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## Transformational leadership and personal development: the impact of the Youth Citizenship Seminar on former participants

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Pepperdine University  
Graduate School of Education and Psychology

TRANSFORMATIONAL LEADERSHIP AND PERSONAL DEVELOPMENT:  
THE IMPACT OF THE YOUTH CITIZENSHIP SEMINAR ON FORMER  
PARTICIPANTS

A dissertation submitted in partial satisfaction  
of the requirements for the degree of  
Doctor of Education in Organizational Leadership

by

Keichea LaShun Reeve

February, 2011

Margaret J. Weber, Ph.D. - Dissertation Chairperson

This dissertation, written by

Keichea LaShun Reeve

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Doctoral Committee:

Margaret J. Weber, Ph.D., Chairperson

Michelle Rosensitto, Ed.D.

Kay Davis, Ed.D

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## DEDICATION

This dissertation is dedicated to God because He is so magnificent and He has all power in His hands. It is also dedicated to Jesus Christ, who is the most effective transformational leader that I have ever encountered. This dissertation is also dedicated to the memory of Dr. Martin Luther King, Jr. whose transformational leadership style during the Civil Rights movement helped to make it possible for my generation to obtain an education. Finally, this dissertation is dedicated to my immediate family members: My father, James M. Reeve, for placing high expectations on me from a baby all the way to adulthood as he called me his “Brainchild”. You are the best father a girl could have! Daddy, this is for you! To my mother, Clara M. Reeve, for placing a high value on education and expressing to me how important it was to go to college. Mommy, you are the best mother a girl could have! This dissertation is for you too! To my firstborn son, Vic, for giving me a good reason to work hard and remain focused on all of my goals. You are my heart and I believe in you. Tap into the greatness inside of you and you will be successful! To my precious daughter, Kaylyn, for studying with me and telling me that I could do it when I said, “It’s too much work.” You are my inspiration! Follow your dreams to become a lawyer and/or a Professional Basketball player because I know you can do it! To my youngest son, Tywon, for every happy face you’ve earned at the end of your Kindergarten day. Keep up the great work all the way through college. You can do it! You always make the entire family laugh so hard. Thank you for your sense of humor. You are my little bundle of joy! I love you all more than words can say!

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## VITA

Keichea L. Reeve

## Professional Experience

Executive Director, Board Member Sunrise Youth Services Center, Incorporated, Lakewood, California	2008-Present
Founder and CEO Southern California Mentoring Academy, Lakewood, California	2006-Present
Assistive Technology Coordinator Torrance Unified School District, Torrance, California	2005-Present
Licensed Speech Language Pathologist Long Beach Unified School District, Long Beach, California	2003-2005
Founder and Executive Director, Board Member Nonverbal Communication Center, Incorporated, Los Angeles, California	2001-2003
Owner and Licensed Speech Language Pathologist Progressive Speech Services, Los Angeles, California	1996-2003
Speech Language Pathologist/Clinical Fellowship Year Los Angeles Speech and Language Therapy Center, Culver City, California	1995-1996

## Education

Ed.D.--Organizational Leadership, Pepperdine University, Malibu, California	2011
M.S. --Administration & Administrative Services Credential, Pepperdine University, Malibu, California	2005
M.A. --Speech Communication & Clinical Rehabilitative Services Credential California State University Fullerton, Fullerton, California	1995
B.A. --Communicative Disorders, California State University Long Beach, Long Beach, California	1993

## Professional Affiliations

National Education Association (NEA)  
California Teachers Association (CTA)

## ABSTRACT

*Objective.* The researcher investigated how the Southern California Youth Citizenship Seminar (YCS) impacted the personal development (as outlined by Cashman, 2008) of 142 former participants who responded to an open ended question in a survey administered by Kirnon (2008) and Musick (2008). *Methods.* This qualitative, within-site case study utilized detailed analysis and coding of 142 open ended question responses submitted by former Southern California Youth Citizenship Seminar (YCS) participants. *Results.* The findings of this study revealed that the transformational leadership style utilized by the counselors and guest speakers of the Southern California YCS positively impacted the personal development of 97% of former participants (138 out of 142). The remaining 3% of the respondents (4 out of 142) reported that their personal development was not impacted by participating in the YCS. The results of this study also revealed that 17 out of 142 respondents reported that their personal development was positively impacted in all seven areas of personal development as outlined by Cashman. *Conclusions.* The findings in this study revealed a positive relationship between the use of a transformational leadership style and increased personal development. In addition, as each individual's personal development increases so does his/her capacity for leadership. Youth programs must be comprehensive and utilize a transformational leadership style coupled with a research-based, data-driven curriculum that aims to increase each participant's personal development in all seven mastery areas described by Cashman to yield transformative outcomes for program participants. *Recommendations.* Educators in public schools, private schools and other youth serving

organizations who aim to design youth programs that produce transformative results should strongly consider choosing transformational leaders to lead their youth programs. In addition, for maximum effectiveness, educators should design the youth development curriculum to include lessons and activities targeting each of the seven personal development practices for mastery of leadership from the inside out (Cashman). Future studies on personal development should utilize a questionnaire that has specific questions about each of the seven practices for mastery of leadership from the inside out (Cashman).

## Chapter 1. Introduction

Change was the central theme in the historic 2008 presidential campaign that led to the election of America's first African-American president, Barack Obama. President Obama's campaign had a tremendous impact on the American people as a whole and his victory can be attributed to his transformational leadership style. Since his inauguration on January 20, 2009, President Obama has continued to share his vision about what Americans need to do to bring about change in their communities. He has given a countless number of inspirational speeches to encourage the American people to be active participants in community service projects. President Obama has not only encouraged others to get involved in their community, he has been an example. In addition to having a long history as a community organizer, during his presidential campaign he was a role model to Americans by rolling up his sleeves and performing community service on Martin Luther King, Jr. Day, which has been declared National Service Day. This transformational leadership style that has been demonstrated by President Barack Obama, Abraham Lincoln, Martin Luther King Jr. and several other transformational leaders has also been utilized by the leaders of the Southern California Youth Citizenship Seminar (YCS). The impact of the YCS on former participants is the focus of this study.

Transformational leadership has the power to change the way people think, speak and behave. Bass (1985) asserted that there are four components that comprise transformational leadership. They are as follows: (a) Idealized Influence, (b) Inspirational Motivation, (c) Intellectual Stimulation, and (d) Individualized Consideration. These components of transformational leadership are fully defined in

Chapter Two. Tichy and DeVanna (1986) described seven characteristics that are common amongst transformational leaders. The seven characteristics of transformational leaders are as follows: (a) They identify themselves as change agents, (b) They are courageous individuals, (c) They believe in people, (d) They are value-driven, (e) They are life-long learners, (f) They have the ability to deal with complexity, ambiguity and uncertainty; and (g) They are visionaries.

For maximum effectiveness, youth development programs need transformational leaders to empower participants to develop beyond their own expectations. This entails advanced planning to challenge youth to shift their current perspectives. Avolio (1999) stated that “the transformation my colleagues and I have studied is fundamentally about a shift in perspective, which ultimately leads to a shift in behaviors, actions, and accomplishments” (p. 207). Avolio described development as follows:

Development in its purest sense involves the planned evolution of people’s perspectives and the capacity to enlarge those perspectives to understand the needs, abilities, and aspirations of all those around you and those you will meet in the future. In this journey, your perspective will often have to continue to evolve for others around you also to advance and develop to their full potential. (p. 207)

In addition, Avolio stated the following about transformational leaders and their followers: “Your continuous personal improvement (CPI) leads to their CPIs, which in turn ignites the continuous process improvement (CPI) for the organization” (p. 207). Self-confidence and self-determination has been identified by Bass (1985) as being requisite abilities of charismatic/transformational leaders. In addition, the ability to

resolve internal conflict has also been identified by Bass as a required ability to be transformational. Youth development programs in the 21<sup>st</sup> century must focus on increasing the personal leadership development of youth participants in order to yield transformative results.

### *Statement of the Problem*

Research that has been conducted in the field of leadership has excluded youth until recently (MacNeil, 2006). Similarly, research that has been conducted in the field of youth development has excluded leadership (MacNeil). Since youth leadership is a relatively new field of study (Libby, Sedonaen, & Bliss, 2006), research focusing on the impact of transformational youth leadership development programs on former participants has been scarce. This type of research is crucial as it would provide a framework for educators to use when designing and implementing youth programs that will produce transformative outcomes for students who participate.

Kirnon (2008) found that the Southern California Youth Citizenship Seminar (YCS) utilizes transformational leadership components to build upon the existing leadership abilities of YCS participants. In addition, Kirnon found that when compared to longer-term youth development programs, a focused five-day transformational YCS is as effective and possibly better with respect to inspiring involvement in leadership, public-service/volunteering and citizenship activities as adults.

In a similar study, Musick (2008) found that former Southern California Youth Citizenship Seminar (YCS) participants demonstrate noteworthy levels of personally responsible citizenship and participatory citizenship. Data collected and analyzed by

both Kirnon and Musick provide empirical data to support the long-term effectiveness of the Southern California YCS. Further analysis of the Southern California YCS needs to be conducted to gain a deeper understanding about how this program facilitates the personal development of its participants. The results of this study will add to the body of knowledge in the emerging field of youth leadership.

### *Purpose of the Study*

The purpose of this study was to describe and analyze how a private western university's Youth Citizenship Seminar (YCS) impacted the personal development (as outlined by Cashman, 2008) of 142 former participants who responded to a survey administered by Kirnon (2008) and Musick (2008). See Appendix A for Cashman's seven personal development practices. Bass (1985) recommended that future investigators should conduct research to link transformational leadership to personal development. According to Cashman, we are all the Chief Executive Officer's (CEO's) of our own lives.

The process is the same; we lead from who we are. The leader and the person are one. As we learn to master our growth as a person, we will be on the path to mastery of *Leadership from the Inside Out*. (p. 23)

Cashman describes the seven practices for mastery of leadership from the inside out as follows:

These practices are not stages of development arranged in a sequential or hierarchical order. Rather, they are an ongoing, interrelated growth process in

which the practices are illuminating one another. When arranged together, we can think of them as an integrated whole with each practice supporting progress toward a more fulfilling destination: making an enduring difference from within. (p. 32)

The first personal development practice discussed by Cashman (2008) is Personal Mastery. This practice refers to “Leading with Awareness and Authenticity” (p. 33). See Appendix B for a comparison list of behaviors that indicate whether an individual is leading authentically from their core transformative character or from a reactive coping pattern. The second personal development practice presented is Purpose Mastery. This personal development practice refers to “Leading on Purpose” (p. 61). See Appendix C for a list of eight points for purpose mastery. The third personal development practice presented is Interpersonal Mastery. This personal development practice refers to “Leading through Synergy and Service” (p. 79). See Appendix D for a list of six points for authentic interpersonal mastery.

The fourth personal development practice presented is Change Mastery. This personal development practice refers to “Leading with Agility” (Cashman, 2008, p. 105). See Appendix E for a list of seven change mastery shifts. The fifth personal development practice presented is Resilience Mastery. This personal development practice refers to “Leading with Energy” (p. 127). See Appendix F for a list of eleven points of resilience mastery. The sixth personal development practice is Being Mastery. This personal development practice refers to “Leading with Presence” (p. 147). See Appendix G for a list of four points of awareness for leading with presence. The seventh and final personal

development practice presented is Action Mastery. This personal development practice refers to “Leading through Coaching” (p. 165). See Appendix H for a list of three interrelated action mastery steps.

### *The Youth Citizenship Seminar*

According to Kirnon (2008) and Musick (2008), the Southern California Youth Citizenship Seminar (YCS) was founded in 1976 by Dr. Charles B. Runnels who is a private western university’s Chancellor Emeritus. These authors reported that in 1976 Dr. Runnels sensed a need to develop young leaders. Kirnon and Musick both reported that Dr. Runnels has facilitated the YCS every summer for the past 32 years in Malibu, California. The 33<sup>rd</sup> annual YCS will be held June 22, 2009 through June 26, 2009. Susan Plumb, the daughter of Dr. Runnels, is currently the director of the program.

According to Kirnon (2008) and Musick (2008), Dr. Runnels created the YCS to help students who were already demonstrating leadership skills in their schools to build on their existing talent. To that end, these authors reported that Dr. Runnels designed the YCS to reinforce student’s values, to emphasize their ethics, to develop their strength in purpose, to fortify their belief in themselves as well as their belief in America and to encourage students to pave their own road to success. Kirnon reported that Dr. Runnels encourages YCS participants to dream the impossible dream. Kirnon further reported that Dr. Runnels stated that YCS will change student’s lives if they allow that to happen.

Kirnon (2008) and Musick (2008) both reported that the Southern California Youth Citizenship Seminar (YCS) has counselors who volunteer to work with the participants each year. They further reported that all of the counselors in the program are

former YCS participants so they have an instant connection with the current year's participants from which they can build upon throughout the week. Kirnon and Musick also stated that the YCS has approximately 25 internationally known guest speakers who volunteer to share their inspirational stories of success with the participants each year. Kirnon and Musick stated that the guest speakers are requested to share the following information with the students: (a) who they are; (b) their journey from beginning to the present day; and (c) what being a leader means in their opinion. Their stories include obstacles they may have encountered and the ways in which they managed to overcome those obstacles. In addition to sharing their inspirational stories of success, Kirnon and Musick reported that the guest speakers interact with the YCS participants throughout the week. In addition to Dr. Runnels, the YCS counselors and the guest speakers, the YCS is facilitated by other staff members to ensure the successful implementation of the program (Kirnon; Musick).

According to Kirnon (2008) and Musick (2008), over 500 high schools in Southern California are sent a letter annually from the chancellor's office to encourage the nomination of four students in the 11<sup>th</sup> grade to participate in the Youth Citizenship Seminar (YCS). These authors reported that school principals and school counselors are responsible for nominating the students. According to Kirnon and Musick, each student who is nominated must complete an application that includes questions about his or her leadership interests. These authors further report that although the school principals and school counselors are encouraged to nominate four students to participate, only one student from each high school is selected. Sponsors of the YCS program are responsible

for making the final selection. Students who are selected are those that express a strong desire to make a difference in society through their personal contribution. Approximately 250 high school juniors are selected to participate each year.

Kirnon (2008) and Musick (2008) reported that the Southern California Youth Citizenship Seminar (YCS) is a residential youth leadership program that is held every June for five days. These authors further reported that at the time the YCS is held, each participant will have just completed the 11<sup>th</sup> grade and will be a senior in high school the following school-year. According to Kirnon and Musick, each participant is assigned to a rap group upon arrival and each participant remains in that rap group for the duration of the program. Each rap group consists of 15 students and one counselor. In addition to dialoging in the rap group, the YCS participants are involved in leadership activities as well as team building activities. Kirnon and Musick reported that the participants also spend time developing personal goals and sharing their life experiences with counselors and guest speakers. These authors further reported that all YCS participants and counselors reside in the private western university's dormitory during the five day program. Kirnon and Musick stated that throughout the YCS program, Dr. Runnels, the counselors and the internationally known guest speakers all emphasize the central message that everyone is equal, everyone is a leader and everyone can make a difference in the world.

### *Significance of the Study*

The 21<sup>st</sup> century has yielded a new direction for youth development programs. Youth development through civic engagement has been identified as an effective way to

help student's reach their full potential. Wheeler and Edlebeck (2006) made the following assertion:

Young people are not only key stakeholders of a community, but they represent a huge and often untapped reservoir of human energy, talent and vision. Youth civic engagement works to unleash this potential to create individual, local, and society-level change. (p. 89)

The Youth Citizenship Seminar (YCS) has been implemented for over 32 years with the main purpose of increasing student's leadership abilities and civic engagement. Musick (2008) conducted a case study on the YCS and his findings indicate that former YCS participants demonstrate noteworthy levels of personally responsible citizenship and participatory citizenship that lasts into adulthood. Similarly, Kirnon (2008) conducted a case study on the YCS and his findings revealed that this program "is as effective as and possibly better than a longer-term youth serving organization with respect to inspiring involvement in leadership, public service/volunteering, and citizenship activities as adults" (p. 22).

The findings of the two case studies conducted by Kirnon (2008) and Musick (2008) have led this researcher to learn more about the transformational components of the YCS that are linked to the personal development of youth participants. Bass (1985) noted that in the future, further exploration and exploitation is needed to link transformational leadership and personal development. This research study explored the transformational leadership components of the YCS that are linked to the seven practices for mastery of leadership from the inside out (personal development) identified by

Cashman (2008). The significance of this study lies in its focus to investigate and describe the linkage between transformational leadership and personal development. The findings of this study add to the body of knowledge in the emerging field of youth leadership and serve as a theoretical and practical framework to guide educators in the development and implementation of effective youth leadership programs throughout the nation.

### *Research Question*

One research question was developed to determine how the Southern California Youth Citizenship Seminar (YCS) impacted the personal development of former participants as outlined by Cashman (2008). The research question that guided this study is as follows:

How did the Southern California Youth Citizenship Seminar (YCS) impact the personal development (as described by Cashman, 2008: Personal Mastery, Purpose Mastery, Interpersonal Mastery, Change Mastery, Resilience Mastery, Being Mastery and Action Mastery) of participants who completed the Civic Involvement and Leadership survey? (Kirnon, 2008; Musick, 2008)

### *Definition of Terms*

*Transformational Leadership* comprises the following four components: (a) Charisma, (b) Inspirational Leadership, (c) Individualized Consideration, and (d) Intellectual Stimulation (Bass, 1985). Individuals must exhibit characteristics within all four components in order to be considered a transformational leader.

*Charisma* “has been used to describe leaders who by the power of their person have profound and extraordinary effects on their followers” (Bass, 1985, p. 35). Bass also noted that “charismatic leaders inspire in their followers unquestioning loyalty and devotion without regard to the followers’ own self-interest. Such leaders can transform the established order” (p. 35). In addition, “charismatic leadership clearly is inspirational: emotionally arousing, animating, enlivening, and even exalting to followers and their efforts” (p. 62). Furthermore, “charisma arises when traditional authority and legal, rational, and bureaucratic means have failed” (p. 37).

*Inspirational leadership* is a sub-factor within charismatic leadership that is self-generated and does not necessarily stem from charisma (Bass, 1985). Consequently, an individual could be inspirational and not be charismatic.

*Individualized Consideration* is when the leader takes into consideration the individual needs of his/her followers. The following transformational leadership roles require individualized consideration: career counseling, observation and recording of progress, delegation of tasks that increase responsibility, individual counseling and mentoring (Bass, 1985).

*Intellectual Stimulation* is defined as “the arousal and change in followers of problem awareness and problem solving, of thought and imagination, and of beliefs and values, rather than arousal and change in immediate action” (Bass, 1985, p. 99). Intellectual stimulation can be “seen in the discrete jump in the followers’ conceptualization, comprehension, and discernment of the nature of the problems they face and their solutions” (p. 99).

*Personal Mastery* is one of the seven interrelated personal development practices that refer to “Leading with Awareness and Authenticity” (Cashman, 2008, p. 33). See Appendix B for a comparison list of behaviors that indicate whether an individual is leading authentically from their core transformative character or from a reactive coping pattern.

*Purpose Mastery* is one of the seven interrelated personal development practices that refers to “Leading on Purpose” (Cashman, 2008, p. 61). See Appendix C for a list of eight points for purpose mastery.

*Interpersonal Mastery* is one of the seven interrelated personal development practices that refers to “Leading through Synergy and Service” (Cashman, 2008, p. 79). See Appendix D for a list of six points for authentic interpersonal mastery.

*Change Mastery* is one of the seven interrelated personal development practices that refers to “Leading with Agility” (Cashman, 2008, p. 105). See Appendix E for a list of seven change mastery shifts.

*Resilience Mastery* is one of the seven interrelated personal development practices that refers to “Leading with Energy” (Cashman, 2008, p. 127). See Appendix F for a list of eleven points of resilience mastery.

*Being Mastery* is one of the seven interrelated personal development practices that refers to “Leading with Presence” (Cashman, 2008, p. 147). See Appendix G for a list of four points of awareness for leading with presence.

*Action Mastery* is one of the seven interrelated personal development practices that refers to “Leading through Coaching” (Cashman, 2008, p. 165). See Appendix H for a list of three interconnected action mastery steps.

*Personal Development* is defined by Cashman (2008) as follows:

These practices are not stages of development arranged in a sequential or hierarchical order. Rather, they are an ongoing, interrelated growth process in which the practices are illuminating one another. When arranged together, we can think of them as an integrated whole with each practice supporting progress toward a more fulfilling destination: making an enduring difference from within. (p. 32)

Kirnon (2008) and Musick (2008) reported that the *Southern California Youth Citizenship Seminar (YCS)* is a five-day residential youth leadership program that has been held in Malibu, California every June for the past 33 years. Kirnon and Musick also stated that participants in the YCS have completed their junior year of high school when they begin the program and will be seniors the following school year. These authors reported that the YCS was founded by a private western university’s chancellor emeritus, Dr. Runnels, in 1976. Kirnon and Musick asserted that the purpose of the YCS is to reinforce student’s values, to emphasize their ethics, to develop their strength in purpose, to fortify their belief in themselves as well as their belief in America and to encourage students to pave their own road to success. In addition, Kirnon and Musick reported that the YCS program is facilitated by Dr. Runnels, Susan Plumb (who is the daughter of Dr.

Runnels), counselors (who were previously participants in YCS), several internationally known guest speakers and other staff members.

## Chapter 2. Literature Review

This literature review will begin with a discussion about the historical background of transformational leadership. The works of the following early theorists will be included in this section: Burns (1978) and Bass (1985). This review of transformational leadership literature will include contrasts and comparisons to transactional leadership and charismatic leadership. It will also include a description of moral leadership. Next, literature that outlines a constructive/developmental analysis of transactional and transformational leadership will be reviewed (Kuhnert & Lewis, 1987). The second section will include literature about the practical application of transformational leadership in adolescents. Studies conducted regarding the practical application of transformational leadership will be summarized (Bass & Avolio, 1993; Bennis & Nanus, 1985; Larson, 2005; Tichy and Devanna, 1986; Zacharatos & Barling, 2000).

The third section of this literature review presents literature that bridges the fields of leadership and youth development and discusses new directions for youth development towards youth leadership (Kress, 2006; Libby et al., 2006; MacNeil, 2006; MacNeil & McClean, 2006). This literature review will conclude by presenting four youth leadership development programs currently in practice that symbolize the type of youth leadership programs recommended by scholars in both the fields of leadership and youth development (Kirnon, 2008; MacNeil & McClean, 2006; Matsudaira, 2006; Musick, 2008; Soumerai & Mazer, 2006).

### *Historical Background of Transformational Leadership*

*James MacGregor Burns.* Transformational leadership emerged as an important approach to leadership with the classic work of Burns (1978). Although the term transformational leadership was first coined by Downton (1973) along with his description of charismatic leadership, Burns was the first scholar to shed light upon the significance of this leadership style. Burns began his book with a prologue about the crisis of leadership during his time. He made the following assertion:

The crisis of leadership today is the mediocrity or irresponsibility of so many of the men and women in power...the fundamental crisis underlying mediocrity is intellectual. If we know all too much about our leaders, we know far too little about leadership. (p. 1)

Burns pointed out the fact that historically there has been an overabundance of literature written about rulers and leaders that far outnumbers the theories that have been developed on leadership. According to Burns, “we fail to grasp the essence of leadership that is relevant to the modern age and hence we cannot agree even on the standards by which to measure, recruit, and reject it” (pp. 1-2). Burns further stated that, “Leadership is one of the most observed and least understood phenomena on earth” (p. 2). Burns also asserted that there is not a school of leadership, intellectual or practical. However, he did state that “although we have no school of leadership, we do have in rich abundance and variety the makings of such a school” (p. 3). In addition, Burns discussed how he believed that the “richness of research and analysis and thoughtful experience, accumulated especially in the past decade or so, enables us now to achieve an intellectual breakthrough” (p. 3).

The achievement of an intellectual breakthrough in the area of transformational leadership is the central purpose of his book.

Burns (1978) explained that, “one of the most serious failures in the study of leadership has been the bifurcation between the literature on leadership and the literature on followership” (p. 3). He stated that the literature written on leadership “deals with the heroic or demonic figures in history, usually through the medium of biography and with the inarticulated [*sic*] major premise that fame is equated with importance” (p. 3). On the other hand, Burns stated that the literature written on followership “deals with the audiences, the masses, the voters, the people, usually through the medium of studies of mass opinion or of elections; it is premised on the conviction that in the long run, at least, leaders act as agents of their followers” (p. 3). Burns highlighted the fact that this literature on leadership “tends often unconsciously to be elitist; it projects heroic figures against the shadowy background of drab, powerless masses” (p. 3). This is in contrast to the notion that “the followership approach tends to be populist or anti-elitist in ideology; it perceives the masses, even in democratic societies” (p. 3).

Burns (1978) defined leadership “as no mere game among elitists and no mere populist response but as a structure of action that engages persons, to varying degrees, throughout the levels and among the interstices of society” (p. 3). He believed that it was time that the body of literature written on leaders should be brought together with the body of literature written on followers. He also believed that the roles of the leader and the follower should be united conceptually. According to Burns, “the processes of leadership must be seen as part of the dynamics of conflict and power” (p. 4). He began

his description of leadership by identifying “two basic types of leadership: the transactional and the transforming” (p. 4).

According to Burns (1978), “the relations of most leaders and followers are transactional—leaders approach followers with an eye to exchanging one thing for another: jobs for votes, or subsidies for campaign contributions” (p. 4). He contrasted transactional leaders with transformational leaders by stating the following:

Transforming leadership, while more complex, is more potent. The transforming leader recognizes and exploits an existing need or demand of a potential follower. But, beyond that, the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. (p. 4).

