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Pepperdine University

Graduate School of Education and Psychology

AN ALTERNATIVE SPRING BREAK OF LEADERSHIP AND SERVICE: INTERPRETING THE SERVANT LEADERSHIP, MOTIVATIONS, AND SERVICE PARTICIPATION OF MILLENNIALS WHO PARTICIPATED IN PROJECT LEAD BETWEEN THE YEARS 2008 - 2010

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Educational Leadership, Administration, and Policy

by

Catharine Ann Noll

March, 2012

Linda Purrington, Ed.D. – Dissertation Chairperson

This dissertation, written by

Catharine Ann Noll

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

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ACKNOWLEDGEMENTS

> Not much happens without a dream. And for something great to happen, there must be a great dream. Behind every great achievement is a dreamer of great dreams. Much more than a dreamer is required to bring it to reality; but the dream must be there first. (Greenleaf, 2008, p. 18)

I have always been a dreamer of dreams, and this research study was a dream come true for me; a dream that could never have come true had it not been for the amazing and wonderful mentors, family members, peers, friends, and individuals who were constantly there to provide kind words of encouragement, advice, and/or assistance along the way.

First and foremost, I would like to thank my Dissertation Chair, Dr. Linda Purrington, who not only guided, coached, and helped navigate me through the process of conducting a dissertation research study, but who was a strong and steady mentor for my entire educational experience in Pepperdine University's Educational Leadership, Administration, and Policy program---my sincerest appreciation for you, Dr. Purrington, for your time and direction, for your kindness, and for always knowing just what to say to help me keep it together (even when it seemed everything was coming unglued).

I would also like to extend my sincerest appreciation to my Dissertation Committee members, Dr. Robert Barner and Dr. Eric Morgan, for your time, wisdom, willingness, and readiness to go whatever distance it was going to take us, to Dr. Diana Hiatt-Michael for her continued support and encouragement, and to Kristin Bailey for the continual encouragement and master managing of all paperwork, people, times, dates, locations, mailings, and any other behind-the-scenes work that has gone into making this a great dream come true.

I would also like to acknowledge individuals who have supported this research, including Pepperdine University Seaver College's Dr. Mark Davis, Pepperdine University's Project LEAD (Leadership Education and Development) program co-founder and Director Kerri Heath, and the Institutional Review Board for granting permission to conduct this research study; as well as, extend my appreciation to Kerri Heath and Chris Tolan for their time and willingness to meet with me and/or exchange emails and telephone calls, providing any assistance they could to help make this research study go smoothly, to the Project LEAD participants who partook in this study, to my coders, Jamie Hester Thomas and Ashley Ryan, for their coding, our coffee meetings, and late night paper writing sessions, to Tina Law for always being here for me, Shawn Hunton for his editing assistance, and to Mari Balbous and Regina Meister for their time during the APA Manuscript Review process---this would not have been possible had it not been for any of you! To my Cohort 6 colleagues-thank you for encouraging and inspiring me until the very end!

Last, but not least, I would like to acknowledge and share my great amount of appreciation for those who were there to hug me (when they wanted to, if nothing else, punch me), love me (even at my worst), and join me (on an awesome journey): my parents-Niven and Jane Noll-who instilled that dreams are possible with a little courage, and a lot of faith; and, my siblings and niece-Jeremy Noll, Kristy, Darek, and Dominique Carnes- and old roommates-Julie, Shain, and Steel Sproul, Keith Brownfield, Ariel Gale and Matt Reemer-thank you for putting up with me, and for never letting me give up. Blessed to have so many amazing people help make this dream come true! Much love to all!

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ABSTRACT

The purpose of this interpretive, modified grounded theory qualitative study was two-fold. The first purpose of this study was to interpret the knowledge/understanding of servant leadership, lived experience as it pertained to servant leadership development, motivations for participation, and perceived influence service participation had on personal, academic, and career goals of millennials who participated in Pepperdine University's Alternative Spring Break (ASB) leadership development and service program, Project LEAD (Leadership Education and Development), between the years 2008-2010. The second purpose of this study was to use collected data as a means for developing an alternative model for Project LEAD that furthers understanding of the role leadership plays (for millennial Project LEAD participants) in serving others.

This study used a modified grounded theory methodological design for data collection and analysis. Audio-recorded semi-structured telephone interviews were conducted with 7 millennials who were Project LEAD participants between the years 2008-2010. Nine key interview questions were asked to examine servant leadership practices and characteristics, leadership development, motivation for participation, and influence of participation on participants' personal, academic, and career goals.

The findings from this study indicated millennial Project LEAD participants demonstrated (a) knowledge/understanding of Self-Awareness and Conceptualization as servant leadership practices and characteristics, (b) a belief that Self-Awareness and Awareness were the servant leadership practice and characteristic most important to leadership development, (c) both self- and other motivations for Project LEAD

participation, and (d) a belief that Project LEAD participation did have some influence on personal, academic, and career goals.

It was concluded Project LEAD (a) builds millennial participants' servant leadership knowledge and provide opportunities to improve servant leadership practice, via conducting leadership workshops in under-served schools and interviewing leaders; (b) positively influences participants' growth, leadership and skill development, and self-understanding by promoting a collaborative environment in which participants learn and grow together from challenges faced while in unfamiliar locations; and (c) provides participants on the pursuit of influencing positive change with experiences and opportunities that encourage participants to expand beyond comfort zones, assist participants in developing and practicing their leadership, and promote commitment of participants to making future positive differences in other people's lives.

Chapter 1. Introduction to the Study

Background

In 1982, the millennial generation was welcomed into the world. Comprised of intelligent, ambitious, optimistic, altruistic and socially responsible men and women (Alsop, 2008; DeBard, 2004; Lowery, 2001; Twenge, 2006), census figures indicated approximately eighty million individuals make up the millennial generation (Coomes & DeBard, 2004). While many terms have been used to describe the millennial generation – i.e.: trophy kids and checklist kids (Alsop, 2008), Generation Me (Twenge, 2006), and Gen Y, Generation Next, NetGeneration, and the iGeneration (Alsop, 2008; Twenge, 2006), for the purposes of this research study, all individuals who are a part of the millennial generation will be referred to as "millennials."

Millennials have continued to understand the significance of serving others, and the various effects service can have on, not just their own personal lives and futures, but the lives and futures of those they serve (Alsop, 2008). As a generation of altruism and activism, millennials have placed high value on helping others, and on beliefs in the "possibility of making a difference" (Alsop, 2008, p. 227). Examples of millennials altruistic and activist nature have included promoting clean energy policies at school, fundraising for international causes, teaching in low-income communities, and "forgoing a boozy spring break at the beach to feed the homeless, rescue sea turtles, and work at shelters for victims of Domestic Abuse" (Alsop, 2008, p. 227). Reasons for millennial altruism and activism have included encouraged and/or required past service, social media, natural disasters, and September 11, 2001; as well as, being able to reflect their actions and experiences on résumés to impress college admission officers and corporate

recruiters (Alsop, 2008). One millennial interviewed by Alsop (2008) shared the perspective that millennial civic-mindedness was due to the fact, "young people are searching for meaning and connections beyond themselves" (p. 226); meaning and connections that prior research has indicated can be attained through service-learning participation (i.e.: A.W. Astin, Astin, & Lindholm, 2011; A. Astin, Vogelgesang, Ikeda, & Yee, 2000; Gutstein, Smith, & Manahon, 2006) and Alternative Spring Break program participation (i.e.: Barclay, 2010; Dugan & Komives, 2010; Jones & Hill, 2003; Plante, Lackey, & Hwang, 2009; Rhoads & Neururer, 1998).

For some millennials, this desire to make a difference began in college once they saw "lots of problems and lots of opportunity for change" (Alsop, 2008, p. 238). For others, volunteering and participating in philanthropic projects have been activities they have grown accustomed to over the course of their lives (Alsop, 2008). Whatever the case may be, this altruistic and activist nature of the millennial generation has stemmed from one common belief that small changes can lead to greatness; a belief currently guiding some millennials to answer a call for service through participation in academic service-learning courses and/or non-academic Alternative Spring Break (ASB) programs. For some of those participants, reflection on service experiences illuminated an inner desire to use service as a means to simultaneously meet needs of the greater good and lead others; a concept formally referred to as servant leadership (Greenleaf, 2008).

The little research available regarding motives for ASB participation noted, while not impossible, it has been difficult to assess outcomes, benefits, and pitfalls of ASB programs (A. Astin et al., 2000). This is especially true for the millennial generation that is filling the hallways and classrooms of higher education institutions. Within the last

few years, various counter perspectives concerning the millennial generation and service have been presented in both literature and statistical data. While some literature has portrayed millennials in a negative light (Alsop, 2008; Twenge, 2006), Cone Inc. and Amp Insights reported survey findings from a 2006 study that suggested "more than 60% of 13-25 year olds feel personally responsible for making a difference in the world" (Alsop, 2008, p. 226), and a volunteer supplement of September 2007-September 2009 pooled data depicted millennials as having a 21% volunteer rate with organizations, with 4% of millennials working with neighbors to fix community problems, and 2.5% of millennials who both volunteered with organizations and worked with neighbors to fix community problems (Corporation for National & Community Service, 2011). The difference in those statistics suggested a need to bring clarity to a confusing and conflicting body of literature and data regarding the millennial generation, knowledge/understanding and motives for leadership development and service, and possible benefits and pitfalls of service participation in ASB programs.

A review of professional literature related to the leadership development and service of millennials revealed that this inconsistency and lack of information was broad-based, and not just localized to one program in one city, state, or nation. With that understanding, the ASB program chosen specifically for this study, Pepperdine University's Project LEAD (Leadership Education and Development), was chosen because the researcher had access to it. Pepperdine University is a private liberal arts Christian university located on the coast of Southern California. Founded by Kerri Cissna-Heath and Kevin Mills, Project LEAD was introduced by Pepperdine University's Seaver College Student Affairs in 2008 and offered to Pepperdine University

undergraduate students between the years 2008-2010 (K. Cissna-Heath, personal communication, March 1, 2011). Project LEAD provided students with a challenging spring break experience that was specifically designed to encourage participants' growth, development, and demonstration of leadership (K. Cissna-Heath, personal communication, March 1, 2011).

Project LEAD participants were responsible for selecting their spring break destinations, organizing interviews with leaders, and scheduling leadership workshops at under-served schools. Prior to the spring break, Project LEAD participants worked in pairs and planned itineraries for their assigned city (Pepperdine University, 2011c). When Project LEAD commenced in 2008, it was comprised of nine students who spent their spring break road-tripping along the coast of California; hitting the mini-van brakes at various destinations between San Diego and Sacramento to meet with leaders and conduct leadership workshops with students (K. Cissna-Heath, personal communication, March 1, 2011; Pepperdine University, 2011b).

In 2009, the size of Project LEAD expanded to 24 students divided into teams of 12 participants. The teams either took a road trip on the East Coast or on Route 66 (beginning in Illinois and ending in California), braking to serve via leadership workshops at under-served schools and conduct interviews with local or smaller community leaders, corporate, and government leaders (Pepperdine University, 2011b). Project LEAD participants kept blogs so that friends, family, and anyone else interested in their trip could keep up with their locations, activities, and upcoming destinations. The teams' blogs contained detailed interviews, newly acquired wisdom, and anecdotes from their travels (Pepperdine University, 2011a). Meetings with leaders afforded Project

LEAD participants with insights into ethics and leadership. More specifically, as Kerri Heath noted in a 2009 story regarding Project LEAD, "students learned that although poor leadership may often be more newsworthy in the national media, all across America there are leaders who aspire to a higher calling" (Pepperdine University, 2011a, para. 18).

Through conducting leadership workshop in schools, Project LEAD participants learned of the educational funding challenges in the public education school systems (Pepperdine University, 2011a). In a February 2010 press release, a Project LEAD participant noted the greater implications of the spring break road trip as helping students in under-served schools, who are young leaders of the future, to realize and develop their potential at a young age (Pepperdine University, 2011c). In order to do so, when Project LEAD participants visited schools that had been selected as service sites, they met, spoke, and conducted leadership workshops with students.

