't see, I don't see this ??????? but
40
41 J Okay, Well if you think about it more and you have something else you want to say about it,
42 just let me know. Thank you so much
43
44 E You're welcome.
45
46 J I appreciate it.

1
2 E Thank you.
3
4

Interview Ten

1
2 Jennifer = J
3 "Sarah" = S
4
5 Okay. Today is April 27th 2005 and I am here with my final senior, um, Sadie. It's very exciting.
6 Thank you very much.
7
8 S You are welcome.
9
10 J Um, just start off by broadly kind of tell me about what drew you to the Batten given that
11 you were one of the first in the program and you didn't have the luxury I guess of other
12 students really telling you about it.
13
14 S Right. Um, well I can remember the first paper work I got about Batten which it was in the
15 mail over the summer.
16
17 J Okay.
18
19 S And I really wasn't um, that drawn to it. I took a look at it and thought, okay, there is no
20 credit given to this, and um, you know, there was so many things at Hollins in particular that
21 are good in theory but then
22
23 J fizzles
24
25 S yeah, fizzles out, don't ever reach the point of becoming really productive and so I was
26 worried that it was going to be something like that and I also knew that there was um, a first
27 year leadership program
28
29 J Auh huh
30
31 S that hadn't um, I hadn't heard great things about and so I was worried if it was going to be
32 part of that
33
34 J Was that the emerging leaders group.
35
36 S Yeah.
37
38 J Okay.
39
40 S Um, so I didn't do it. And then I got back on campus and Tammy Futrell and BE, AJ, were
41 all pushing me to do it and then ??? called her about me and this was when I got that extra
42 push and I thought okay yeah, you know, I might as well do it.
43
44 J Auh huh.
45
46 S you know.

1
2 J So you went into it a little bit blind
3
4 S Yeah, I did. I emailed Katherine and um, said I'm still interested, I know it's probably too
5 late, but he's all my info and she said okay, you're in.
6
7 J Great, go on
8
9 S Yeah, let's do it.
10
11 J So, had you had a lot of leadership experiences out, until that point in high school and as a
12 freshman.
13
14 S Um, well I played basketball in high school so I was sort of sports captain, um, I was on
15 yearbook as assistant editor my final year. Um, what else had I done, I was on SGA in high
16 school. Freshman year I was a member of the Black Student Alliance
17
18 J Oh, interesting, um, given that you're not Black.
19
20 S Right
21
22 J Tape recorder maybe doesn't see you.
23
24 S I guess Alee, room, cause Aleesha and I were roommates
25
26 J Auh huh.
27
28 S and so I just got into it that way
29
30 J That's cool.
31
32 S It was cool, um
33
34 J So you definitely have had some leadership experiences
35
36 S Yeah
37
38 J You didn't float through high school not doing anything.
39
40 S No, no
41
42 J that wasn't new to you
43
44 S Right, but I was a very quiet leader. I wasn't, I was more of a follower in big organizations
45 than I was a prominent leader. But I was a member of um, this the honor society, national
46 honor society.

1
2 J The national honor society
3
4 S and service club and all these things that sort of go hand in hand with leadership
5
6 J Okay. So once, once you became involved with the Batten and you met everybody and you
7 learned about it and found out what was to be expected, what were your impressions then?
8 Before you really jumped in but when you kind of started to learn about what was expected
9 of you.
10
11 S Right. Um
12
13 J If you can remember back that far
14
15 S Yeah, I know it's hard. I guess it was an informational session where we went and like
16 introduced. And I remember, I remember I thought that Anna Lawson was Katherine. Cause
17 there was a completely disoriented thing because this whole time I'd thought Anna was
18 Katherine
19
20 J Cause you were late coming in?
21
22 S I was, I was late
23
24 J ?????
25
26 S RA of something or another
27
28 J Auh huh.
29
30 S Um
31
32 J Cause I remember I was there.
33
34 S Yeah
35
36 J I remember you coming in late.
37
38 S We were in Richards, we were wearing shorts, that's all I remember, shorts on. Um, so I
39 guess, I mean I knew there was going to be this thing we were suppose to go to but I really
40 didn't have any expectations for what it would be and to be completely honest, which I
41 would be, we're in this interview um, I, I was a little bit concerned about the other people in
42 the program, because by then I had gotten a list of who all was in and I remember sort of
43 thinking wow (couldn't understand her) ?????????????? got involved um
44
45 J Okay
46

1 S Stuff like that. So, I don't ever remember a period where I felt like all of this was going to be
2 expected of me before I started understanding what I was doing.
3
4 J Okay. So once you actually started to get involved in all the requirements
5
6 S Yeah
7
8 J What were your thoughts and feelings about what you were experiencing.
9
10 S Right. I think the first, um, communication group, I was just sort of stumped as to what they
11 were doing, um
12
13 J Which was the point.
14
15 S Exactly. Um, skills seminar like right away I was totally dazed I just loved it and felt like I
16 was getting so much out of it. And lab was really nerve wracking for me.
17
18 J Auh huh.
19
20 S Um, especially didn't like watching myself afterwards
21
22 J Yeah, that's not a lot of fun. Looking back at those, those are the three things, and the
23 meeting individually
24
25 S Right
26
27 J with the intern, um, at the time, looking back on all those things, cause that was obviously
28 the most intense
29
30 S Right
31
32 J of all the years
33
34 S Right
35
36 J it was the most intense semester. What do you feel like was most beneficial and what was
37 not?
38
39 S I think it was all beneficial. I mean maybe it's a copout but I don't know that you can have
40 one without the other. And it sorted of rotated week to week there were some weeks where
41 the leadership lab went really great but the skill seminars were a little long and people
42 weren't really talking in group or maybe the next week group would be really amazing and
43 then other two, and some weeks it was all really brilliant. It never was perfect 100% of the
44 time, but at the same time I didn't feel like one of the three more important parts was failing
45 were as the other ones were succeeding.
46