Burns explained that the “result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents” (p. 4). Hence, using Burns’ definition and explanation of transforming leadership, transformational leaders practice moral leadership.

Burns (1978) described what he meant when he referred to the concept of moral leadership using three descriptions. First, he stated that leaders and followers “have a relationship not only of power but of mutual needs, aspirations, and values” (p. 4). Second, Burns stated “that in responding to leaders, followers have adequate knowledge of alternative leaders and programs and the capacity to choose among those alternatives” (p. 4). The third description Burns gave about the concept of moral leadership was “that leaders take responsibility for their commitments—if they promise certain kinds of economic, social, and political change, they assume leadership in the bringing about of that change” (p. 4). Using this concept of moral leadership, transformational leaders

impact the lives of their followers by focusing on shared values and taking daily actions that lead to the vital change that is needed.

*Bernard M. Bass.* Bass (1985) began his discussion about transformational leadership by distinguishing transactional leaders from transformational leaders. According to Bass, “the transactional leader pursues a cost-benefit, economic exchange to meet subordinates’ current material and psychic needs in return for contracted services rendered by subordinates” (p. 14). While still focused on the follower’s needs, Bass noted that “transformational leaders can attempt and succeed in elevating those influenced from a lower to a higher level of need according to Maslow’s (1954) hierarchy of needs” (p. 14). Bass elaborated by stating that “while both transactional and transformational leadership involve sensing followers’ felt needs, it is the transformational leader who raises consciousness about higher considerations through articulation and role modeling” (pp. 15-16).

Bass (1985) detailed the meaning of transformational leadership using the following four terms: (a) Charisma, (b) Inspirational Leadership, (c) Individualized Consideration, and (d) Intellectual Stimulation. The first term Bass used to define transformational leadership was charisma. According to Bass, “in social science and political science, charisma has been used to describe leaders who by the power of their person have profound and extraordinary effects on their followers” (p. 35). Bass also noted that “charismatic leaders inspire in their followers unquestioning loyalty and devotion without regard to the followers’ own self-interest. Such leaders can transform the established order” (p. 35). Bass stated that “acute and chronic crisis components are a necessary element in a theory about charisma” (p. 37). He also asserted that “charisma

arises when traditional authority and legal, rational, and bureaucratic means have failed”

(p. 37). Bass asserted the following:

For the charismatic, transformational leader, the arousal process is not a matter of a leader helping subordinates to meet their expectations; it is a matter of a leader influencing subordinates to exert themselves beyond their own expectations and self-interest. (p. 66)

The second term Bass (1985) used to describe transformational leadership was inspirational leadership. He describes inspirational leadership as “a sub factor within charismatic leadership” (p. 62). Bass noted that “charismatic leadership clearly is inspirational: emotionally arousing, animating, enlivening, and even exalting to followers and their efforts. But inspiration, as such, can be self-generated and does not have to stem from charisma” (p. 62). In fact, Bass stated that inspiration doesn’t necessarily stem from leadership at all. According to Bass, charismatic leaders give inspirationally appealing speeches or pep talks to their followers to arouse them.

The third term Bass (1985) used to describe transformational leadership was individualized consideration. According to Bass, in 1973 Miller found that consideration can be divided into two parts. First, there is “consideration revealed in regular group meetings, in consultation with subordinates as a group, in treating all subordinates alike, and in consensual decision-making” (p. 82). Secondly, “consideration can be individual” (p. 82). According to Bass, “both consideration and individualization are featured in leader-member exchange, a process in which a supervisor consults with each of his subordinates individually” (pp. 82-83). Bass stated that “the transformational leader will consciously or unconsciously serve as a role model for subordinates” (p. 85). In addition,

he discussed the following roles that are taken on by transformational leaders: career counseling, observation and recording of progress, delegation of tasks that increase responsibility, individual counseling and mentoring.

The fourth and final term Bass (1985) used to describe transformational leadership was intellectual stimulation. This term is defined as “the arousal and change in followers of problem awareness and problem solving, of thought and imagination, and of beliefs and values, rather than arousal and change in immediate action” (p. 99). The transformational leader’s intellectual stimulation can be “seen in the discrete jump in the followers’ conceptualization, comprehension, and discernment of the nature of the problems they face and their solutions” (p. 99). As noted by Mitroff (1978), it is very important for a leader to contribute intellectually when organizations are faced with non-structured problems.

*Karl W. Kuhnert and Philip Lewis.* Kuhnert and Lewis (1987) clarified and extended the transactional and transformational leadership theories developed by Burns in 1978 and Bass in 1985 using the constructive/developmental personality theory outlined by Kegan’s 1982 framework. “The constructive part of the theory assumes that humans construct a subjective understanding of the world that shapes their experiences as opposed to their directly experiencing an objective real world” (Kuhnert & Lewis, p. 650). The developmental part of the theory “extends the constructivist view by highlighting sequential regularities or patterns in ways that people construct meaning during the course of their lives, and by showing how individuals progress from simple to more complex (encompassing) modes of understanding” (Kuhnert & Lewis, pp. 650-651).

The constructive/developmental personality theory has six developmental stages according to Kegan (1982, as cited in Kuhnert & Lewis, 1987). Kuhnert and Lewis noted that stages two, three and four “are characteristic of the level of interpersonal understanding of most adults” (p. 651). As such, Kuhnert and Lewis analyzed the adult personality development of stages two, three and four and correlated them with Imperial: Lower-order transactional leadership (Stage 2), Interpersonal: Higher-order transactional leadership (Stage 3) and Institutional: Transformational leadership (Stage 4). To ensure understanding of the nature of these personality stages, Kuhnert and Lewis noted the distinction between two personality structures labeled subject and object by Kegan. The term subject refers to “the structure by which people compose experience... the lens through which people view the world and their inner experiences, and they are unable to examine that lens” (Kuhnert & Lewis, p. 651). The term object refers to the actual experience that occurs and can be examined from different people’s perspectives. In summary, the subject is the organizing process whereas the object is the content of the experience.

Kuhnert and Lewis (1987) outlined a description of Imperial: Lower-order transactional leaders (Stage 2), Interpersonal: Higher-order transactional leaders (Stage 3) and Institutional: Transformational leaders (Stage 4). According to Kuhnert and Lewis, Stage 2 leaders have their own personal goals or agendas as their frame of reference (subject). These researchers described Stage 3 leaders as having interpersonal connections and mutual obligations as their frame of reference. Stage 4 leaders were described as having personal standards and a value system as their frame of reference. Kuhnert and Lewis noted that “when individuals progress from one stage to the next,

what was formerly subject becomes the object of a new organizing process” (p. 652).

Although Kuhnert and Lewis have made clearly defined distinctions between three types of leaders in their constructive/developmental model of transactional and transformational leadership, they noted that “sometimes transformational leaders use transactional methods to lead, but stage 4 leaders have the ability to understand the available leadership options and to act in the manner that is most appropriate to the situation” (p. 653).

*Warren G. Bennis and Burt Nanus.* Bennis and Nanus (1985) identified four commonalities amongst 90 transforming leaders after asking these leaders basic questions about themselves. First, these researchers found that transforming leaders all had a clear vision of how their organization should be in the future. Second, Bennis and Nanus found that transforming leaders were all social architects for their organizations. Being a social architect refers to a transforming leaders ability to communicate how their organization’s values and normative behavior should change. Third, these researchers found that transforming leaders all created trust within their organizations by communicating their positions with clarity and by being reliable. Fourth, Bennis and Nanus found that transforming leaders all used creative deployment of self through positive self-regard. As a consequence of these leaders demonstrating their positive self regard, Bennis and Nanus found that the followers of transforming leaders gained self-confidence and began to have higher expectations of themselves.

*Noel M. Tichy and Mary Anne Devanna.* Tichy and Devanna (1986) interviewed 12 Chief Executive Officers (CEO’s) and after collecting and analyzing their data they described corporate transformation as a drama consisting of a three act play. These

researchers report that act one occurs when the transformational leaders recognize the need for change within their organization-revitalization. “The first act of the drama centers on the challenges the leader encounters when he or she attempts to alert the organization to growing threats from the environment” (p. 6). Tichy and Devanna stated that “the need for change is triggered by environmental pressures” (p. 28). However, these researchers point out the fact that many trigger events are ignored in which case the status quo remains the same. In order for transformation to begin, Tichy and Devanna stated that there must be a felt need for change. “The felt need for change provides the impetus for transition, but this process does not always go smoothly” (p. 30). Act two involves the transformational leaders creating a new vision for their organizations. “The leaders involved in organizational transformation need to create a vision that a critical mass of employees will accept as a desirable change for the organization” (p. 30). Act three occurs when the transformational leaders institutionalize change within their organizations. “Revitalization is just empty talk until the new vision becomes reality. The new way of thinking becomes day-to-day practice. New realities, actions, and practices must be shared so that changes become institutionalized” (p. 31).

*Bernard M. Bass and Bruce J. Avolio.* Bass and Avolio (1993) reported that they have asked the following question on numerous occasions during their workshops and interviews: “What constitutes transformational leadership?” These full leadership development scholars have summarized their respondents descriptions and they have recognized that the attributes and behaviors that were reported to constitute transformational leadership are associated with the four I’s of transformational leadership: (a) Idealized influence (which was originally referred to as charisma by Bass

in 1985), (b) Inspirational leadership, (c) Individualized consideration, and (d) Intellectual Stimulation. Bass and Avolio provided a practical definition of transformational leaders as follows:

They are people who come to their tasks not only willing to listen but also determined to know what others are thinking and can contribute to the challenges being confronted. They take the time to get to know the people they work with, what these people need to know to perform at their best, and how far they can be stretched, challenged, and supported. They are role models of the expectations they have of others. (pp. 34-35)

These researchers noted that organizations that identify with the four I's listed above and have a sense of purpose coupled with a feeling of family are indicative of organizations with a transformational culture.

### *Personal Development*

Cashman (2008) defines leadership as “authentic influence that creates value” (p. 24). This definition was developed after Cashman and his team at LeaderSource reviewed thousands of personality assessments and 360 degree assessments. After reviewing the personality assessments and 360 degree assessments, they decided to challenge themselves with the following question, “What is fundamental in the most effective, results-producing leaders that supports their various competencies or styles?” (p. 24). Three patterns emerged as follows: (a) Authenticity, (b) Influence, and (c) Value Creation. Authenticity is defined as “well-developed self awareness that openly faces strengths, vulnerabilities and development challenges” (p. 24). Influence is defined as

“meaningful communication that connects with people by reminding self and others what is genuinely important” (p. 24). Value Creation is defined as “Passion and aspiration to serve multiple constituencies—self, team, organization, world, family, community—to sustain performance and contribution over the long term” (p. 24).

According to Cashman (2008), we are all the Chief Executive Officer’s (CEO’s) of our own lives.

The process is the same; we lead from who we are. The leader and the person are one. As we learn to master our growth as a person, we will be on the path to mastery of *Leadership from the Inside Out*. (p. 23)

Cashman described personal development in terms of seven practices for mastery of leadership from the inside out as follows:

These practices are not stages of development arranged in a sequential or hierarchical order. Rather, they are an ongoing, interrelated growth process in which the practices are illuminating one another. When arranged together, we can think of them as an integrated whole with each practice supporting progress toward a more fulfilling destination: making an enduring difference from within. (p. 32)

See Appendix A for Cashman’s seven personal development practices. The first personal development practice discussed by Cashman (2008) is Personal Mastery. This practice refers to “Leading with Awareness and Authenticity” (p. 33). See Appendix B for a comparison list of behaviors that indicate whether an individual is leading authentically from their core transformative character or from a reactive coping pattern.

The second personal development practice presented is Purpose Mastery. This personal development practice refers to “Leading on Purpose” (p. 61). See Appendix C for a list of eight points for purpose mastery. The third personal development practice presented is Interpersonal Mastery. This personal development practice refers to “Leading through Synergy and Service” (p. 79). See Appendix D for a list of six points for authentic interpersonal mastery.

The fourth personal development practice presented is Change Mastery. This personal development practice refers to “Leading with Agility” (Cashman, 2008, p. 105). See Appendix E for a list of seven change mastery shifts. The fifth personal development practice presented is Resilience Mastery. This personal development practice refers to “Leading with Energy” (p. 127). See Appendix F for a list of eleven points of resilience mastery. The sixth personal development practice is Being Mastery. This personal development practice refers to “Leading with Presence” (p. 147). See Appendix G for a list of four points of awareness for leading with presence. The seventh and final personal development practice presented is Action Mastery. This personal development practice refers to “Leading through Coaching” (p. 165). See Appendix H for a list of three interrelated action mastery steps.

### *Transformational Leadership in Adolescents*

*Anthea Zacharatos and Julian Barling.* Zacharatos and Barling (2000) developed and tested a transformational leadership model whereby adolescents who perceive their parents exhibiting transformational leadership behaviors would begin to display these behaviors themselves. The participants in their study were 112 Canadian high school

students who were all on sports teams and 12 sports team coaches. There were 87 female students and 25 male students. The age range of the student participants was from 12 to 18 years old. Nine of the sports team coaches were high school teachers and three were university student volunteers. Zacharatos and Barling used a global scale as opposed to assessing the four components of transformational leadership separately because there were substantial correlations between each of the individual components. They measured student's perceptions of parental transformational leadership using 12 items that were selected from the Multifactor Leadership Questionnaire (MLQ) Form 5X (Bass and Avolio, 1995). The only sections of the MLQ that were included in this study were the sections that measure the four components of transformational leadership (idealized influence, inspirational motivation, individualized consideration and intellectual stimulation). The sections of the MLQ that rate transactional and laissez-faire leadership were excluded from this study due to a lack of conceptual interest to this research.

Zacharatos and Barling (2000) reported that their transformational leadership model "as a whole was strongly supported by the data" (p. 221). The results of this study indicate that "adolescents perceive the extent to which their fathers use behaviors consistent with transformational leadership when interacting with them and, in turn, manifest these behaviors themselves when interacting with their peers" (p. 222). In addition, Zacharatos and Barling stated the following:

The current results demonstrate that transformational leadership behaviors are not only manifested by adults, but by adolescents as well...by showing that transformational leadership behaviors are exhibited by adolescents, the importance of this study goes beyond merely showing the effects of

transformational leadership to a younger group...the transformational leadership behaviors that exist during adolescence may have critical implications for later leadership. (p. 222)

Zacharatos and Barling posited that considerable confidence can be placed in their findings because they used multiple data sources to eliminate problems of monomethod bias. These researchers further reported that their model received empirical support after controlling for the effects of adolescents' skill levels, which extends the validity of their study.

*Scott Larson.* Larson (2005) began his journal article by stating that “transformational change, versus incremental self-improvement, is what is needed for today’s most at risk teens” (p. 27). He outlines eight teaching principles that are useful for transformation in today’s challenging youth. The first principle is: Create transformational learning climates. According to Larson, “the combination of content, fun, and action makes for safe and creative learning environments” (p. 27). The second principle is: Teach kids, not material. Larson suggests that instead of focusing on only two (linguistic and logical-mathematical) of the nine different kinds of intelligence written about by Gardner (2000, as cited in Larson), educators should include the other seven kinds of intelligence as well (spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence and existential intelligence). The third principle is: Assume relationship. Larson asserted that “when youth feel supported from concerned adults, they are better able to cope with challenges” (p. 28). The fourth principle is: Tell one on yourself. According to Larson, “one of the most powerful means of building trust with kids in pain

is the appropriate sharing of our own related stories. It forges a powerful connection and sets the bar for a deeper level of communication” (p. 28). The fifth principle is: The power is in the interpretation. We all face many situations that we cannot control “but we can control how we interpret and respond to what happens to us. Nothing helps shed the victim mentality prevalent in many troubled kids more than grasping this truth” (p. 29). The sixth principle is: Tap into the power of a good question. Larson discussed ways to help students pose their questions to help them reinterpret what has happened to them. For example, if a student asks a question (ex. why is everyone out to get me?), Larson stated that we can help the student reformulate his question as follows: “What is it about how I come across that makes some people suspicious of me?” (p. 29). The seventh principle is: Empower with responsibility. Larson defines responsibility as “...not merely a duty but an entirely voluntary act. As the word itself connotes, response-ability involves the ability to respond to the needs of ourselves and others in the present moment” (p. 30). The eighth and final principle is: Engage them in being part of the solution. Larson asserted that “to overcome self-centered thinking, youth must have some overall commitment to something beyond themselves. By implementing the above mentioned eight principles, Larson believes that educators will be able to transform today’s challenging youth.

#### *New Directions for Youth Development*

MacNeil (2006) defines leadership as “a relational process combining ability (knowledge, skills, and talents) with authority (voice, influence, and decision-making power) to positively influence and impact diverse individuals, organizations, and communities” (p. 29). This definition of leadership combines the great man theories that

were popular in the 1900's with the more modern trend in leadership theories that involves relationships between and amongst leaders and their followers. MacNeil extensively reviewed both popular and scholarly literature written on leadership theory, leadership development and leadership practice and stated that "youth are noticeably absent" (p. 29). She noted the following:

Where young people are referenced, it is frequently with a future orientation.

That is, the focus is on the need to begin working with young people now so they can develop the skills they will need to be effective leaders later. (p. 30)

For decades, the study of leadership development focused solely on adults.

"Youth leadership development is relatively new as an area of study" (Libby, et al., 2006, p.16). In addition, programs that have promoted youth leadership development in the past "have often been seen as character development, life preparation, and contributing to building relationships and community" (Libby, et al., p. 16). Similar to the literature written on adult leadership theory, leadership development and leadership practice "the field of youth development, and the increasing body of research in the field, has also contributed to arguments for the need of youth leadership development, often emphasizing how those learning experiences might be structured, implemented, and measured" (MacNeil, 2006, p. 30). Traditionally, youth development has been defined as follows:

Youth development focuses on developmental needs and there is general recognition of two basic types: those that can be met and fulfilled, often referred

to as deficit needs, and those that persist as a continuing driving force in our lives, the being needs. (Maslow & Lowery, 1998, as cited in Kress, 2006)

In recent years, the field of youth development has moved in a new direction toward youth leadership. Scholars have recognized that educators must do more than merely deposit information into the minds of students as if they are empty slates without the capacity to add value to the topic at hand. That mindset aligns with the banking concept embedded in traditional pedagogical models of education. MacNeil and McClean (2006) assert that “education is not a process of filling up learners with new information; it is a process of creating conditions that support learners in making discoveries themselves, then putting those discoveries to use” (p. 99). This has important implications for the manner in which youth leadership is developed. It has been postulated that educators who strive to develop youth leadership must adhere to the following framework:

...we must create opportunities for young people to do more than hear stories of great leadership or participate in skills-building activities. We must work to create those contexts and relationships where young people can engage in the action of leadership, where they can practice and demonstrate leadership in an authentic and meaningful way. (pp. 99-100)

The next section of this literature review will summarize four youth leadership programs in practice. These youth leadership development programs fit the description of the type of youth leadership development needed in the 21<sup>st</sup> century.

*Youth Leadership Development in Practice*

*Julia Matsudaira.* Matsudaira (2006) described Camp Anytown as a four-day youth leadership program developed by the National Conference for Community and Justice (NCCJ) that “gives participants an experiential education in leadership grounded in social justice issues” (p. 107). Camp Anytown is a residential retreat for high school students from diverse backgrounds who are nominated by teachers, school advocates or other community leaders. “Anytown has been an integral part of NCCJ’s focus on youth leadership training through its mission since the 1950’s” (p. 108). Matsudaira is a six-time Anytown alum who has been a delegate, counselor, advisor and co-director of the program. The majority of the information she has collected about the impact of this program “is anecdotal and personal” (p. 113).

The primary focus of the Camp Anytown is the help teens realize the power they possess. “...young people are taught not only that they are our leaders of tomorrow, but also that they are *already* leaders among their friends, families, classmates, and peers” (Matsudaira, 2006, p. 109). The secondary focus of Camp Anytown is on “examining how each individual controls his or her power to influence the community” (p. 109). The staff at Camp Anytown emphasizes the following message to teen participants:

...a choice must be made: use the power to influence those around you in positive ways or in negative ways. Anytown clarifies that “not choosing” is in fact a choice; not choosing, whether because of apathy, inaction, or a denial of having power in the first place, in fact promotes the likelihood that those choosing negativity will prevail. (p. 109)

Matsudaira (2006) stated that “for me, Anytown created the physical and mental space away from my everyday life and the obligations of my friends, family, school, and work to really examine my place in it all” (p. 113). She concluded by asserting that like “many other Anytowners I have had the privilege of working and serving with, the Anytown experience awakened me emotionally to the consequences of denying my responsibility as an advocate and a leader” (p. 113).

*Carole MacNeil and Jennifer McClean.* MacNeil and McClean (2006) presented a firsthand account of how McClean’s active leadership roles in the 4-H Youth Development Program (4-HYDP) have helped her develop as a leader over the years. The 4-H’s are the four values that 4-H club members work on while participating in fun, hands-on activities: (a) Head (Managing and Thinking), (b) Heart (Relating and Caring), (c) Hands (Giving and Working), and (d) Health (Being and Living). The 4-H community involves over 6.5 million youth across America who learn leadership, citizenship and life skills. Youth can join 4-H clubs, 4-H camp, school-based 4-H programs and after-school 4-H programs. The age range for 4-H members begins at five years old and spans up to the collegiate level.

McClean began her experience with the 4-H Youth Development Program (4-HYDP) when she was seven years old. As she reflected on her experience in the 4-HYDP she stated that “I immediately began developing leadership skills. But at the time I just thought I was having fun cooking, making crafts, and playing with goats” (MacNeil & McClean, 2006, p. 104). As the years passed, McClean reported that she “took on leadership roles in the more traditional sense of that word. I became a junior and teen leader in my projects, chair of club or county events and projects, and a county All Star”

(p. 104). For McClean, “leadership meant taking on greater responsibility, taking action, that my ideas mattered, and that I was given more respect and trust by my peers and adults” (p. 104).

When McClean became more involved with the 4-H program at the state and national levels, she began to understand leadership development much better. As a member of the California National Conference Delegation as the California representative to the National 4-H Youth Directions Council (N4-HYDC), she had opportunities to meet other youth leaders from throughout the country which helped her “gain a sense of empowerment” (MacNeil & McClean, 2006, p. 105). McClean’s experience with the N4-HYDC helped shape her belief about what is central to the development of youth leadership: youth-adult partnerships. “It became clear that I, and other youth, were not leaders of tomorrow but actually leaders of today” (p. 105).

McClean began giving youth-adult partnership trainings with MacNeil, who is the director of California 4-HYDP. McClean and MacNeil “engaged in a working partnership, not simply a mentorship” (MacNeil & McClean, 2006, p. 105). McClean stated the following about her participation with the 4-H program:

4-H gave me the opportunity to slowly and steadily experience greater and greater leadership opportunities. Recently, I have served as a full member of statewide decision-making bodies, including the Program Advisory Committee, Incentives and Recognition Committee, the Foundation Board of Directors, and the marketing Task Force. Each of these bodies has an almost equal membership of youth and adults. It was clear from the beginning that these committees sought

working youth-adult partnerships where youth and adults have equal decision-making roles. (MacNeil & McClean, p. 105)

McClean concludes her firsthand account of her experience with the 4-H program by asserting that “for youth to develop a sense of true empowerment, and a personal definition of leadership, opportunities such as these must be provided where youth can act as equal decision-making partners with both youth and peers” (MacNeil & McClean, 2006, pp. 105-106).

*Eve Nussbaum Soumerai and Rachel Mazer.* This article presents the framework for arts-based leadership in the form of theatrical tributes. “The arts play a vital role in the maturation process of our youth. The arts permit freedom of expression in its fullest sense once the evident abilities of individual students merge with those in their inner, yet-to-be-discovered selves” (Soumerai & Mazer, 2006, p. 117). By preparing for and performing multimedia read-through plays and tributes to famous individuals like Thurgood Marshall, Anne Frank, Dalai Lama, and Harriet Tubman students are afforded the opportunity to “walk through the lives of the honorees while discovering the consequences and importance of individual choice. A group setting and freedom from competition promote the ability to lead” (Soumerai & Mazer, 2006, p. 117).

Multimedia tributes began in 1972 when Albert Camus became the first “guide” honoree at Conard High School in West Hartford, Connecticut. Although promoting youth leadership was not the initial purpose when Soumerai initially started the production of these multimedia tributes, they have continued to develop foster youth leadership for 37 years.

Student leaders emerge given the appropriate environment-the challenge and the freedom to experiment, to start from scratch, to invent, to become responsible. Is that how we have managed to survive? By appropriate environment, by becoming big brothers and sisters to younger children? A sure win. (Soumerai & Mazer, 2006, p. 120)

In addition to fostering youth leadership, arts-based leadership using theatrical tributes have been used to break down the forces of anti-Semitism. “That is why art is so important. It allows us to use our creative energy and unites us...The arts are the vital element that allows us to lead people into learning through this energy” (Soumerai & Mazer, p. 123).