In 2010, a different Project LEAD team revisited the East Coast, braking to meet with leaders and conduct leadership workshops with students in under-served schools (Pepperdine University, 2011c). Overall, Project LEAD brought together concepts often left to stand alone: leadership development and service. Project LEAD provided students with an opportunity to dedicate a specific amount of time (5 days) to leadership development and service, without the typical interruptions associated with everyday undergraduate student life.

Research conducted on ASB programs by researchers at other universities has indicated ASB program participation has had an impact on student's academic and career goals, professional and life skills and development, increased self-confidence, a desire to continue service work, enhanced compassion, empathy, and faith (Gustein et al., 2006;

Ngai, 2006; Plante et al., 2009), and participant motivation typically stemmed from an internal desire to make a difference in others' lives (Alsop, 2008; Jones & Hill, 2003), find meaning and make connections (A. Astin et al., 2000; A. W. Astin et al., 2011; Gustein et al., 2006), and/or encouragement from others (Jones & Hill, 2003).

Pepperdine University's Project LEAD has since been studied with regards to the specific long term effects on the leadership development and service participation of millennials who participated in Project LEAD between the years 2008-2010. More specifically, the research conducted on Project LEAD regarded millennial Project LEAD participants' servant leadership knowledge/understanding, lived experience as it pertained to their servant leadership development, their motives for participation in Project LEAD, and the influence their Project LEAD service participation had on their personal, academic, and/or career goals.

Statement of Problem

Prior to conducting this research study, it was established that Project LEAD participants found meeting with prominent leaders and conducting leadership workshops in under-served schools to be life-changing experiences (K. Cissna-Heath, personal communication, March 1, 2011; Pepperdine University, 2011b). However, more clarity was needed on the role leadership plays (for millennial Project LEAD participants) in serving the needs of others; and, what had not been studied in the 3 years (2008-2010) of Project LEAD program history was millennial Project LEAD participants' knowledge/understanding of servant leadership, the specific lived experience as it pertained to millennial participants' servant leadership development, motivations for

participation in Project LEAD, and the influence of Project LEAD service participation on participants' personal, academic, and career goals.

Therefore, an opportunity existed to study the knowledge/understanding of servant leadership, lived experience as it pertained to servant leadership development, motivations for participation, and influence service participation had on personal, academic, and career goals of millennials who participated in Pepperdine University's Project LEAD program between the years 2008-2010; as well as, develop an alternative model for Project LEAD that could further understanding of the role leadership plays (for millennial Project LEAD participants) in serving others.

Purpose of Study

The purpose of this interpretive, modified grounded theory qualitative study was two-fold. The first purpose of this study was to interpret the knowledge/understanding of servant leadership, lived experience as it pertained to servant leadership development, motivations for participation, and perceived influence service participation had on personal, academic, and career goals of millennials who participated in Pepperdine University's ASB leadership development and service program, Project LEAD, between the years 2008-2010. The second purpose of this study was to use collected data as a means for developing an alternative model for Project LEAD that furthers understanding of the role leadership plays (for millennial Project LEAD participants) in serving others.

Research Questions

1. What knowledge/understanding did millennials who participated in Pepperdine University's Project LEAD between the years 2008-2010 have of servant leadership?

2. What was the lived experience as it pertained to the servant leadership development of millennials who participated in Pepperdine University's Project LEAD between the years 2008-2010?
3. What motivated millennials to participate in Pepperdine University's Project LEAD between the years 2008-2010?
4. What influence, if any at all, did millennials who participated in Pepperdine University's Project LEAD between the years 2008-2010 perceive their service participation in Project LEAD to have had on their personal, academic, and career goals?

Importance of Study to Others

At a time when generational shifts in leadership are becoming an everyday occurrence in the workforce, both nationally and internationally, it is imperative for educational and organizational leaders to be knowledgeable of the next generation who, as discussed in a February 2010 Pew Research Center report, already had 63% of its members in the workforce full-time: the millennial generation. As such, the researcher believed it was necessary to bring more clarity to the role leadership plays (for millennial Project LEAD participants) in serving others. The researcher was specifically interested in servant leadership, and believed it to be a viable way to use leadership as a means to meet needs and demands of a changing workforce, globalizing workplace, and call for service in organizations. As Pepperdine University was responsible for developing and preparing its' young adults for post-academia life, it was important to understand what motivations, benefits, pitfalls, and long-term effects were associated with participation in Pepperdine University's Project LEAD. For those reasons, the researcher chose to focus

on studying millennial Project LEAD participants' knowledge/understanding of servant leadership, lived experience as it pertained to servant leadership development, motivations for Project LEAD participation, and influence of Project LEAD service participation on Project LEAD participants' personal, academic, and career goals.

Results from this interpretive qualitative study may have been useful for participants personally, academically, and professionally. This study may have opened doors to increased student knowledge about servant leadership development and service participation. Due to the fact there was limited research available regarding lived Project LEAD program experiences, this study also may have been of use to Pepperdine University educators, program coordinators, and anyone else interested in the possible lived spring break experience of millennial Project LEAD participants between the years 2008-2010. This study also may have had practical implications specific to Pepperdine University's Project LEAD future program curriculum, effectiveness, expansion, marketing, and recruitment. Lastly, this study may have contributed to research and literature concerning the millennial generation, motivations for Project LEAD participation, servant leadership development, and service participation by providing educators and program coordinators with a well-rounded study, and provided insights into a higher education leadership and service-oriented program.

Delimitations

This study was delimited to a 3-year (2008-2010) sample of millennial participants from Pepperdine University's Project LEAD.

Limitations

1. As the study's sample size was delimited to using only participants who were involved Pepperdine University's Project LEAD between the years 2008-2010, results from this study were not generalizable to a greater population.
2. This study was also limited to participant willingness to partake in the research study, candor, and ability to accurately recall and portray the program experience.

Assumptions

1. All participants who partook in this study were honest with their responses.
2. After interviews had been transcribed by the researcher, enlisting coder agreement among the researcher and coders ensured trustworthiness of research findings.
3. All Project LEAD participants were part of the millennial generation.
4. As Project LEAD was an optional program, all millennial participants personally made the decision to apply, enroll, and participate in the program.
5. All participants shared information to the best of their recollection.
6. The researcher remained objective throughout the duration of the study.

Researcher Relationship to Focus of Study

The researcher, born February 1982, was one millennial who had an active interest in serving others for a good portion of her life. Whether it was helping out a friend, neighbor, or family, participating in service with various organizations, or doing community service to meet graduation requirements, the researcher took pleasure in helping others during their time of need. Examples of the researcher helping others in the

past included participation in a fundraising swim-a-thon and knitting squares for a quilt to donate to a family in Bosnia, candy striping at the hospital in which she was born, spending time with senior citizens at a senior living home, tutoring elementary school students, docenting as a tour guide for a historical home, decorating rose parade floats, and founding a community service club, the Leo Club, in high school.

When the researcher entered college, and then graduate school, participation in organized service took a decline. The researcher found herself trying to meet the needs of others in between working a full-time job and attending college part-time; and, she was never able to give up an entire spring break to serve others. The researcher had to work service around her schedule. Service activities included helping at a local soup kitchen and volunteering time for team roping and barrel racing benefits for cancer, heart disease, and paralysis. No matter the cause, if the researcher could contribute to making a beneficial difference in other people's lives, she would do so in a heartbeat.

The researcher believed there were many benefits of service participation, and the experience would be different for everyone. As we were moving into an era where service would play a key part in leadership effectiveness, the researcher was extremely interested in characteristics and practices associated with service and leadership. It was imperative to better understand leadership as it related to the next generation in line to be leaders: The millennial generation. Therefore, the researcher was interested in millennial Project LEAD participants' knowledge/understanding of servant leadership, the lived experience of Project LEAD participants as it pertained to servant leadership development, motivations for Project LEAD participation, and what perceived influence, if any, Project LEAD service participation had on the personal, academic, and career

goals of millennials who participated in Pepperdine University's Project LEAD between the years 2008-2010. The researcher was also interested in developing an alternative model for Project LEAD that could further understandings of the role leadership plays (for millennial Project LEAD participants) in serving others.

Clarification of Key Terms and Conceptual Definitions

Alternative spring break (ASB) program. An ASB program provides students with a spring break experience that allows students to use their spring break as a time to collaborate and serve others while also tending to personal growth and development.

Lived experience. For the purposes of this research study, lived experience-a term originating from 1960s researcher Heidegger (as discussed in Garrick, 1999)-was the term used to describe the meaning participants made of events and happenings that occurred while planning and partaking in the Project LEAD trip.

Millennial participants. Millennial participants were individuals born between the years of 1982-2002 (Coomes & DeBard, 2004) who participated in Pepperdine University's Project LEAD between the years 2008-2010.

Participant motive/motivation. Participant motive/motivation is any driving force or reason for the participant's actions (Motivation, n.d.; Motive, n.d.).

Project LEAD (Leadership Education and Development). Project LEAD was an ASB program that provided undergraduate students with an opportunity to designate their spring break as a time to develop their leadership while in service of others.

Servant leadership. Greenleaf (2008) described servant leadership as a type of leadership that "begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead" (p. 15).

Service participation. Service participation was used to refer to actions made by student participants that contributed to, assisted, or benefited a community of others.

Spring break. Spring break was a university-wide designated 5-day (Monday-Friday) period of time that freed students and faculty from attending class meetings and engaging in graded academic-learning.

Organization of Paper

Chapter 1 discussed the background, statement of problem, purpose of study, research questions, importance of study to others, delimitations, limitations, and assumptions; as well as, the researcher's relationship to the focus of the study, and clarification of key terms and conceptual definitions related to this research study. Chapter 2 reviews literature relevant to servant leadership, service participation in ASB programs, leadership development, and Project LEAD. Chapter 3 addresses methodology and procedures related to the research approach and design, participants and setting, human subjects' considerations, data collection instrumentation, data collection procedures, data findings and analysis, and coding procedures. Chapter 4 reports this study's findings, and Chapter 5 interprets the findings, discusses conclusions, presents an alternative model for Project LEAD, offers recommendations for practice, policy, and further study, and provides an overall summary of this research study.

Chapter 2. Literature Review

Description of Extent and Nature of Literature

Literature discussed in this literature review has indicated that, over the years, scholars from across the world have noticed and identified a shift occurring in the preferred nature, style, and types of leadership being used in organizations and educational settings. While past leadership scholars shared the perspective that leadership was only effective if it occurred from an authoritative and dominating position, leadership scholars of today and tomorrow are sharing a different leadership perspective-a perspective that leadership is more effective if occurring from a position that encourages collaboration, with the individuals who are more open to suggestion taking the role as the leaders. More specifically, there has been a recent influx in literature advocating servant leadership as a means for developing leadership through service. While there was much research available for review regarding service-learning in universities and the benefits of participation in service-learning courses, there was little research available for review regarding service through university ASB programs and the benefits of service participation in such programs. Lastly, there was even less literature available regarding the existence of a relationship between undergraduate student participation in ASB programs and ASB program participant's leadership development; especially, for one specific program that originated out of Student Services at Pepperdine University's Seaver College: Project LEAD. Therefore, this literature review discusses literature relevant to leadership theoretical perspectives, servant leadership, service participation, ASB programs, and Project LEAD.

Overview of Organization of Literature Review

The first section of this literature review overviews various 21st century leadership theoretical perspectives, and some overarching truths about leadership that were the product of approximately three decades of research on a well-known and widely-used framework for leadership development. It then moves into discussing a more specific type of leadership, servant leadership. This discussion includes the history behind its origin, characteristics of servant leaders, practices for effective servant leadership, and what little empirical evidence was available on the actual use of servant leadership in different organizations. The second section of this literature review sheds light on literature relevant to ways millennial undergraduate students can find personal meaning and become people who can make a difference in another person's life. Discussion in this section includes available empirical evidence concerning benefits of service participation, motivation and service participation, and ASB programs and service participation; as well as, any obtainable historical or theoretical information specifically related to Pepperdine University's Project LEAD. The literature review concludes with an overall synthesis of research and topics discussed.