1 J Any one more powerful for you personally?
2
3 S Um, I think group is probably where I changed the most, where I grew the most and that
4 encouragement I received in group was helping me a lot with skill seminar and with
5 leadership lab. But, I'd probably say that group and skill seminar were more effective than
6 the lab. It was all effective.
7
8 J Right, but if you had to choose.
9
10 S Yea
11
12 J lab was the least.
13
14 S Yeah
15
16 J Okay, okay. So, after the end of your first semester, um, had your impressions changed, had
17 they stayed the same from the beginning
18
19 S Right
20
21 J kind of on the outside looking in to actual experiencing them.
22
23 S I was just so thrilled to be a part of it all.
24
25 J Okay.
26
27 S And felt like it was changing me rapidly. I can remember like leaving just feeling completely
28 energized and
29
30 J So how, what had changed? I mean, you went into it going eh this is going to, might fizzle,
31 I'm not going to do this, in the end you just said that you are thrilled about it all, what, what
32 was it, what was the key that really changed you?
33
34 S It's so hard to say. I think, I think I just felt like it was working, like I felt it was changing me
35 and I was like oh, I was speaking more, my confidence was coming to me, and I was ?????
36 interesting stuff and it wasn't a waste. Like my time was worth something. Maybe I think my
37 biggest fear in joining was that it was going to be a waste of time or that I would go rolling
38 my eyes and you know, gosh I'm just not learning anything.
39
40 J Right.
41
42 S And I got so much it sort of knocked me back.
43
44 J So you talk a little bit about how you changed.
45

1 S Like, my first goal was, my goal that first semester in group was to speak, to articulate my
2 thoughts and um, I, I really remember like the turning point where it happened auh, I don't
3 know but for some reason in that group of people I just, was encouraged and started speaking
4 and then I started speaking at skills seminar, it was like I had this safe place to speak. And
5 the speaking didn't increase in my classrooms until the next year probably.
6

7 J Okay.
8

9 S Um, it took me a while to take it outside of that realm. Um, and it was already affecting other
10 parts
11

12 J More indirectly
13

14 S of my life, right, it put that ability to speak and articulate has helped me be heard. It still took
15 me a while to get to that point with Batten like it's faster in the group.
16

17 J Others ways you've changed confidence, encouraged to speak up
18

19 S Encouraged to speak up. I've always been fairly organized um, I think maybe more aware of
20 recognizing other people um,
21

22 J Well, along those same lines, you said that the interesting about how when you saw the
23 group of people who were going to be in that, in your immediate thought was these people
24 are not leaders
25

26 S Right
27

28 J Did you learn anything different about that thought and whether that was accurate or not?
29

30 S Yeah, I mean I think I saw leadership potential in everyone that's in the program. They're
31 obviously still more people than I connect with more than others and people who I think who
32 are more invested in the program than others. Um but it made, it made me see those people,
33 it's sort of like Batten stripped away all that excess, "she said, she said" um you know, what
34 drama went down in the lunch room and all that and when you come together in that group
35 while it was about discussing what had happened outside we were forced to look at each
36 other and for as leaders not as more
37

38 J Students
39

40 S right, right. So I, I, encouraged that I guess for other people in the program that I probably
41 wouldn't have other wise.
42

43 J Okay. So at second semester sophomore year you had the leadership resource group
44

45 S Auh huh.
46

1 J and the project? How was that for you after having been in those intense first semester to a
2 little bit of a change,
3
4 S Right
5
6 J what was that change like?
7
8 S Um, for me it was a little bit disappointing just because I had gotten so used to it, I'm sort of
9 emotional anyways and talk on an emotional sort of pulling and my groups dynamic with the
10 project sort of changed
11
12 J Auh huh.
13
14 S um, and also I started feeling, I said this some in the beginning, but um, more so in the spring
15 that people weren't stepping up to the plate like they should have been and I felt like that a
16 lot in group. People wouldn't show up or all these other conflicts and some people were
17 working diligently on their projects and some people in that group still haven't finished their
18 projects.
19
20 J (laughs)And they probably won't.
21
22 S Right. So, I felt, I don't, by some it was a bit disappointing by me it was unsuccessful,
23 because it was a great burn for me, in, in fact my suggestion on the student advisory board
24 this year has been to reinstate it for the senior year. Cause I think having a group like that is
25 necessary whenever you are doing projects and doing them your junior year too because it
26 does hold people to a certain accountability that they are going to have to come and talk
27 about what they are doing
28
29 J Right
30
31 S Um,
32
33 J So not as intense as first semester, still beneficial but a little bit of a let down.
34
35 S Right.
36
37 J Okay
38
39 S I guess much more um, action oriented rather than personal
40
41 J Right.
42
43 S you basically need spring in both parts of you know ??? in the fall and in the spring such
44 balance is different.
45

1 J balance, okay. What about going into junior year I know that's a difficult year because a lot
2 of people are gone
3
4 S Yeah
5
6 J I know you were gone second semester
7
8 S Right
9
10 J Um the junior year is definitely different. Um, what was junior year like for you? I know
11 you had the distinguished visiting ,
12
13 S Auh huh
14
15 J Okay you had the project, that was the main thing, that was about it.
16
17 S That was pretty much it. Um, I liked the junior year so much, just meeting these people was
18 so great and I, I had a unique situation because everyone else in that lunch group had a class
19 right afterward and I didn't. So I would come and just stay with the person
20
21 J And chat afterwards.
22
23 S Right and sometimes stay for about 30, 45 minutes just chatting with the person, the person
24 and Katherine you know over a cup of coffee, it was just so great to not only, have that
25 lunchtime, have that time afterwards.
26
27 J Yeah you really probably benefited from that.
28
29 S Right, and on top of that I decided that for my project I wanted to take notes about the
30 luncheons and be sort of a historian for it. Um, and I think that helped me a lot the process
31 with listening to what they were saying
32
33 J Does it um, does it lose any intensity
34
35 S Auh huh.
36
37 J your junior year
38
39 S I think it, some people weren't there um, um, sometimes people wouldn't show up, my
40 biggest problem with the program as a whole is that dedication levels are always a little
41 different, um and because it it's extra curricular, you can't, reprimand for it.
42
43 J But don't you think it would still be that even if it were curricular.
44
45 S Oh, it would be, I know it would be, um, I mean, I didn't mean to say that, I just, it's co-
46 curricular ?????