*Stephen N. Kirnon.* Kirnon (2008) is one of only two researchers who have studied and documented the effectiveness of the Southern California Youth Citizenship Seminar (YCS) since it was founded in 1976 by Dr. Charles B. Runnels (a private western university’s Chancellor Emeritus). The only other researcher who has conducted a study on the YCS is Musick (2008) and his objectives and results are presented following the review of Kirnon’s research. According to Kirnon, the objective for conducting his study was to “determine the role that transformational leadership played in the experiences of participants in YCS both during and after the program” (p. 34). The methodology and procedures presented in this section reflect the collaborative effort of Kirnon and Musick who conducted “separate but related dissertation research” (Kirnon, p. 45). Dr. Runnels wrote a letter to each of the YCS former participants to inform them of the study and to encourage their participation. Former participants indicated their preference for completing the survey online or by U.S. mail by returning

the stamped, self-addressed postcard that was sent with the letter from Dr. Runnels. A questionnaire packet was emailed or mailed to each person who agreed to participate in the study. Three follow-up reminders were sent to the sample via email or U.S. mail to remind each former YCS participant to respond to the survey.

There were 415 former YCS participants who initially agreed to participate in this study and 242 (58%) of those participants actually responded by completing their surveys and submitting them online or by U.S. mail. Of these 242 respondents, 153 (63%) were female and 89 (37%) were male. The percentages of respondents from different ethnic backgrounds were as follows: 61% were Caucasian, 13% were Asian, 12% were Hispanic or Latino and 12% were either African American, Native Hawaiian/Pacific Islander or multicultural. Two percent of the respondents did not disclose their ethnicity. Except for the 2001 cohort, all YCS cohorts between 1986 and 2006 were represented. The age range for the respondents was between 19 and 38.

The questionnaire used for both studies was derived from Van Horn's (2001) instrument. The questionnaire was changed to include questions about civic engagement, the YCS program and references that were relevant to past YCS participants. It consists of 80 questions. According to Kirnon (2008), Van Horn's instrument was redesigned to include the following constructs: (a) adult involvement and leadership in community, (b) civic and social groups, (c) political and religious activities, (d) involvement as youth in community, and (e) the transformational impact of YCS on participant civic socialization. Kirnon stated that a pilot study was conducted to determine whether the investigators had developed a questionnaire that had valid content and subject matter that was relevant to the respondents. In addition, Kirnon reported that a content analysis of the YCS

program materials was conducted, in-depth interviews of the program staff and founder were conducted and on-site observations of the YCS program were all a part of the data collection procedures.

The results of Kirnon's (2008) research study provide empirical evidence that supports the transformational impact that Pepperdine's YCS has on former participants. Kirnon stated the following:

The findings indicate that YCS utilizes transformational leadership and learning to build upon the existing leadership abilities of YCS participants. In addition, YCS participation positively influences involvement in leadership and citizenship activities in adulthood and especially during the senior year of high school.

Finally, the results suggest that the impact of the YCS program participants lasts into adulthood. (p. 70)

Kirnon concluded that "a focused transformational leadership and learning youth development program has lasting effects with respect to inspiring adolescents to become involved in leadership, public service/volunteering, and citizenship activities" (p. 46). In addition, Kirnon's research yielded more positive results that give credibility to the Southern California YCS program as follows:

The research findings indicate that YCS is as effective as, and possibly better than, a longer-term youth-serving organization with respect to inspiring involvement in leadership, public service/volunteering, and citizenship activities as adults. In addition, YCS appears to have the same impact on participants, regardless of race/ethnicity and gender. (p. 92)

Kirnon further concluded that “YCS has the ability to inspire adolescents, including those from socio-economically disadvantaged areas, in civic socialization” (p. 92).

*Melvin L Musick.* Musick (2008), as mentioned previously, is one of the only two researchers who have conducted research on the Southern California Youth Citizenship Seminar (YCS) program since it was founded in 1976 by Dr. Charles B. Runnels (a private western university’s Chancellor Emeritus). The methodology and procedures used for this study were described above and are the same as Kirnon’s (2008) because both of these investigators worked collaboratively to complete this portion of their research. According to Musick, the objective for conducting his study “was to examine the current level of adult civic involvement by former participants of YCS” (p. 30).

The results of Musick’s (2008) research study revealed that “former seminar participants demonstrate noteworthy levels of personally responsible and participatory citizenship, but less involvement in justice oriented citizenship activities” (p. 63).

Musick concluded the following:

Similar to other endeavors (Ruget, 2006) that seek to foster adult civic involvement by focusing on adolescent development, YCS typifies scholarly notions of youth development as a process or approach in which young people become competent and develop competencies necessary to meet life’s challenges.  
(p. 65)

This research provides empirical data to support the continued implementation of the Southern California YCS for the purpose of increasing levels of personally responsible and participatory citizenship in 11<sup>th</sup> graders that lasts into adulthood.

*Summary*

This chapter began with a discussion about the historical background of transformational leadership. Early theorists who studied and wrote about transformational leadership include Burns (1978) and Bass (1985). Their work formed the theoretical framework for the next generation of researchers to conduct practical research on transformational leadership. This section concluded with a review of literature that outlined a constructive/developmental analysis of transactional and transformational leadership (Kuhnert & Lewis, 1987).

The second section of this chapter included literature about the practical application of transformational leadership in adolescents. Literature presented in this section included the works of Bass and Avolio (1993), Bennis and Nanus (1985), Larson (2005), Tichy and Devanna (1986) and Zacharatos and Barling (2000). The third section of this literature review presents literature that bridges the fields of leadership and youth development: *New Directions for Youth Development*. This literature review concluded by presenting four youth leadership programs currently in practice that symbolize the type of youth leadership programs recommended by scholars in both the fields of leadership and youth development (Kirnon, 2008; MacNeil and McClean, 2006; Matsudaira, 2006; Musick, 2008; Soumerai & Mazer, 2006).

### Chapter 3. Methodology

This chapter outlines the methods and procedures that the investigator utilized to address the research question developed for this study. It begins with an overview that includes the purpose of the study and the research question that served as a guide for the study. The next section of this chapter presents the research approach used for the study as well as the design of the study. The following sections describe the participants in the study, instrumentation, data collection procedures, data processing and analysis procedures, methodological assumptions and limitations of the study. This chapter concludes with a summary of the methods and procedures used in this study.

#### *Overview*

The objective of this study was to investigate how the Southern California Youth Citizenship Seminar (YCS) impacted the personal development (as outlined by Cashman, 2008) of 142 former participants who responded to a survey administered by Kirnon (2008) and Musick (2008). Appendix A shows Cashman's seven personal development practices for mastery of leadership from the inside out. See Appendices B through H for a detailed description of each of the seven personal development practices for mastery of leadership from the inside out.

Bass (1998) recommended that future investigators should conduct research to link transformational leadership to personal development. The findings of this study will add to the body of knowledge in the emerging field of youth leadership and serve as a theoretical and practical framework to guide educators in the development and

implementation of effective youth programs throughout the nation. To meet the objective of this study, the following research question was developed:

How did the Southern California Youth Citizenship Seminar (YCS) impact the personal development (as described by Cashman, 2008: Personal Mastery, Purpose Mastery, Interpersonal Mastery, Change Mastery, Resilience Mastery, Being Mastery and Action Mastery) of participants who completed the Civic Involvement and Leadership survey? (Kirnon, 2008; Musick, 2008)

### *Research Approach and Design*

The research approach used for this study was a qualitative within-site case study. According to Creswell (2007), the focus of a qualitative with-in site case study is to “develop an in-depth description and analysis of a case” (p. 78). The Southern California Youth Citizenship Seminar (YCS) was selected for this study because research conducted by both Kirnon (2008) and Musick (2008) has yielded empirical data that supports the long-term effectiveness of this youth development program. Since the Southern California YCS has had a positive impact on the lives of thousands of students since 1976, a deeper analysis of how the YCS impacted the personal development of former participants is warranted to help educators further understand the essence of their lived experience. Creswell describes this selection process as a critical case purposive sampling strategy that “permits logical generalization and maximum application of information to other cases” (p. 127).

This study was designed to investigate and describe the impact of the Southern California Youth Citizenship Seminar (YCS) on the personal development of 142 former

YCS participants. An in-depth narrative analysis of the impact of the YCS program on the personal development of former participants has yielded specific information about how this program has facilitated personal development (as outlined by Cashman, 2008) in former YCS participants. Seven personal development practices for mastery of leadership from the inside out were developed and written about by Cashman. The seven mastery areas were developed to light the pathway for the growth and development of emerging leaders as well as for experienced leaders.

The following seven personal development practices were developed by Cashman (2008) and his organizational team at LeaderSource after many years of helping leaders improve their personal, team and organizational effectiveness: (a) Personal Mastery, (b) Purpose Mastery, (c) Interpersonal Mastery, (d) Change Mastery, (e) Resilience Mastery, (f) Being Mastery, and (g) Action Mastery (see Appendices A-H). These seven personal development mastery areas are interrelated and together they create the pathway to the Master Competency that Cashman describes as “growing the whole person to grow the whole leader” (p. 26).

### *Participants*

The participants in this study were 142 out of 242 former Youth Citizenship Seminar (YCS) high school students who previously participated in Kirnon (2008) and Musick’s (2008) research studies. Of the original 242 former YCS participants who completed to Civic Involvement and Leadership Survey, 142 (59%) responded to the final open ended question. This subgroup was pulled for this study because it is their responses to the final open ended question (#80) that were analyzed in this study. Within

this subgroup there were 60 male participants (43%) and 81 female participants (57%). One of the respondents in this subgroup did not list his/her gender. The ages of the respondents at the time they completed the Civic Involvement and Leadership Survey ranged from 19 to 39 years old. The total number and percentage of different ethnicities represented in the subgroup who participated in this study were as follows: One (1%) American Indian or Alaska Native (1%); Two (1%) Native Hawaiian or Pacific Islander; Five (4%) Black or African American; Twenty (14%) Asian; Twenty-Nine (21%) Hispanic or Latino/Latina; and ninety-three (67%) White or Caucasian.

Participants in this study completed the Civic Involvement and Leadership Survey administered by Kirnon (2008) and Musick (2008) and submitted their responses either online or via U.S. mail. The Graduate and Professional Schools Institutional Review Board (IRB) determined that this study met the requirements for exemption under the federal regulations 45 CFR 46 that govern the protections of human subjects. This study is exempt because the investigator used existing data. Kirnon and Musick previously informed the former participants that further analysis of their responses would occur.

Each participant attended the Youth Citizenship Seminar (YCS) in Malibu, California during the 19 year period spanning from June 1987 through June 2006. Each participant had completed his/her junior year in high school before he/she arrived at YCS. All of the participants were from high schools throughout Southern California. The participants were nominated by their high school counselors or principals to attend the YCS. Although four students per school were allowed to be nominated, only one student from each high school was selected. Students who were nominated were required to submit an application that included questions about his/her leadership interests and

dreams for the future. Sponsors of the YCS selected the final participants amongst all of the nominees.

### *Instrumentation*

The Civic Involvement and Leadership Survey developed by Kirnon (2008) and Musick (2008) was the instrument used for this study (see Appendix I). It was derived from an instrument developed by Van Horn (2001) that reflected several constructs found in research conducted by Verba and Schlozman (1995) and Youniss, McLellan, and Yates (1997). Kirnon and Musick received van Horn's permission to use the instrument as the basis for each of their studies. Kirnon and Musick expanded Van Horn's instrument to include: (a) questions that classify each participant's level of civic engagement using the dimensions reported by Westheimer and Kahne (2004b); (b) questions specific to the YCS program; and (c) references relevant to former YCS participants.

The Civic Involvement and Leadership Survey is a questionnaire which measures the degree of civic participation and leadership development by YCS participants before, during and after the YCS program. It consists of 80 questions that yield 142 coded data elements. The questionnaire was developed to be self administered with the majority of the questions utilizing a 5-point scale, with 1 = "never" to 5 = "always." The instrument was designed to extend van Horn's instrument by including the following constructs: (a) adult involvement and leadership in community; (b) civic and social groups; (c) political and 39 religious activities; (d) involvement as youth in community, civic/social groups, and political/religious activities; and (e) the transformational impact of YCS on each participant's civic socialization. The instrument also has questions that yield specific

information about each respondent's demographic classification and socio-economic status.

The final question on the Civic Involvement and Leadership Survey (Question #80) is an open ended question that respondents can answer with either a short response or with an elaborate, detailed response. Specifically, question #80 is as follows: Please provide any further comments with respect to YCS impacting your life as a citizen and/or as a leader. The participants in this study were selected because all of them responded to question #80.

#### *Data Collection*

Data for this qualitative, with-in site case study had already been collected by Kirnon (2008) and Musick (2008). Specific data collection procedures used by these investigators was described in Chapter 2. The data set used consisted of 142 responses by former Southern California Youth Citizenship Seminar (YCS) participants who completed and submitted question #80 on the Civic Involvement and Leadership Survey. The specific open-ended writing prompt was as follows: (Please write) any further comments with respect to YCS impacting your life as a citizen and/or as a leader. According to Creswell (2007), documents (such as these surveys) may be used in a qualitative phenomenological inquiry for data collection. The investigator accessed the Civic Involvement and Leadership Survey Results by logging into the Zoomerang database for the Graduate School of Education and Psychology faculty members (<http://www.zoomerang.com>). Since Kirnon and Musick used the same survey responses as the data for each of their studies, the Institutional Review Board (IRB) only required the investigator for this study to get permission from one of these authors.

Kirnon emailed a written statement to the investigator authorizing the use of the existing data that was analyzed in this study.

The investigator read through each of the original 242 surveys and deleted all surveys that did not include a response to question #80. The investigator deleted 100 surveys that did not include responses to the final open ended question (#80). The investigator analyzed the remaining 142 responses to the following open ended writing prompt that was posed in survey question #80: Please provide any further comments with respect to YCS impacting your life as a citizen and/or as a leader. Data also consists of informational documents written about the vision of the Southern California YCS, the mission of Southern California YCS and various components of the Southern California YCS. The investigator also obtained information about Pepperdine's Southern California YCS from their website (Youth Citizenship Seminar, 2009). Data was compiled for analysis during the month of August 2009 which had been collected from participants between January 8, 2008 and February 1, 2008.

#### *Data Processing and Analysis*

A holistic analysis of the data collected was conducted by blending the six generic steps outlined by Creswell (2003) with the specific data analysis steps for this study. "An ideal situation is to blend the generic steps with the specific research design steps" (p. 191). The data was processed and analyzed using the following six blended steps: (a) The investigator organized and prepared the program information for the Youth Citizenship Seminar (YCS) as well as the 142 survey responses for analysis, (b) The investigator read all of the information gathered about the YCS program as well as the survey responses to

get an overall sense of the information, (c) The investigator organized the former participant's responses into chunks using a pre-assigned coding process derived from the seven personal development practices for mastery of leadership from the inside out framed by Cashman (2008), (d) The investigator wrote narrative descriptions about other categories that emerged, (e) The investigator wrote a narrative passage to discuss the interconnected themes that emerged from the findings of the analysis, (f) The investigator interpreted the themes that emerged, discussed the meaning of the interconnected themes and created an action agenda for youth organizations that seek to make a transformational impact in the lives of the student's they serve.

More specifically, during the first step the investigator scanned all of the data collected, sorted the data and arranged the data into different types. During the second step, the investigator read all of the data to "obtain a general sense of the information and to reflect on its overall meaning" (Creswell, 2003, p. 191). The investigator recorded notes in the data analysis section of her research journal during this step. During the third step, the investigator conducted a detailed analysis of the data using a coding process. "Coding is the process of organizing the material into 'chunks' before bringing meaning to those chunks" (Rossman & Rallis, 1998, as cited in Creswell, p. 192). A pre-assigned coding scheme derived from the seven personal development practices outlined by Cashman (2008) was used. Bogdan and Biklen, 1992 as cited in Creswell listed pre-assigned coding schemes as one type of coding system that may be used in qualitative research studies. The investigator expected more categories to emerge while organizing the data during this step in the coding process, therefore, a category for unanticipated

themes was included in the coding chart (see Appendix J). While other categories did emerge, there were no unanticipated themes that emerged.

During the fourth step, the investigator went beyond identifying the themes and interconnected the themes with the seven practices for mastery of leadership from the inside out (Cashman, 2008). Creswell posited that “sophisticated qualitative studies go beyond description and theme identification and into complex theme connections” (2003, p. 194). Once the themes were identified, the investigator searched for common themes that transcended this case (Yin, 2003, as cited in Creswell, 2007). These interconnected themes are the major findings for this research study. In addition to the investigator, two additional researchers read the 142 survey responses to increase the accuracy of the interpretation of each response. Each coder was given a detailed description of each of the seven practices for mastery of leadership from the inside out to read and use as a reference during the coding process. Once the coders completed the coding process independently, the results were compared and discussed to validate the findings. Former YCS participant’s responses were only assigned to a category if all three coders agreed upon which pre-assigned category to use. Once the survey responses were read and discussed, the three researchers placed them into pre-assigned categories using the coding chart. During the fifth step, the findings of the data analysis were presented in the discussion section regarding the interconnecting themes that emerged. In addition, a process model was developed and presented illustrating the interconnecting themes. During the sixth and final step, the investigator discussed the meaning of the interconnected themes and created an action agenda for youth organizations that seeks to make a transformational impact in the lives of the student’s they serve. Furthermore, the

investigator posed new questions that arose during the data analysis phase of this research study that need to be asked in future studies that explore the relationship between transformational leadership and personal development. Data was processed and analyzed by the researchers during the months of September and October 2009.

#### *Methodological Assumptions*

The investigator assumed that the survey responses completed by former Southern California Youth Citizenship Seminar (YCS) participants were authentic, accurate and reflective of their lived experiences. The investigator also assumed that the Southern California YCS facilitated the personal development of former YCS participants in one or more of the seven personal development areas outlined by Cashman (2008).

#### *Limitations*

One of the limitations in this study is the fact that the Civic Involvement and Leadership Surveys administered by Kirnon (2008) and Musick (2008) were not completed in a controlled environment which may have had an effect on the participant's responses. Creswell (2003) noted that questionnaires are subject to considerable self-selection bias which means that former YCS participants who did not submit their questionnaire may have had a different lived experience than those who did submit their completed survey questionnaires. This self-selection bias may have skewed the nature and quality of the data submitted for analysis and interpretation. Furthermore, the Youth Citizenship Seminar (YCS) participants are invited to attend the YCS by counselors and administrators whose interpretation of youth leadership may vary which impacts the selection of participants thereby narrowing the pool of youth leaders who are represented

from Southern California. In addition, since the original open-ended question posed to the subjects did not focus on the Cashman model, not all aspects of the model were directly evident through the analysis. Another limitation inherent in studies that involve qualitative data involves the interpretive nature of the analysis. Although an accepted process was used to ensure accuracy of data interpretation, the findings could still be subject to different conclusions by other individuals with different perspectives.

### *Summary*

The objective of this study was to analyze and describe how the Southern California Youth Citizenship Seminar (YCS) impacted the personal development (as outlined by Cashman, 2008) of 142 former participants who responded to a survey administered by Kirnon (2008) and Musick (2008). The proposed research approach for this study is a qualitative, with-in site case study. According to Creswell (2007), the focus of a qualitative with-in site case study is to “develop an in-depth description and analysis of a case” (p. 78). The Southern California Youth Citizenship Seminar (YCS) was selected for this study because research conducted by both Kirnon and Musick has yielded empirical data that supports the long-term effectiveness of this transformational youth development program. Since the Southern California YCS has had a positive impact on the lives of thousands of students since 1976, a deeper analysis of how the YCS impacted the personal development of former participants was warranted to help educators further understand the essence of former YCS participant’s lived experience. Data for this qualitative case study consisted of 142 responses by former Southern California Youth Citizenship Seminar (YCS) participants who completed and submitted the Civic Involvement and Leadership Survey administered by Kirnon and Musick.

Data also consisted of informational documents written about the vision of the Southern California YCS, the mission of Southern California YCS and various components of the Southern California YCS. Data was gathered for analysis during the month of August 2009 from data that was previously collected between January 8, 2008 and February 1, 2008.

A holistic analysis of the data collected was conducted by blending the six generic steps outlined by Creswell (2003) with the specific data analysis steps for this study. “An ideal situation is to blend the generic steps with the specific research design steps” (p. 191). This study is one of very few evidenced-based outcomes studies conducted in the field of youth leadership. The findings of this study add to the body of knowledge in the emerging field of youth leadership and serve as a theoretical and practical framework to guide educators in the development and implementation of effective youth leadership development programs throughout the nation.

#### Chapter 4. The Youth Citizenship Seminar: A Pathway to Personal Development

The Youth Citizenship Seminar (YCS) was created to increase each youth participant's leadership skills. MacNeil (2006) defines leadership as “a relational process combining ability (knowledge, skills, and talents) with authority (voice, influence, and decision-making power) to positively influence and impact diverse individuals, organizations, and communities” (p. 29). This definition of leadership combines the great man theories that were popular in the 1900's with the more modern trend in leadership theories that involves relationships between and amongst leaders and their followers. MacNeil extensively reviewed both popular and scholarly literature written on leadership theory, leadership development and leadership practice and stated that “youth are noticeably absent” (p. 29). She noted that “where young people are referenced, it is frequently with a future orientation. That is, the focus is on the need to begin working with young people now so they can develop the skills they will need to be effective leaders later” (p. 30).

“Youth leadership development is relatively new as an area of study” (Libby et al., 2006, p.16). In addition, programs that have promoted youth leadership development in the past “have often been seen as character development, life preparation, and contributing to building relationships and community” (Libby et al., p. 16). Similar to the literature written on adult leadership theory, leadership development and leadership practice “the field of youth development, and the increasing body of research in the field, has also contributed to arguments for the need of youth leadership development, often emphasizing how those learning experiences might be structured, implemented, and

measured” (MacNeil, 2006, p. 30). Traditionally, youth development has been defined as follows:

Youth development focuses on developmental needs and there is general recognition of two basic types: those that can be met and fulfilled, often referred to as deficit needs, and those that persist as a continuing driving force in our lives, the being needs. (Maslow & Lowery, 1998, as cited in Kress, 2006)

In recent years, the field of youth development has moved in a new direction toward youth leadership. Scholars have recognized that educators must do more than merely deposit information into the minds of students as if they are empty slates without the capacity to add value to the topic at hand. That mindset aligns with the banking concept embedded in traditional pedagogical models of education. MacNeil and McClean (2006) assert that “education is not a process of filling up learners with new information; it is a process of creating conditions that support learners in making discoveries themselves, then putting those discoveries to use” (p. 99). This has important implications for the manner in which youth leadership is developed. It has been postulated that educators who strive to develop youth leadership must adhere to the following framework:

...we must create opportunities for young people to do more than hear stories of great leadership or participate in skills-building activities. We must work to create those contexts and relationships where young people can engage in the action of leadership, where they can practice and demonstrate leadership in an authentic and meaningful way. (pp. 99-100)

For maximum effectiveness, youth development programs need transformational leaders to empower participants to develop beyond their own expectations. This entails advanced planning to challenge youth to shift their current perspectives. Avolio (1999) stated that “the transformation my colleagues and I have studied is fundamentally about a shift in perspective, which ultimately leads to a shift in behaviors, actions, and accomplishments” (p. 207). Avolio described development as follows:

Development in its purest sense involves the planned evolution of people’s perspectives and the capacity to enlarge those perspectives to understand the needs, abilities, and aspirations of all those around you and those you will meet in the future. In this journey, your perspective will often have to continue to evolve for others around you also to advance and develop to their full potential. (p. 207)

In addition, Avolio stated the following about transformational leaders and their followers: “Your continuous personal improvement (CPI) leads to their CPIs, which in turn ignites the continuous process improvement (CPI) for the organization” (p. 207). Self-confidence and self-determination has been identified by Bass (1985) as being requisite abilities of charismatic/transformational leaders. In addition, the ability to resolve internal conflict has also been identified by Bass as a required ability to be transformational. Youth development programs in the 21<sup>st</sup> century must focus on increasing the personal leadership development of youth participants in order to yield transformative results. The Youth Citizenship Seminar was studied to better understand how 142 former participants’ personal development was impacted by this transformational youth leadership development program.

*The Youth Citizenship Seminar (YCS)*

According to Kirnon (2008) and Musick (2008), the Southern California Youth Citizenship Seminar (YCS) was founded in 1976 by Dr. Charles B. Runnels who is a private western university's Chancellor Emeritus. These authors reported that in 1976 Dr. Runnels sensed a need to develop young leaders. Kirnon and Musick both reported that Dr. Runnels has facilitated the YCS every summer for the past 32 years in Malibu, California. The 33<sup>rd</sup> annual YCS will be held June 22, 2009 through June 26, 2009. Susan Plumb, the daughter of Dr. Runnels, is currently the director of the program.

According to Kirnon (2008) and Musick (2008), Dr. Runnels created the YCS to help students who were already demonstrating leadership skills in their schools to build on their existing talent. To that end, these authors reported that Dr. Runnels designed the YCS to reinforce student's values, to emphasize their ethics, to develop their strength in purpose, to fortify their belief in themselves as well as their belief in America and to encourage students to pave their own road to success. Kirnon reported that Dr. Runnels encourages YCS participants to dream the impossible dream. Kirnon further reported that Dr. Runnels stated that YCS will change student's lives if they allow that to happen.

Kirnon (2008) and Musick (2008) both reported that the Southern California Youth Citizenship Seminar (YCS) has counselors who volunteer to work with the participants each year. They further reported that all of the counselors in the program are former YCS participants so they have an instant connection with the current year's participants from which they can build upon throughout the week. Kirnon and Musick also stated that the YCS has approximately 25 internationally known guest speakers who volunteer to share their inspirational stories of success with the participants each year.