Leadership Theoretical Perspectives and Servant Leadership

Leadership theoretical perspectives. Researchers interested in leadership and leadership development are continuously introducing new and/or revising older frameworks and models to help leaders effectively meet changing needs of organizations and of people to whom they provide service. For example, with a purpose of determining what was already known and what should be known about leaders and leadership, Avolio, Walumbwa, and Weber (2009) examined literature for developments in

leadership theory and practice. From their examination of relevant literature, Avolio et al. suggested various leadership mysteries that have been uncovered in the last decade, including, "if leaders are born or made, how followers affect leaders, how some leaders build and others destroy, and the impact of using technology to lead" (p. 442). Avolio et al. also noted future studies of leadership will be addressed from a more holistic view that entails examining not only leaders, but also followers, contexts, levels, dynamic interactions, and leadership processes. The most important common aspect to note about these emerging types of leadership is the belief leadership is (or should be) shared among many individuals (Avolio et al., 2009; Center for Gender in Organizations (CGO), 2002; Huey & Sookdeo, 1994; McCrimmon, 2010; Prosser, 2010; Roth, 1994; Sandmann, 1998). Why is shared leadership becoming more important? Huey explained it best in a 1994 *Fortune* Magazine cover story interview when he stated, "the only constant in today's world is exponentially increasing change" (Huey & Sookdeo, 1994, p. 43). Almost twenty years later, and his statement still rings true; even with increasing changes in globalization, technological advances, and mass information flow through the World Wide Web.

Realizing a need for a different kind of leadership, Huey coined the term post-heroic leadership, and described it as "…challenging the very definition of corporate leadership in the 21st century" (Huey & Sookdeo, 1994, p. 43) because it was not as much about one individual dictating a group of individuals, as much as it was about enabling organizations to change with the times. More specifically, post-heroic leadership was about facilitating change, letting values guide decisions, and called for all people in the

organization to possess characteristics held by the most prominent leaders: “intelligence, commitment, energy, courage of conviction, integrity” (Huey & Sookdeo, 1994, p. 50).

From a further analysis of literature available regarding post-heroic leadership and post-heroic leaders, the following characteristics were identified as necessary for future leadership and organizational success: shared information (CGO, 2002; Huey & Sookdeo, 1994; McCrimmon, 2010; Prosser, 2010; Roth, 1994), shared responsibility (CGO, 2002; Huey & Sookdeo, 1994; McCrimmon, 2010; Roth, 1994), releasing control to empower others (CGO, 2002; Huey & Sookdeo, 1994; Sandmann, 1998), development of self and others (McCrimmon, 2010; Roth, 1994), collective learning (CGO, 2002; Prosser, 2010; Sandmann, 1998), vision (Prosser, 2010; Roth, 1994), and values (Huey & Sookdeo, 1994; Prosser, 2010; Roth, 1994); also noted as key characteristics of post-heroic leadership were empathy and/or being able to understand the perspective of followers (CGO, 2002; Prosser, 2010). Furthermore, a leader needed to be skilled at listening (CGO, 2002; Huey & Sookdeo, 1994), in order to know what questions to ask (Huey & Sookdeo, 1994; McCrimmon, 2010; Roth, 1994), so the focus could be on building community (Prosser, 2010; Sandmann, 1998) and teamwork/collaboration (CGO, 2002; Huey & Sookdeo, 1994; Prosser, 2010). Lastly and more recently added to post-heroic leader characteristics was humility (McCrimmon, 2010; Prosser, 2010).

The literature just discussed made evident that the notion there is only one right person to lead an entire organization is passé. Twenty-First century leadership is about creating a team of leaders who can best represent the various divisions of the organization, and who will collaborate and assist each other in leading their organization into a future of innovation, growth, and success. It is not so much about one person

having power and control, as it is about sharing power and control and giving power and control to others whenever possible. Each leader must know himself or herself, what he or she believes in and values, in what his or her constituents believe in and value, and what challenges and motivates constituents to personally grow and achieve as they simultaneously assist with organizational growth and achievement. Each leader must also know how to establish and maintain credibility with constituents, listen for and effectively communicate to constituents what are the (un)spoken needs of those to whom their organization provides service, establish a trusting environment, create and inspire a shared vision, and appreciate, learn, and grow from mistakes; always keeping spirits elevated, energy flowing, demonstrating unconditional care and concern for the greater good, and putting everyone else before the self.

James Kouzes and Barry Posner, another team of researchers interested in leadership and leadership development, introduced a leadership development framework that has managed to consistently and effectively develop leadership behaviors and skills for decades, and has been one of the most popular leadership development frameworks used and studied worldwide (Kouzes & Posner, 2008, 2010). As many of their notions regarding leadership and leadership development were in line with that of servant leadership, the next two subsections are dedicated to providing a brief overview of Kouzes and Posner's framework for leadership development, and what 'truths' about leadership have been concluded from the extensive research with individuals who have used their framework to guide leadership development.

A framework for 21st century leadership development. Practicing leadership with the guidance of Kouzes and Posner's (2006) leadership framework falls along the

lines of what some researchers might refer to as, servant leadership: placing others before the self and making them the center of attention, looking for ways to meet their needs and interests, being honest, giving them hope, having confidence in their abilities, helping them to broaden their perspectives and build on their own ideas, supporting them on their search for solutions, recognizing their contributions, and keeping the positive energy flowing (Kouzes & Posner, 2010).

Kouzes and Posner began researching leadership in the late 1980s (Posner, 2002), with their Five Practices of Exemplary Student Leadership assessment and framework for leadership development they created through triangulation of mixed-method studies involving interviews and case studies (Posner, 2002). Three decades have passed since beginning their initial research on leadership development, and their framework is still regarded as one of the best and most reliable theoretical frameworks to use for student leadership development (Kouzes & Posner, 2008; Posner, 2010). After years of conducting research and analyzing data gathered from two of their very well-known and used leadership assessments, Kouzes and Posner (2008) suggested the best leaders were leaders who engaged in and generally incorporated into their lives distinct leadership practices, and knew how to serve and lead with a caring heart.

Serving and leading with a caring heart. In August 2010, Kouzes and Posner published their newest leadership book. Within the very first few pages, they noted 30-years of continuous leadership research using their leadership assessment has indicated, when it comes to understanding, identifying, and practicing leadership, "age made no difference" (Kouzes & Posner, 2010, p. xvi). Furthermore, while the context of leadership often changes, time has shown leadership content to remain very similar, if not

the same (Kouzes & Posner, 2010). The reason for that being, leadership is about having heart and wanting the very best for others; something that can occur at any age, and can remain fairly consistent over time. Most importantly, as Kouzes and Posner (2010) noted, "Without heart, there is no integrity, honor, commitment, conviction, faith, trust, support, persistence, courage, learning, and/or risk-taking" (p. 136). Without heart, there is no purpose or meaning for actions, and no desire to help others. Without heart, there is no love; and, "love is the soul of leadership….Love is the source of the leaders courage….Love creates the desire to serve others and see them grow and become their best" (Kouzes & Posner, 2010, pp. 137-139). For that reason, the most important aspects of leadership include having heart, loving others, having a sense of purpose to serve others, and showing others true care and concern.

After analyzing years of research, Kouzes and Posner (2010) concluded leadership is truly about (a) believing every individual can be a leader and make a difference, (b) the leader being seen as credible in the eyes of others so they believe in difference-making abilities and choose to follow, (c) aligning values to encourage commitment from others, (d) possessing vision for the future, (e) teamwork, (f) the desire to help others before self, (g) building others trust in abilities by being the first to trust them and welcome change and challenges, (h) setting the example, (i) constantly learning and consciously working to further develop leadership abilities, and (j) most importantly, having the heart to forever put the needs of others before the self. All qualities necessary in 21st century leaders; and as Keith (2008) noted, many of the same qualities, characteristics, and behaviors that Greenleaf believed were of importance to be demonstrated by servant leaders who chose to practice servant leadership.

Servant leadership. The individual who introduced servant leadership in the late 1970s, Robert K. Greenleaf (2008), stated, "Preparation to lead need not be at the complete expense of vocational or scholarly prep, but it must be the *first priority*" (italics in original, p. 47). It was actually for that reason Greenleaf (2008) wrote *The servant as leader*; with the overall desire for his essay being "to stimulate thought and action for building a better, more caring society" (Spears, 2005, p. 2). And while it is important to note that Boyum (2008) claimed there is still too little known about the people choosing to be servant leaders and their demonstration of servant leadership, the researcher behind this study does not fully support Boyum's claim. Especially, seeing as Keith (2008) was able to include Spears' (2005) characteristics of servant leaders, and also suggested practices that could prove beneficial to effectively practicing servant leadership, in his essay advocating for more engagement in servant leadership. Therefore, the next subsections highlight relevant literature that addresses the history of servant leadership, servant leader characteristics, practices of servant leadership, and what little empirical evidence was available, at the time of this study, regarding servant leadership.

Servant leadership in history. While the history of servant leadership can be dated as far back as Biblical times (Keith, 2008), for this literature review, the history of servant leadership begins with a brief description of Robert Greenleaf, the individual who actually gave this different type of leadership its formal name. According to Keith (2008) and Spears (2005), after 40 years of working with AT&T, Greenleaf retired from his position as AT&T's Director of Management Research. For the next 25-years after his retirement from AT&T, he was a consultant for major corporations, institutions, and foundations, "founded the 'Center for Applied Ethics' in 1964 (which is now named the

Robert K. Greenleaf Center)" (Spears, 2005, p. 2), and used his spare time to read books and reflect on corporate leadership (Keith, 2008).

After having read Herman Hesse's *Journey to the East*, Greenleaf pondered on one of the main characters in the book, Leo. Leo was a servant who had joined others on a "mythical journey…spiritual quest" (Spears, 2005, p. 2), and provided them with assistance whenever he could, doing his best to help keep their spirits elevated (Greenleaf, 2008; Keith, 2008; Spears, 2008). It was much to Greenleaf's surprise when Leo suddenly disappeared from the story and did not reappear until the very end; especially because, when Leo reappeared, he was no longer the servant, but was the main leader of the Order of men (and actually had been for the entire story). So here Greenleaf was, after spending many years in management and researching corporate leadership, finding great interest in Leo the Leader who did not mind traveling down these mythical dirt roads with his men, performing menial tasks for them, just to ensure they made it to the journey's end (Spears, 2005).

According to Greenleaf (2008), Leo was a servant first because he was willing to serve and meet the needs of his men before his own needs; a characteristic of a leader that Greenleaf had identified as being desperately needed in corporations and organizations around the world (Keith, 2008). In the late 1970s, Greenleaf wrote and introduced his first essay on servant leadership (re-published and released in 2008) that advocated for future leaders to be more like Leo because, "the great leader is seen as servant first, and that simple fact is the key to his greatness" (Greenleaf, 2008, p. 9). It was also explained that those who have a desire to be servant leaders and incorporate the actions of servant leaders into their own lives can do so while still living real and productive lives; all it

takes, is a concern for and desire to meet and serve the needs of others before the self (Greenleaf, 2008). Throughout the essay, various suggestions were made as to how one may demonstrate servant leadership, and it was explicitly noted that one can assess outcomes of servant leadership by asking

> Do those served grow as persons; do they, *while being served*, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? *And*, what is the effect on the least privileged in society; will they benefit, or, at least, will they not be further deprived? (italics in original, Greenleaf, 2008, p. 15)

After working with Greenleaf personally, and also studying his work for many years, Spears (2005) suggested, "Servant leadership emphasizes increased service to others, a holistic approach to work, promoting a sense of community, and the sharing of power in decision making" (p. 2). With that suggestion, also came a suggested set of servant leader characteristics to which he believed Greenleaf had inferred in his essay: "Listening, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight, Stewardship, Commitment to Growth, and Building Community" (Spears, 2005, pp. 3-4; also discussed in Carroll, 2005; Hughes, Ginnett, & Curphy, 2009; Keith, 2008, 2010). As such, the next subsection is dedicated to discussing, in further detail, the characteristics just listed.