1
2 J Right and I will ask you that question.
3
4 S Okay. Coming,
5 J Can elaborate.
6
7 S (laughing) But as far as losing intensity, um, there are a few things where one we didn't have
8 enough people to fill the whole room um, because so many were abroad and all that, so we
9 were inviting in seniors, um, who had never, who weren't members of DLI
10
11 J Auh huh
12
13 S to recommend people of the outside, people and then too and um, yeah, I don't know, maybe
14 it didn't lose intensity but it was definitely different. It wasn't just a core of focus
15
16 J Right
17
18 S It was more of a relaxed setting and not just our intimate thing with Batten or perceptions
19 that we come from time and other students.
20
21 J What about second semester you were gone?
22
23 S I was gone.
24
25 J So they just allowed for you to just be gone and fizzle out for a little while
26
27 S Yeah. I mean probably, I mean I was a little bit embarrassed when I talk about my junior
28 year project because it wasn't like a year long tangible this is what I accomplished. Um, but I
29 was a historian and then I was also the junior vice-president, so I was serving on the Hollins
30 activity board and really doing that capacity and then in England, um, leading yourself
31 through broad experiences of leadership responsibilities
32
33 J Right, right
34
35 S And I don't, I don't know that I could have done a project over there
36
37 J That would have been difficult
38
39 S You know, and I'm not really sure if you look at the write up for the Batten or what ever if
40 it's suppose to be a semester project or a year. I think it's suppose to be a year long, but how
41 they, do that with Abroad, I guess, I don't know how they do it.
42
43 J Right, there may be some changes with that, so. So, Senior year, this past year, definitely
44 different, it's almost like it kind of, it's really intense, for lack of a better word, and that kind
45 of
46

1 S Right
2
3 J spiraled downward, um, not in a bad way, just as far as that core stuff you're talking about
4
5 S Right.
6
7 J Um, what's this past year been like for you?
8
9 S It's been really hard. Um, more so than any other year before losing a mentor. With
10 Katherine having been gone and Abrina coming in, was really difficult.
11
12 J Auh huh.
13
14 S Because you are dealing with two completely different leadership styles and I thought about
15 where this new component of the program, and it's sort of like communication group, where
16 no one knew what it was suppose to be exactly, the difference was, it never got better. It just
17 got worse and worse.
18
19 J As far as your alls board
20
21 S Yeah
22
23 J Because you had senior advisory board.
24
25 S Right
26
27 J An advisor or just senior advisory board.
28
29 S An advisor.
30
31 J Okay
32
33 S Um,
34
35 J Did you all have a hard time figuring out what it is you're suppose to be doing?
36
37 S Yeah that and it was just for me it just felt like we were going through the motions and we
38 never really did anything and ???? for the program and then sort of staring at each other
39 having that committee and then going home. And the other thing that was so difficult but
40 from the get go we were asked to come up with these goals for senior advisory board and
41 they were new mission statement goals for the program and there were two people
42 recommended goals it was me and Bethany and no one else and that whole board of seniors
43 ???? never did anything um, which was really painful.
44
45 J Yeah.
46

1 S Um
2
3 J Did that ever come up, was anybody ever confronted about that?
4
5 S Um, yes and no. I mean, one of my, one of my regrets is that I didn't nip it right then, and
6 sense then it's come up. Um so a lot of the weight, I felt like we needed a chair for the board
7 and I felt like that was my participatory thing cause that was something I wanted to do and I
8 had been so invested in prevailing it and that idea never came to fruition now there was some
9 people that supported it but Katherine's vision was to have a different person chairing the
10 board every time we met.
11
12 J Right
13
14 S Which is go in theory but looking back on it, it really needed stabilizing force. Whether that
15 was my title or not, the chair was meeting. I was the only one that came prepared to every
16 single one and I took the minutes and um I spoke up and tried to encourage other
17 participation and all that.
18
19 J You were invested.
20
21 S I was invested. And I, I never got to the point you know so many people got to this, you
22 know, auh, I don't care, I don't want to deal with this anymore, I don't care, but I never
23 meant, you know it always meant something to me and I couldn't just, you know, I don't
24 care anymore attitude.
25
26 J Right
27
28 S So then right before Katherine was about to come back, Bethany and I directed this
29 committee together and we just started, this is it, we can't keep going like this, something has
30 got to be said. And so we asked everyone to write a letter about how they felt the program
31 was going, good or bad and to most people's credit the majority of people wrote letters and I
32 wrote a really long letter and Bethany wrote a real long letter and then Bethany and I met
33 with Abrina and Katherine and went over them all. This is, these are all the questions on the
34 program this year and these are what we think should be changed for future years and what
35 was disappointing in the process basically. Um, and looking back on it already I feel like I
36 have gotten stuff out of it.
37
38 J So those letters were helpful?
39
40 S Yeah
41
42 J To get things kind of rolling.
43
44 S And they've, they've already implemented changes for next year based on our suggestions.
45
46 J Okay, all right.

1
2 S Like next year there will be a chair. Um, next year over the summer all the board members
3 will have to attend like two non profit board meetings, so that a regular a couple and auh
4 ??? and the auh chair will have to read the text and goals, ?? are more board meetings to get
5 an idea for it. There's also, the other thing that I felt was missing this year is that, a look
6 around the room everyone was doing this huge project, Stephanie is President, I'm doing a
7 Turkish stuff, Shannon is Senior Class President, ????? and we weren't talking about it.
8 Here we were, a room full of leaders that it was like, not being discussed and we were talking
9 about ?????? rather than really talking about our leadership and what we all doing in our
10 personal lives and sophomore year just sort of spoiled me it was just so personal and than I
11 was in this other lab where it wasn't personal at all anymore. Um, and so I, in my letter
12 particularly I made that recommendation next year should be required to do a senior project
13 and that the off weeks where we are not meeting at the Board Meetings we should have a
14 communication skills group and they have started implementing that the last few weeks.
15
16 J Okay, and now how has that been?
17
18 S it's pretty good, you know it's hard, I think there's one, because we took those two week off,
19 ??? but um, I think it, I think it will be really affective when you do it for a whole year.
20
21 J Right. You can start out knowing that's what's expected of you
22
23 S Right now it's so of this and everyone said that ?????? now but the majority
24
25 J What other changes, you mentioned a couple of things, what else would you change as a
26 whole about the program?
27
28 S What would I change?
29
30 J You have mentioned a few things, just implementing a group, um project
31
32 S Right
33
34 J You know, there might not be anything else
35
36 S Auh huh. I think the biggest change is in just senior year. I think everyone knows about the
37 change. I think for the junior year component to meet more with these people there should be
38 an etiquette part required. Um,
39
40 J What do you mean?
41
42 S Well, to put it bluntly, people didn't know how to put napkins in their lap and stuff and at
43 these luncheons these big prominent people and it was so embarrassing
44
45 J So they didn't know how to
46