Kirnon and Musick stated that the guest speakers are requested to share the following information with the students: (a) who they are; (b) their journey from beginning to the present day; and (c) what being a leader means in their opinion. Their stories include obstacles they may have encountered and the ways in which they managed to overcome those obstacles. In addition to sharing their inspirational stories of success, Kirnon and Musick reported that the guest speakers interact with the YCS participants throughout the week. In addition to Dr. Runnels, the YCS counselors and the guest speakers, the YCS is facilitated by other staff members to ensure the successful implementation of the program (Kirnon; Musick).

According to Kirnon (2008) and Musick (2008), over 500 high schools in Southern California are sent a letter annually from the chancellor's office to encourage the nomination of four students in the 11<sup>th</sup> grade to participate in the Youth Citizenship Seminar (YCS). These authors reported that school principals and school counselors are responsible for nominating the students. According to Kirnon and Musick, each student who is nominated must complete an application that includes questions about his or her leadership interests. These authors further report that although the school principals and school counselors are encouraged to nominate four students to participate, only one student from each high school is selected. Sponsors of the YCS program are responsible for making the final selection. Students who are selected are those that express a strong desire to make a difference in society through their personal contribution. Approximately 250 high school juniors are selected to participate each year.

Kirnon (2008) and Musick (2008) reported that the Southern California Youth Citizenship Seminar (YCS) is a residential youth leadership program that is held every

June for five days. These authors further reported that at the time the YCS is held, each participant will have just completed the 11<sup>th</sup> grade and will be a senior in high school the following school-year. According to Kirnon and Musick, each participant is assigned to a “rap group” upon arrival and each participant remains in that rap group for the duration of the program. Each rap group consists of 15 students and one counselor. In addition to dialoging in the rap group, the YCS participants are involved in leadership activities as well as team building activities. Kirnon and Musick reported that the participants also spend time developing personal goals and sharing their life experiences with counselors and guest speakers. These authors further reported that all YCS participants and counselors reside in the private western university’s dormitory during the five day program. Kirnon and Musick stated that throughout the YCS program, Dr. Runnels, the counselors and the internationally known guest speakers all emphasize the central message that everyone is equal, everyone is a leader and everyone can make a difference in the world.

### *Methodology*

The objective of this study was to investigate how the Southern California Youth Citizenship Seminar (YCS) impacted the personal development (as outlined by Cashman, 2008) of 142 former participants who responded to a survey administered by Kirnon (2008) and Musick (2008). According to Cashman (2008), we are all the Chief Executive Officer’s (CEO’s) of our own lives.

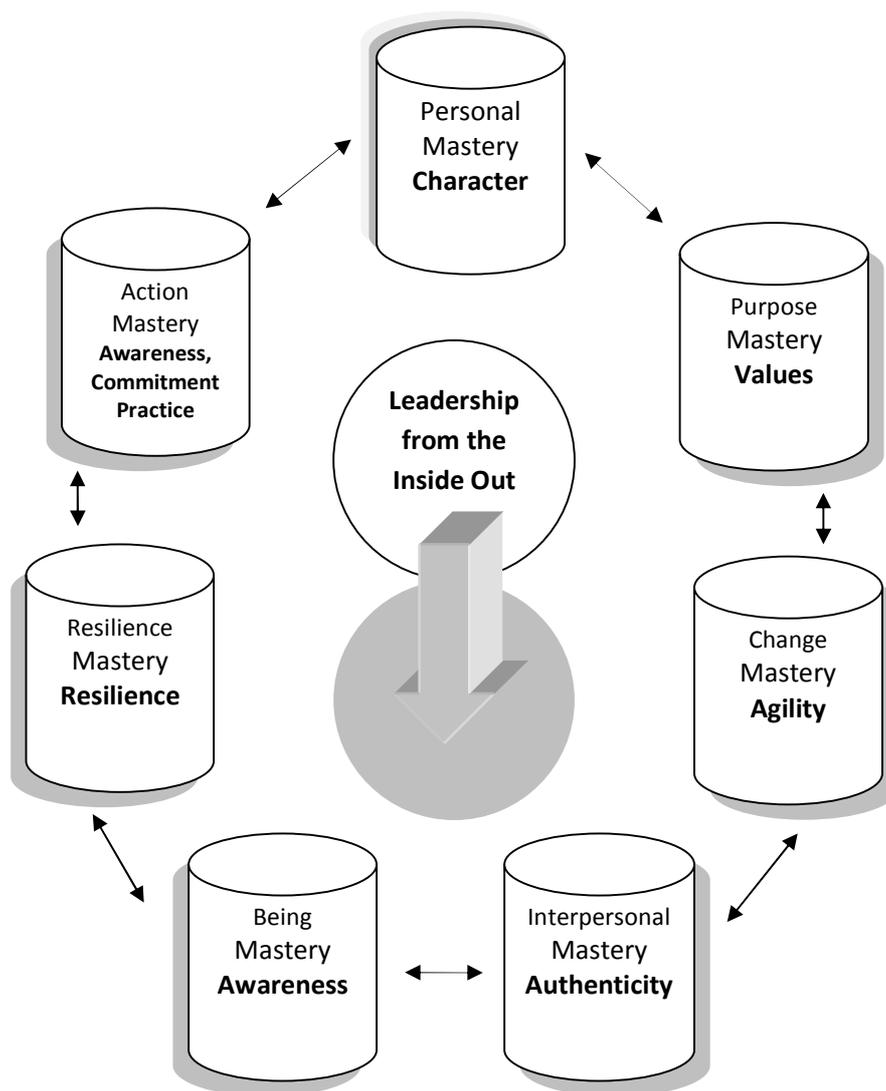
The process is the same; we lead from who we are. The leader and the person are one. As we learn to master our growth as a person, we will be on the path to mastery of *Leadership from the Inside Out*. (p. 23)

Cashman described personal development in terms of seven practices for mastery of leadership from the inside out as follows:

These practices are not stages of development arranged in a sequential or hierarchical order. Rather, they are an ongoing, interrelated growth process in which the practices are illuminating one another. When arranged together, we can think of them as an integrated whole with each practice supporting progress toward a more fulfilling destination: making an enduring difference from within. (p. 32)

Figure 1 depicts Cashman's (2008) seven personal development practices. The first personal development practice discussed by Cashman is Personal Mastery. This practice refers to "Leading with Awareness and Authenticity" (Cashman, p. 33). Table 1 shows a comparison list of behaviors that indicate whether an individual is leading authentically from their core transformative character or from a reactive coping pattern. The second personal development practice presented is Purpose Mastery. This personal development practice refers to "Leading on Purpose" (Cashman, p. 61). Table 2 reveals the eight points for purpose mastery. The third personal development practice presented is Interpersonal Mastery. This personal development practice refers to "Leading through Synergy and Service" (Cashman, p. 79). Table 3 depicts the six points for authentic interpersonal mastery. The fourth personal development practice presented is Change

Mastery. This personal development practice refers to “Leading with Agility” (Cashman, 2008, p. 105). Table 4 shows the seven change mastery shifts. The fifth personal development practice presented is Resilience Mastery. This personal development practice refers to “Leading with Energy” (p. 127).



*Figure 1.* Seven practices for mastery of leadership from the inside out

Table 1

*Personal Mastery: Qualities of Character and Coping*

CHARACTER TRANSFORMS	COPING REACTS
Opens up Possibilities and Multiplies Energy	Deals with Circumstances and Spends Energy
Guided By:	Guided By:
Authenticity	Image/Recognition
Purpose	Safety/Security/Comfort
Openness	Control
Trust	Fear
Balanced Concern for Self and Others	Concern for Self
Courage	Avoidance
Inclusion	Exclusion
Win-Win	Win-Lose
Balance/Centeredness	Anger
Agility/Resilience	Resistance to Change
Peaceful Presence	Uneasy Presence
Leader is Bigger Than Circumstance	Circumstance is Bigger Than the Leader

Table 2

*Purpose Mastery: Eight Points for Purpose Mastery*

<p>1. <b>Get in Touch with what is Important to You:</b> Values are the guideposts to purpose. Understanding what is important, what gives meaning to our lives, is the compass to finding our purpose.</p>
<p>2. <b>Act “On-Purpose”:</b> Following your dream is the most practical thing you can possibly do with your life. But you have to have commitment.</p>
<p>3. <b>Find Team Core Purpose:</b> Connect your individual purpose to the broader mission and tremendous energy and engagement will be released.</p>
<p>4. <b>Do Not Mistake the Path for the Goal:</b> Finding your purpose is finding your essence or calling in life, not just adopting the belief systems of someone else.</p>
<p>5. <b>Focus on Service:</b> Purpose always serves—it is the manner in which we use our gifts to make a difference in the world. Purpose is not purpose without adding value to others.</p>
<p>6. <b>Be Purposeful in All Domains:</b> Once you realize how your gifts can make a difference, then examine the degree to which you are being purposeful in all parts of your life.</p>
<p>7. <b>Learn from “Failure”:</b> From the vantage point of Purpose Mastery, failure does not exist. It is life attempting to teach us some new lessons or trying to point some new directions.</p>
<p>8. <b>Be Flexible:</b> We need to be flexible, open to the process of expressing our internal sense of purpose in many different roles and life circumstances.</p>

Table 3

*Interpersonal Mastery: Six Points for Authentic Interpersonal Mastery*

1. Know Yourself Authentically
2. Listen Authentically
3. Influence Authentically
4. Appreciate Authentically
5. Share Stories Authentically
6. Serve Authentically

Table 4

*Change Mastery: Seven Change Mastery Shifts*

Change Mastery Shift 1: From Problem Focus to Opportunity Focus
Change Mastery Shift 2: From Short-Term Focus to Long-Term Focus
Change Mastery Shift 3: From Circumstance Focus to Purpose Focus
Change Mastery Shift 4: From Control Focus to Agility Focus
Change Mastery Shift 5: From Self-Focus to Service
Change Mastery Shift 6: From Expertise Focus to Listening Focus
Change Mastery Shift 7: From Doubt Focus to Trust Focus

Table 5

*Resilience Mastery: Eleven Points of Resilience Mastery*

1. Be on Purpose, but be Aware: When we are on purpose it is most difficult for others to knock us off balance. Although we must be purposeful, we must be careful not to let our passion burn us out.
2. Foster Your Energy vs. Managing Time: Time management is a function of the clock. Energy management is the domain of leadership. It comes from within, has the capacity to increase, to go beyond what is.
3. Learning to Exercise with Ease: Instead of having the “no pain, no gain” mentality, find an activity that you love, decide to feel good about it and manage your fitness by how good you feel during and after the exercise.
4. Deal with Life-Damaging Habits: Poor lifestyle choices account for more misery, suffering, death, and imbalance in our society than any other single or multiple cause.
5. Avoid Taking Yourself So Seriously: Humor and light-heartedness energize mind, body, and spirit. The more rigid and self-centered we are, the more out of balance we become.
6. Develop Mind-Body Awareness: Most of us are stuck in our heads. We need to pay more attention to our body’s messages. It is our primary feedback mechanism to revealed the positive or negative impact of our thoughts, emotions, or choices.
7. Manage Stress More Effectively: Stress is determined by how we process our world. If two people are stressed the same way, one may collapse and the other may thrive on the challenging opportunity.
8. Nurture Your Close Relationships: Close relationships can be our anchors in the sea of change. But this “closeness” does not come from others to us. It originates as intimacy with ourselves first. We can only give what we have.
9. Simplify Your Life: What are the underlying principles for simplifying life? Sort out needs vs. wants and connect with purpose.
10. Take Real Vacations: A real vacation is any time spent at home or away from home that provides you with the restorative energy and time to gain a better perspective on life.
11. Integrate More Reflection and Introspection into Your Lifestyle: Take time to reflect.

Table 5 reveals the eleven points of resilience mastery. The sixth personal development practice is Being Mastery. This personal development practice refers to “Leading with Presence” (p. 147). Table 6 shows the four points of awareness for leading with presence. The seventh and final personal development practice presented is Action Mastery. This personal development practice refers to “Leading through Coaching” (Cashman, 2008, p. 165). Table 7 depicts the three interrelated action mastery steps.

Table 6

*Being Mastery: Four Points of Awareness for Leading with Presence*

1. Take Your Own Journey into Being: Find your own path to unfold being. It’s your road, and only you can travel it. Consider meditation, prayer, reflection, music, nature and any other “techniques” that seem to resonate with you.
2. Resolve Life Challenges by Going to a Deeper Level: Learn to go to a deeper level to view things in a more comprehensive way. As your mind learns to settle down yet remain alert, the ability to sort through and to organize your life will be amazing.
3. Consider Learning to Meditate: At least consider the possibility of learning to meditate properly. It may be the best investment in your development you ever make. If you have a particularly strong resistance to spending time with yourself in reflection or meditation, then the need to do so is probably great.
4. Integrate Some Reflection into Your Life: Getting on the path to Being involves committing to a lifestyle that values more solitude, reflection, and meditation. Take some “Being Breaks” by investing some time getting reacquainted with yourself. Enjoy the solitude. Go on some walks. Sort out your priorities. Experience the silence.

Table 7

*Action Mastery: Building Awareness, Commitment and Practice*

Step One: Building Awareness	Building Awareness is the process of bringing new information into our field of view. It may include keeping our attention on a newly clarified talent we have brought into focus. It may involve the more painful process of acknowledging that a behavior is unintentionally self-defeating or affecting others in a life-damaging way.
Step Two: Building Commitment	Building Commitment begins with comprehending the consequences of our actions. When we have a deep emotional connection to the impact of a behavior, our life can change permanently. It is important to recognize the consequences of any life-damaging behaviors we may have, but it is equally valuable to understand the life-enriching benefits of doing something more, less or differently.
Step Three: Building Practice	Building Practice is the process of consistently engaging in new behaviors to enrich our lives. It is the application phase of growth. While it is crucial to build awareness and to build commitment, they are not sufficient for transformation; consistent action and new, tangible pragmatic behaviors are required.

Bass (1998) recommended that future investigators should conduct research to link transformational leadership to personal development. The findings of this study added to the body of knowledge in the emerging field of youth leadership and serve as a theoretical and practical framework to guide educators in the development and implementation of effective youth programs throughout the nation. To meet the objective of this study, the following research question was developed:

How did the Southern California Youth Citizenship Seminar (YCS) impact the personal development (as described by Cashman, 2008: Personal Mastery, Purpose Mastery, Interpersonal Mastery, Change Mastery, Resilience Mastery, Being Mastery and Action Mastery) of participants who completed the Civic Involvement and Leadership survey? (Kirnon, 2008; Musick, 2008)

*Research Approach and Design.* The research approach used for this study was a qualitative within-site case study. According to Creswell (2007), the focus of a qualitative with-in site case study is to “develop an in-depth description and analysis of a case” (p. 78). The Southern California Youth Citizenship Seminar (YCS) was selected for this study because research conducted by both Kirnon (2008) and Musick (2008) has yielded empirical data that supports the long-term effectiveness of this youth development program. Since the Southern California YCS has had a positive impact on the lives of thousands of students since 1976, a deeper analysis of how the YCS impacted the personal development of former participants is warranted to help educators further understand the essence of their lived experience. Creswell (2007) describes this

selection process as a critical case purposive sampling strategy that “permits logical generalization and maximum application of information to other cases” (p. 127).

This study was designed to investigate and describe the impact of the Southern California Youth Citizenship Seminar (YCS) on the personal development of 142 former YCS participants. An in-depth narrative analysis of the impact of the YCS program on the personal development of former participants has yielded specific information about how this program has facilitated personal development (as outlined by Cashman, 2008) in former YCS participants. Seven personal development practices for mastery of leadership from the inside out were developed and written about by Cashman. These seven mastery areas were developed to light the pathway for the growth and development of emerging leaders as well as for experienced leaders.

The following seven personal development practices were developed by Cashman (2008) and his organizational team at LeaderSource after many years of helping leaders improve their personal, team and organizational effectiveness: (a) Personal Mastery, (b) Purpose Mastery, (c) Interpersonal Mastery, (d) Change Mastery, (e) Resilience Mastery, (f) Being Mastery, and (g) Action Mastery. These seven personal development mastery areas are interrelated and together they create the pathway to the Master Competency that Cashman describes as “growing the whole person to grow the whole leader” (p. 26).

*Participants.* The participants in this study were 142 out of 242 former Youth Citizenship Seminar (YCS) high school students who previously participated in Kirnon (2008) and Musick’s (2008) research studies. Of the original 242 former YCS participants who completed to Civic Involvement and Leadership Survey, 142 (59%)

responded to the final open ended question. This subgroup was pulled for this study because it is their responses to the final open ended question (#80) that were analyzed in this study. Within this subgroup there were 60 male participants (43%) and 81 female participants (57%). One of the respondents in this subgroup did not list his/her gender. The ages of the respondents at the time they completed the Civic Involvement and Leadership Survey ranged from 19 to 39 years old. The total number and percentage of different ethnicities represented in the subgroup who participated in this study were as follows: One (1%) American Indian or Alaska Native (1%); Two (1%) Native Hawaiian or Pacific Islander; Five (4%) Black or African American; 20 (14%) Asian; 29 (21%) Hispanic or Latino/Latina; and 93 (67%) White or Caucasian.

Participants in this study completed the Civic Involvement and Leadership Survey administered by Kirnon (2008) and Musick (2008) and submitted their responses either online or via U.S. mail. They each attended the Youth Citizenship Seminar (YCS) in Malibu, California during the 19 year period spanning from June 1997 through June 2006. Each participant had completed his/her junior year in high school before he/she arrived at YCS. All of the participants were from high schools throughout Southern California. The participants were nominated by their high school counselors or principals to attend the YCS. Although four students per school were allowed to be nominated, only one student from each high school was selected. Students who were nominated were required to submit an application that included questions about his/her leadership interests and dreams for the future. Sponsors of the YCS selected the final participants amongst all of the nominees.

*Instrumentation.* The Civic Involvement and Leadership Survey developed by Kirnon (2008) and Musick (2008) was the instrument used for this study. It was derived from an instrument developed by Van Horn (2001) that reflected several constructs found in research conducted by Verba and Schlozman (1995) and Youniss et al. (1997). Kirnon and Musick received van Horn's permission to use the instrument as the basis for each of their studies. Kirnon and Musick expanded Van Horn's instrument to include: (a) questions that classify each participant's level of civic engagement using the dimensions reported by Westheimer and Kahne (2004b); (b) questions specific to the YCS program; and (c) references relevant to former YCS participants.

The Civic Involvement and Leadership Survey is a questionnaire which measures the degree of civic participation and leadership development by YCS participants before, during and after the YCS program. It consists of 80 questions that yield 142 coded data elements. The questionnaire was developed to be self administered with the majority of the questions utilizing a 5-point scale, with 1 = "never" to 5 = "always." The instrument was designed to extend van Horn's instrument by including the following constructs: (a) adult involvement and leadership in community, (b) civic and social groups, (c) political and 39 religious activities, (d) involvement as youth in community, civic/social groups, and political/religious activities, and (e) the transformational impact of YCS on each participant's civic socialization. The instrument also has questions that yield specific information about each respondent's demographic classification and socio-economic status.

The final question on the Civic Involvement and Leadership Survey (Question #80) is an open ended question that respondents can answer with either a short response

or with an elaborate, detailed response. Specifically, question #80 is as follows: Please provide any further comments with respect to YCS impacting your life as a citizen and/or as a leader. The participants in this study were selected because all of them responded to question #80.

*Data Collection.* Data for this qualitative, with-in site case study had already been collected by Kirnon (2008) and Musick (2008). Permission to access the previously collected data was obtained and considerations given to whether subjects had been informed of possible subsequent analyses were explored. The University's Institutional Review Board (IRB) granted approval for this study as Exempt Research. The data set used consisted of 142 responses by former Southern California Youth Citizenship Seminar (YCS) participants who completed and submitted question #80 on the Civic Involvement and Leadership Survey. The specific open-ended writing prompt was as follows: (Please write) any further comments with respect to YCS impacting your life as a citizen and/or as a leader. According to Creswell (2007), documents (such as these surveys) may be used in a qualitative phenomenological inquiry for data collection. Following IRB approval, the investigator was granted access to the data which was housed in Zoomerang (<http://www.zoomerang.com>). The investigator read through each of the original 242 surveys and deleted all surveys that did not include a response to question #80. The investigator deleted 100 surveys that did not include responses to the final open ended question (#80). The investigator analyzed the remaining 142 responses to the following open ended writing prompt that was posed in survey question #80: Please provide any further comments with respect to YCS impacting your life as a citizen

and/or as a leader. Data was compiled for analysis during the month of August 2009 which was previously collected between January 8, 2008 and February 1, 2008.

*Data Processing and Analysis.* A holistic analysis of the data collected was conducted by blending the six generic steps outlined by Creswell (2003) with the specific data analysis steps for this study. “An ideal situation is to blend the generic steps with the specific research design steps” (Creswell, p. 191). The data was processed and analyzed using the following six blended steps: (a) The investigator organized and prepared the program information for the Youth Citizenship Seminar (YCS) as well as the 142 survey responses for analysis; (b) The investigator read all of the information gathered about the YCS program as well as the survey responses to get an overall sense of the information; (c) The investigator organized the former participant’s responses into chunks using a pre-assigned coding process derived from the seven personal development practices for mastery of leadership from the inside out framed by Cashman (2008); (d) The investigator wrote narrative descriptions about other categories that emerged; (e) The investigator wrote a narrative passage to discuss the interconnected themes that emerged from the findings of the analysis; (f) The investigator interpreted the themes that emerged, discussed the meaning of the interconnected themes and created an action agenda for youth organizations that seek to make a transformational impact in the lives of the student’s they serve.

More specifically, during the first step the investigator scanned all of the data collected, sorted the data and arranged the data into different types. During the second step, the investigator read all of the data to “obtain a general sense of the information and

to reflect on its overall meaning” (Creswell, 2003, p. 191). The investigator recorded notes in the data analysis section of her research journal during this step. During the third step, the investigator conducted a detailed analysis of the data using a coding process. “Coding is the process of organizing the material into ‘chunks’ before bringing meaning to those chunks” (Rossman & Rallis, 1998, as cited in Creswell, p. 192). A pre-assigned coding scheme derived from the seven personal development practices outlined by Cashman (2008) was used. Bogdan and Biklen (1992, as cited in Creswell, 2003) listed pre-assigned coding schemes as one type of coding system that may be used in qualitative research studies. The investigator expected more categories to emerge while organizing the data during this step in the coding process, therefore, a category for unanticipated themes was included in the coding chart (see Table 8). Although other categories did emerge, there were no unanticipated themes that emerged.

During the fourth step, the investigator went beyond identifying the themes and interconnected the themes with the seven practices for mastery of leadership from the inside out (Cashman, 2008). Creswell posited that “sophisticated qualitative studies go beyond description and theme identification and into complex theme connections” (2003, p. 194). Once the themes were identified, the investigator searched for common themes that transcended this case (Yin, 2003, as cited in Creswell, 2007). These interconnected themes are the major findings for this research study. To ensure accurate interpretation of the data, two additional researchers participated in the coding process. All three researchers read the 142 survey responses and placed them into pre-assigned categories using the coding chart.

Table 8

*Coding Chart*

Pre-assigned Categories	Former YCS Participant's Survey Responses
Personal Mastery	
Purpose Mastery	
Interpersonal Mastery	
Change Mastery	
Resilience Mastery	
Being Mastery	
Action Mastery	
Unanticipated Themes	

Each coder was given a detailed description of each of the seven practices for mastery of leadership from the inside out to read and use as a reference during the coding process. Once all coders completed the coding process independently, the results were compared and discussed to validate the findings. Former YCS participant's responses were only assigned to a category if all three coders agreed upon which pre-assigned category to place each response into. Once all coders completed the coding process independently, the results were compared to ensure accurate interpretation and minimize effect of any individual biases of the researchers.

During the fifth step, the findings of the data analysis were presented in the discussion section regarding the interconnecting themes that emerged. In addition, a process model was developed and presented illustrating the interconnecting themes. During the sixth and final step, the researchers discussed the meaning of the interconnected themes and the investigator created an action agenda for youth organizations that seek to make a transformational impact in the lives of the student's they serve. Furthermore, the investigator posed new questions that arose during the data analysis phase of this research study that need to be asked in future studies that explore the relationship between transformational leadership and personal development. Data was processed and analyzed by the researchers during the months of September and October 2009.

*Methodological Assumptions.* The investigator assumed that the survey responses completed by former Southern California Youth Citizenship Seminar (YCS) participants were authentic, accurate and reflective of their lived experiences. The investigator also

assumed that the Southern California YCS facilitated the personal development of former YCS participants in one or more of the seven personal development areas outlined by Cashman (2008).

*Limitations.* One of the limitations in this study is the fact that the Civic Involvement and Leadership Surveys administered by Kirnon (2008) and Musick (2008) were not completed in a controlled environment which may have had an effect on the participant's responses. Creswell (2003) noted that questionnaires are subject to considerable self-selection bias which means that former YCS participants who did not submit their questionnaire may have had a different lived experience than those who did submit their completed survey questionnaires. This may have skewed the nature and quality of the data submitted for analysis and interpretation. Another limitation inherent in studies that use qualitative data is the risk of bias influencing the interpretation. Although an accepted process for ensuring accuracy in the interpretation of qualitative data was used, results and conclusions could still be subject to different interpretations by other individuals with different perspectives.