Spears' (2005) characteristics of servant leaders. According to Spears (2005), it is important for an individual interested in developing servant leader abilities to demonstrate and cultivate characteristics such as Listening, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight, Stewardship, Commitment to Growth, and Building Community. The first characteristic listed, Listening, is described

as necessary to be able to "identify and clarify 'the will' of the group" (Spears, 2005, p. 3), being receptive to both the spoken and unspoken words; and, is an important characteristic when it comes to hearing "one's own inner voice…seeking to understand what one's body, spirit, and mind are communicating" (Spears, 2005, p. 3). It was also noted that, "Listening coupled with regular periods of reflection is essential to the growth of the servant leader" (Spears, 2005, p. 3). The next of the characteristics, Empathy, is necessary in order understand, accept, and recognize individuals for their specialness and their uniqueness; as well as, assuming best of intentions from others and, regardless of their behavior, does not reject them as individuals (Spears, 2005). Following Empathy, Healing was described as a characteristic used by servant leaders presented with an "opportunity to 'help make whole' those with whom they come in contact" (Spears, 2005, p. 3). The next characteristic, Awareness, was described as a source for strengthening a leader, "and aids one in understanding issues involving ethics and values" (Spears, 2005, p. 3). Persuasion, another servant leader characteristic, was identified as a leader calling upon the ability to gently, clearly, and persistently "convince others [in decision making] rather than coerce compliance….building consensus within groups" (Spears, 2005, p. 3).

Spears (2005) also suggested Conceptualization as a characteristic central to servant leader development because it requires individuals to find a balance in their thinking that allows them to "nurture abilities to 'dream great dreams'…look at a problem…think beyond day-to-day realities…[use] broader-based conceptual thinking" (p. 3). The next characteristic, Foresight, "…enables the servant leader to understand the lessons from the past, the realities of the present, and the likely consequences of a

decision for the future" (Spears, 2005, p. 4). Another characteristic believed to be central to servant leader development, Stewardship, requires the servant leader to be someone who is willing to promote, "being committed to serving the needs of others…use of openness and persuasion rather control…everyone is responsible for the greater good of society" (Spears, 2005, p. 4). Commitment to the Growth of People was described as a characteristic used by one who "sees intrinsic value beyond tangible contributions…is deeply committed to the growth of each and every individual within his or her institution….[and will] nurture the personal, professional, and spiritual growth" (Spears, 2005, p. 4). Of the last of the servant leader characteristics identified as important to servant leader development, Building Community, it was noted that a servant leader who possesses this characteristic will, "seek to identify some means for building community among those who work within a given organization, and…demonstrate own unlimited liability for a quite specific community-related group" (Spears, 2005, p. 4). Now that there is a better understanding of the characteristics believed to be central to servant leader development, the following subsection identifies and describes Keith's (2008) practices for effective servant leadership; thus, implying an existing connection between Spears' (2005) characteristics of servant leaders and Keith's (2008) practices for effective servant leadership.

Keith's (2008) practices for effective servant leadership. Keith (2008) identified seven practices as important to effective servant leadership: Self-Awareness, Listening, Changing the Pyramid, Developing Colleagues, Coaching, not Controlling, Unleashing Energy and Intelligence of Others, and Foresight. To start the discussion, it was noted that, "servant leaders lead from self-awareness, and use the passion, serenity, and wisdom

that comes from reflection" (Keith, 2008, p. 37). Moreover, Keith (2008) suggested those who practice Self-Awareness are

- aware of and build upon strengths while accepting weaknesses;
- imperfect high-performers;
- emotional and bias, and yet wise and fair when making decisions; and,
- knowledgeable of the impact words and deeds may have on others.

The second practice noted as important to effective servant leadership, Listening, is a practice used by servant leaders to "identify and meet the needs of others….[and] gather feedback in as many ways as possible from their colleagues and those they serve" (Keith, 2008, p. 37). Furthermore, it was not only moral and respectful, but also practical to identify needs before meeting them (Keith, 2008).

Changing the Pyramid was described as a practice used by servant leaders in which, "the leader is not the boss but *primus inter pares*, or 'first among equals'" (italics in original, Keith, 2008, p. 40). The discussion of the next servant leader practice, Developing Colleagues, indicated that the servant leader is responsible for (and enjoys)

- ensuring other people's highest priority needs are being served;
- being the mentor and trainer and keeping tracking of colleagues developmental needs and opportunities; and,
- helping others grow to become their best. (Keith, 2008, pp. 43-45)

Coaching, not Controlling, another practice of effective servant leadership, suggests the greatest commitment to leaders is demonstrated when the leader lets those being led go free to accomplish their tasks, while still showing care, being a useful resource, and helping others to find meaning in their work-all by continually paying them attention and

demonstrating love for them (Keith, 2008). For the next practice, Unleashing the Energy and Intelligence of Others, it was explained that, "servant leaders teach, mentor, and coach so others…use their energy and intelligence wisely, for the good of the organization and those the organization serves" (Keith, 2008, p. 49). What is more, a servant leader who unleashes others' energy and intelligence, "build[s] upon the intrinsic motivation of colleagues…gives colleagues choices regarding the way they accomplish their work…. [allowing for colleagues to be] more productive, more committed, more innovative, and less likely to burn out" (Keith, 2008, p. 52).

Foresight was the last of the practices Keith (2008) identified and discussed as key to effective servant leadership. Greenleaf (2008) referred to Foresight as the "central ethic of leadership" (p. 24), and described it as a "better than average guess about *what* is going to happen *when* in the future" (italics in original, Greenleaf, 2008, p. 25). Keith (2008) further explained that notion by stating that, "Foresight is needed to form the vision and support the momentum that makes the future a good one for everyone" (p. 55). However, should the leader fail to use Foresight and something goes terribly wrong, that failure could then possibly be considered as both a leadership failure and an ethical failure of the entire organization being led (Keith, 2008). That said, and now that Spears' (2005) servant leader characteristics and Keith's (2008) practices for servant leadership have been identified and discussed, it is time to discuss uses of servant leadership, and what little empirical research regarding servant leadership was available for review.

In 1996, Maynard, Jr. and Mehrtens forecasted the future of servant leadership as a legitimate response to a call for more global responsibility and citizenship, referring to servant leadership as the "Corporate Ethos of the 4th wave" (p. 55). Approximately 10

years later, Spears (2005) described servant leadership as "a long-term, transformational approach to life and work-in essence, a way of being-that has potential for creating positive change throughout our society" (p. 3). However, Sergiovanni (2007) noted that "virtually missing from the mainstream conversation on leadership is the concept of servant leadership" (p. 50) just prior to when Keith (2008) released his book on how the service-model of leadership would make the world a better place. The researcher believes this contradicting and un-alignment of decades of information could be due to the very little empirical evidence that has been published regarding servant leadership. Therefore, this next subsection will provide insight on servant leadership empirical evidence that had been published and available for review prior to (and while) this study was conducted.

An empirical look at servant leadership. Findings from servant leadership research suggested servant leadership is related to (a) organizational citizenship behavior (Ehrhart, 2004); (b) perceptions of leaders and organizational trust in them (Joseph & Winston, 2005); (c) perceptions of leader's empathy, integrity, competence, and agreeableness (Washington, Sutton, & Feild, 2006); and (d) organizational effectiveness (Ebener & O'Connell, 2010). Ehrhart (2004), interested in the "utility of unit-level servant leadership and procedural justice climate in predicting the helping and conscientiousness of unit-level organizational citizenship behavior" (Discussion section, para. 1), collected and analyzed survey data from 249 departments of an Eastern regional grocery store chain. Ehrhart's (2004) findings indicated when leaders put needs of others before themselves in order to help others grow and develop "the unit they lead will, as a whole, feel that they are treated fairly….unit members are more likely to act in ways to

benefit other unit members (helping) and the organization in general (conscientiousness)" (Ehrhart, 2004, Discussion section, para. 2).

Joseph and Winston (2005) analyzed 69 questionnaires that were answered by employed students or employees of a school to identify if there was an existing "relationship between employee perception of organizational servant leadership, and leader trust; and organizational servant leadership, and organizational trust" (p. 12). It was also hypothesized that organizations with servant leaders had "higher levels of leader and organizational trust than organizations not led by servant leaders" (Joseph & Winston, 2005, p. 12). Findings indicated a positive relationship existed between employee's perceptions of "organizational servant leadership, leader trust, and organizational trust" (Joseph & Winston, 2005, p. 14). Findings also indicated that organizations led by servant leaders "had higher levels of leader and organizational trust than organizations not led by servant leaders" (Joseph & Winston, 2005, p. 14).

Washington et al. (2006) conducted a study using three organization's survey responses from 288 followers and 126 leaders to understand if servant leadership and empathy, integrity, competence, and agreeableness were all related in some way. Findings from Washington et al.'s (2006) study suggested, "a relationship does exist between servant leadership and empathy, integrity, and competence" (p. 708). More specifically, "perceived servant leadership is positively related to perceived empathy, integrity, and competence….And leaders' agreeableness was positively related to perceived servant leadership" (Washington et al., 2006, p. 708).

Lastly, in regards to the little empirical evidence published and available for review regarding servant leadership, Ehrhart's (2004) findings led Ebener and O' Connell

(2010) to conduct a study in which they would determine if servant leadership enhanced organizational citizenship and contributed to organizational effectiveness "in a voluntary organization such as a church" (p. 316). Findings from Ebener and O'Connell's (2010) study suggested a relationship does exist between servant leadership, greater work performance, and higher commitment among workers.

Service Participation, ASB Programs, and Project LEAD

Benefits of service participation. Research has indicated service participation may be positively related to an increase in student participant academic performance (Gustein et al., 2006; Ngai, 2006), social commitment (Ngai, 2006), personal development (Ngai, 2006; Plante et al., 2009), and compassion and empathy (Plante et al., 2009). More specifically, based on an analysis of 246 student surveys and 44 student papers, findings from Gutstein et al.'s (2006) longitudinal study indicated science education service-learning program participation positively impacted academic and career goals, professional and life skills, and career and life skill development. Like Gutstein et al. (2006), Ngai (2006) was also interested in the impact service-learning had on student outcomes. However, Ngai only analyzed post-service learning program surveys from 93 student participants attending university in Hong Kong.

Ngai's findings indicated the majority of students found their program participation to be a positive experience. Participants better understood diversity, self, and others. Participants also experienced an increase in self-confidence, desired to continue service or volunteer work, believed participation had a direct influence on future education and career goals, and reflection during class was extremely important to their overall learning and service participation experience (Ngai, 2006). While findings did

show some participants felt ill-prepared and/or helpless when it came to handling service-related issues such as working with victims of abuse or juveniles who had received warnings from law enforcement (Ngai, 2006), Plante et al.'s (2009) comparison of community-based learning immersion trip student participant findings to non-immersion trip student participant findings evidenced significantly more growth in the positive feelings and emotions of immersion trip student participants.

More specifically, Plante et al. (2009) were interested in determining if a relationship existed between student participation in a community-based learning immersion trip and enhancement of student participant compassion. Based on an analysis and comparison of 123 pre- and post- immersion trip questionnaires, findings indicated an increase in student participants' compassion, and a positive relationship existing between student participants' compassion, empathy, vocational identity, and faith (Plante et al., 2009). As many benefits, and a couple downfalls, of service participation were just evidenced, the question now becomes, from where does a participant gain motivation to serve?