1 S Right, so, I mean we've had some trouble this year too, again with the students, teachers and
2
3 J Right, just simple things like how to, like which fork to use
4
5 S Yeah
6
7 J and where does the napkin go
8
9 S Auh huh
10
11 J Okay. Interesting.
12
13 S Um, But I think other than that the biggest concern about the program is just who do I ???
14 and that, how do you decide that you ?????
15
16 J Well and that, that's part of my question part of my sub question is, do you think that it
17 should become curricular?
18
19 S No. I see a lot of pros for becoming curriculum, if it were to become curricular there could be
20 more with theory and you could require more um, people would have to come in order to get
21 a grade. You, you could then, if Batten was one of your, you know 16 credit classes you
22 would have more time to dedicate to it, but I also think that, I just got so much out of it not
23 being a class. Because I knew that if I was going to give three hours of my week to this thing
24 then I'd better be getting something out of it.
25
26 J Right.
27
28 S And I, unfortunately a lot of people don't look at stuff ???
29
30 J Some people want, want a grade
31
32 S Right
33
34 J non credit
35
36 S a lot like tangible
37
38 J Right, you are okay with what you got internally?
39
40 S Right. Um, but, I don't think, until a few weeks ago, I didn't realize how much, like Batten
41 had sort of ????? like faculty and stuff. Um and I actually felt like this extra curricular stuff, I
42 mean the curricular stuff would just be looming out of a corner but I really don't think we're
43 there yet.
44
45 J No, yeah, um
46

1 S Um especially I spoke with ??? over Dinner the other night and the faculty members were
2 just happening about that and
3
4 J Really
5
6 S It was really strange
7
8 J Just questions about it,
9
10 S well just what, what “who is this Katherine White?”
11
12 J (laughs) Katherine White
13
14 S “What is, what is this Batten thing it sounds like a ten step program?” and da, da, da, da, da
15
16 J Wow!
17
18 S And, “Why are they teaching, why are they teaching my students to do, and that’s my job”
19 very ??
20
21 J I’m sure you backed that
22
23 S Yeah, oh, of course I did. But um, it just made me realize that not everyone on campus is
24
25 J very highly objective
26
27 S Right, and especially and it takes a lot of pains and students especially my year, if didn’t
28 have any solutions to get, you know, that’s where that article in the paper it came from
29
30 J Right
31
32 S ?????? where they have been, let’s see there’s um
33
34 J So you think people are, a lot of people are resentful because they didn’t
35
36 S Yeah
37
38 J Okay, well it really opened to everybody later on
39
40 S It was that next year, but I think that first year, it
41
42 J They were trying to get it going.
43
44 S Yeah
45
46 J A little late in the game

1
2 S Right and she had to send out invitations and Katherine would be the first to admit that that's
3 what happened and that it was an idea
4
5 J but when you get a program started that late in the year in the summer and you have to kind
6 of do that. Do you think that if it remains like it is, there should be cap on the number of
7 people they let in, because I know this last class is huge.
8
9 S It was huge. This is really is hard for me because I want anyone who thinks they can benefit
10 from it to be a representative from it, you know I don't want, how do you, how do you say
11 whether or not someone is a leader, you can't say that from a resume, because people lead in
12 such different ways and I didn't think about leadership like that when I first came into it. I
13 think that's why I had trouble with some many of them on that list because I thought what
14 title are they ?? because they don't do anything or, but so much of leading is just being in the
15 classroom leading your life.
16
17 J Not the obvious things people think
18
19 S Right
20
21 J big chunk, strong, tough, outspoken leader. It's not always about that.
22
23 S Right. I think lesser than not letting people in, I think that people should be not let in because
24 of grades, and that having
25
26 J higher gap
27
28 S is an indication of not being dedicated and you shouldn't go there. Um, and honestly I don't
29 like having, you know, I think having skill seminar in an auditorium lecture hall, you want
30 something there
31
32 J Right, something cozy sit around the table kind of thing.
33
34 S Right But, um, and my other fear about having so many people is that any year you're going
35 to have a certain percentage of dead weights, you're just going to have people that are
36 weighing the program down and that percentage stays the same I think every year, so if you
37 get more people it's more dead weight dragging the program down, and so I think my biggest
38 thing is not too much getting your numbers down but getting the numbers of people who
39 aren't dedicated to it down and then
40
41 J figure out how to do that
42
43 S Yea
44
45 J in the recruiting stages
46

1 S Right and gain, you know people in the program now that might be brilliant leaders but, you
2 know, to get accepted people start representing Batten, because as soon as you stand up
3 somewhere at a breakfast with someone and start talking, you are representing the whole
4 program, because it's such a personal thing.
5
6 J Right.
7
8 S You're representing me when you get up there and make a fool of yourself, or whatever.
9 When you curse someone out in front of front Quad, you know it's just. Part of what I did
10 first semester this year is to develop a Batten representation statement where I just talked
11 about um, the students of Batten will have this model and everyone that can accept this
12 program as a whole becomes a ???? ????. I read it to the, I read it to one of the skills seminars
13 and read the statement and all of that and you know it's all confidential so Katherine can't
14 come ?????? but she's implemented it. ??????
15
16 J Just reminding people that they need to abide by this
17
18 S But they, I think there are a lot of people in the program that don't realize what an honor it is
19 to be a part and that anyone can do it, automatically????? on it anymore, unfortunately.
20
21 J there's good and bad, you are right, there's not enough time for that. So you're, undecided
22 about that?
23
24 S Yeah, I think, I think the doing interviews and getting people down, because we're talking
25 (END OF SIDE ONE)
26
27 J Okay, when someone's accountable
28
29 S When someone's accountable for coming in for an interview and their not just scribbling out
30 an application but coming in and sitting and looking someone else in the eye and talking
31 about why you want to be a part of the program and asking questions and all that, so it
32 automatically makes people think more about whether or not this is something you want to
33 do
34
35 J Right, so that is something new they are doing?
36
37 S Yeah, and I think, and I don't think the interviews should say I know you can't come in but it
38 is going to be a, you know, prepping people for what would be expected of them.
39
40 J Right. Can you relate your experience in Batten to being in a single sex institution and that
41 do you think your experience would have been different if there had been men in the group
42 and or men at the school?
43
44 S Auh, it would have been a whole another world, um
45
46 J Can you speculate how wide

1
2 S I, I think you know I didn't want to come to an all women's school. But it's not, it was not in
3 the plan, but, I came and then, just like realized what a wonderful decision it was, and
4 realized not even before than, because you can have the co-ed stuff but it, it was just safe
5 place for you to learn and grow and not worry about men and all that. Um, so I think concern
6 is if men had been on this campus out of ??? seminar and it would have, it would have made,
7 I mean I would have gained something to but it would have been such a total loss. But,
8 having it be an all women, not only sets up a support group of all women and it makes you
9 feel comfortable because it's all same sex. And it also allows Katherine and you all who
10 taught us to teach towards the female gender, you know men and women learn differently.
11
12 J Right.
13
14 S Um, and for that, you know
15
16 J Most definitely it, it was a positive
17
18 S Right
19
20 J in that
21
22 S in an all women it was very positive.
23
24 J Okay. Is there someone from Hollins who has significant impact on your Batten experience?
25
26 S Yeah, you
27
28 J Well thanks!
29
30 S Um and Katherine, you know. Just don't think Abrina and me is huge
31
32 J Auh huh
33
34 S Um,
35
36 J Just speak to um, I would feel awkward if I interviewing
37
38 S No, that's fine. Then speak to you
39
40 J Speak to, speak to Katherine first
41
42 S Okay.
43
44 J As to, to how's she's been an impact or if you want to walk us together or Katherine has
45 been more a part of your experience here than obviously I was
46