### *Results*

*Types of Responses Written.* The narratives analyzed in this study contained a variety of types of responses written by former Youth Citizenship Seminar (YCS) participants. Specifically, former participants reported the following about the YCS experience: (a) The YCS positively impacted my life in a significant manner, (b) The YCS was unforgettable, (c) The YCS made participants feel proud to have attended the program and honored to represent their high school, (d) The YCS was a great foundation

for college, (e) The YCS gave participants confidence to talk to others and to take on leadership roles, (f) The YCS made participants realize that they can make a difference in their local community and in the world, (g) The YCS gave many participants a new perspective on life and helped them to grow as leaders, (h) The YCS participants were thankful for the opportunity to attend, (i) The YCS should be offered to all High School Students, (j) Some of the guest speakers were asserting their own political biases into their speeches which was not received well by the participants, and (k) The YCS experience did not impact my development. Although several respondents could recall exactly how the YCS positively impacted their growth as a citizen and as a leader, a few respondents reported that they either could not determine whether the YCS positively impacted them or they reported that the YCS did not impact them at all.

*The Youth Citizenship Seminar's Impact on Personal Development.* The results of this study revealed that 97% of the respondents (138 out of 142) reported that their personal development was positively impacted by participating in the Youth Citizenship Seminar (YCS). The remaining 3% of the respondents (4 out of 142) reported that their personal development was not impacted by participating in the YCS. The following sections describes how the YCS former participant's personal development was impacted according to the pre-assigned coding chart that was designed using Cashman's (2008) seven practices for mastery of leadership from the inside out.

*Personal Mastery.* The results of this study revealed that the second largest number of respondents (49 out of 142) reported that their personal development was positively impacted in the area of Personal Mastery. For example, one of the respondents

reported that “YCS had a profound impact on my life” (YCS Participant, June, 2008). This former YCS participant continued to describe the experience of listening to one of the guest speakers:

Right at that moment I decided to go after something I had always wanted but never thought I could achieve. That was, to become a broadcast journalist...I knew that I should shoot for the stars because as I learned, I might just hit the moon (Youth Citizenship Seminar Participant, June, 2008).

*Purpose Mastery.* The results of this study revealed that several of the respondents (27 out of 142) reported that their personal development was positively impacted in the area of Purpose Mastery. For example, one of the respondents reported that “Attending this program made me come to the conclusion as to what I wanted to do with my life career wise” (Youth Citizenship Seminar Participant, June, 2008).

*Interpersonal Mastery.* The results of this study revealed that the third largest number of the respondents (35 out of 142) reported that their personal development was positively impacted in the area of Interpersonal Mastery. For example, one of the respondents reported that “YCS was a great experience (Youth Citizenship Seminar Participant, June 2008).” This former YCS participant further noted that YCS:

...taught me to be a better public speaker, opened my mind to new ideas and the point of views of others [sic], and lastly the people I met there were good friends some of which I kept in touch with years later. (Youth Citizenship Seminar Participant, June, 2008)

*Change Mastery.* The results of this study revealed that the same number of respondents that reported a positive impact in the area of interpersonal mastery (35 out of 142) reported that their personal development was positively impacted in the area of Change Mastery. For example, one of the respondents reported that “YCS helped me solidify my role as a leader and community organizer. Prior to YCS, I was hesitant to take on leadership roles but YCS gave me confidence to pursue leadership roles” (Youth Citizenship Seminar Participant, June, 2008).

*Resilience Mastery.* The results of this study revealed that the fifth largest number of the respondents (22 out of 142) reported that their personal development was positively impacted in the area of Resilience Mastery. For example, one of the respondents reported that “YCS was a wonderful experience that helped me become more independent and strengthened my resolve to remain actively involved in my community and in considering the interplay of societal issues” (Youth Citizenship Seminar Participant, June, 2008).

*Being Mastery.* The results of this study revealed that the least number of the respondents (5 out of 142) reported that their personal development was positively impacted in the area of Being Mastery. For example, one of the respondents reported the following: “I felt like YCS made me really reflect on who I am and helping me become more comfortable being in situations outside my comfort zone” (Youth Citizenship Seminar Participant, June, 2008).

*Action Mastery.* The results of this study revealed that the majority of the respondents (60 out of 142) reported that their personal development was positively

impacted in the area of Action Mastery. For example, one of the respondents reported that “YCS was a great motivation for me. It made me realize that I could become a leader and help my community in many ways. Overall, I think YCS should keep happening so other students could attain that motivation that I did” (Youth Citizenship Seminar Participant, June, 2008).

*Brief Responses.* The results of this study revealed that of the 142 narrative responses, 13 of them were only one sentence in length (excluding compound sentences). The brief responses were written as follows: (a) “YCS was a catalyst in helping me realize my role as a citizen and as a leader” (Youth Citizenship Seminar Participant, June, 2008), (b) “Thanks for the opportunity to share my experience” (Youth Citizenship Seminar Participant, June, 2008), (c) “It provided a great foundation for college” (Youth Citizenship Seminar Participant, June, 2008), (d) “It was great” (Youth Citizenship Seminar Participant, June, 2008), (e) “It gave me confidence in myself to compete with other students for various positions in college” (Youth Citizenship Seminar Participant, June, 2008), (f) “Wonderful experience” (Youth Citizenship Seminar Participant, June, 2008), (g) “Opened my eyes to new things” (Youth Citizenship Seminar Participant, June, 2008), (h) “The motivational speakers had the most lasting effect” (Youth Citizenship Seminar Participant, June, 2008), (i) “I am still thankful for the wonderful opportunity to attend YCS” (Youth Citizenship Seminar Participant, June, 2008), (j) “It was AMAZING, truly...” (Youth Citizenship Seminar Participant, June, 2008), (k) “Positive growth experience, overall” (Youth Citizenship Seminar Participant, June, 2008), (l) “I do not remember it being that important in my development” (Youth Citizenship Seminar Participant, June, 2008), (m) “It was a wonderful experience that

encouraged my dedication to community service and outreach” (Youth Citizenship Seminar Participant, June, 2008).

*Detailed Responses.* The results of this study revealed that of the 142 narrative responses, 41 of them were one paragraph in length or longer. The most detailed of the narrative responses is as follows:

It was at YCS that I first spoke with a real defense attorney and got a sense of what that life was like (I forgot his name but he routinely did the last speech for the whole crowd). Even though I didn't know it then, that impression would guide me towards what I wanted to do later. Beyond that, YCS really got me out of my little corner of the world... and exposed me to equally driven students from throughout the state. I saw a similar level of diversity and drive when I started law school. I don't think YCS necessarily answered any questions for me in a definitive form. Rather, it was a week of really positive collective focus that opened me up to new answers and new possibilities. I thought it was a wonderful program then and now. Finally, my sense of service was profoundly altered by that defense attorney. He was one of the first people to really point out to me that service is not about a label (head of this club, chief donator, etc...) or recognition. Rather, service is seeing a potential to help, and just doing it, whether that is coaching the local football team, debate team, or just stopping to help a stranger who is pushing their broken down car up the road and out of the street. In college, I would often quote and think about this statement from Martin Luther King, Jr.: "Anyone can be great, because anyone can serve." When I first heard

that quotation, I thought about that concept of helping to help, not just because of appearance. YCS both exposed me to this kind of greatness and it is an example of it. Thanks for helping me, and I am grateful you continue to help others.

(Youth Citizenship Seminar Participant, June, 2008)

### *Discussion*

*The Youth Citizenship Seminar.* After reading literature about the Youth Citizenship Seminar (YCS), perusing their website and attending the week-long seminar for all five days during the June 2009 session, I gained a deeper awareness of exactly how empowering and how significantly impactful the YCS actually can be for participants. Just as the Director of the program, Susan Plumb, promised in her letter written in the spiral-bound notebook given to each of the participants before the YCS began, the world renowned guest speakers made the magic of the YCS come to life. Each speaker shared inspirational stories of success that authentically displayed their self-confidence and their determination. This type of presentation demonstrates to each participant how important self confidence and determination is to reaching goals. These two qualities, self-confidence and determination, are requisites to transformational leadership (Bass, 1985). Hence, personal development in the areas of self-confidence and determination will not only help youth participants reach their goals but will also assist them towards becoming transformational leaders themselves.

The magic of the YCS is based upon Dr. Runnel's personal secret to success that he calls the five points of light: (a) Vision, (b) Integrity, (c) Courage, (d) Education, and (e) Service. The acronym for the five points of light was written on the lanyards worn by all

of the YCS counselors and staff members (V.I.C.E.S.). This acronym was frequently referred to during the YCS by the guest speakers as well as by the counselors during rap sessions or during general sessions between speakers.

*Transformational Leadership.* The guest speakers who speak at the Youth Citizenship Seminar (YCS) all demonstrate a transformational leadership style. They are charismatic, inspirational leaders who tailor their messages to youth with great consideration given to what they need at this stage in their adolescent development. In addition, through the power of their own testimony they deliver speeches that intellectually stimulate the YCS participants. Similarly, the YCS counselors are authentic leaders who take the time to get to know the participants which makes it easy for them to know what their followers needs are. Since transformational leaders can best meet their followers needs when they get to know them, authenticity is imperative to allow the followers to gain trust in the leaders and open up to them.

Other components of the Youth Citizenship Seminar (YCS) demonstrate the transformational nature of the program. For example, the talent show gives each participant the opportunity to display his/her talent. By giving the participants an opportunity to discover and display their talents, this demonstrates individual consideration by the YCS program administrators. Another example of the transformational nature of the YCS involves the rap sessions. The rap sessions were designed and included as a component of the program to intellectually stimulate the YCS participants and pique their interest in becoming actively involved in community issues that they are passionate about. This component of the YCS gives the participants an

opportunity for personal development in the area of Action Mastery which includes three interrelated action mastery steps: awareness, commitment and practice (Cashman, 2008).

*Transformational Leadership and Personal Development.* The results of this study revealed that transformational leadership is positively correlated with increased personal development. In the case of the Youth Citizenship Seminar (YCS), the use of a transformational leadership style coupled with the five points of light as the core personal development curriculum, gives the participants of the YCS an opportunity for personal development in all seven mastery areas. The YCS utilizes the five points of light: (a) Vision, (b) Integrity, (c) Courage, (d) Education, and (e) Service as the core of their personal development curriculum which gives each YCS participant the opportunity for personal development during each of the components of the program. The transformational leadership style of the YCS along with their well rounded personal development curriculum creates the necessary framework to produce transformative outcomes for youth participants.

All of the components of the YCS are designed to help each participant understand that he or she needs to dream the impossible dream (Vision), to live by his/her personal values (Integrity), to not be afraid of challenging situations (Courage), to develop academically (Education) and to be actively involved in their schools and community (Service). Many of the students who participate in the YCS have already been inspired to follow their dreams and to be actively involved in their community and the majority of the respondents received further inspiration during this program. As a doctoral student, having received lots of inspiration from my parents (like the former YCS participants), I

was also inspired during my attendance of the June 2009 YCS as an observer. With that in mind, I believe that the positive impact of the YCS and similar transformational youth leadership development programs would prove to be even more impactful to a population of youth who have not received such inspiration from their parents or another adult role model.

*Seven Areas of Personal Development.* This study revealed that Action Mastery was the area of personal leadership where the majority (60 out of 142) of former Youth Citizenship Seminar (YCS) Participants reported a positive impact as a citizen and as a leader. According to the respondents' narratives, personal development in this area involved these youth participants building an awareness of new information and perspectives, building a commitment to change any life-damaging behaviors being demonstrated and building practice with engaging in newly learned behaviors that enriched their lives. Personal development in this area has proven to be life-changing for former YCS participants and was evident in close to half of the respondents in this study.

Personal Mastery was the area of personal development where the second largest number of respondents (49 out of 142) reported a positive impact on their lives as a citizen and as a leader. According to the respondents' narratives, personal development in this area involved these youth participants opening their minds to new possibilities and transforming their character by building their courage, developing their understanding that they need to live with a specific purpose in mind, increasing their level of authenticity and having a balanced concern for themselves and others. Personal development in the area of Personal Mastery has helped to build the respondents'

requisite characteristics of transformational leaders which include self-confidence and determination (Bass, 1985).

Interpersonal Mastery and Change Mastery were the two areas of personal development where an equal number of respondents (35 out of 142) reported a positive impact on their lives as a citizen and as a leader. According to the respondents' narratives, personal development in the area of Interpersonal Mastery involved these youth participants learning more about their who they are, learning how to listen to others with an open mind, learning how to influence others by sharing their own testimonies and learning how to serve others the only intention of making a difference other people's lives (as opposed to serving in order to receive recognition for service). In the area of Change Mastery, respondents reported that personal development in this area included shifting their focus from doubt to trust (regarding their individual ability) and shifting their focus from self towards service. Personal development in the area of Interpersonal Mastery has helped to build these youth participants' ability to interact and socialize with others while personal development in the area of Change Mastery has helped to build their confidence and helped to develop their deep desire to serve others.

Purpose Mastery was an area of personal development where approximately 1/5 of the respondents (27 out of 142) reported a positive impact on their lives as a citizen and as a leader. According to these respondents' narratives, personal development in the area of Purpose Mastery involved helping these youth participants realize what is important to them, helping them to decide to follow their dreams and helping them to connect their individual purpose with a broader mission to make a greater positive impact in the world.

Personal development in the area of Purpose Mastery helped to build these youth participants' awareness of their values and helped them to clarify which career path they should follow.

Resilience Mastery was an area of personal development where the second lowest number of respondents (22 out of 142) reported a positive impact on their lives as a citizen and as a leader. According to these respondents' narratives, personal development in the area of Resilience Mastery involved helping these youth participants nurture close relationships, helping them to simplify life by focusing on what is important to them and helping them to look introspectively at themselves leading them to lifestyles that were more closely aligned with their purpose. Personal development in the area of Resilience Mastery has helped these youth participants' ground themselves firmly in their purpose which made them better equipped to overcome obstacles and refocus following a setback.

Although the least amount of respondents (5 out of 142) reported that the Youth Citizenship Seminar (YCS) positively impacted them in the area of Being Mastery (reflection), this area of personal development has been woven into the program. Since the YCS is a residential program, the participants have built in time for reflection each night in their dorm rooms while they are away from home. The residential nature of the program gives the participants an opportunity for personal development in the area of Being Mastery. In addition to this built in time of reflection each night, participants also have the opportunity to reflect upon their lives as they hear each guest speaker, participate in rap sessions, participate in the talent show and interact with new peers.

*Interconnected Themes.* The results of this study revealed that 17 out of 142 respondents reported that their personal development was positively impacted in all seven areas of personal development as outlined by Cashman (2008). As the investigator and the two coders read each of the 142 responses and re-read the descriptions for each of the seven interrelated personal development practices for mastery of leadership from the inside out, we gained a deeper understanding of the interrelated nature of these seven practices as described by Cashman. These seven personal development practices are:

...an ongoing, interrelated growth process in which the practices are illuminating one another. When arranged together, we can think of them as an integrated whole with each practice supporting progress toward a more fulfilling destination: making an enduring difference from within. (p. 32)

The primary investigator in this study as well as the two data analysis coders all agree that using Cashman's (2008) operational definition, all positive impact statements reported by former YCS participants that fit in at least one personal development area actually illuminated the other areas as a byproduct. Thus, as growth occurs in one area of personal development, other areas will inadvertently grow as well. Although only 17 out of the 142 respondents wrote their responses in a manner that captured the positive impact of the Youth Citizenship Seminar on their personal development in all seven areas of personal development, the nature of Cashman's description of these seven practices leads this investigator to believe that the 97% of respondents whose personal development was positively impacted by attending YCS also experienced growth in all areas of personal development. The open ended nature of the survey question did not

give the respondents the opportunity to fully describe the impact YCS had on their personal development as described by Cashman.

The Youth Citizenship Seminar (YCS) has seven components and each of these components has the five points of light at its core. The seven components include the following: (a) Guest speakers, (b) Counselors, (c) New friends (Fellow participants), (d) The five points of light: Vision, Integrity, Courage, Education and Service (V.I.C.E.S); (e) Seminar Topics, (f) Rap group meetings, and (g) The Pepperdine University Campus. The seven components of the (YCS) are interrelated much like the seven areas of personal development as defined by Cashman (2008). As shown in Figure 2, the seven components of YCS are interrelated by way of the five points of light.

*Themes Transcending This Case.* Two themes emerged that transcend this case study as follows: (a) A wide range of impact on former Youth Citizenship Seminar (YCS) participants; and (b) The majority of the respondent's impact statements were positive. The range of impact was reported by the respondents in this study as follows: No impact to minimal impact to a life-changing impact (see Figure 3). In light of the fact that the YCS yielded such positive results from the majority of former participants, youth leadership programs that aim to increase participant's personal development are likely to yield a similar pattern of impact with different populations (ex. Students demonstrating low academic achievement or students who have not demonstrated leadership skills yet). Cassel (2003) conducted a comparison study between 1005 incarcerated juvenile delinquents and adult prison inmates and a corresponding group of typical individuals by

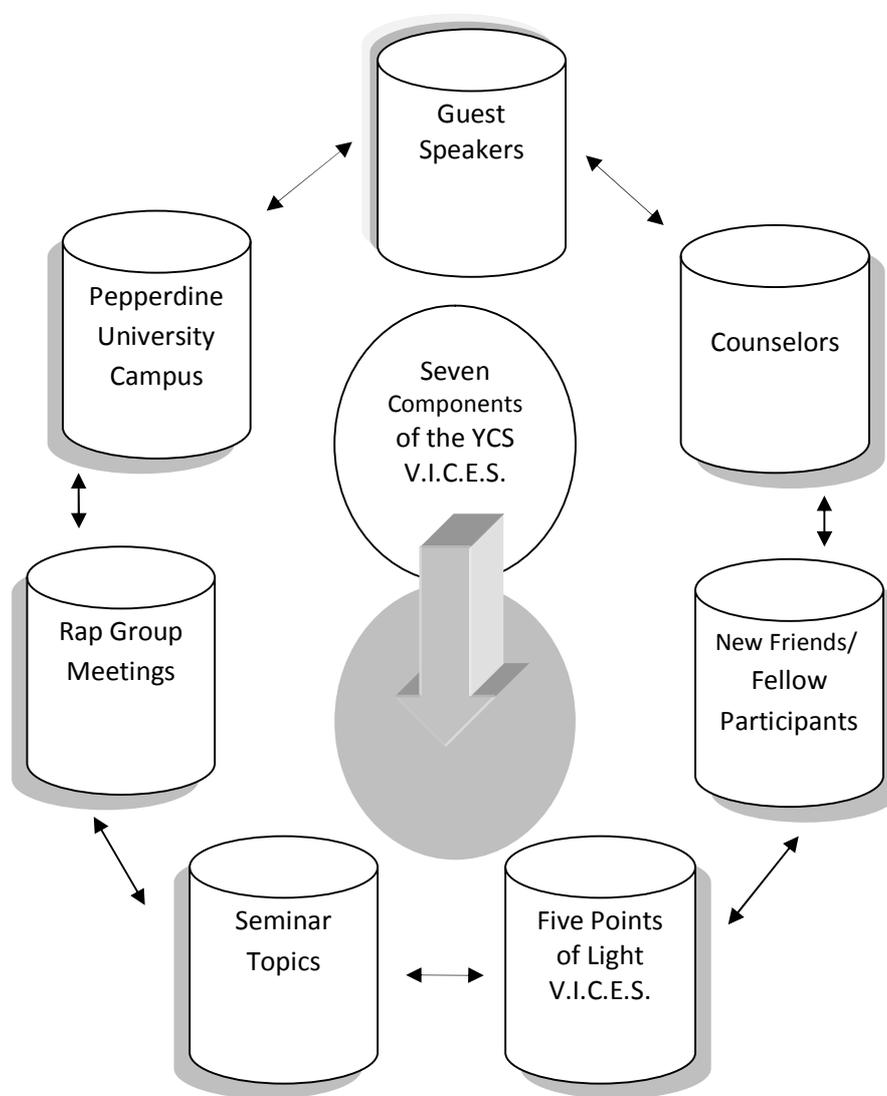


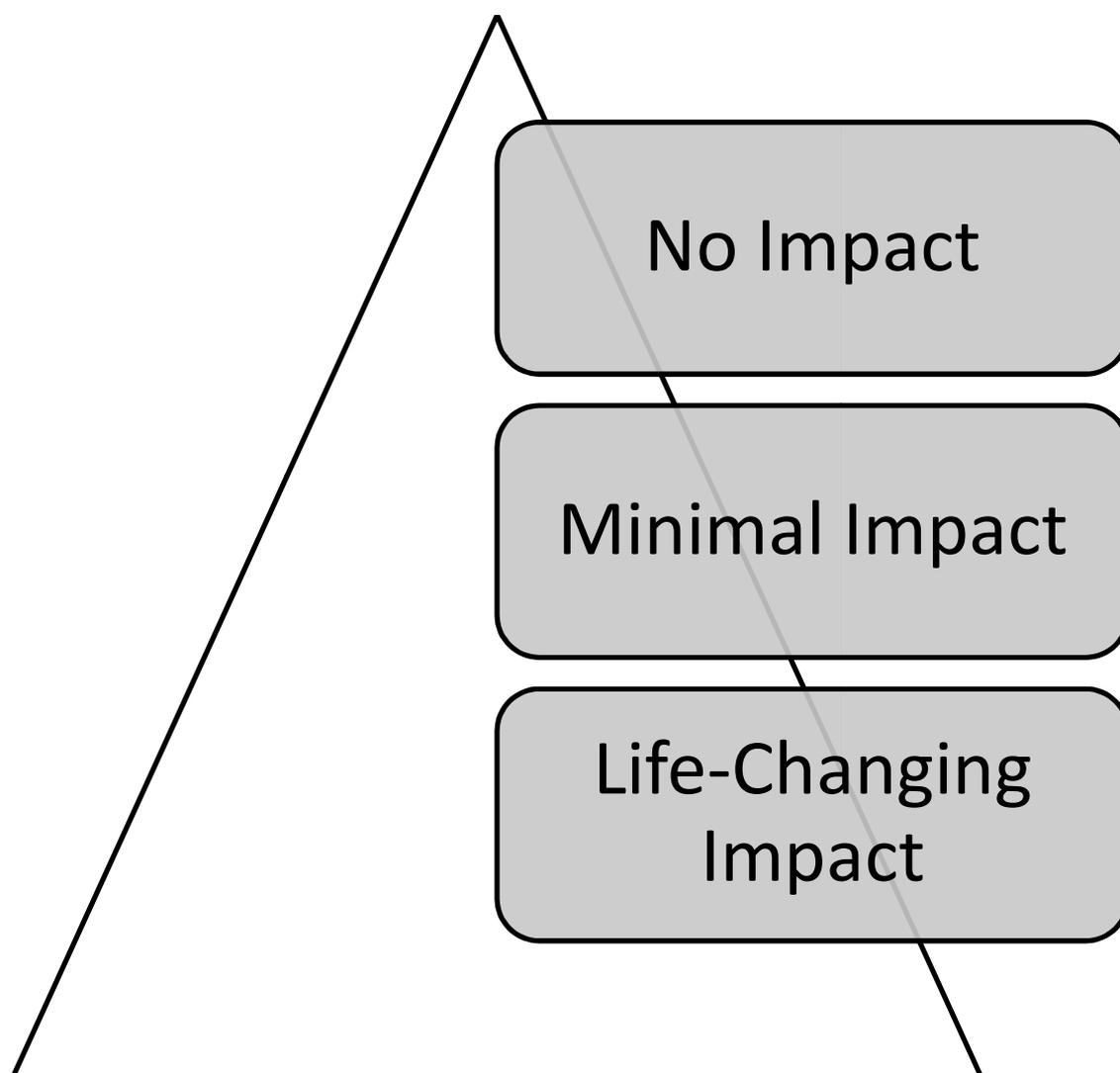
Figure 2. Interrelated components of the youth citizenship seminar

administering a personal development test. Every score on the tests revealed significantly lower personal development for the inmates and the juvenile delinquents. Based on this data, Cassel suggested that students who face academic and/or social challenges should participate in a personal development program to prevent them from dropping out of high school.

### *Conclusions*

The findings in this study revealed a positive relationship between the use of a transformational leadership style and increased personal development. The respondents in this study reported a wide range of impact from life changing to no impact (see Figure 3). The greatest number of respondents reported a positive impact in their personal development in the area of Action Mastery. This finding indicates that youth leadership programs that utilize a transformational leadership style plus a comprehensive personal development curriculum are likely to produce transformative outcomes in the majority of the students in their programs (see Figure 4). Educators who implement transformational youth leadership development programs will be more likely to yield a life-changing impact in the lives of the youth who participate in their programs as opposed to youth leadership programs that incorporate a transactional leadership style that lacks a comprehensive personal development curriculum.