Motivation and service participation. Prior research study findings regarding motivation and service participation indicated positive relationships exist between motivation, service participation, and identity development (Rhoads, 1998). Moreover, college student motives for service involvement fell in at least one of three categories: "altruistic, egoistic, and obligatory" (Jones & Hill, 2003, p. 519). Interested in student-made meaning of personal motivation and participation in service, Jones and Hill (2003) conducted a study using 24 students, from six different Ohio schools that were all "…established to support the development of social responsibility and citizenship

initiatives…" (p. 519). Findings from Jones and Hill's study indicated that (a) influences for service participation in college included friend and peer participation and encouragement, shared values and social concerns, and visibility/accessibility of programs; (b) those who were service participants in high school were more likely to continue participation during college (unless their participation in high school was only for reasons such a meeting graduation requirements, and then service was discontinued in college); and (c) personal motivation and altruistic interests were more prevalent in those who participated in service in high school, had received encouragement from family and school, and continued participation in college.

Overall findings from Jones and Hill (2003) indicated participants understanding of service depended upon whether the motivation was internal (i.e.: personal) or external (i.e.: required), increased involvement in service lead to increased desire to learn more about caring for others, and Religion or faith also impacted service involvement. Lastly, participants in their study noted the give-and-take nature of service, showing passion, growth, and development of self and understanding for others (Jones & Hill, 2003). Essentially, those student participants who found service to be personally meaningful had a firm foundation of participation and commitment, reflected on their personal identities, decided what is truly important to them in their life, and determined what part they wanted to play in making life better for others (Jones & Hill, 2003).

ASB programs and service participation. In 1998, Rhoads and Neururer published a study in which they proposed a relationship exists between community service participation and development of personal responsibility and empathy. More specifically, they believed participants in their study would have a clearer "understanding

of self….others different from oneself….community" (Rhoads & Neururer, 1998, Abstract section, end of para. 5). The study participants spent their spring break providing services to a low-income, rural community in South Carolina. Upon return from their service trip, participants reported having a greater understanding of self, others, and community. Findings also included increased participant self-confidence, patience, and self-awareness, greater appreciation for building relationships with others, and more respect, acceptance, and awareness of differences in communities. From their findings, Rhoads and Neururer (1998) concluded, "greater understanding of oneself and ones values, a clearer picture of social responsibility, and a commitment to a larger community are important developmental milestones for traditional aged college students" (Implications section, para. 1). Furthermore, reflection during time of service was imperative to service participant growth and development (Rhoads & Neururer, 1998).

Not only did Rhoads and Neururer's (1998) findings indicate reflection to be a necessary part of the ASB program experience, participants from Jones and Hill's (2003) study reported "on-site reflection" (p. 529) as a key component to their "life changing….learning opportunity" (p. 529). The more structured, the more it allowed for reflection, and, in turn, led to greater enthusiasm and insight; those who did see the relationship between service and self had a greater focus on others, desire to give back, and empathy (Jones & Hill, 2003). However, as Barclay (2010) noted, "there have been no longitudinal studies conducted concerning the impact of an ASB experience.…ASB research concerns aspects of social responsibility and civic engagement rather than international experiences and student development" (p. 7).

For that reason, the purpose of Barclay's (2010) study was to determine how American undergraduate students perceive changes in their own self-development after participation in an international ASB experience. The findings from Barclay's study indicated those participants who had participated in prior ASB programs integrated service and traveling into their identity and purpose, were more introspective, committed to new goals, reflective, and were more focused on new perspectives and the significance of the trip than new ASB program participants; whereas, new ASB program participants were more detailed about their experience and focused on future hopes and wishes.

While there is still limited availability of research specifically related to service participation and leadership development in ASB programs, the researcher was able to locate some findings related to service participation and leadership development. For example, Dugan and Komives (2010) collected data from 14,252 undergraduate seniors (representing 50 universities, 25 states, and the District of Columbia) and found a beneficial relationship exists between leadership development and community service. Dugan and Komives' findings also indicated participation in short-term leadership programs led to an increase in student's citizenship and ability to collaborate with others, and socio-cultural conversations with peers played the biggest part in socially responsible leadership development.

Another example of the beneficial relationship existing between leadership development and community service would be AlKandari and AlShallal's (2008) posit that student participation in service programs assisted in developing "personal, professional, leadership, and citizenship skills" (p. 575). However, after analyzing results from 372 Kuwait University Student Civic Awareness Questionnaires, AlKandari and

AlShallal found that while students are knowledgeable of civic awareness, they are less knowledgeable about service and participation in service programs. Therefore, AlKandari and AlShallal proposed that if students are to be more involved in their own leadership skills development, the university needs to better assist students with creating ties to community service organizations.

From reviewing literature relevant to service participation and, more specifically service participation in ASB programs, it appears higher education can prepare and develop undergraduate students to better lead by encouraging and promoting participation in ASB programs that are specifically designed to develop leadership through participation in service, reflection, and practice. As such, one ASB program at Pepperdine University, Project LEAD, grabbed this researcher's attention because it appeared to be a program dedicated to planning and using a spring break road trip to promote the growth and development of college students leadership via participants planning and conducting leadership workshops in under-served schools across the nation, and participants planning and conducting interviews with prominent leaders from across the nation.

Project LEAD. Project LEAD was initially introduced in the year 2007, and started by one Leadership Fellow, the Leadership Education and Development Coordinator, and 10 students (C. Tolan, personal communication, July 15, 2011). The students who participated in Project LEAD were responsible for planning their travels through a region of the United States, selecting their destinations, leaders to interview, and schools to visits, and then initiating and following through with scheduling the interviews and leadership workshops; as well as, finding places to stay and to eat during

their travels, fundraising to help with expenses of the trip, and planning out exactly what they were going to be doing in the leadership workshops (C. Tolan, personal communication, July 15, 2011).

A spin-off of 'Road Trip Nation', a non-university project that was created by Pepperdine University Class of 2001 Alumnae, "Project LEAD nurtures aspiring leaders…to reach their full potential through inspiration and practice" (C. Tolan, personal communication, July 15, 2011). Having been in existence 3-years (2008, 2009, 2010), the Project LEAD teams road-tripped their way through one of three regions (West Coast, Southwest, East Coast) in the United States. Project LEAD teams were inspired from the interviews conducted with leaders, both community and national, from various career fields that included business, politics, education, religion, media, and social activism; as well as, conducting leadership workshops with students in under-served schools that enabled participants to practice and "grow confident in their leadership abilities" (C. Tolan, personal communication, July 15, 2011). A faculty mentor and staff member were required to go on the road trips with the Project LEAD teams and be facilitators of activities that assisted the teams and individuals understand how to apply lessons-learned to their own lives (C. Tolan, personal communication, July 15, 2011).

The shared leadership development aspect of the program was created to assist Project LEAD members to "grow in their own leadership abilities and in fellowship with the others" (C. Tolan, personal communication, July 15, 2011). Furthermore, it was believed the Project LEAD program had the ability to become quite a "vital leadership development program" (C. Tolan, personal communication, July 15, 2011) for Pepperdine University. Keeping leadership as the main focus of the program, Project

LEAD teams hit the road with the overarching theme of, "we have much to learn from the leaders before us, and much to give to those who follow…all individuals have capacity to be great leaders and generate meaningful change" (C. Tolan, personal communication, July 15, 2011).

The fact that it was a road trip in which Project LEAD team members were basically with each other at all times for 7 days, was intentional; with team members eating, sleeping, and interacting with each other non-stop, it "tests students social skills in order to better them….the travel aspect creates stress and pushes them to the limits…exposing social and leadership maturity and areas for growth" (C. Tolan, personal communication, July 15, 2011). The interviews with leaders were included in the spring break trip in order to provide the Project LEAD teams with an opportunity to hear about the various leadership routes the leaders being interviewed had taken, and provide an opportunity to gain insight on the various career-fields. Some of the leaders interviewed included the Director of Jet Propulsion Laboratory and Vice President of Cal Tech, a California senator, an ESPN Sportscenter producer, founders and CEOs of non-profit organizations, Christian church leaders, a tour guide, and a Two-Star Major General of the Pentagon (C. Tolan, personal communication, July 15, 2011).

The leadership workshops were included in the spring break trip to provide the Project LEAD teams with an opportunity to demonstrate and practice their leadership skills, while also being able to "inform the students about the advantages of choosing leadership from a young age….empower students to lead positive change in their schools and lives….explain the importance of a college education" (C. Tolan, personal communication, July 15, 2011). The title of every leadership workshop, 'Developing

Character of a Leader,' suggested Project LEAD teams were there to guide initial discussion regarding the notion that everyone has the ability to develop as a leader. During the workshop, the class was broken into small groups. Each group was then provided with a 'component that makes a great leader,' pre-designed questions about the component, and was given the task of using and answering the questions in order to prepare and share a short summary of their component with the entire class (C. Tolan, personal communication, July 15, 2011). The components used in the leadership workshops included (a) integrity (personal values); (b) self-control (in managing emotions); (c) empathy and compassion (and bullying); (d) character (positive reputation, respect, being a good role model, being a good citizen, honestly, loyalty, responsibility); (e) motivation, drive, and enthusiasm (passion and setting goals); and (f) self-awareness (strengths, weaknesses, realistic about abilities, knowledge of how moods, emotions, drive affect others, confidence). After the large group debrief occurred to help summarize all the components, the Project LEAD team spent their last bit of time discussing why it was important for the leadership workshop students to continue education for as long as they can, to not drop out of school before college, and to go to college; as well as, the fact that the more education the students had, the more opportunities they would have for jobs and a higher earning potential, what were incomes based on levels of education, what was financial aid and the form they would need to fill out to receive it, and why it was important to get involved with service, leadership, and extra-curricular activities they could later write about in college essays and use as a demonstration of their drive to succeed and ability to have a balanced life (C. Tolan, personal communication, July 15, 2011). Lastly, since Project LEAD began in 2008,

those who did participate in the program (over the span of 3 years) found themselves in more leadership roles on campus, including Residence Advisors, Student Government Association Presidents, Student Government Association Vice President of Administration, and a Student Assistant to the Pepperdine University's President Benton (C. Tolan, personal communication, July 15, 2011).

Summary of Literature Review

The first section of this literature review addressed leadership theoretical perspectives and servant leadership. More specifically, past literature and research on 21st century leadership suggested that possessing certain leadership characteristics, and learning, practicing, and engaging in certain leadership behaviors may result in a more effective, collaborative style of leadership. Literature discussed evidenced many similarities and implications for use between Kouzes and Posner's (2010) leadership facts, Spears' (2005) characteristics of servant leaders, and Keith's (2008) practices for effectively engaging in Greenleaf's (2008) servant leadership. Lastly, servant leadership research empirical findings reviewed suggested servant leadership positively influenced (a) organizational citizenship behavior (Ehrhart, 2004); (b) perceptions of leaders and organizational trust (Joseph & Winston, 2005); (c) perception of leader empathy, integrity, competence, and agreeableness (Washington et al., 2006); and (d) organizational effectiveness (Ebener & O'Connell, 2010).

The second section of this literature review addressed benefits of service participation, motivations for service participation, ASB programs' service participation, and any historical and theoretical information available regarding Project LEAD. Past research has indicated benefits to service participation included increased student

participant academic performance (Gustein et al., 2006; Ngai, 2006), social commitment (Ngai, 2006), personal development (Ngai, 2006; Plante et al., 2009), and compassion and empathy (Plante et al., 2009).

Past research discussed in this literature review also indicated motivations for service participation included identity development (Rhoads, 1998), and reasons that were "altruistic, egoistic, and obligatory" (Jones & Hill, 2003, p. 519). And while past research indicated benefits to service participation in ASB programs such as (a) increased participant self-confidence, (b) patience, (c) self-awareness, (d) appreciation for building relationships with others, and (e) more respect, acceptance, and awareness of differences in communities (Rhoads & Neururer, 1998), reflection during time of service was crucial to participants' growth and development (Jones & Hill, 2003; Rhoads & Neururer, 1998).

Moreover, participants who had participated in prior ASB programs integrated service and traveling into their identity and purpose, were more introspective, committed to new goals, reflective, and were more focused on new perspectives and the significance of the trip than first-time ASB program participants (Barclay, 2010); whereas, new ASB program participants were more detailed about their experience, and were more focused on future hopes and wishes (Barclay, 2010). Furthermore, if students were supposed to be more involved in their own leadership skills development, then universities needed to better assist students with creating ties to community service organizations (AlKandari & AlShallal, 2008). Lastly, although research findings did suggest there was a positive relationship between community service and leadership development (Dugan & Komives, 2010), what still remained less clear was if a specific relationship existed between ASB service participation and ASB participants' leadership development.