1 S Right
2
3 J I was obviously an intern for one year
4
5 S Auh huh
6
7 J Um,
8
9 S Well I think you know several departments on campus a really closed knit faculty members,
10 students get a long great with faculty members, students can plop down in their office or chat
11 or go out for drinks or whatever
12
13 J Right
14
15 S Some of the ??? doesn't work that way, so when I have something going on in my life or
16 going on in my major, it's Katherine I turn to for advice or you, but um, and so having
17 someone in your corner like that is just huge. And especially with the full time stuff, this year
18 we've done ???????? but I'm involved in this amazing project that ?????? might come on and
19 video produce and you know that I'm meeting all these people and there's no one chomping
20 at the bit to talk to me about that over there. But you know I've got Katherine
21
22 J Asking you and
23
24 S Asking me and sitting down with me for two hours to talk about it all and process it and, so
25 that kind of support is just knowing that someone is there for you in that way is just neat.
26 And I think other students have that other place in campus and I don't so
27
28 J So you really, she welcome, she made herself available
29
30 S Yeah
31
32 J and it was something that you needed
33
34 S Right
35
36 J as well. Okay. Of course she was running the Batten obviously
37
38 S Right
39
40 J so she would naturally
41
42 S have an impact
43
44 J but for you it was positive
45
46 S Right

1
2 J Her interaction was positive
3
4 S And I just, you know for so much of my high school experience and then in college I felt
5 like, I was so dedicated and you know, always stepping up to the plate, where as other people
6 weren't and I wasn't recognized for it. And that's, you know Katherine has never and will
7 never say to me, you know, "you've given more than your peers" or what, it's just not the
8 way she works. But I know
9
10 J You know, but yet she probably knows it
11
12 S Right, and she's recognizes me as being someone who has given themselves entirely to the
13 program
14
15 J Right. Which is validating.
16
17 S Yeah.
18
19 J So what is your personal philosophy about what a good leader is?
20
21 S Um
22
23 J Everybody has that response but, and I know you don't have time to prepare this one but
24
25 S No, um,
26
27 J Just off the cuff
28
29 S The big thing I harp on is that leadership isn't about title. You know people get this idea that,
30 "I am this President" and then they can just stand up there and dark
31
32 J Right
33
34 S But for me leadership it's all about knowing how to deal with people. And you deal with
35 every single person differently and more than that I can, but in order to know how to deal
36 with other people you have to know how to deal with yourself, you have to know how you
37 are going to respond to these other people, I mean I just think about being the project
38 coordinator on this film project and where you don't deal with the term project coordinator
39 and think, yes she's a leader but I have to step back and realize you know okay I've got to
40 deal with the restaurant and ask people for sponsorships and then say I've got to deal with
41 the Turkish Film makers who are visiting and totally culturally off campus in this way, I've
42 got to deal with my boss this way, I've got to deal with my co-coordinator in Turkey this
43 way and I've got to deal with my co-coordinator from the International Leaders Center this
44 way and I've got to just stay in the middle
45
46 J and grounded

1
2 S and keep everything turning, um you know all these jobs and enough, even though I cringe at
3 so many of the leadership um meetings and things on this campus, and the SGA stuff where
4 someone will get up in front of a room full of people and just like hammer it out, hammer out
5 whatever they are trying to say and I'm like, whoa that's not what this is about, like yeah you
6 do this and you need to have certain side of things dictate with it, that's not leadership, you
7 know
8
9 J Leadership dictator
10
11 S Right, right, it's not leadership and talking down to people is not leadership and um, best
12 leaders I probably am the ??? for people that did not necessarily consider themselves a
13 leader, but I think
14
15 J or mentors kind of people
16
17 S yeah, auh huh, auh huh, in a sense.
18
19 J My last question, um, can you think of anything that I didn't ask about Batten or something
20 that I should have asked that you would like to speak to?
21
22 S Well I think I've said it in everyone of them, my answers but it never hurts to say it again,
23 that it's just been a life changing experience or me and I don't think that I would live the rest
24 of my life without making these changes you know, I think they would have come.
25
26 J Right
27
28 S But Batten just accelerated that, I just, Batten is so unusual not only just believing in
29 extracurricular stuff but leading in the classrooms and leading myself in my education, you
30 know Hollins because it's so small gives you the opportunity to take control of your
31 education and unfortunately a lot of people don't, you know a lot of people want to sit in the
32 back of the class and be told what to think and told what to read and told what to stuff to
33 take, but if you really get it, you know, you sit up front and you start talking and it doesn't
34 matter what the professor is saying it's more of what you learning from your fellow peers
35 and I learned those very principles after the communication group, where, it's all about you
36 in the beginning because that's the way we're used to doing taught
37
38 J Right
39
40 S You know and then you know like, it's all on you, group is what you make it
41
42 J Oh I can groove yeah, everybody looked in like do something, do something
43
44 S Yeah, right
45
46 J Purposely having to sit back and be like, you do it

1
2 S and you know teachers don't have that kind of restraint so they fill in the ah aha ah but
3 Batten has made me achieve an education that I otherwise would not have had and you know
4 for frame stuff it's not a Batten project that so many of my skills comes from Batten
5
6 J Sure
7
8 S And you know my form that I'm making is not a Batten project, but knowing that I have that
9 background and Katherine, you and my other Batten peers to talk to about it
10
11 J right
12
13 S helps make that possible and you say oh it's a life changing program da, da, da, people just,
14 and they don't understand and perhaps that's because a lot of people probably haven't had
15 the experience of it that I have.
16
17 J Well you get what you get out of it
18
19 S Yeah
20
21 J and you gained enough to be able to feel that way and maybe not everybody does
22
23 S Auh huh
24
25 J because they didn't put into it what you have.
26
27 S No.
28
29 J So yeah, I can, you know, um, better in the end because of it and you know that.
30
31 S Right.
32
33 J You know. Okay, anything else?
34
35 S I don't think so.
36
37 J Thank you, so much.
38
39 S Your welcome.
40
41 END

Interview Eleven

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Jennifer = J
Wayne = W

J Today is Monday, May 2, 2005 and I am meeting with Dr. Wayne Markert. Okay, thank you

W Sure

J for meeting with me. This is great. Um, basically what I want to know is, is how you became involved in the development of the Batten program. What was your role and what you did?