There were several types of responses captured in the written narratives which revealed that the Youth Citizenship Seminar (YCS) impacted the former participants in a variety of ways. While the majority of the respondents reported that the YCS had a



*Figure 3.* Transformational Youth Leadership Programs: Range of Impact

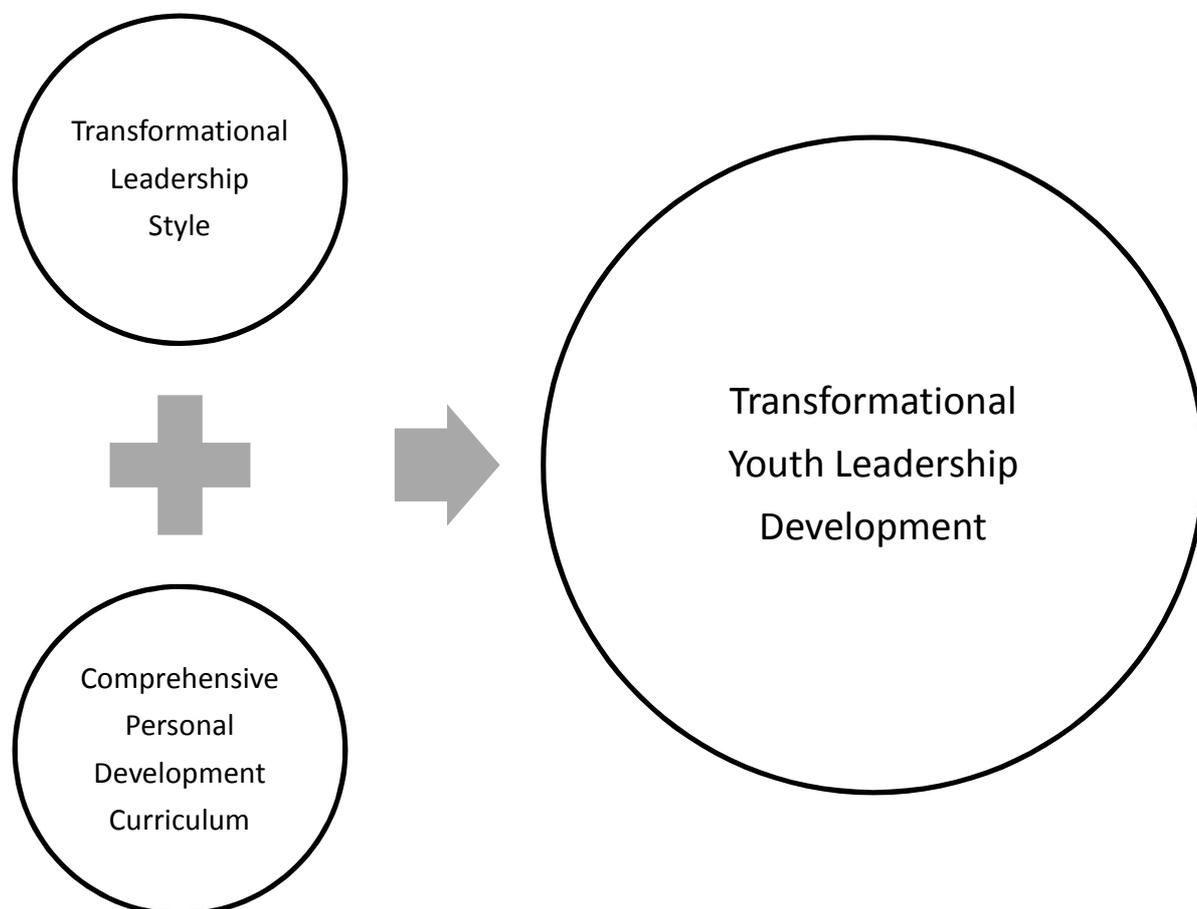
significantly positive impact on their lives as a citizen or a leader, a few respondents reported that they were not impacted at all. Since the survey question was open-ended and the specific nature of the responses was unsolicited, the large number of positive,

detailed responses further indicates that the YCS did have a positive impact on the majority of the participants.

In addition, a small set of respondents reported that many of the guest speakers were presenting their “political propaganda” and expressed their discontent at the “blatant political biases.” One of the respondents reported that he was turned off by one of the speakers because the respondent had prior knowledge that this particular speaker had supported a cause that he did not believe in (Youth Citizenship Seminar Participant, June, 2008). This comment illuminates the importance for the adolescent population to hear opposing views from speakers that represent the full political spectrum. In a democratic society, it is important for our youth to understand that it is common for individuals to have different opinions and perspectives regarding societal issues.

Hearing stories that incorporate opposing views from a wide variety of leaders will encourage our youth and support them as they develop and begin to understand that there are multiple perspectives which one needs to respect. A balanced presentation of different perspectives on different issues will also help adolescents firmly develop their own perspectives on key societal issues.

A couple of the respondents commented in their narratives about the fact that the population of youth who participated in the Youth Citizenship Seminar (YCS) only included the type of high school students who “are already leaders” and “who already had privileges and experiences that ensured their success” (Youth Citizenship Seminar Participant, June, 2008). One respondent elaborated by exclaiming that “I felt like it was



*Figure 4.* Vital components of transformational youth leadership programs

not geared towards inclusion with low income diverse people” (Youth Citizenship Seminar Participant, June, 2008). The Youth Citizenship Seminar (YCS) was indeed founded with the intention of further developing the leadership skills of high school

students who were already demonstrating leadership in their schools and communities, however, students who have not yet begun to demonstrate leadership skills could benefit from an opportunity to experience an empowering program such as the YCS. Also the sampling procedure used by the YCS does not include schools with a high population of diverse students which constitutes the reason for a lack of diversity amongst youth participants. A purposive sampling procedure that includes a balanced number of high schools with a diverse population along with high schools with a predominately Caucasian population would increase the pool of diverse student leaders being nominated to the program. Furthermore, when student leaders are selected to participate by the sponsors of the program, the number of students chosen from each of the schools represented would need to be monitored. Since the sample used in this study does not include an equally diverse representation of different ethnicities or socio-economic groups, the findings in this study may have been skewed. For example, a greater impact may have been reported in the area of Resilience Mastery if the sample included more high school students who have had to manage stress associated with poverty, crime-stricken neighborhoods, emotional trauma, unsafe schools or an unstable home life.

One of the respondents reported that he/she wished that someone affiliated with the Youth Citizenship Seminar (YCS) had contacted him/her for an earlier follow up (Youth Citizenship Seminar Participant, June, 2008). This respondent felt that a more immediate response to the YCS experience would have helped him/her to understand the type of immediate impact YCS had on him/her as a senior in high school (Youth Citizenship Seminar Participant, June, 2008). This implies that summative evaluations given at the conclusion of the transformational youth leadership development program and

periodically thereafter are likely to yield more information about the impact of a particular youth program. These evaluations would not only be useful to the program administrators but insightful for the youth participants. In addition, formative evaluations given to participants throughout the program is another component that would add depth to the information collected regarding the impact of a transformational youth leadership development program.

Since the respondents in this study were required to answer an open ended question about the impact of the YCS on them as a citizen and as a leader, they were able to use their discretion as to how they chose to respond to the question. Therefore, while several of the respondents' narratives were a paragraph or more in length, several other narratives were only one sentence in length. Subsequently, several of the responses were not elaborate enough to capture the comprehensive manner in which their lives were actually impacted. This implies that there may have been even a greater number of respondents who were positively impacted in each of the seven areas of personal development. Furthermore, the fewest number of responses were placed in the area of being mastery. While this may be attributed to the open-ended nature of the survey question, it also may be indicative of the fact that the participants were in the middle of adolescence when they participated in the YCS and during adolescence little reflection and introspection is done. The fact that five responses were coded in the area of being mastery indicates that the YCS did in fact encourage reflection.

Burns (1978) explained that, "one of the most serious failures in the study of leadership has been the bifurcation between the literature on leadership and the literature

on followership” (p. 3). Since the late 70’s when Burns made that statement, research has been conducted to bring the bodies of literature on leadership together with the literature on followership. Educators and researchers are faced with a new challenge in the 21<sup>st</sup> century. The challenge stems from the fact that although research in the field of youth leadership development has recently emerged, there continues to be a bifurcation between the literature on adult leadership theories and the literature on youth development. The transformational leadership theories and the personal leadership development constructs used in this study as a framework for analyzing the Youth Citizenship Seminar (YCS) were both originally developed based on research conducted on adults. The transformative results revealed in this study indicate that the transformational leadership theories and the personal leadership development constructs developed based on historical research conducted on adults also apply to the adolescent population.

### *Recommendations*

In order to obtain a more representative sample of youth leaders to participate in the Youth Citizenship Seminar (YCS), the administrators of the YCS should consider using a sampling procedure that includes recruiting high school students from high schools that are located in lower socio-economic areas. Furthermore, In addition to the counselors and administrators selecting participants, the selection process should include the perspectives of the students by allowing student leaders to submit their own name or a peers’ name as a nominee to attend the YCS.

Since several respondents reported that the Youth Citizenship Seminar (YCS) was a great introduction to the college life and many of them later decided to attend the

university where the YCS was hosted, other private universities and state universities should consider hosting residential leadership camps. Universities should consider hosting residential leadership camps for two reasons: (a) To give more high school students the opportunity to experience a potentially life-changing event; (b) To introduce more high school students to their campus which increases the likelihood that some of these students will enroll in their college.

Educators in public schools, private schools and other youth serving organizations who aim to design youth programs that produce transformative results should consider using the following action agenda: (a) Interview and hire staff who have a transformational leadership style because when transformational leaders model their leadership style it is oftentimes reciprocated by their followers (Bass, 1985); (b) Design your youth leadership development curriculum to include lessons and activities targeting each of the seven personal development practices for mastery of leadership from the inside out (Cashman, 2008); (c) Implement a curriculum training program before the starting date of the youth leadership program to effectively teach the staff how the components of the personal development curriculum should be delivered to youth participants; (d) Conduct formative and summative evaluations of the youth leadership development program to measure the transformative outcomes as reported by the youth participants. Transformational youth leadership development programs are of great value in our society and play a vital role in helping adolescents develop the foundational personal leadership skills necessary for leading an effective and productive life. These foundational personal leadership skills include the requisite skills for future transformational leaders. Accordingly, it is critical for every youth leadership

development program to utilize a curriculum with lessons and activities designed to develop the following requisite skills for transformational leadership: Self-Confidence, Self-Determination and the ability to resolve internal conflict (Bass).

Future studies on transformational leadership should utilize a questionnaire that has specific questions about each of the four I's associated with transformational leadership: (a) Idealized influence which was originally referred to as charisma by Bass (1985), (b) Inspirational leadership, (c) Individualized consideration, and (d) Intellectual Stimulation (Bass & Avolio, 1993). Future studies on transformational leadership should also utilize a questionnaire based on the characteristics of transformational leaders (Tichy & Devanna, 1986). Moreover, future studies on personal development should utilize a questionnaire that has specific questions about each of the seven practices for mastery of leadership from the inside out (Cashman, 2008) in an effort to gain more precise information about the impact of the youth leadership development program as it relates more closely to each of the seven areas of personal development.

Specific questions to be asked in future studies about transformation leadership and personal development include the following: (a) How has your participation in this youth leadership development program impacted your self confidence?; (b) How has your participation in this youth leadership development program impacted your self-determination?; (c) Has your participation in this youth leadership development program opened your mind to new possibilities about your future (Personal Mastery)? If yes, please explain how; (d) How has your participation in this youth leadership development program impacted your knowledge of what you value (Purpose Mastery)?; (e) How has your participation in this youth leadership development program impacted your ability to

listen to and influence others (Interpersonal Mastery)?; (f) How has your participation in this youth leadership development program impacted your ability to focus on service to others (Change Mastery)?; (g) How has your participation in this youth leadership development program impacted your ability to manage stress more effectively (Resilience Mastery)?; (h) How has your participation in this youth leadership development program impacted your ability to reflect upon and look introspectively into your life (Being Mastery)?; (i) Has your participation in this youth leadership development program impacted your ability stop engaging in life-damaging behaviors and engage in more productive/enriching behaviors? If yes, explain how (Action Mastery). Questions one and two will yield specific information about how a youth leadership development program has developed the requisite behaviors needed for a transformational leadership style to be acquired. Moreover, questions three through nine will yield specific information about how a youth leadership program has impacted the personal development of youth participants in each of the seven areas of mastery of leadership from the inside out.

## Chapter 5. Findings, Discussion, Conclusions, and Recommendations

The purpose of this study was to describe and analyze how a private western university's Youth Citizenship Seminar (YCS) impacted the personal development (as outlined by Cashman, 2008) of 142 former participants who responded to a survey administered by Kirnon (2008) and Musick (2008). See Appendix A for Cashman's seven personal development practices. Bass (1985) recommended that future investigators should conduct research to link transformational leadership to personal development. According to Cashman, we are all the Chief Executive Officer's (CEO's) of our own lives.

The process is the same; we lead from who we are. The leader and the person are one. As we learn to master our growth as a person, we will be on the path to mastery of *Leadership from the Inside Out*. (p. 23)

Cashman describes the seven practices for mastery of leadership from the inside out as follows:

These practices are not stages of development arranged in a sequential or hierarchical order. Rather, they are an ongoing, interrelated growth process in which the practices are illuminating one another. When arranged together, we can think of them as an integrated whole with each practice supporting progress toward a more fulfilling destination: making an enduring difference from within. (p. 32)

The first personal development practice discussed by Cashman (2008) is Personal Mastery. This practice refers to “Leading with Awareness and Authenticity” (p. 33). See Appendix B for a comparison list of behaviors that indicate whether an individual is leading authentically from their core transformative character or from a reactive coping pattern. The second personal development practice presented is Purpose Mastery. This personal development practice refers to “Leading on Purpose” (p. 61). See Appendix C for a list of eight points for purpose mastery. The third personal development practice presented is Interpersonal Mastery. This personal development practice refers to “Leading through Synergy and Service” (p. 79). See Appendix D for a list of six points for authentic interpersonal mastery.

The fourth personal development practice presented is Change Mastery. This personal development practice refers to “Leading with Agility” (Cashman, 2008, p. 105). See Appendix E for a list of seven change mastery shifts. The fifth personal development practice presented is Resilience Mastery. This personal development practice refers to “Leading with Energy” (p. 127). See Appendix F for a list of eleven points of resilience mastery. The sixth personal development practice is Being Mastery. This personal development practice refers to “Leading with Presence” (p. 147). See Appendix G for a list of four points of awareness for leading with presence. The seventh and final personal development practice presented is Action Mastery. This personal development practice refers to “Leading through Coaching” (p. 165). See Appendix H for a list of three interrelated action mastery steps.

Kirnon (2008) and Musick (2008) found that the Southern California Youth Citizenship Seminar (YCS) creates a transformational learning environment for

participants. The results of this study revealed that the founder and director of the YCS seek volunteers who have a transformational leadership style. Bass and Avolio (1993) have asserted that behaviors that constitute transformational leadership are associated with the four I's of transformational leadership: (a) Idealized influence which was originally referred to as charisma by Bass, 1985, (b) Inspirational leadership, (c) Individualized consideration, and (d) Intellectual Stimulation. Bass and Avolio provided a practical definition of transformational leaders as follows:

They are people who come to their tasks not only willing to listen but also determined to know what others are thinking and can contribute to the challenges being confronted. They take the time to get to know the people they work with, what these people need to know to perform at their best, and how far they can be stretched, challenged, and supported. They are role models of the expectations they have of others. (pp. 34-35)

Bass and Avolio further noted that organizations that identify with the four I's listed above and have a sense of purpose coupled with a feeling of family are indicative of organizations with a transformational culture. Observations of the Youth Citizenship Seminar during the week of June 2009 revealed that all of the counselors and guest speakers that were observed identified with the four I's of transformational leaders. In addition, the YCS was observed to have a strong sense of purpose coupled with a family-like atmosphere.

## *Findings*

*Types of Responses Written.* The narratives analyzed in this study contained a variety of types of responses written by former Youth Citizenship Seminar (YCS) participants. Specifically, former participants reported the following about the YCS experience: (a) The YCS positively impacted my life in a significant manner; (b) The YCS was unforgettable; (c) The YCS made participants feel proud to have attended the program and honored to represent their high school; (d) The YCS was a great foundation for college; (e) The YCS gave participants confidence to talk to others and to take on leadership roles; (f) The YCS made participants realize that they can make a difference in their local community and in the world; (g) The YCS gave many participants a new perspective on life and helped them to grow as leaders; (h) The YCS participants were thankful for the opportunity to attend; (i) The YCS should be offered to all High School Students; (j) Some of the guest speakers were asserting their own political biases into their speeches which was not received well by the participants; and (k) The YCS experience did not impact my development. Although several respondents could recall exactly how the YCS positively impacted their growth as a citizen and as a leader, a few respondents reported that they either could not determine whether the YCS positively impacted them or they reported that the YCS did not impact them at all.

*The Youth Citizenship Seminar's Impact on Personal Development.* The results of this study revealed that 97% of the respondents (138 out of 142) reported that their personal development was positively impacted by participating in the Youth Citizenship Seminar (YCS). The remaining 3% of the respondents (4 out of 142) reported that their personal development was not impacted by participating in the YCS. The following

sections describes how the YCS former participant's personal development was impacted according to the pre-assigned coding chart that was designed using Cashman's (2008) seven practices for mastery of leadership from the inside out.

*Personal Mastery.* The results of this study revealed that the second largest number of respondents (49 out of 142) reported that their personal development was positively impacted in the area of Personal Mastery. For example, one of the respondents reported that "YCS had a profound impact on my life" (YCS Participant, June, 2008). This former YCS participant continued to describe the experience of listening to one of the guest speakers:

Right at that moment I decided to go after something I had always wanted but never thought I could achieve. That was, to become a broadcast journalist...I knew that I should shoot for the stars because as I learned, I might just hit the moon. (Youth Citizenship Seminar Participant, June, 2008)

*Purpose Mastery.* The results of this study revealed that several of the respondents (27 out of 142) reported that their personal development was positively impacted in the area of Purpose Mastery. For example, one of the respondents reported that "Attending this program made me come to the conclusion as to what I wanted to do with my life career wise" (Youth Citizenship Seminar Participant, June, 2008).

*Interpersonal Mastery.* The results of this study revealed that the third largest number of the respondents (35 out of 142) reported that their personal development was positively impacted in the area of Interpersonal Mastery. For example, one of the

respondents reported that “YCS was a great experience” (Youth Citizenship Seminar Participant, June 2008). This former YCS participant further noted that YCS:

...taught me to be a better public speaker, opened my mind to new ideas and the point of views of others [sic], and lastly the people I met there were good friends some of which I kept in touch with years later. (Youth Citizenship Seminar Participant, June, 2008)

*Change Mastery.* The results of this study revealed that the same number of respondents that reported a positive impact in the area of interpersonal mastery (35 out of 142) reported that their personal development was positively impacted in the area of Change Mastery. For example, one of the respondents reported that “YCS helped me solidify my role as a leader and community organizer. Prior to YCS, I was hesitant to take on leadership roles but YCS gave me confidence to pursue leadership roles” (Youth Citizenship Seminar Participant, June, 2008).

*Resilience Mastery.* The results of this study revealed that the fifth largest number of the respondents (22 out of 142) reported that their personal development was positively impacted in the area of Resilience Mastery. For example, one of the respondents reported that “YCS was a wonderful experience that helped me become more independent and strengthened my resolve to remain actively involved in my community and in considering the interplay of societal issues” (Youth Citizenship Seminar Participant, June, 2008).

*Being Mastery.* The results of this study revealed that the least number of the respondents (5 out of 142) reported that their personal development was positively

impacted in the area of Being Mastery. For example, one of the respondents reported the following: “I felt like YCS made me really reflect on who I am and helping me become more comfortable being in situations outside my comfort zone” (Youth Citizenship Seminar Participant, June, 2008).

*Action Mastery.* The results of this study revealed that the majority of the respondents (60 out of 142) reported that their personal development was positively impacted in the area of Action Mastery. For example, one of the respondents reported that “YCS was a great motivation for me. It made me realize that I could become a leader and help my community in many ways. Overall, I think YCS should keep happening so other students could attain that motivation that I did” (Youth Citizenship Seminar Participant, June, 2008).

*Brief Responses.* The results of this study revealed that of the 142 narrative responses, 13 of them were only one sentence in length (excluding compound sentences). The brief responses were written as follows: (a) “YCS was a catalyst in helping me realize my role as a citizen and as a leader”; (Youth Citizenship Seminar Participant, June, 2008), (b) “Thanks for the opportunity to share my experience” (Youth Citizenship Seminar Participant, June, 2008); (c) “It provided a great foundation for college” (Youth Citizenship Seminar Participant, June, 2008); (d) “It was great” (Youth Citizenship Seminar Participant, June, 2008); (e) “It gave me confidence in myself to compete with other students for various positions in college” (Youth Citizenship Seminar Participant, June, 2008); (f) “Wonderful experience” (Youth Citizenship Seminar Participant, June, 2008); (g) “Opened my eyes to new things” (Youth Citizenship Seminar Participant, June, 2008); (h) “The motivational speakers had the most lasting effect” (Youth

Citizenship Seminar Participant, June, 2008); (i) “I am still thankful for the wonderful opportunity to attend YCS” (Youth Citizenship Seminar Participant, June, 2008); (j) “It was AMAZING, truly...” (Youth Citizenship Seminar Participant, June, 2008); (k) “Positive growth experience, overall” (Youth Citizenship Seminar Participant, June, 2008); (l) “I do not remember it being that important in my development” (Youth Citizenship Seminar Participant, June, 2008); (m) “It was a wonderful experience that encouraged my dedication to community service and outreach” (Youth Citizenship Seminar Participant, June, 2008).

*Detailed Responses.* The results of this study revealed that of the 142 narrative responses, 41 of them were one paragraph in length or longer. The most detailed of the narrative responses is as follows:

It was at YCS that I first spoke with a real defense attorney and got a sense of what that life was like (I forgot his name but he routinely did the last speech for the whole crowd). Even though I didn't know it then, that impression would guide me towards what I wanted to do later. Beyond that, YCS really got me out of my little corner of the world... and exposed me to equally driven students from throughout the state. I saw a similar level of diversity and drive when I started law school. I don't think YCS necessarily answered any questions for me in a definitive form. Rather, it was a week of really positive collective focus that opened me up to new answers and new possibilities. I thought it was a wonderful program then and now. Finally, my sense of service was profoundly altered by that defense attorney. He was one of the first people to really point out to me that service is not about a label (head of this club, chief donator, etc...) or recognition.

Rather, service is seeing a potential to help, and just doing it, whether that is coaching the local football team, debate team, or just stopping to help a stranger who is pushing their broken down car up the road and out of the street. In college, I would often quote and think about this statement from Martin Luther King, Jr.: "Anyone can be great, because anyone can serve." When I first heard that quotation, I thought about that concept of helping to help, not just because of appearance. YCS both exposed me to this kind of greatness and it is an example of it. Thanks for helping me, and I am grateful you continue to help others. (Youth Citizenship Seminar Participant, June, 2008)

*Interconnected Themes.* The results of this study revealed that 17 out of 142 respondents reported that their personal development was positively impacted in all seven areas of personal development as outlined by Cashman (2008). As the investigator and the two coders read each of the 142 responses and re-read the descriptions for each of the seven interrelated personal development practices for mastery of leadership from the inside out, we gained a deeper understanding of the interrelated nature of these seven practices as described by Cashman. These seven personal development practices are:

...an ongoing, interrelated growth process in which the practices are illuminating one another. When arranged together, we can think of them as an integrated whole with each practice supporting progress toward a more fulfilling destination: making an enduring difference from within. (p. 32)

The primary investigator in this study as well as the two data analysis coders all agree that using Cashman's (2008) operational definition, all positive impact statements

reported by former YCS participants that fit in at least one personal development area actually illuminated the other areas as a byproduct. Thus, as growth occurs in one area of personal development, other areas will inadvertently grow as well. Although only 17 out of the 142 respondents wrote their responses in a manner that captured the positive impact of the Youth Citizenship Seminar on their personal development in all seven areas of personal development, the nature of Cashman's description of these seven practices leads this investigator to believe that the 97% of respondents whose personal development was positively impacted by attending YCS also experienced growth in all areas of personal development. The open ended nature of the survey question did not give the respondents the opportunity to fully describe the impact YCS had on their personal development as described by Cashman.

The Youth Citizenship Seminar (YCS) has seven components and each of these components has the five points of light at its core. The seven components include the following: (a) Guest speakers, (b) Counselors, (c) New friends (Fellow participants), (d) The five points of light: Vision, Integrity, Courage, Education and Service (V.I.C.E.S); (e) Seminar Topics, (f) Rap group meetings, and (g) The Pepperdine University Campus. The seven components of the (YCS) are interrelated much like the seven areas of personal development as defined by Cashman (2008). See Appendix M for the seven components of YCS that are interrelated by way of the five points of light.

*Themes Transcending This Case.* Two themes emerged that transcend this case study as follows: (a) A wide range of impact on former Youth Citizenship Seminar (YCS) participants; and (b) The majority of the respondent's impact statements were positive. The range of impact was reported by the respondents in this study as follows:

No impact to minimal impact to a life-changing impact. See Appendix K. In light of the fact that the YCS yielded such positive results from the majority of former participants, youth leadership programs that aim to increase participant's personal development are likely to yield a similar pattern of impact with different populations (ex. Students demonstrating low academic achievement or students who have not demonstrated leadership skills yet). Cassel (2003) conducted a comparison study between 1005 incarcerated juvenile delinquents and adult prison inmates and a corresponding group of typical individuals by administering a personal development test. Every score on the tests revealed significantly lower personal development for the inmates and the juvenile delinquents. Based on these data, Cassel (2003) suggested that students who face academic and/or social challenges should participate in a personal development program to prevent them from dropping out of high school.

### *Discussion*

The founder of the Youth Citizenship Seminar (YCS), the guest speakers and the counselors all exemplify the transformational leadership style described by Bass and Avolio (1993). These transformational leaders listen authentically to the youth participants, they take time to get to know what the majority of the participants need in order to perform at their best and they are role models who symbolize the type of leaders they expect the youth participants to become. In addition, these transformational leaders practice moral leadership as discussed by Burns (1978). As moral leaders, the YCS administrators and staff have developed a relationship with the majority of the former YCS participants that is mutually stimulating and elevating. Although the YCS did

utilize the four I's that comprise transformational leadership (Idealized influence, Inspirational motivation, Intellectual stimulation and Individualized consideration), more individualized consideration during the sampling process as well as during the oral presentations by the guest speakers may have yielded an increased impact on former YCS participant's personal development.