More specifically, what was known at the time of this research study was that while the majority of millennials were probably not organizational leaders, they may, or may not, have been leaders in their personal lives; and, some were on their path to becoming future corporate leaders. However, what still remained unknown was if a connection existed between the service participation and leadership development of millennials who participated in Pepperdine University's Project LEAD. Other unknowns included millennial Project LEAD participants' familiarity with servant leadership, and millennial Project LEAD participants' familiarity with the roles, characteristics, and practices of servant leaders; as well as, long-term effects of Project LEAD participation on millennial Project LEAD participants' personal, academic, and career goals.

Chapter 3. Methodology and Procedures

Restatement of Purpose of Study

The purpose of this interpretive, modified grounded theory qualitative study was two-fold. The first purpose of this study was to interpret the knowledge/understanding of servant leadership, lived experience as it pertained to servant leadership development, motivations for participation, and perceived influence service participation had on personal, academic, and career goals of millennials who participated in Pepperdine University's ASB leadership development and service program, Project LEAD, between the years 2008-2010. The second purpose of this study was to use collected data as a means for developing an alternative model for Project LEAD that furthers understanding of the role leadership plays (for millennial Project LEAD participants) in serving others.

Restatement of Research Questions

1. What knowledge/understanding did millennials who participated in Pepperdine University's Project LEAD between the years 2008-2010 have of servant leadership?
2. What was the lived experience as it pertained to the servant leadership development of millennials who participated in Pepperdine University's Project LEAD between the years 2008-2010?
3. What motivated millennials to participate in Pepperdine University's Project LEAD between the years 2008-2010?
4. What influence, if any at all, did millennials who participated in Pepperdine University's Project LEAD between the years 2008-2010 perceive their

service participation in Project LEAD to have had on their personal, academic, and career goals?

Research Approach and Design

The proposed interpretative qualitative study used a modified grounded theory methodological design for data collection and analysis. According to Creswell (2009), qualitative research is, "a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p. 4). Interpretative qualitative approaches "enable a researcher to (a) gain new insights about a particular phenomenon, (b) develop new concepts or theoretical perspectives about the phenomenon, and/or (c) discover the problems that exist with the phenomenon" (Leedy & Ormrod, 2010, p. 136). Grounded theory research allows the researcher to use systematic procedures to interpret data (participant views and perspectives) and create theory from a conceptual ordering of overarching themes, highlighting the interrelationships of categories comprising those themes (Creswell, 2009; Leedy & Ormrod, 2010; Strauss & Corbin, 1998).

More specifically, using grounded theory procedures of constantly comparing data with emerging categories and themes, and asking questions of the data to refine and better understand the interrelationships of categories allowed this researcher to create a "general abstract theory of process, action, or interaction grounded in the view of participants" (Creswell, 2009, p. 13) regarding the role leadership plays (for millennial Project LEAD participants) in serving others. Strauss and Corbin (1998) noted "the procedures of making comparisons and asking questions of data, as well as sampling based on evolving theoretical concepts are essential features of this methodology" (p. 46). However, as the theoretical sample was chosen from the on-set of the study (instead of

letting it evolve as the study progresses) to be based on the year(s) the participant was in the program, i.e.: 2008, 2009, 2010, a modified grounded theory approach was used with the understanding it still allowed the researcher to "maximize similarities and differences of information" (Creswell, 2009, p. 13). Although modified in approach, systematic procedures were used to generate and ground theory in interpretive data (participant views) that was, "likely to offer insight, enhance understanding, and provide a meaningful guide to action" (Strauss & Corbin, 1998, p. 12).

As such, an interpretive qualitative approach with a modified grounded theory methodological design for data collection and analysis was most appropriate for this research study in particular for four reasons. First, the review of relevant literature shed insight on the fact there was little research available pertaining to servant leadership, the lived experience of Project LEAD participants, participant motivation, and service participation; and, as Creswell (2009) noted, "if a concept or phenomenon needs to be understood because little research has been done on it, then it merits a qualitative approach" (p. 18). Secondly, as the first purpose of this study and research questions was aimed at interpreting the meaning participants ascribed to their personal understanding, experience, motivation, and perception as it related to various aspects of Project LEAD participation, an interpretive qualitative approach was most appropriate because it "keeps focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research, or writers express in the literature" (Creswell, 2009, p. 175). Thirdly, with the second purpose of the study aimed at using the data collected (participants' perspectives) to develop a theoretical model that may be used, not as a replacement of other philosophical or theoretical models but, as an

alternative means to understanding the role leadership plays (for millennial Project LEAD participants) in serving others, a modified grounded theory approach was warranted (Creswell, 2009; Leedy & Ormrod, 2010; Strauss & Corbin, 1998). Lastly, requesting participant feedback on interview transcription accuracy and enlisting two trained coders to analyze, code, and compare data for emerging themes ensured honesty in the transcription of interviews, agreement in the coding of data, and assisted the researcher in remaining objective throughout the study (Creswell, 2009).

The researcher was aware of the downfalls to using an interpretive qualitative research approach. While Garrick (1999) explained, "it is an understanding of the lived experience derived from participants themselves that is important to interpretive studies" (p. 148), this interpretive research approach makes generalization to a greater population more difficult, could have marginalized individuals and participants, and could have made it easier for the researcher to make unwarranted additions to participant's description of the lived experience (Garrick, 1999). However, the researcher addressed and curbed such downfalls through the use of audio-recorded and transcribed semi-structured telephone interviews (Creswell, 2009; Leedy & Ormrod, 2010), requesting participant feedback on transcription accuracy, and seeking coder agreement among the researcher and two trained coders for emerging categories and themes (Creswell, 2009; Leedy & Ormrod, 2010).

Participants and Setting

Qualitative data for this study were collected from 7 millennials who participated in Pepperdine University's Project LEAD between the years 2008-2010. The researcher attempted to recruit 36 official interview participants from Pepperdine University, and

was able to obtain permission from 7 participants to audio-record individual semi-structured interview. Lasting 15-60 minutes in duration, individual semi-structured interviews were pre-arranged based on participant availability. Due to the fact the researcher and participants resided in various geographic locations, the researcher conducted all audio-recorded semi-structured interviews over the telephone.

Recruitment. To recruit participants for this study, the researcher e-mailed letters of permission (APPENDIX A) to conduct the study to Pepperdine University administration and the 2008-2010 Project LEAD director, and requested approval to conduct the study from Pepperdine University's Institutional Review Board (IRB). Once all permissions and approvals were obtained, the researcher requested for the 2008-2010 Project LEAD director to provide a list with names, contact information, and year(s) of participation for all individuals who were Project LEAD participants between the years 2008-2010. As the 2008-2010 Project LEAD director did not have contact information for Project LEAD participants from the year 2010, the director provided the researcher with the name and e-mail address of an individual who would be able to provide the contact information for 2010 Project LEAD participants. The researcher then requested approval from IRB for the just discussed modification to the recruitment procedure. Once the researcher obtained IRB approval for the modification to the recruitment procedure, the researcher contacted the suggested individual via e-mail with a request to be provided with the contact information for all individuals who participated in Project LEAD in 2010. The researcher then e-mailed a total of 36 individuals with an initial request to participate in the study (APPENDIX B), and attached, to the e-mail or message, copies of the informed consent for participation in research activities

(APPENDIX C), interview protocol (APPENDIX D) and interview questions (APPENDIX E). Per recommendation of the 2008-2010 Project LEAD director, the researcher also attempted to contact 5 of the 36 prospective participants who no longer had a valid e-mail address via private message on Facebook, a social networking site the director indicated was used by many of past Project LEAD participants. Approximately two days after e-mailing or Facebook messaging all prospective participants, the researcher sent another e-mail or Facebook message to each prospective participant requesting to set up a telephone call in which the researcher used a telephone protocol (APPENDIX F) to follow-up, discuss the study further, and schedule a day and time for the prospective participant to partake in the official semi-structured telephone interview.

Selection. Participants for this study were "purposefully selected" in order to "best help the researcher understand the research question" (Creswell, 2009, p. 178; Leedy & Ormrod, 2010). Criteria for selection included participation in Pepperdine University's Project LEAD between the years 2008-2010, and prospective participant self-identification as being part of the millennial generation (born 1982-2002). Therefore, the purposefully selected participant sample size for this study was 7 individuals who were born between 1982 and 2002 and participated in Project LEAD between the years 2008-2010. The researcher offered to provide all prospective participants who were willing, eligible, and selected to participate in the study with a copy of the informed consent for participation in research activities (APPENDIX C) via e-mail or United States Postal Service (U.S.P.S.), to be read and signed by the prospective participant, and returned to the researcher via e-mail, fax, or U.S.P.S. prior to the scheduled telephone interview. Prior to each scheduled interview, the researcher sent,

via e-mail, a reminder stating the date and time for the upcoming telephone interview, and attached another copy of the interview questions (APPENDIX E) to assist in participant preparation for the interview.

Participation. Participation in this study included each participant partaking in one pre-arranged audio-recorded semi-structured telephone interview, lasting approximately one hour in duration, and later reviewing a copy of his or her transcribed interview document for transcription accuracy. For each participant, the researcher audio-recorded the interview, followed the same interview protocol (APPENDIX D), and asked the same interview questions (APPENDIX E). At the beginning of each interview, the participant was asked to state a personally-selected pseudonym or alias to be referred as for the duration of the study. This ensured a mix-up did not occur with audio-recorded telephone interviews and the researcher's transcription of interviews into word documents. During the interview, the researcher asked interview questions, remained quiet while the participant reflected and responded to questions, asked the participant questions for clarification during the interview (when necessary), and made note of the non-profit organization to which the participant selected for the $10 contribution. At the conclusion of the interview, the researcher thanked the participant for participating in the interview. Approximately one month after the interview occurred, the researcher sent the participant, via e-mail, a copy of the transcribed interview document so it could be checked for researcher accuracy in transcription. While it was estimated and anticipated that all prospective participants who were offered the opportunity to participate in this study would choose to participate in this study, only 7 of the 36 individuals who were invited to participate in this study chose to participate; fully taking part in a semi-

structured telephone interview that lasted 15-60 minutes in duration, and then reviewing a copy of the transcribed interview to check for transcription accuracy.

Human Subjects' Considerations

Permissions. Permission to conduct this study was obtained from Pepperdine University administration and the 2008-2010 Project LEAD director via e-mailed letters requesting permission to conduct the study (APPENDIX A), and from Pepperdine University's IRB. Once all permissions were obtained, the researcher requested for the 2008-2010 Project LEAD director to provide a list of names and contact information for all individuals who participated in Project LEAD between the years 2008-2010. The 2008-2010 Project LEAD director provided the researcher with the name and e-mail addresses for participants from the years 2008 and 2009. However, the director did not have the contact information for individuals who participated in 2010.

Therefore, the director provided the researcher with the name and contact information of the individual who would be able to provide the researcher with contact information for individuals who participated in Project LEAD in the year 2010. Once the researcher has received approval from IRB for this modification, the researcher contacted the individual via e-mail with a request to be provided with the contact information for all Project LEAD participants from the year 2010. The researcher then invited all prospective participants to participate in the study via e-mail or Facebook messaging (APPENDIX B), attaching to the e-mail or Facebook message a copy of the informed consent form for participation in research activities (APPENDIX C) and a copy of the semi-structured interview questions (APPENDIX E). Approximately two days after initially e-mailing all prospective participants, the researcher followed-up via e-mail to

determine if the prospective participant would like to set up a follow-up telephone call, in which the researcher would follow a specific protocol (APPENDIX F) to determine participant eligibility, offer to mail another copy of the informed consent form (APPENDIX C) to be signed and returned via U.S.P.S. in a pre-addressed and stamped envelope provided by the researcher should the prospective participant not be able to return his or her signed form to the researcher via e-mail or fax prior to the semi-structured telephone interview, and schedule a day and time for conducting the semi-structured telephone interview.