W Well, it started out we'd, we'd always been talking about ways in which we can um, to extend the curriculum and do some neat little things at Hollins to make it attractive to students and also to figure out ways to serve students better, as their education needs. And so we had been talking about leadership. At Hollins we'd been talking about leadership kinds of activities for years and years and years.

J Who were?

W Sort of with fits and tries, I think it was, gotten anything auh for them, that was of any consequence auh other than sort of a student leadership group some things like that which are sort of traditional on campus. And Walter Rugaber came on as intern President auh a leadership discussion began again and he is particularly interested auh, in that and so he was the person who in fact identified Katherine Walker someone that he knew and who was interested in developing leadership kinds of activities and he then initiated this conversation with the three of us about what Hollins might do in the area of leadership, so that's how, how it all began. The focus was less than on a co-curricular auh basis rather than a part of the academic program compliments it

J Right, okay. What were your thoughts originally when you heard whether it was Walter talking about this or heard Katherine's pitch on the program, what were your initial thoughts on what she designed?

W Well in what she designed I thought for very positive. She had driven on an extraordinary comprehensive auh view of it and had developed in such a way that it really had some unique features, innovative features which is some of the things that I had thought was most important auh of what we develop a leadership program one of the ways that it be unique and innovation and interesting and also have great facilities for the students. You know when you start talking a leadership you think, oh okay well so and so is doing that, and so and so is doing that, how are we going to do something that's going to be different from them and so then when Katherine came in and brought this prospective or perspectives in it was really very, very encouraging.

1
2 J I know you are kind of removed from the program, it's not that you are right
3 there running it every day.
4
5 W Right
6
7 J Can you think back and remember what is unique about the program from your
8 perspective?
9
10 W Well, I think, the way it was structured in terms of student involvement, student
11 mentoring, various different stages that they, they would develop though and how
12 students become the student leaders themselves and coordinating activities kind of
13 projects the students would identify that they would take on, I thought seemed
14 wonderfully coherent and also very sort of forward looking.
15
16 J Auh-huh
17
18 W And um, in structure and content
19
20 J Okay, Do you remember any challenges that you all as a university may have
21 faced in just bringing the Batten to Hollins?
22
23 W Well, financing is always one. Having the resources to do it. Um, the other is sort
24 of linked to the academic program. How do you, how do you link it so that it
25 actually will be a part of the curriculum? And um, one of the big problems with
26 anything that you do in the academic sector with curriculum is with the lag time,
27 how much you have to get involved in finding faculty advocates for it and then go
28 through the processes of getting courses approved, get faculty to, or agree to is a
29 very long laborious kind of process
30
31 J I've heard.
32
33 W Um, so that, that, that is to a point. I think comes with kind of barriers, is why we
34 decided to do it on a co-curricular basis first and we are still in the process, still
35 haven't gotten any kind of formal credit bearing portion part of which I think is a
36 limitation
37
38 J Sure
39
40 W to the program
41
42 J So, does that mean that your personal feelings is that it be an advantage to, to go
43 curricular?
44
45 W I think it should have some curricular component.
46 J Some curricular component.

1
2 W I think the ideal would be, for it to be a mixture of, that might say involved
3 specific department that might have specific kinds of leaders activities or content
4 that would be good and appropriate for the Batten Leadership Institute for
5 example like Political Science there might be a program that relates to you know
6 Presidential Leadership or Sociology or Psychology, so figure out ways in which
7 you might draw courses in and then link them to what's going on in the co-
8 curricular basis where students could at the end say that they completed this
9 leadership program which involved a curricular and a co curricular component.
10
11 J Okay. Okay. And that's what you were talking about, such a long process
12
13 W Right.
14
15 J even, okay. The program is about it end it's third year, um, and I know they are
16 making a lot of changes, but what are your perceptions now after hearing how you
17 know it's been run the past three years, with how students respond?
18
19 W Yeah, I haven't heard anything about the particular changes but I think the auh,
20 the student response has been just wonderful. And I think the success rate of the
21 program has, has exceeded everyone's expectations. In terms of the level of
22 student interest, on the quality of the students and the kind of projects that they
23 are doing, and the way that they demonstrate their skills and ability to fire the
24 program, the um, external interest that I think all of those things have been
25 terrific, so all of that has exceeded everything.
26
27 J Any negative feedback that you've heard like rumbling from students or faculty?
28
29 W Not from students, I think the only um, rumbings we have heard have been from
30 some of the faculty about, "what is this thing going on over there", and you know,
31 "why are you doing that" and "how does it relate to the curriculum" and
32 "shouldn't we be involved" and things and that kind of stuff.
33
34 J So it's more of them not knowing
35
36 W Right, right.
37
38 J and wanting that information.
39
40 W Right.
41
42 J Do you feel like that's happening, do you feel like the word is spreading or that
43 the people
44
45 W I think it's spreading. I don't think it's, it's enough yet, um, but I think, actually
46 it's a good thing, auh, the fact that it's been successful means that we're

1 generating interest and so that, that's a good thing, and the faculty, "see this has
2 proven successful, maybe we should".
3
4 J "What is this thing going on over there? How do we get involved?"
5
6 W Yeah, exactly.
7
8 J Okay.
9
10 W How do we get a piece of it?
11
12 J Exactly, exactly. Anything that you personally would change if you, if they asked
13 you?
14
15 W Well I think, I think the only thing that I would change is if we had a choice
16 would be have planned this out so that we could have auh, have done the planning
17 of both curricular and co-curricular simultaneously.
18
19 J Okay.
20
21 W Rather than have
22
23 J trying to fix it later. Okay
24
25 W Auh but, more it to get implemented and really get, get the thing started we really
26 had to move it ahead quickly and auh we just didn't have the luxury of time and
27 that, that's just aspired and then also trying to find faculty who would give up
28 time and be involved and
29
30 J Sure, yeah. Do you think the program would be different if it were a coed
31 institution?
32
33 W I'm sure it would be different. Um, I don't know exactly, auh, how, I mean, the
34 argument would be made, you know about how many men would be involved and
35 then the opportunities for women and you know that sort of thing and all of what
36 were, we're about as an institution is women leadership and that has to be one of
37 the primary focuses auh, of the program. It could be, and there are an awful lot of
38 ways of focusing between a coed institution that might focus on leadership
39 anywhere.
40
41 J Right, right. Well I guess, just, you know, restated, do you thing that, that it has
42 an advantage that they are at a single sex institution?
43
44 W Yes, I think that certainly is the case that it is, priority promoted to women and
45 leadership um, so I think there is an advantage.