The Youth Citizenship Seminar (YCS) is an ideal youth leadership development program from which educators can glean important information about transformational leadership in practice and personal development in youth participants. The transformational leadership style utilized in the YCS program along with the personal development curriculum has been shown to help former participants progress from Stage 2 lower-order transactional leaders to Stage 4 transformational leaders (Kuhnert & Lewis, 1987). Furthermore, the YCS program incorporates a talent night into their program which is a form of arts-based leadership. Arts-based leadership has been shown to foster youth leadership development (Soumerai & Mazer, 2006). By creating an appropriate group setting for the talent show, this component of the YCS allows student leaders the opportunity to emerge as they showcase their unique talent.

This study revealed that the majority of the former Youth Citizenship Seminar (YCS) participants experienced transformational change versus incremental self-improvement which is "what is needed for today's most at risk teens" (Larson, 2005, p. 27). Although the participants in this study were not at risk of dropping out of high school, the YCS was found to utilize all eight teaching principles described by Larson that are useful for transformation in today's challenging youth. This finding validates the

hypothesis that the YCS would be just as impactful, if not more impactful to youth participants who are identified as being most likely to drop out of high school.

### *Conclusions*

The findings in this study revealed a positive relationship between the use of a transformational leadership style and increased personal development. The respondents in this study reported a wide range of impact from life changing to no impact (see Appendix K). The greatest number of respondents reported a positive impact in their personal development in the area of Action Mastery. This finding indicates that youth leadership programs that utilize a transformational leadership style plus a comprehensive personal development curriculum are likely to produce transformative outcomes in the majority of the students in their programs (see Appendix L). Educators who implement transformational youth leadership development programs will be more likely to yield a life-changing impact in the lives of the youth who participate in their programs as opposed to youth leadership programs that incorporate a transactional leadership style that lacks a comprehensive personal development curriculum.

There were several types of responses captured in the written narratives which revealed that the Youth Citizenship Seminar (YCS) impacted the former participants in a variety of ways. While the majority of the respondents reported that the YCS had a significantly positive impact on their lives as a citizen or a leader, a few respondents reported that they were not impacted at all. Since the survey question was open-ended and the specific nature of the responses was unsolicited, the large number of positive,

detailed responses further indicates that the YCS did have a positive impact on the majority of the participants.

In addition, a small set of respondents reported that many of the guest speakers were presenting their “political propaganda” and expressed their discontent at the “blatant political biases” (Former Youth Citizenship Seminar Participant, June, 2008). One of the respondents reported that he was turned off by one of the speakers because the respondent had prior knowledge that this particular speaker had supported a cause that he did not believe in (Former Youth Citizenship Seminar Participant, June, 2008). This comment illuminates the importance for the adolescent population to hear opposing views from speakers that represent the full political spectrum. In a democracy, it is important for our youth to understand that each individual has the right to have his/her own perspective. Hearing stories that incorporate opposing views from a wide variety of leaders will encourage our youth and support them as they develop and begin to understand that there are multiple perspectives which one needs to respect. A balanced presentation of different perspectives on different issues will also help adolescents firmly develop their own perspectives on key societal issues.

A couple of the respondents commented in their narratives about the fact that the population of youth who participated in the Youth Citizenship Seminar (YCS) only included the type of high school students who “are already leaders” and “who already had privileges and experiences that ensured their success” (Former Youth Citizenship Seminar Participant, June, 2008). One respondent elaborated by exclaiming that “I felt like it was not geared towards inclusion with low income diverse people” (Former Youth Citizenship Seminar Participant, June, 2008). The Youth Citizenship Seminar (YCS) was

indeed founded with the intention of further developing the leadership skills of high school students who were already demonstrating leadership in their schools and communities, however, students who have not yet begun to demonstrate leadership skills could benefit from an opportunity to experience an empowering program such as the YCS. Also the sampling procedure used by the YCS does not include schools with a high population of diverse students which constitutes the reason for a lack of diversity amongst youth participants. A purposive sampling procedure that includes a balanced number of high schools with a diverse population along with high schools with a predominately Caucasian population would increase the pool of diverse student leaders being nominated to the program. Furthermore, when student leaders are selected to participate by the sponsors of the program, the number of students chosen from each of the schools represented would need to be monitored. Since the sample used in this study does not include an equally diverse representation of different ethnicities or socio-economic groups, the findings in this study may have been skewed. For example, a greater impact may have been reported in the area of Resilience Mastery if the sample included more high school students who have had to manage stress associated with poverty, crime-stricken neighborhoods, emotional trauma, unsafe schools or an unstable home life.

One of the respondents reported that he/she wished that someone affiliated with the Youth Citizenship Seminar (YCS) had contacted him/her for an earlier follow up. This respondent felt that a more immediate response to the YCS experience would have helped him/her to understand the type of immediate impact YCS had on him/her as a senior in high school (Former Youth Citizenship Seminar Participant, June, 2008). This

implies that summative evaluations given at the conclusion of the transformational youth leadership development program and periodically thereafter are likely to yield more information about the impact of a particular youth program. These evaluations would not only be useful to the program administrators but insightful for the youth participants. In addition, formative evaluations given to participants throughout the program is another component that would add depth to the information collected regarding the impact of a transformational youth leadership development program.

Since the respondents in this study were required to answer an open ended question about the impact of the YCS on them as a citizen and as a leader, they were able to use their discretion as to how they chose to respond to the question. Therefore, while several of the respondents' narratives were a paragraph or more in length, several other narratives were only one sentence in length. Subsequently, several of the responses were not elaborate enough to capture the comprehensive manner in which their lives were actually impacted. This implies that there may have been even a greater number of respondents who were positively impacted in each of the seven areas of personal development. Furthermore, the fewest number of responses were placed in the area of being mastery. While this may be attributed to the open-ended nature of the survey question, it also may be indicative of the fact that the participants were in the middle of adolescence when they participated in the YCS and during adolescence little reflection and introspection is done. The fact that five responses were coded in the area of being mastery indicates that the YCS did in fact encourage reflection.

Burns (1978) explained that, "one of the most serious failures in the study of leadership has been the bifurcation between the literature on leadership and the literature

on followership” (p. 3). Since the late 70’s when Burns made that statement, research has been conducted to bring the bodies of literature on leadership together with the literature on followership. Educators and researchers are faced with a new challenge in the 21<sup>st</sup> century. The challenge stems from the fact that although research in the field of youth leadership development has recently emerged, there continues to be a bifurcation between the literature on adult leadership theories and the literature on youth development. The transformational leadership theories and the personal leadership development constructs used in this study as a framework for analyzing the Youth Citizenship Seminar (YCS) were both originally developed based on research conducted on adults. The transformative results revealed in this study indicate that the transformational leadership theories and the personal leadership development constructs developed based on historical research conducted on adults also apply to the adolescent population.

### *Recommendations*

In order to obtain a more representative sample of youth leaders to participate in the Youth Citizenship Seminar (YCS), the administrators of the YCS should consider using a sampling procedure that includes recruiting high school students from high schools that are located in lower socio-economic areas. Furthermore, in addition to the counselors and administrators selecting participants, the selection process should include the perspectives of the students by allowing student leaders to submit their own name or a peers’ name as a nominee to attend the YCS.

Since several respondents reported that the Youth Citizenship Seminar (YCS) was a great introduction to the college life and many of them later decided to attend the university where the YCS was hosted, other private universities and state universities

should consider hosting residential leadership camps. Universities should consider hosting residential leadership camps for two reasons: (a) To give more high school students the opportunity to experience a potentially life-changing event; (b) To introduce more high school students to their campus which increases the likelihood that some of these students will enroll in their college.

Educators in public schools, private schools and other youth serving organizations who aim to design youth programs that produce transformative results should consider using the following action agenda: (a) Interview and hire staff who have a transformational leadership style because when transformational leaders model their leadership style it is oftentimes reciprocated by their followers (Bass, 1985); (b) Design your youth leadership development curriculum to include lessons and activities targeting each of the seven personal development practices for mastery of leadership from the inside out (Cashman, 2008); (c) Implement a curriculum training program before the starting date of the youth leadership program to effectively teach the staff how the components of the personal development curriculum should be delivered to youth participants; (d) Conduct formative and summative evaluations of the youth leadership development program to measure the transformative outcomes as reported by the youth participants. Transformational youth leadership development programs are of great value in our society and play a vital role in helping adolescents develop the foundational personal leadership skills necessary for leading an effective and productive life. These foundational personal leadership skills include the requisite skills for future transformational leaders. Accordingly, it is critical for every youth leadership development program to utilize a curriculum with lessons and activities designed to

develop the following requisite skills for transformational leadership: Self-Confidence, Self-Determination and the ability to resolve internal conflict (Bass).

Future studies on transformational leadership should utilize a questionnaire that has specific questions about each of the four I's associated with transformational leadership: (a) Idealized influence (which was originally referred to as charisma by Bass, 1985), (b) Inspirational leadership, (c) Individualized consideration, and (d) Intellectual Stimulation (Bass & Avolio, 1993). Future studies on transformational leadership should also utilize a questionnaire based on the characteristics of transformational leaders (Tichy & Devanna, 1986). Moreover, future studies on personal development should utilize a questionnaire that has specific questions about each of the seven practices for mastery of leadership from the inside out (Cashman, 2008) in an effort to gain more precise information about the impact of the youth leadership development program as it relates more closely to each of the seven areas of personal development.

Specific questions to be asked in future studies about transformation leadership and personal development include the following: (a) How has your participation in this youth leadership development program impacted your self confidence?; (b) How has your participation in this youth leadership development program impacted your self-determination?; (c) Has your participation in this youth leadership development program opened your mind to new possibilities about your future (Personal Mastery)? If yes, please explain how; (d) How has your participation in this youth leadership development program impacted your knowledge of what you value (Purpose Mastery)?; (e) How has your participation in this youth leadership development program impacted your ability to listen to and influence others (Interpersonal Mastery)?; (f) How has your participation in

this youth leadership development program impacted your ability to focus on service to others (Change Mastery)?; (g) How has your participation in this youth leadership development program impacted your ability to manage stress more effectively (Resilience Mastery)?; (h) How has your participation in this youth leadership development program impacted your ability to reflect upon and look introspectively into your life (Being Mastery)?; (i) Has your participation in this youth leadership development program impacted your ability stop engaging in life-damaging behaviors and engage in more productive/enriching behaviors? If yes, explain how (Action Mastery). Questions one and two will yield specific information about how a youth leadership development program has developed the requisite behaviors needed for a transformational leadership style to be acquired. Moreover, questions three through nine will yield specific information about how a youth leadership program has impacted the personal development of youth participants in each of the seven areas of mastery of leadership from the inside out.

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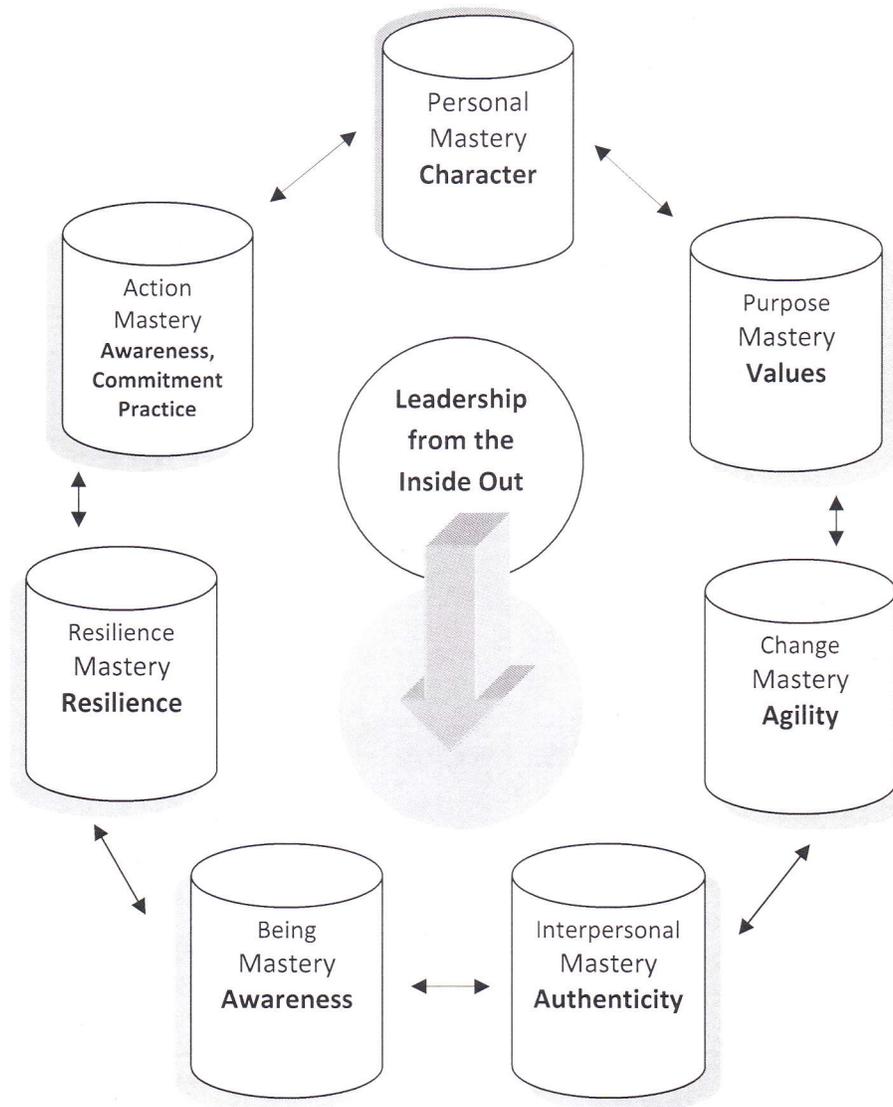
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## APPENDIX A

## Seven Practices for Mastery of Leadership from the Inside Out

Adapted from Cashman (2008)



## APPENDIX B

Personal Mastery: Qualities of Character and Coping (Cashman, 2008)

CHARACTER TRANSFORMS	COPING REACTS
Opens up Possibilities and Multiplies Energy	Deals with Circumstances and Spends Energy
Guided By:	Guided By:
Authenticity	Image/Recognition
Purpose	Safety/Security/Comfort
Openness	Control
Trust	Fear
Balanced Concern for Self and Others	Concern for Self
Courage	Avoidance
Inclusion	Exclusion
Win-Win	Win-Lose
Balance/Centeredness	Anger
Agility/Resilience	Resistance to Change
Peaceful Presence	Uneasy Presence
Leader is Bigger Than Circumstance	Circumstance is Bigger Than the Leader

## APPENDIX C

## Purpose Mastery: Eight Points for Purpose Mastery (Cashman, 2008)

<p>1. Get in Touch with what is Important to You: Values are the guideposts to purpose. Understanding what is important, what gives meaning to our lives, is the compass to finding our purpose.</p>
<p>2. Act “On-Purpose”: Following your dream is the most practical thing you can possibly do with your life. But you have to have commitment.</p>
<p>3. Find Team Core Purpose: Connect your individual purpose to the broader mission and tremendous energy and engagement will be released.</p>
<p>4. Do Not Mistake the Path for the Goal: Finding your purpose is finding your essence or calling in life, not just adopting the belief systems of someone else.</p>
<p>5. Focus on Service: Purpose always serves—it is the manner in which we use our gifts to make a difference in the world. Purpose is not purpose without adding value to others.</p>
<p>6. Be Purposeful in All Domains: Once you realize how your gifts can make a difference, then examine the degree to which you are being purposeful in all parts of your life.</p>
<p>7. Learn from “Failure”: From the vantage point of Purpose Mastery, failure does not exist. It is life attempting to teach us some new lessons or trying to point some new directions.</p>
<p>8. Be Flexible: We need to be flexible, open to the process of expressing our internal sense of purpose in many different roles and life circumstances.</p>

## APPENDIX D

Interpersonal Mastery: Six Points for Authentic Interpersonal Mastery (Cashman, 2008)

1. Know Yourself Authentically
2. Listen Authentically
3. Influence Authentically
4. Appreciate Authentically
5. Share Stories Authentically
6. Serve Authentically

## APPENDIX E

## Change Mastery: Seven Change Mastery Shifts (Cashman, 2008)

Change Mastery Shift 1: From Problem Focus to Opportunity Focus
Change Mastery Shift 2: From Short-Term Focus to Long-Term Focus
Change Mastery Shift 3: From Circumstance Focus to Purpose Focus
Change Mastery Shift 4: From Control Focus to Agility Focus
Change Mastery Shift 5: From Self-Focus to Service
Change Mastery Shift 6: From Expertise Focus to Listening Focus
Change Mastery Shift 7: From Doubt Focus to Trust Focus

## APPENDIX F

## Resilience Mastery: Eleven Points of Resilience Mastery (Cashman, 2008)

1. Be on Purpose, but be Aware: When we are on purpose it is most difficult for others to knock us off balance. Although we must be purposeful, we must be careful not to let our passion burn us out.
2. Foster Your Energy vs. Managing Time: Time management is a function of the clock. Energy management is the domain of leadership. It comes from within, has the capacity to increase, to go beyond what is.
3. Learning to Exercise with Ease: Instead of having the “no pain, no gain” mentality, find an activity that you love, decide to feel good about it and manage your fitness by how good you feel during and after the exercise.
4. Deal with Life-Damaging Habits: Poor lifestyle choices account for more misery, suffering, death, and imbalance in our society than any other single or multiple cause.
5. Avoid Taking Yourself So Seriously: Humor and light-heartedness energize mind, body, and spirit. The more rigid and self-centered we are, the more out of balance we become.
6. Develop Mind-Body Awareness: Most of us are stuck in our heads. We need to pay more attention to our body’s messages. It is our primary feedback mechanism to revealed the positive or negative impact of our thoughts, emotions, or choices.
7. Manage Stress More Effectively: Stress is determined by how we process our world. If two people are stressed the same way, one may collapse and the other may thrive on the challenging opportunity.
8. Nurture Your Close Relationships: Close relationships can be our anchors in the sea of change. But this “closeness” does not come from others to us. It originates as intimacy with ourselves first. We can only give what we have.
9. Simplify Your Life: What are the underlying principles for simplifying life? Sort out needs vs. wants and connect with purpose.
10. Take Real Vacations: A real vacation is any time spent at home or away from home that provides you with the restorative energy and time to gain a better perspective on life.
11. Integrate More Reflection and Introspection into Your Lifestyle: Take time to reflect.

## APPENDIX G

Being Mastery: Four Points of Awareness for Leading with Presence (Cashman, 2008)

1. Take Your Own Journey into Being: Find your own path to unfold being. It's your road, and only you can travel it. Consider meditation, prayer, reflection, music, nature and any other "techniques" that seem to resonate with you.

2. Resolve Life Challenges by Going to a Deeper Level: Learn to go to a deeper level to view things in a more comprehensive way. As your mind learns to settle down yet remain alert, the ability to sort through and to organize your life will be amazing.

3. Consider Learning to Meditate: At least consider the possibility of learning to meditate properly. It may be the best investment in your development you ever make. If you have a particularly strong resistance to spending time with yourself in reflection or meditation, then the need to do so is probably great.

4. Integrate Some Reflection into Your Life: Getting on the path to Being involves committing to a lifestyle that values more solitude, reflection, and meditation. Take some "Being Breaks" by investing some time getting reacquainted with yourself. Enjoy the solitude. Go on some walks. Sort out your priorities. Experience the silence.

## APPENDIX H

## Action Mastery: Building Awareness, Commitment and Practice (Cashman, 2008)

Step One: Building Awareness	Building Awareness is the process of bringing new information into our field of view. It may include keeping our attention on a newly clarified talent we have brought into focus. It may involve the more painful process of acknowledging that a behavior is unintentionally self-defeating or affecting others in a life-damaging way.
Step Two: Building Commitment	Building Commitment begins with comprehending the consequences of our actions. When we have a deep emotional connection to the impact of a behavior, our life can change permanently. It is important to recognize the consequences of any life-damaging behaviors we may have, but it is equally valuable to understand the life-enriching benefits of doing something more, less or differently.
Step Three: Building Practice	Building Practice is the process of consistently engaging in new behaviors to enrich our lives. It is the application phase of growth. While it is crucial to build awareness and to build commitment, they are not sufficient for transformation; consistent action and new, tangible pragmatic behaviors are required.

APPENDIX I

Civic Involvement and Leadership Survey

## Civic Involvement and Leadership Survey

Edit & Review Invite & Deploy Analyze Results Share Results

Results » Individual Responses » Raw Data Export » Manage Presentation

**Results Overview**  
 Filter: No filter applied

**Report**  
 Results Overview  
 New Cross Tab Report  
**Comparison**  
 New Comparison Report

**Filter**  
 New Filter  
**Statistics**  
 Show Statistics  
**Responses**  
 Completes  
 Partial  
 Screen Outs  
 Over Quota

**Survey Coach**  
 » Learn how to use filters  
 » View a demo of reporting

**Want to ensure your results are statistically valid?** Send your survey to more people using Zoomerang Sample - it's fast and affordable. [Get a quote](#)

Print Excel Export

### Civic Involvement and Leadership Survey

Survey Status: Closed Launched: 1/30/2008 3:21 PM Closed: 2/5/2008 5:11 PM

Email Invites	Visits	Partials	Screen Outs	Over Quota	Completes
415	281	0 / 18	0 / 0	0 / 0	142 / 242

After reading each question, click/circle the number that most closely matches your response and, if appropriate, click/circle the yes/no responses.

1. Since you were old enough to vote, how often have you voted in both local and presidential elections?

Response	Count	Percentage
1 Never	9	6%
2 Rarely	7	5%
3 Sometimes	22	15%
4 Often	38	27%
5 Always	66	46%
<b>Total</b>	<b>142</b>	<b>100%</b>

2. Did you vote in the first national election that occurred after your 18th birthday?

Response	Count	Percentage
Yes	120	85%
No	22	15%
<b>Total</b>	<b>142</b>	<b>100%</b>

3. How often, in the last two years, have you worked as a volunteer for a candidate running for elected office?

Response	Count	Percentage
1 Never	110	79%
2 Rarely	8	6%
3 Sometimes	15	11%
4 Often	3	2%
5 Always	4	3%
<b>Total</b>	<b>140</b>	<b>100%</b>

4. How often, in the last two years, have you contributed money to candidates running for elected office?

Response	Count	Percentage
1 Never	106	75%
2 Rarely	12	9%
3 Sometimes	17	12%
4 Often	4	3%
5 Always	2	1%
<b>Total</b>	<b>141</b>	<b>100%</b>

5. How often, in the last two years, have you made financial contributions to candidates for public office who advocate resolving social, economic, and political injustices?

Response	Count	Percentage
1 Never	109	77%
2 Rarely	13	9%
3 Sometimes	16	11%
4 Often	2	1%
5 Always	2	1%
<b>Total</b>	<b>142</b>	<b>100%</b>

6. How often, in the last two years, have you contacted or interacted with a government agency at the local, state, or federal level?