Informed consent. Each individual offered the opportunity to participate in this study was provided with an informed consent form for participation in research activities (APPENDIX C), and asked to please read, sign, and return the form to the researcher via fax, e-mail, or U.S.P.S. prior to a scheduled semi-structured telephone interview. On the day of the telephone interview, just prior to turning on the audio-recorder and beginning the semi-structured telephone interview, the researcher discussed, in detail, the informed consent form for participation in research activities (APPENDIX C) with the participant. More specifically, the researcher explained that the form identified the researcher, discussed the purpose of the study, and what possible benefit or harm could result from participation. The researcher also noted the form explained how the study was going to be conducted, it would include one pre-arranged hour-long semi-structured telephone interview, how the data would be organized, saved, and protected, who would have access to the data, that participant feedback would be solicited after the interview had been transcribed into a word document to ensure accuracy of transcription, and that participants may have withdrawn from the study at any time without penalty.

Minimization of potential risks to subjects. It was expected that all study participants would experience, no more than minimal risk, if any at all, throughout the duration of the study. Potential risks were discussed in the informed consent form for participation in research activities (APPENDIX C), and were minimized with the researcher's confidential recordkeeping and use of participant-selected alias or pseudonyms in the interview and transcriptions (Creswell, 2009). Potential risks included the participant feeling uncomfortable, embarrassed, or anxious about sharing personal thoughts, feeling inconvenienced due to scheduling, and/or fatigue due to length of interview and checking interview transcriptions for accuracy. In order to address those concerns beforehand, participants were informed that, unlike a typical job interview or oral exam discussion, the interviews were going to be used as a possible means to discuss participant knowledge/understanding of servant leadership, the lived spring break experience as it pertained to servant leadership development, motivations for participation in Project LEAD, and perceived influence, if any, Project LEAD service participation had on participant's personal, academic, and career goals.

Furthermore, having participants check their own personal interview transcripts for accuracy ensured that the researcher was accurately portraying what participants said during the interviews. Lastly, participating in this study was a possible means for students to assist Project LEAD program directors in improving their program participants' individual and collective experiences, better meeting their program participants' individual and collective needs, and better preparing their program participants for future leadership and service-related experiences. Based on the anticipated benefits, the risks appeared reasonable and minimal.

Anonymity/confidentiality. The contact information and real identity of participants were known only to the researcher, and confidentiality was ensured throughout the entire duration of data collection, analysis, reporting of findings, and post-study. At the beginning of each interview, the participant was asked to select and state a preferred alias or pseudonym (Creswell, 2009) to be referred for the duration of the study. To ensure the protection of each participant's identity, the researcher recorded and stored participants' selected alias or pseudonyms next to their real identities and contact information in a locked and password-protected spreadsheet to which only the researcher had access. Participant alias or pseudonyms were used to connect each participant to the year(s) participated in Project LEAD, to assist the researcher in ensuring each participant receives the correct interview transcription when it came time to request participant feedback on transcription accuracy, and to ensure each participant received the correct confirmation receipt of the $10 contribution to the participant-selected organization.

Keeping data secure. As alias or pseudonyms were used during the interview, access of recordings and transcribed interviews were limited to only the researcher, two trained coders, and the researcher's dissertation committee. Moreover, all interview notes, recordings, and transcriptions were secured, locked up, and stored in the researcher's storage unit until a "reasonable amount time" (Creswell, 2009, p. 91) of 3 years have passed from the conclusion of this study and stored data will no longer needed; at which time, all stored data will be shredded and deleted.

Data Collection Instrumentation

Silverman (1993) noted qualitative study interviews can aid researchers in obtaining information related to participant beliefs, motives, actions, and behaviors (as

discussed in Leedy & Ormrod, 2010). For this study, the researcher used semi-structured telephone interviews, followed one interview protocol (APPENDIX D), and used one set of semi-structured interview questions (APPENDIX E) for data collection. The researcher requested four experts (APPENDIX G) to review the interview protocol (APPENDIX D) and interview questions (APPENDIX E) and, once all permissions were obtained, conducted individual semi-structured telephone interviews with 7 millennials who participated in Pepperdine University's Project LEAD between the years 2008-2010.

Semi-Structured interviews. Semi-Structured interviews were most appropriate for collecting data pertaining to this study's purpose and research questions for six reasons: (a) this study was looking at participation in Project LEAD between the years 2008-2010 and the researcher was unable to travel back in time and directly observe Project LEAD participants (Creswell, 2009), (b) the researcher could manage "line of questioning" (Creswell, 2009, p. 179), (c) participants could provide examples of what was done "in a specific situation" (Leedy & Ormrod, 2010, p. 151), (d) data could be collected with minimal distraction and interruption (Leedy & Ormrod, 2010), (e) interviews could be audio-recorded and transcribed into word documents, and (f) participants could review their own interview transcriptions for accuracy.

Downfalls to using semi-structured interviews for data collection could have included (a) participant responses that were based on perceptions, participant ability to articulate thoughts, and participant responses that were possibly influenced by cultural background (Creswell, 2009; Leedy & Ormrod, 2010); (b) participant responses could have been indirect and filtered (Creswell, 2009); (c) researcher as interviewer could have caused bias in participant responses (Creswell, 2009); and (d) researcher may have been

unable to maintain personal reactions to participant responses (Leedy & Ormrod, 2010). For those reasons, the researcher attempted to remain quiet to the best of abilities during interviews (unless asking an official interview question or question for further clarification), and made personal handwritten notes, when necessary, during semi-structured interviews.

Panel of experts. The panel of experts for this study (APPENDIX G) was selected because they were either knowledgeable of Project LEAD, the philosophical underpinnings of servant leadership, or had experience working with grounded theory qualitative research. Each expert on the panel was asked to compare research questions to interview questions to make sure there was alignment, and that the data collected would lead to findings specific to the research questions. After reviewing the research questions and interview questions, one modification was suggested by one expert to expand the last interview question related to research question 4, in which three separate interview questions would be asked in order to gain more depth in addressing the personal, academic, and career goals of millennial Project LEAD participants. The researcher modified the interview questions (APPENDIX E) to include the suggestion of using one separate interview question each for personal, academic, and career goals.

Development and credibility of interview questions. Once the researcher chose to personally conduct interviews for data collection, the researcher conducted an extensive review of literature to develop the interview questions (APPENDIX E). The interview questions (APPENDIX E) were used to guide interviews and to ensure all research questions were addressed. Designed specifically for this study's participants, questions were based on the research of AlKandari and AlShallal (2008), Barclay (2010),

Dugan and Komives (2010), Ebener and O'Connell (2010), Ehrhart (2004), Greenleaf (2008), Gustein et al. (2006), Jones and Hill (2003), Keith (2008), Kouzes and Posner (2010), Ngai (2006), Plante et al. (2009), Rhoads (1998), Rhoads and Neururer (1998), SanFaçon and Spears (2008), and Spears (2005). A variety of the nine key interview questions presented in Table 1 were designed to examine millennial Project LEAD participants' servant leadership practices and characteristics, leadership development, motivations for Project LEAD participation, and influence of millennial Project LEAD participants' service participation on participants' personal, academic, and career goals.

Table 1

Research Questions, Interview Questions, and Relevant Literature Alignment

Research Questions	Interview Questions	Relevant Literature
1. What knowledge/understanding did millennials who participated in Pepperdine University's Project LEAD between the years 2008-2010 have of servant leadership?	1. What characteristics do you believe were most important to portray to those with whom you served and interacted? 2. What were characteristics of leaders with whom you interacted that you believe play a part in being an effective leader? 3. In what ways, if any at all, do you believe you helped those you served "grow as persons?" (Greenleaf, 2008, p. 15) 4. What do you believe is the effect of your leadership and service on "the least privileged in society?" (Greenleaf, 2008, p. 15)	Greenleaf (2008); Keith (2008); Kouzes & Posner (2010); Spears (2005)

(continued)

Research Questions	Interview Questions	Relevant Literature
2. What was the lived experience as it pertained to the servant leadership development of millennials who participated in Pepperdine University's Project LEAD between the years 2008-2010?	5. What aspects of your spring break experience do you believe had the biggest impact on your leadership development?	Ebener & O'Connell (2010); Ehrhart (2004); Greenleaf (2008); Keith (2008); Spears (2005)
3. What motivated millennials to participate in Pepperdine University's Project LEAD between the years 2008-2010?	6. What were your motivations for participation in Project LEAD?	Gustein et al. (2006); Greenleaf (2008); Jones & Hill (2003); Ngai (2006); Rhoads (1998); SanFaçon & Spears (2008)
4. What influence, if any at all, did millennials who participated in Pepperdine University's Project LEAD between the years 2008-2010 perceive their service participation in Project LEAD to have had on their personal, academic, and career goals?	7. What influences, if any at all, do you believe your Project LEAD service participation has had on your personal goals? 8. What influences, if any at all, do you believe your Project LEAD service participation has had on your academic goals? 9. What influences, if any at all, do you believe your Project LEAD service participation has had on your career goals?	AlKandari & AlShallal (2008); Barclay (2010); Dugan & Komives (2010); Jones & Hill (2003); Ngai (2006); Plante et al. (2009); Rhoads & Neururer (1998)

Participant semi-structured interviews. Each participant received a copy of the interview questions (APPENDIX E) prior to the telephone interview. With participant permission, interviews were audio-recorded for accuracy. At the beginning of the interviews, participants were asked (a) to state the alias or pseudonym chosen for this

study, (b) questions related to year(s) he or she had participated in Project LEAD, and (c) his or her current level of education. The researcher remained in adherence with the interview protocol (APPENDIX D) and list of interview questions (APPENDIX E).

Data Collection Procedures

Should one choose to replicate this study, the researcher used the following list of procedural steps for data collection:

1. Send letters of permission (APPENDIX A) with attached copies of the informed consent form for participation in research activities (APPENDIX C), interview protocol (APPENDIX D), and interview questions (APPENDIX E) via e-mail to Pepperdine University administration and the 2008-2010 Project LEAD director to obtain permission to conduct study.
2. Submit proposal and all required documents to IRB.
3. Once all permissions are obtained, request for 2008-2010 Project LEAD program director to provide a list of names, contact information, and year(s) participated in program for all individuals who participated in Project LEAD between the years 2008-2010. (Although the 2008-2010 Project LEAD director did not have contact information for Project LEAD participants from the year 2010, the director did provide contact information for an individual who had 2010 participant contact information. Therefore, the researcher re-submitted this modification to IRB for approval prior to contacting the individual who the 2008-2010 Project LEAD director recommended to obtain names and contact information for 2010 Project LEAD participants.)

4. Once all permissions are obtained, contact the individual who has the 2010 Project LEAD participant information via e-mail with a request for the names and contact information of 2010 Project LEAD participants.
5. Contact each prospective participant via e-mail (APPENDIX B) and attach a copy of the informed consent form for participation in research activities (APPENDIX C) and a copy of the interview questions (APPENDIX E).
    i. Should the researcher end up unable to contact or recruit desired number of participants via e-mail and/or telephone, the researcher should attempt to contact prospective participants via private messaging on a popular social network, Facebook.
6. Approximately two days after e-mailing all prospective participants, telephone each prospective participant and, using a telephone script (APPENDIX F), determine willingness and eligibility to participate in study, and schedule a day and time to conduct the semi-structured telephone interview.
7. Offer to provide prospective participants with another copy of the informed consent form (APPENDIX C), via U.S.P.S., including a pre-addressed and stamped return envelope for the participant to return the signed form (prior to scheduled semi-structured telephone interview) to the researcher.
8. Approximately two days prior to each participant's scheduled interview, e-mail each participant with a reminder of the day and time of their scheduled interview, and attach a copy of interview questions (APPENDIX E) to help the participant prepare for the interview.