1 J Very unique needs given that you know men and women obviously lead and
2 learn very differently so it could be tailored
3
4 W Right, right.
5
6 J tailored for them. Okay
7
8 W I took the um, the other part of it is sort of the bigger goal is that by focusing on
9 women and leadership it is trying to then demonstrate to students who may not
10 thing that going to a women's college is what they want, that this is a real
11 advantage
12
13 J Sure
14
15 W to the program as well, get them a more, a real substantive, substantial since of
16 why would I want to go to a women's college and many student don't want to go
17 to a women's college.
18
19 J Right, it certainly has it's draw. Um, remind me again your position at the time,
20 that you were doing when this was all
21
22 W I was auh, the academic vice president
23
24 J Okay.
25
26 W Um
27
28 J Everybody's changed so much, it's hard to
29
30 W When Laura came as President, she changed my title to Academic Vice President
31 to Provost to this last one still the Academic Vice President is still the senior
32 officer to the President of second in charge, etc., but auh this is less equivocation
33 less confusion when you hired the Provost and everybody else is the Vice
34 President "no I was Academic Vice President at the time"
35
36 J Okay
37
38 W And Walter Rugaber was the Interim President. And of course Walter auh has had
39 long standing interest in women and leadership and promoting women in the
40 industry, etc. and he's done, did a great job of the newspaper That's why
41 Wendy????
42
43 J Right, that's what Katherine has told me, I just need to get him, I need to get to
44 the man.
45
46 W Yeah, right.

1
2 J Do you think that is the program stays the same, let's say it stay co-curricular, do
3 you think that it should be more of an application process where they are picked
4 by Katherine and Abrina or should anybody be able to get in the program?
5
6 W Well, I think what I would like to see is, is sort of a different tiers or, so that, that
7 it could be, the leadership program that is more application oriented, you know,
8 getting to know all issues of leaders and then stuff like that, but I do think you do
9 have to have some kind of screening process auh, or, but that's not to say that
10 there couldn't be other leadership kind of activities that we would do that might
11 be sponsored by the auh, Batten Leadership Institute that might be more broadly
12 based then the first year seminar that focuses on leadership roles all students
13 would take so that then you could be at very different stages depending on your
14 own
15
16 J Sure
17
18 W interests
19
20 J They can pick and choose the path and I've heard all kind of things from the
21 students. You know, I know that the seniors are a little more territorial and they
22 like being special
23
24 W Right.
25
26 J and they like to keep it as it is- very small. Um, and the argument to make it
27 obviously curricular is a good one too,
28
29 W Right.
30
31 J I think there are a lot of different opinions on that.
32
33 W Right.
34
35 J Obviously, you are a leader on campus um, what is your personal philosophy
36 about what makes a good leader or practices that you have as a leader?
37
38 W Well I think you have define what' in the context of higher education. What
39 leadership requirements in higher education are very different from what they
40 would be in the corporate world, or, or, or whatever, and I don't think that people
41 necessarily recognize that that's true. Um, the one expression that I think is
42 always very, very useful is the, that auh, you really do have to lead by example
43 not by authority. In higher education you really, theoretically I have authority but
44 I don't really have authority. Faculty,
45
46 J It's a relative term isn't it?

1
2 W Right, right. Faculty have all the, have all the authority and so you really have to
3 lead by example and persuasion rather than by, by authority. Which is good, it
4 challenges you then to figure out ahh, things that you should say and do and
5 rationale that you have to develop well to persuade people yes this is something
6 that you want to do and here is why you want to do it, it really is a definition or
7 requirement that you really develop a more of a shared vision, shared sense of
8 direction.
9
10 J Yeah.
11
12 W Auh, I think to get on board, not everyone is going to join ahh, you really do have
13
14 J But you hope.
15
16 W spend more time, I think developing that sense of shared vision and rationale
17 purpose and that of course is all about the notion of sharing elements that you
18 have in higher education, but you don't necessarily have it in a corporate world.
19
20 J And we've all had those leaders who, who have lead by authority and we know it,
21 what that's like.
22
23 W Right and in position that doesn't work in higher education
24
25 J Doesn't go over well, well and I'm assuming and you can speak a little more to it,
26 but, you know, what's it like being a male here at Hollins, where it's, predom-,
27 you know, obviously predominantly female and, and you being in leadership
28 position, what has that been like for you?
29
30 W Well, it's been, it's been interesting in terms of the um, ahh content of leading
31 sometimes of folks participating, ahh I've often been the only man in the room
32 which is very different experience than many other institutions.
33
34 J Sure.
35
36 W Um, and then also, you know, it is sometimes seemed a little awkward to be the
37 person who is sort of spear heading success in institution that is entirely focused
38 on women, but I don't think that is necessarily ahh, a limiting factor, I think it
39 happens to be a, a very enabling factor
40
41 J Definitely
42
43 W because you know how society works and or what the restrictions are or how
44 things
45

1 J Well and I think the university would be at a disadvantage if it were
2 predominantly female administration, everything. I mean I think there's a point to
3 having males and females
4 W Right
5
6 J and very different perspectives. But I just imagine that would be different you
7 know, or interesting place to be.
8
9 W Right.
10
11 J So. Okay. Can you think of anything about the Batten program, your position then
12 your position now that might be relevant um anything you want to share that I
13 didn't ask?
14
15 W No. I think that the, the important part of it was, you know, the content
16 development which I think Katherine really handled very well and there wasn't
17 much modification that occurred once she developed this concept and we all went
18 over it and talked to her really do much auh, sort of recognized that she did a lot
19 of work which was something like this in the context of, you know, college or
20 university and faculty role and staff and the administrations role um, I think the
21 input of it as well and then the curricular piece, I think that's the limitation and we
22 haven't really worked that out and as you say, it's been three years and we still
23 haven't worked that out.
24
25 J Right. Well it seems like this went very smoothly in the beginning, you know, it
26 was an idea, Katherine did what she was supposed to do, she brought it back, they
27 said let's go for it, but my guess is it was a very smooth process because it was
28 not curricular. Because it was something that she could do kind of, you know, on
29 the side.
30
31 W Right.
32
33 J Cause I would hear her talk about it and I thought, wow, that happened really
34 quickly.
35
36 W Right. Yeah. And the funding for it Walter was able to figure out in a way to use
37 an endowment for that endowment so all of that was really very ?????
38
39 J Sure, do you think that because Walter was here at the time that was a key part of
40 this rolling so smoothly. Because of his interest?
41
42 W Oh, yeah, yeah. Because of his interest and also his recognition found that
43 leadership of being an internal president, what things can I get through, through
44 the time that I'm here and, and, gives him a little impeditive he can do other
45 things and I didn't have to worry about, you know, affect my presidency.
46