Response	Count	Percentage
1 Never	31	22%
2 Rarely	31	22%
3 Sometimes	41	29%
4 Often	23	16%

5	Always		15	11%
			Total	141
				100%
<b>7.</b> In the past two years, how often have you taken part in a protest march, demonstration, or letter writing campaign on some national or local issue (other than a strike against your employer)? <span>Actions</span>				
1	Never		67	47%
2	Rarely		28	20%
3	Sometimes		26	18%
4	Often		19	13%
5	Always		2	1%
			Total	142
				100%
<b>8.</b> How often, in the last two years, have you participated in an organization that seeks to resolve social, economic, and political injustices? <span>Actions</span>				
1	Never		45	32%
2	Rarely		22	16%
3	Sometimes		30	21%
4	Often		28	20%
5	Always		16	11%
			Total	141
				100%
<b>9.</b> How often, in the last two years, have you sought to improve your community by addressing social, economic, and political injustices? <span>Actions</span>				
1	Never		32	23%
2	Rarely		28	20%
3	Sometimes		31	22%
4	Often		26	18%
5	Always		24	17%
			Total	141
				100%
<b>10.</b> How often, in the last two years, have you sought to organize others to address social, economic, and political injustices? <span>Actions</span>				
1	Never		61	43%
2	Rarely		32	23%
3	Sometimes		26	18%
4	Often		11	8%
5	Always		11	8%
			Total	141
				100%
<b>11.</b> Have you ever run as a candidate for an elected government office? <span>Actions</span>				
Yes			3	2%
No			139	98%
			Total	142
				100%
How often do you: (Click/Circle the number of the scale which most closely matches your response and, if appropriate, click/circle the yes/no responses.)				
<b>12.</b> How often, in the last year, have you attended church, synagogue, or other religious services or activities? <span>Actions</span>				
1	Never		20	14%
2	Rarely		26	18%
3	Sometimes		32	23%
4	Often		25	18%
5	Always		38	27%
			Total	141
				100%
<b>13.</b> If a member, have you served on a committee, given time for special projects, or helped organize meetings during the past year? <span>Actions</span>				
Yes			56	42%
No			78	58%
			Total	134
				100%
<b>14.</b> If a member, have you served on the board or have been an officer of the organization any time during the past five years? <span>Actions</span>				
Yes			35	27%
No			97	73%
			Total	132
				100%

15. How often do you participate in a political party or organizations such as the Republican Party or Democratic Party? Actions

1	Never		66	47%
2	Rarely		31	22%
3	Sometimes		26	18%
4	Often		12	9%
5	Always		6	4%
Total			141	100%

16. If a member, have you served on a committee, given time for special projects, or helped organize meetings during the past year? Actions

Yes		29	22%	
No		104	78%	
Total			133	100%

17. If a member, have you served on the board or have been an officer of the organization any time during the past five years? Actions

Yes		22	16%	
No		112	84%	
Total			134	100%

18. How often do you participate in social or cultural organizations such as fraternity, sorority, book clubs, Junior League, or museum memberships? Actions

1	Never		25	18%
2	Rarely		29	20%
3	Sometimes		29	20%
4	Often		29	20%
5	Always		30	21%
Total			142	100%

19. If a member, have you served on a committee, given time for special projects, or helped organize meetings during the past year? Actions

Yes		61	44%	
No		77	56%	
Total			138	100%

20. If a member, have you served on the board or have been an officer of the organization any time during the past five years? Actions

Yes		49	36%	
No		87	64%	
Total			136	100%

21. How often do you participate on sports teams or clubs? Actions

1	Never		20	14%
2	Rarely		23	16%
3	Sometimes		39	27%
4	Often		38	27%
5	Always		22	15%
Total			142	100%

22. If a member, have you served on a committee, given time for special projects, or helped organize meetings during the past year? Actions

Yes		51	38%	
No		83	62%	
Total			134	100%

23. If a member, have you served on the board or have been an officer of the organization any time during the past five years? Actions

Yes		39	29%	
No		96	71%	
Total			135	100%

24. How often do you participate in service clubs or organizations such as Kiwanis or Lions Club International? Actions

1	Never		88	62%
2	Rarely		24	17%
3	Sometimes		14	10%
4	Often		14	10%
5	Always		2	1%

	Total	142	100%
<b>25.</b> If a member, have you served on a committee, given time for special projects, or helped organize meetings during the past year?			
Yes		26	20%
No		102	80%
	Total	128	100%
<b>26.</b> If a member, have you served on the board or have been an officer of the organization any time during the past five years?			
Yes		19	15%
No		109	85%
	Total	128	100%
<b>27.</b> How often do you participate in business or professional organizations?			
1 Never		16	12%
2 Rarely		21	15%
3 Sometimes		47	34%
4 Often		29	21%
5 Always		26	19%
	Total	139	100%
<b>28.</b> If a member, have you served on a committee, given time for special projects, or helped organize meetings during the past year?			
Yes		60	44%
No		76	56%
	Total	136	100%
<b>29.</b> If a member, have you served on the board or have been an officer of the organization any time during the past five years?			
Yes		36	26%
No		100	74%
	Total	136	100%
<b>30.</b> How often do you participate with youth groups such as YCS, 4-H, or Girl Scouts?			
1 Never		86	61%
2 Rarely		26	18%
3 Sometimes		15	11%
4 Often		7	5%
5 Always		7	5%
	Total	141	100%
<b>31.</b> If a member, have you served on a committee, given time for special projects, or helped organize meetings during the past year?			
Yes		22	18%
No		102	82%
	Total	124	100%
<b>32.</b> If a member, have you served on the board or have been an officer of the organization any time during the past five years?			
Yes		18	15%
No		106	85%
	Total	124	100%
<b>33.</b> How often do you participate in neighborhood or community associations, homeowners' or condominium associations, or block clubs?			
1 Never		87	62%
2 Rarely		26	18%
3 Sometimes		13	9%
4 Often		9	6%
5 Always		6	4%
	Total	141	100%
<b>34.</b> If a member, have you served on a committee, given time for special projects, or helped organize meetings during the past year?			
Yes		18	14%
No		108	86%
	Total	126	100%

**35.** If a member, have you served on the board or have been an officer of the organization any time during the past five years? Actions

Yes		10	8%
No		117	92%
Total		127	100%

**36.** How often do you participate in organizations that provide health and human services such as the American Cancer Society and United Way? Actions

1 Never		55	39%
2 Rarely		33	23%
3 Sometimes		35	25%
4 Often		13	9%
5 Always		5	4%
Total		141	100%

**37.** If a member, have you served on a committee, given time for special projects, or helped organize meetings during the past year? Actions

Yes		25	20%
No		102	80%
Total		127	100%

**38.** If a member, have you served on the board or have been an officer of the organization any time during the past five years? Actions

Yes		9	7%
No		117	93%
Total		126	100%

**39.** How often do you participate in educational organizations such as an alumni group or PTO? Actions

1 Never		59	42%
2 Rarely		29	20%
3 Sometimes		29	20%
4 Often		16	11%
5 Always		9	6%
Total		142	100%

**40.** If a member, have you served on a committee, given time for special projects, or helped organize meetings during the past year? Actions

Yes		28	21%
No		107	79%
Total		135	100%

How often do you: (Click/Circle the number of the scale which most closely matches your response and, if appropriate, click/circle the yes/no responses.)

**41.** If a member, have you served on the board or have been an officer of the organization any time during the past five years? Actions

Yes		17	13%
No		117	87%
Total		134	100%

**42.** How often, in the last two years, have you sought to learn from those who hold different perspectives on social, economic, and political issues? Actions

1 Never		5	4%
2 Rarely		12	9%
3 Sometimes		33	23%
4 Often		54	38%
5 Always		37	26%
Total		141	100%

**43.** How often, in the last two years, have you participated in a discussion of the root causes of social, economic, and political issues? Actions

1 Never		11	8%
2 Rarely		16	11%
3 Sometimes		34	24%
4 Often		48	34%
5 Always		33	23%
Total		142	100%

**44.** Since your participation in YCS, how often have you thought about the connection among social, economic, and political issues? Actions

1	Never		1	1%
2	Rarely		7	5%
3	Sometimes		26	18%
4	Often		61	43%
5	Always		47	33%
Total			142	100%

Now we would like you to remember back to your high school years. Please check those activities you remember participating in, and if you remember doing them before YCS and/or during your senior year of high school. For example, if you gave a speech during Junior Year, and participated in a debate in Forensics Club during Senior Year, you could check both blocks for the first question. (Check appropriate space if applicable):

**45.** Do you remember participating in any public speaking, demonstration, show and tell, or presentation type activity? Actions

High School Before YCS		127	92%
During High School Senior Year		126	91%

**46.** Do you remember meeting and/or interacting with elected officials? Actions

High School Before YCS		83	76%
During High School Senior Year		91	83%

**47.** Do you remember participating in officer training or some type of program which focused on planning and/or conducting a meeting? Actions

High School Before YCS		94	84%
During High School Senior Year		101	90%

**48.** Do you remember participating in events that focus on the roles and responsibilities of a citizen, such as a trip to the state capital or Washington, DC? Actions

High School Before YCS		67	83%
During High School Senior Year		45	56%

**49.** Do you remember participating in community service activities? Actions

High School Before YCS		133	96%
During High School Senior Year		124	89%

**50.** Do you remember helping to plan or organize fund raising efforts? Actions

High School Before YCS		111	92%
During High School Senior Year		100	83%

**51.** Do you remember having opportunities to teach or mentor younger people? Actions

High School Before YCS		95	80%
During High School Senior Year		109	92%

Now we would like you to think back to the summer between Junior and Senior year of high school and reflect about your week at Youth Citizenship Seminar (YCS).

**52.** Did the environment at YCS with respect to location, dress, behavior, etc. take you out of your comfort zone? Actions

Yes		61	43%	
No		81	57%	
Total			142	100%

Please click/check those activities you remember participating in, and if you remember doing it during or after YCS.

**53.** Do you remember communicating with a speaker? Actions

During YCS		106	92%
After YCS		55	48%

**54.** Do you remember meeting and/or interacting with counselors? Actions

During YCS		123	93%
After YCS		62	47%

**55.** Do you remember meeting and/or interacting with a new friend? Actions

During YCS		138	99%
After YCS		106	76%

**56.** Do you remember discussing the five points of light (Vision, Integrity, Courage, Education, and Service)? Actions

During YCS		95	96%
After YCS		45	45%

**57.** Do you remember encouraging a fellow student to apply for YCS? Actions

During YCS		24	27%
After YCS		86	97%

**58.** Do you remember personally connecting with and becoming motivated by seminar topics? Actions

During YCS		123	95%
After YCS		100	77%

**59.** Do you remember communicating outcomes of Rap Group Meetings? Actions

During YCS		93	98%
After YCS		43	45%

**60.** Do you remember communicating with Dr. Runnels? Actions

During YCS		73	92%
After YCS		33	42%

**61.** Please rank from 7 being the greatest positive impact to 1 being the least impact on you the following YCS components during and after the event. For example, Speakers 7; New Friends 6; Campus 5; Rap Group 4; Five Points of Light 3; Topics 2; and Counselors 1. Actions

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	1	2	3	4	5	6	7
Speaker(s) including Dr. Runnels	8 7%	8 7%	8 7%	7 6%	17 15%	13 11%	55 47%
Counselors	8 7%	13 11%	14 12%	25 21%	25 21%	27 22%	8 7%
New Friends (Fellow Participants)	5 4%	7 6%	10 8%	26 22%	23 19%	14 12%	35 29%
Five Points of Light (Vision, Integrity, Courage, Education, and Service)	29 24%	25 20%	20 16%	19 15%	17 14%	9 7%	4 3%
Seminar Topics	4 3%	11 9%	27 22%	22 18%	24 20%	26 22%	6 5%
Rap Group Meetings	15 12%	33 25%	18 14%	15 12%	19 15%	21 16%	9 7%
Pepperdine University Campus	38 28%	13 9%	22 16%	16 12%	9 7%	20 14%	20 14%

During your high school years, how often did you (Click/Circle the appropriate number on the scale):

**62.** How often did you attend religious services? Actions

1 Never		18	13%
2 Rarely		18	13%
3 Sometimes		20	14%
4 Often		34	24%
5 Always		51	36%
<b>Total</b>		<b>141</b>	<b>100%</b>

**63.** How often did you participate in religious sponsored groups? Actions

1 Never		28	20%
2 Rarely		21	15%
3 Sometimes		29	21%
4 Often		37	26%
5 Always		26	18%
<b>Total</b>		<b>141</b>	<b>100%</b>

**64.** How often did you participate in a political party, club, or organization? Actions

1 Never		28	20%
2 Rarely		28	20%

3	Sometimes		25	18%
4	Often		32	23%
5	Always		29	20%
Total			142	100%

65. How often did you participate in a social or cultural organization outside of school? Actions ▾

1	Never		8	6%
2	Rarely		20	14%
3	Sometimes		32	23%
4	Often		57	40%
5	Always		25	18%
Total			142	100%

66. How often did you participate in a sports team or club? Actions ▾

1	Never		10	7%
2	Rarely		2	1%
3	Sometimes		16	11%
4	Often		35	25%
5	Always		79	56%
Total			142	100%

67. How often did you help organize or conduct neighborhood or community events (e.g., carnivals)? Actions ▾

1	Never		26	18%
2	Rarely		31	22%
3	Sometimes		44	31%
4	Often		28	20%
5	Always		13	9%
Total			142	100%

68. How often did you give help (For example, money, food, clothing, and rides) to others who needed it? Actions ▾

1	Never		2	1%
2	Rarely		15	11%
3	Sometimes		52	37%
4	Often		53	38%
5	Always		19	13%
Total			141	100%

69. How often did you write a letter to a school or community newspaper or publication? Actions ▾

1	Never		51	36%
2	Rarely		42	30%
3	Sometimes		29	20%
4	Often		14	10%
5	Always		6	4%
Total			142	100%

When you were in high school, how often (Click/Circle the number that closest matches your answer):

70. How often were political issues or discussions held in your home? Actions ▾

1	Never		15	11%
2	Rarely		33	23%
3	Sometimes		49	35%
4	Often		28	20%
5	Always		16	11%
Total			141	100%

71. How often was your parent/guardian involved in political activities? Actions ▾

1	Never		43	30%
2	Rarely		47	33%
3	Sometimes		26	18%

4	Often		15	11%
5	Always		11	8%
Total			142	100%

**72.** How often was your parent/guardian involved in community organizations and events? Actions ▾

1	Never		29	20%
2	Rarely		34	24%
3	Sometimes		28	20%
4	Often		33	23%
5	Always		18	13%
Total			142	100%

Please give the demographic information about you.

**73.** Please click/check your highest level of education achieved: Actions ▾

High School Graduate		1	1%	
Some college		34	24%	
College graduate		46	32%	
Some graduate work		23	16%	
Master's Degree		27	19%	
Ed.D., Ph.D., M.D., D.D.S., or J.D.		11	8%	
Total			142	100%

**74.** What is your current occupation? Actions ▾

[View 141 Responses](#)

**75.** What is your age? Actions ▾

[View 142 Responses](#)

**76.** Please click/check: Actions ▾

Male		60	43%
Female		81	57%

**77.** Please check the categories that apply to your ethnicity: Actions ▾

American Indian or Alaska Native		1	1%
Asian		20	14%
Black or African American		5	4%
Hispanic or Latino/a		29	21%
Native Hawaiian or Pacific Islander		2	1%
White		93	67%

**78.** What year did you graduate from high school? Actions ▾

[View 142 Responses](#)

**79.** What year did you attend YCS? Actions ▾

[View 142 Responses](#)

**80.** Please provide any further comments with respect to YCS impacting your life as a citizen and/or as a leader. Actions ▾

[View 142 Responses](#)

Thank you for completing the survey!

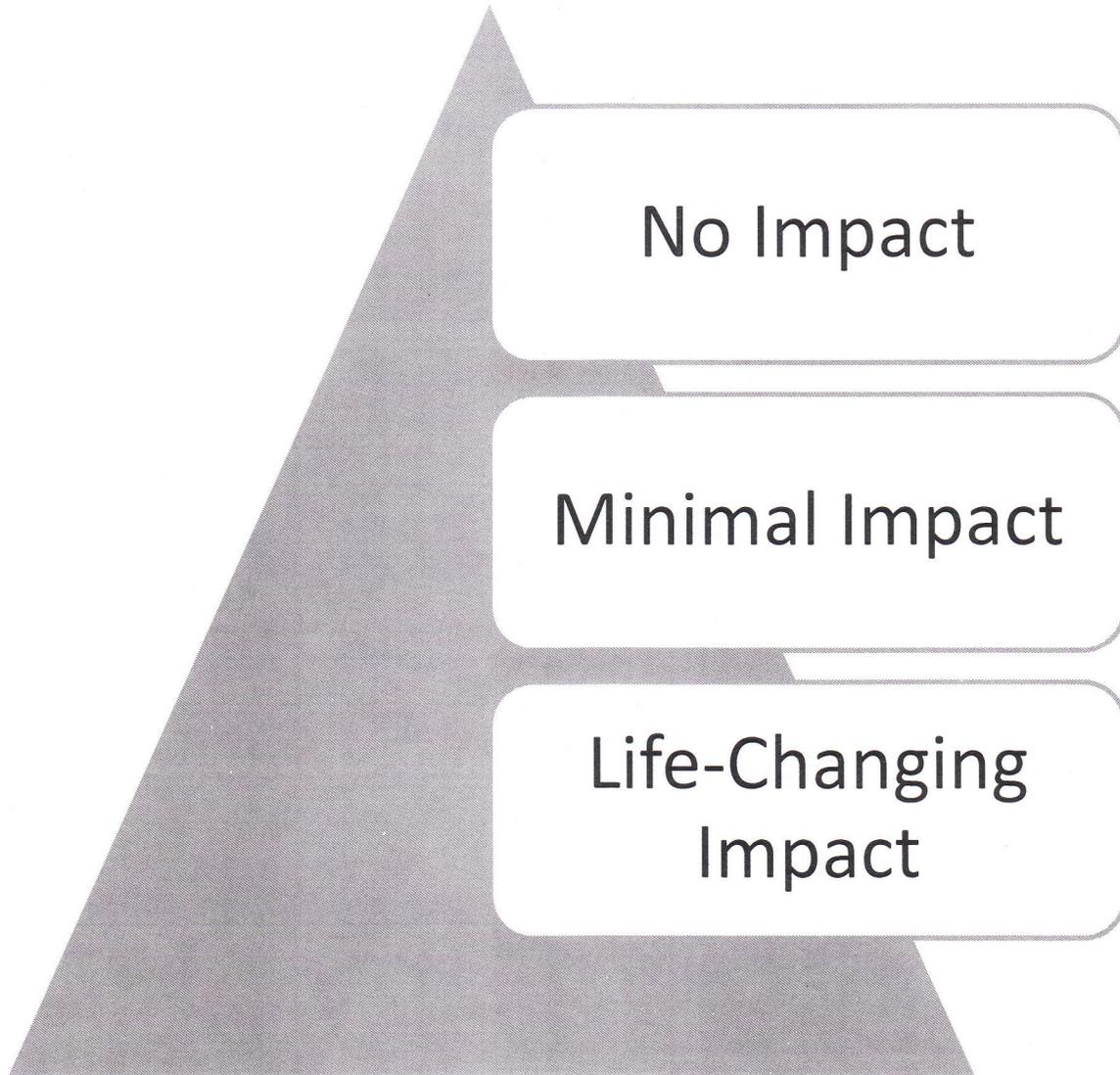
## APPENDIX J

## Coding Chart

Pre-assigned Categories	Former YCS Participant's Survey Responses
Personal Mastery	
Purpose Mastery	
Interpersonal Mastery	
Change Mastery	
Resilience Mastery	
Being Mastery	
Action Mastery	
Unanticipated Themes	

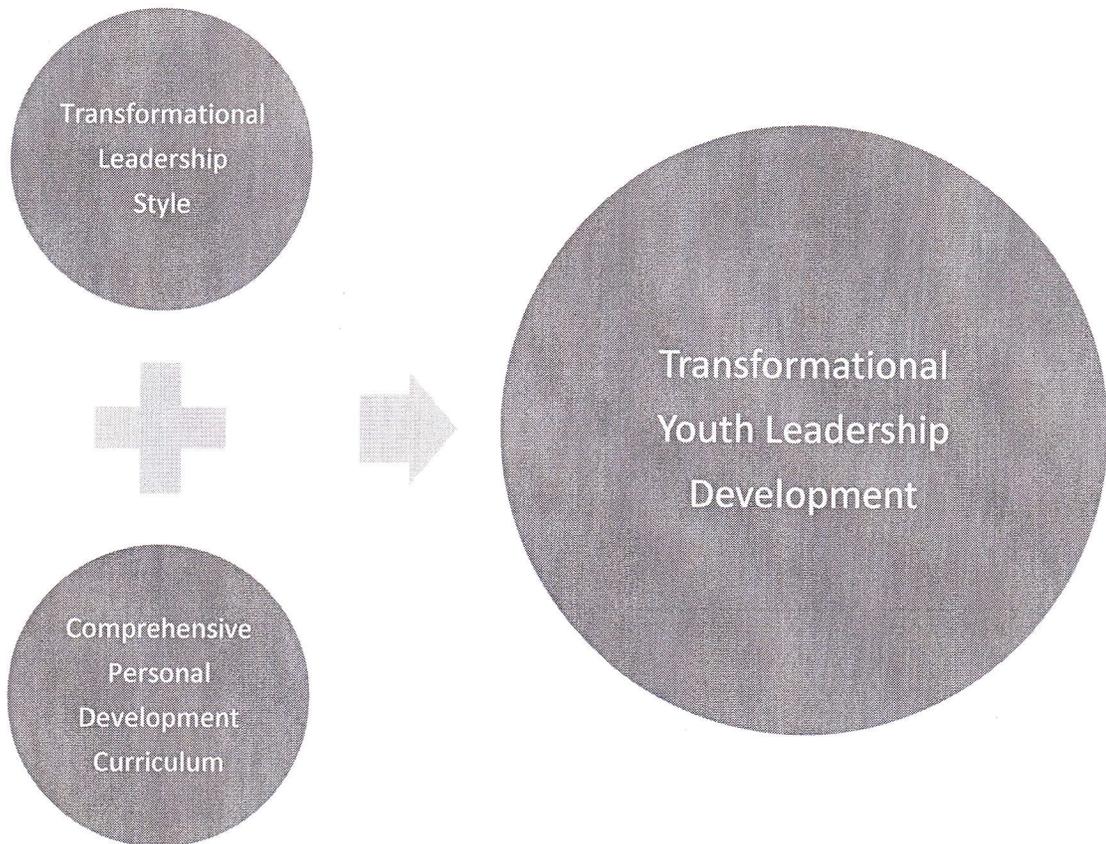
APPENDIX K

Transformational Youth Leadership Programs: Range of Impact



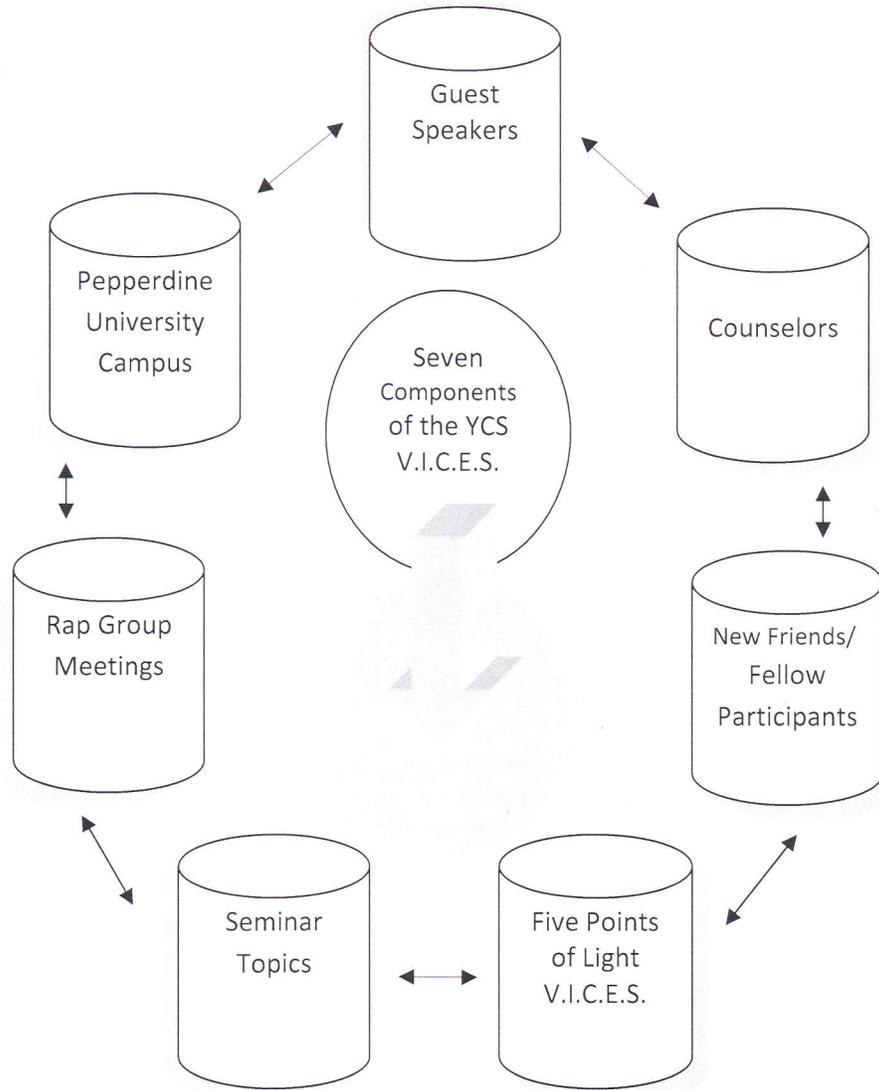
APPENDIX L

Vital Components of Transformational Youth Leadership Programs



APPENDIX M

Interrelated Components of the Youth Citizenship Seminar



## APPENDIX N

## IRB Approval

# PEPPERDINE UNIVERSITY

## Graduate & Professional Schools Institutional Review Board

August 3, 2009

Keichea Reeve

Protocol #: E0709D05

Project Title: *Transformational Leadership and Personal Development: The Impact of the Youth Citizenship Seminar on Former Participants*

Dear Ms. Reeve:

Thank you for submitting the revisions requested by Pepperdine University's Graduate and Professional Schools IRB (GPS IRB) for your study, *Transformational Leadership and Personal Development: The Impact of the Youth Citizenship Seminar on Former Participants*. The IRB has reviewed your revisions and found them acceptable. You may proceed with your study. The IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46 - <http://www.nihtraining.com/ohsr/site/guidelines/45cfr46.html> that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(4) states:

(b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

**Category (4) of 45 CFR 46.101**, research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at <http://www.pepperdine.edu/irb/graduate/>).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact me. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,



Doug Leigh, Ph.D.  
Associate Professor of Education  
Pepperdine University  
Graduate School of Education and Psychology  
6100 Center Dr. 5<sup>th</sup> Floor  
Los Angeles, CA 90045  
[dleigh@pepperdine.edu](mailto:dleigh@pepperdine.edu)  
(310) 568-2389

cc: Dr. Lee Kats, Associate Provost for Research & Assistant Dean of Research, Seaver College  
Ms. Ann Kratz, Human Protections Administrator  
Dr. Doug Leigh, Chair, Graduate and Professional Schools IRB  
Ms. Jean Kang, Manager, Graduate and Professional Schools IRB  
Dr. Margaret Weber  
Ms. Christie Dailo

## APPENDIX O

## Protecting Human Research Participants



## APPENDIX P

Permission to use Data from the Civic Involvement and Leadership Survey

**From:** Kirnon, Stephen (student) [Stephen.Kirnon@pepperdine.edu]  
**Sent:** Sunday, August 02, 2009 3:53 PM  
**To:** Reeve, Keichea (student)  
**Cc:** Weber, Margaret  
**Subject:** Permission to use your data set for IRB

**TO:** Keichea Reeve  
**FROM:** Stephen N. Kirnon  
**RE:** IRB Approval

This email serves as official permission to use the data set generated from the Civic Involvement and Leadership Survey.