1 J He was going to be in and out.
2
3 W Exactly.
4
5 J Well, you know time and place for everything so I guess it was good timing for
6 him and as well for Katherine for sure.
7
8 W It worked out perfectly. That's right.
9
10 J One last question, I just thought about one that I didn't ask. How do you feel
11 about, um, not Abrina personally of course, but now that there is an associate
12 director and you know Katherine is away and Abrina is here, do you think that
13 um, it's been a good thing to have two people on board?
14
15 W I think there is need for some additional staffing, and justifying the work and the
16 list of students involved and I don't think the expectation of having that many
17 students involved definitely so, definitely some need for additional staffing in the
18 area I, I think it sort of a little bit of a piece together situation now because of
19 what Katherine has to do, so it's actually very good that we have Abrina, someone
20 as capable as she really is that will, capable in her own way of being the director
21 of the program and not as a support staff kind of person so I think it's fortunate
22 that we have her to sort of really be the point person and when Katherine is away
23
24 J Sure and they are very different, in their personality and they are different in their
25 leadership styles are very different, which I think is a benefit to the program.
26
27 W Absolutely.
28
29 J People can see the response that we have. Okay, anything else that you can think
30 of?
31
32 W No
33
34 J Well then that's all I have.
35
36 W Well, good.
37
38 J Thank you very much.
39
40 W Good luck with the project.
41
42 J Thank you, thank you, I hope to write up my results and finish in December, if all
43 goes well.
44
45 W Good.
46

1 J So, we'll see.
2
3 W Well good luck finding Walter.
4
5 J Yeah.

Curriculum Vitae
Jennifer J. Slusher

EDUCATION

Virginia Polytechnic Institute and State University, Blacksburg, VA

Doctor of Philosophy May 2007
Major Counselor Education
Cognate Area Student Affairs

Radford University, Radford, VA

Master of Science Counselor Education

Longwood College, Farmville, VA

Bachelor of Science Therapeutic Recreation

HONORS

Chi Sigma Iota, Counseling Academic & Professional Honor Society

LICENSES & CERTIFICATIONS

Hollins Scholarship-Professional Women's Leadership Certificate Program, October 2006 to present
Licensed Professional Counselor (LPC), Virginia

PROFESSIONAL ASSOCIATIONS

American College Personnel Association (ACPA)
American Counselors Association (ACA)
Virginia Counselors Association (VCA)
Roanoke Area Counselors Association (ROACA)
Chi Sigma Iota, International honor society for counselors-in-training

ADMINISTRATIVE EXPERIENCE

Assistant Dean of Students 8/05 - Present
Hollins University, Roanoke, VA

Responsible for the planning, implementation, assessment, and oversight of the Fall and Spring New Student Orientation (students and parents) and for Parents Weekend. Hired and supervise the Coordinator of Student Activities. Manage the Student Activities and the Orientation programs fiscal budget. Provide academic advising with students on academic probation to review status and assist with improving academic life. Initiate and maintain relationships with local employers to assist students with career needs. Collaborate with Housing and Residence Life to develop student services policy and procedures. Facilitated Foundations of Leadership, a first-year student leadership

program. Advisor to the judicial system (work closely with judicial chair and faculty advisors), Hollins Sisters Program, transfer and commuter students, and Hollins yearbook. Provide professional feedback and collaborate with the Dean of Students regarding day to day operations. Member of Retention Tracking, Academic Status, Chapel Review, Weekend Programming, and Orientation Committees.

CLINICAL EXPERIENCE

Counseling Coordinator (Part-time) 8/04 - 8/05

Carilion Behavioral Healthcare (Hollins University), Roanoke, VA

Provided individual short-term counseling. Conducted and reported diagnostic psychosocial evaluations. Maintained accurate and descriptive records on students receiving services. Consulted with faculty, staff, and administrators at Hollins and in other community agencies. Provided educational or informational presentations.

Counselor /Consultant (Part-time) 12/03 - 8/05

REACH Employee Assistance Program, Roanoke, VA

Counseled employees with substance abuse, emotional, employment and relationship issues. Provided referrals to other community agencies. Performed on-call duties.

Counseling Intern 8/02 - 5/03

Batten Leadership Institute at Hollins University, Roanoke, VA

Developed student leadership potential, defined and removed obstacles that interfered with student leadership development, and maximized student strengths. Programming included leadership resource group, communication skills program, leadership labs, and leadership development program.

In-Home Services and Mentoring Coordinator 10/00 - 8/02

Blue Ridge Behavioral Healthcare, In-Home Services, Roanoke, VA

Provided clinical and administrative supervision to mental health therapists and mentors in an intensive in-home services and mentoring treatment program for severely emotionally disturbed children and adolescents. Responsible for direct service delivery, crisis intervention, utilization management, community education, inter-agency collaboration, record documentation, and determining eligibility of referrals. Successfully designed anger management and self-control program for children and adolescents. Member of Family Assessment and Planning Team (FAPT), recommending appropriate mental health, mental retardation, educational, and substance abuse services, and residential placements for children and their families.

Mental Health Therapist

Blue Ridge Behavioral Healthcare, In-Home Services, Roanoke, VA 1/98 - 10/00

Provided long-term in-home intervention services to emotionally disturbed children and adolescents and their families. Services included counseling, education, and case management with on-call responsibilities. Implemented individual and family sessions daily. Developed and utilized treatment plans, progress notes, social histories, and

discharge summaries. Responsible for record keeping, resource acquisition, and interagency work.

Social Worker (Weekends as needed) 5/00 - Present

Lewis-Gale Pavilion, Salem, VA

Communicate effectively with physicians, hospital staff, director, external and internal customers.

Facilitate process group with adults, children, and adolescent populations. Document appropriate information in medical records and complete psychosocial assessments. Coordinate and facilitate discharge planning; educate families and patients regarding discharge process.

TEACHING EXPERIENCE

Instructor 2000 - 2001

Virginia Western Community College, Roanoke, VA

Taught Freshman Psychology/Communication course.

Teaching Assistant\Intern Summer 2002

Counselor Education, Virginia Tech, Roanoke, VA

Co-taught Masters Community Counseling Distance Learning Course with faculty member Dr. Gerard Lawson. Supervised competencies and skills of Masters students pursuing counseling degrees.

Supervision Intern 8/02 - 5/04

Counselor Education, Virginia Tech, Roanoke, VA

Provided clinical supervision to Masters students at a Roanoke-based clinical lab site. Received supervision of supervision by a university professor and peer group.