9. On the actual days of participant telephone interviews, call each participant at the scheduled time, and begin each telephone conversation with an initial discussion of the informed consent form (APPENDIX C), reminding the participant of the right to withdraw from the study at any time without penalty.
10. Request permission to turn on the audio-recorder and begin the interview.
11. Audio-record the interview, following the interview protocol (APPENDIX D) and asking interviews questions (APPENDIX E).
12. Debrief and thank participant for time.
13. Turn off the audio-recorder and check to make sure the interview recorded.
14. Transcribe audio-recording of interview into a word document and request participant feedback on researcher's accuracy of transcription.
15. Send each participant a letter of appreciation for participation (APPENDIX H) via e-mail, and include a printed confirmation of researcher making a $10 contribution to each participant's selected non-profit organization.

Data Findings

The researcher used a modified grounded theory approach to organize, analyze and code collected data for emerging categories and themes. The researcher also trained two other coders to analyze and code data using this approach. Data were coded for emerging categories and themes that matched the proposed research questions, and findings obtained from data analysis and coding were grouped and reported by themes and in an aggregate manner for each research question.

Data organization and reporting. The researcher organized data and read through all transcripts for a general sense of participant responses (Creswell, 2009). The researcher also reflected on individual meanings of data, and searched and analyzed data for statements that pertained to the research questions, reflected different aspects, and/or appeared to contain conflicting or contradicting information (Leedy & Ormrod, 2010). The researcher then grouped and reported findings from the final analysis of data. When reporting major findings, the researcher made sure to "display multiple perspectives supported by diverse quotation and specific evidence" (Creswell, 2009, p. 189). To ensure the researcher could create a credible, accurate, rich, thick description of findings, and use findings to generate an alternative model for Project LEAD, the researcher double-checked transcripts with audio-recordings for possible mistakes made during transcription, enlisted participant feedback to check for interview transcription accuracy, used preliminary codebooks (see APPENDIX I for finalized codebooks) during the coding process, and triangulated the interview data, researcher analyses and coding, and two trained coders' analyses and coding; as well as, presented any negative or discrepant information that arose from data analysis (Creswell, 2009).

Data analysis. Leedy and Ormrod (2010) described the qualitative data analysis process as one where the researcher "identifies common themes in people's descriptions of their experiences" (p. 142). Creswell (2009) described the qualitative data analysis process as "making sense out of data" (p. 183). According to Strauss and Corbin (1998), grounded theory qualitative data analysis involved coding data through conceptualizing segments of data into categories, labeling and reducing those segments into themes of major categories, elaborating on categories based on properties-"characteristics that

define or give category meaning" (p. 101) and dimensions-"the range of categories varying including specification to category and variation to theory" (p. 101); and then, articulating theory through describing and relating major themes evidenced from data analysis and coding (Creswell, 2009; Leedy & Ormrod, 2010; Strauss & Corbin, 1998). As such, the researcher compared data collected from each interview to data collected from each of the other interviews, and with relevant literature, for emerging categories and overall themes. Literature was also used to "stimulate theoretical sensitivity to clues of meaning in data, suggest questions to be asked of the data, and act as supplemental validation" (Lindlof & Taylor, 2002, p. 214). Overall, the qualitative data analysis process involved coding and interpreting the collected data after transcription had occurred, and then developing an alternative model for Project LEAD (Creswell, 2009; Leedy & Ormrod, 2010; Lindlof & Taylor, 2002; Strauss & Corbin, 1998).

Coding. Lindlof and Taylor (2002) noted, "the core purpose of coding is to mark the units of text as they relate meaningfully to categories (concepts, themes, constructs)" (p. 216). In order to identify recurring categories and themes in data, the researcher employed three types of coding based on Strauss and Corbin's (1998) grounded theory methodology: open coding, axial coding, and selective coding. Throughout the coding process, the researcher used a combination of predetermined codes listed in codebooks (see APPENDIX I for final version of research question codebooks) and participant terms that emerged from actual data (Creswell, 2009).

During open coding, interview transcripts were compared in an "analytic process through which concepts are identified and their properties and dimensions are discovered in data" (Strauss & Corbin, 1998, p. 101). Codes were created using concepts from

literature (i.e.: Spears' (2005) characteristics of servant leadership) and participant terminology (Creswell, 2009; Lindlof & Taylor, 2002). Axial coding was the process used for "relating categories to subcategories, linking categories at the level of properties and dimensions" (Strauss & Corbin, 1998, p. 123) to create themes that span many categories (Creswell, 2009), based on causal conditions of categories, context in which categories were embedded, strategies used to manage categories, and consequences of strategies used to manage categories (Leedy & Ormrod, 2010; Lindlof & Taylor, 2002). Selective coding was the process used for "integrating and refining categories and relationship of emerging themes to explain what happens in the phenomenon under study" (Leedy & Ormrod, 2010, p. 143; Strauss & Corbin, 1998). From the coding process, the researcher was able to determine the major findings to be reported, develop an alternative model, and potentially explain what sequences of actions led to other actions, and what conditions led to other conditions (Creswell, 2009; Leedy & Ormrod, 2010; Strauss & Corbin, 1998).

In order to promote objectivity and reduce or eliminate potential bias, the researcher sought coder agreement on themes that resulted from the researcher and two other trained coders analyses and coding. Coders were provided with codebooks (see APPENDIX I for final version of research question codebooks) and a copy of the coding instructions (APPENDIX J) prior to beginning the coding process. The researcher and coders independently reviewed and coded transcripts prior to a collective review of coded data to determine if "coders code passages with same or similar codes as the researcher" (Creswell, 2009, p. 191). When there was a disagreement in the analysis and coding, a group discussion was held until consensus was reached. The researcher reviewed final

coding. Overall, the data analysis and coding process allowed the researcher to create a rich description of the setting, participants, categories, and themes for analysis, and generate an alternative model for Project LEAD that will assist in further understanding the role leadership plays (for millennial Project LEAD participants) in serving others.

Data Analysis and Coding Procedures

Should one choose to replicate this study, the researcher used the following list of procedural steps for data analysis and coding (Creswell, 2009; Leedy & Ormrod, 2010; Lindlof & Taylor, 2002; Strauss & Corbin, 1998):

1. Organize and prepare data for analysis (i.e.: for each interview, transcribe the interview and have participant check transcription for accuracy).
2. Separate interview questions into four piles; one pile per research question.
3. Provide two coders with codebooks (see APPENDIX I for final version of research question codebooks), coding instructions (APPENDIX J), and data.
4. Read transcripts in piles "to get a sense of the data" (Creswell, 2009, p. 185).
5. Open coding- Code and compare data using as many categories as possible from data (Strauss & Corbin, 1998) and literature (Lindlof & Taylor, 2002) indentified in codebooks (see APPENDIX I for final version of research question codebooks).
6. Compare two coders and researcher's coding of data.
7. Resolve any disagreements through consensus.
8. Axial coding- "Relate categories to their subcategories…at level of properties and dimensions" (Strauss & Corbin, 1998, p. 123), to create over-arching themes (Creswell, 2009) for coded categories.

9. Selective coding- Refine categories and relationships of emerging themes to write “storyline” (Strauss & Corbin, 1998, p. 148) describing what happens.
10. Modify each research question’s codebook to include categories, codes for categories, descriptions of categories, relevant literature and/or if it was a term from this study’s participants, number of responses coded, and page numbers in data of coded responses (see APPENDIX I for final version of research question codebooks).
11. “Generate description of setting, people, categories, and themes from analysis” (Creswell, 2009, p. 189) prior to developing alternative model.
12. Send a copy of summary of study’s finding to participants.

Chapter 4. Findings

Restatement of Purpose of Study

The purpose of this interpretive, modified grounded theory qualitative study was two-fold. The first purpose of this study was to interpret the knowledge/understanding of servant leadership, lived experience as it pertained to servant leadership development, motivations for participation, and perceived influence service participation had on personal, academic, and career goals of millennials who participated in Pepperdine University's ASB leadership development and service program, Project LEAD, between the years 2008-2010. The second purpose of this study was to use collected data as a means for developing an alternative model for Project LEAD that furthers understanding of the role leadership plays (for millennial Project LEAD participants) in serving others.

Restatement of Research Questions

1. What knowledge/understanding did millennials who participated in Pepperdine University's Project LEAD between the years 2008-2010 have of servant leadership?
2. What was the lived experience as it pertained to the servant leadership development of millennials who participated in Pepperdine University's Project LEAD between the years 2008-2010?
3. What motivated millennials to participate in Pepperdine University's Project LEAD between the years 2008-2010?
4. What influence, if any at all, did millennials who participated in Pepperdine University's Project LEAD between the years 2008-2010 perceive their

service participation in Project LEAD to have had on their personal, academic, and career goals?

Research Design and Implementation Summary

As the researcher chose from the on-set of the study to base theoretical sampling on the year(s) participants were in Project LEAD, this interpretive qualitative study used a modified grounded theory methodological design for data collection and analysis. Audio-recorded semi-structured telephone interviews, lasting 15-60 minutes in duration, were conducted with 7 millennial individuals who participated in Project LEAD between the years 2008-2010. The researcher took all necessary measures to ensure the confidentiality of all participant personal contact information, and pseudonyms or aliases were selected by participants to ensure anonymity. For each of the interviews, the researcher followed the same interview protocol (APPENDIX D), asked the same questions (APPENDIX E), transcribed audio-recordings into word documents, and then e-mailed each participant his or her transcribed interview document for accuracy.

Following a pre-designed alignment of interview questions and research questions (Table 1), the researcher organized de-identified interview responses into separate folders (one folder per research question). Using the codebooks (see APPENDIX I for final version of research question codebooks) and coding instructions (APPENDIX J) provided in each of the folders, the researcher and two trained coders individually coded de-identified data for emerging categories and themes (open coding). After coding had been done individually, the researcher and two trained coders reviewed their individual coding as a group to check for coder agreement. Any disagreements in coding were resolved through discussion until consensus was reached. The researcher then reviewed

all coded data for a final time, relating categories to subcategories (axial coding), and then refining categories and relationships of emerging themes (selective coding).

Nuances

Specific nuances related to the collection, coding, and analysis of data included the researcher requesting IRB approval of a modification to data collection procedures specifically regarding the obtainment of prospective participants' contact information, contacting prospective participants, and the coding method. Once the researcher received IRB approval for the requested modification, the researcher attempted to contact all 36 possible prospective participants, sending 31 e-mails and five Facebook messages containing the initial invitation to participate in the research study (APPENDIX B). Of the 31 e-mails sent, five were returned due to an invalid e-mail address. Approximately two days later, the researcher sent 26 follow-up invitations via e-mail and five follow-up invitations via Facebook messaging.

Although 19 prospective participants (14 who were e-mailed, and 5 who were Facebook messaged) did not respond to either the initial or follow-up invitations to participate in research activities, two prospective participants declined after receiving the follow-up invitation e-mail, and three prospective participants showed initial interest but did not follow through with setting up an official telephone interview, a total of seven prospective participants agreed to participate in the research study, set a date and time for the telephone interview, returned a signed informed consent form to the researcher, participated in the interview, and received a copy of their transcribed interview data.

The coding process and method used in this study consisted of the researcher separating, organizing, and then grouping all de-identified participant responses to

interview questions into three separate sets (one set for the researcher and one set for each coder) of four folders (one folder for each research question) according to which research question the transcribed interview response had addressed. De-identified responses to interview questions 1-4 went in the research question 1 folder, de-identified responses to interview question 5 went in the research question 2 folder, de-identified responses to interview question 6 went in the research question 3 folder, and de-identified responses to interview questions 7-9 went in the research question 4 folder. Along with de-identified responses, each folder also contained a copy of the research question, a codebook to be filled in during the coding process (see APPENDIX I for final version of research question codebooks), and coding instructions (APPENDIX J). De-identified responses were coded for key words, phrases, and overall meaning.

During the comparison of coding between the researcher and two trained coders, a few coding disagreements arose, were discussed, and then resolved through consensus. Five new category codes (Learning from Experience, Learning from Others, Respect, Perseverance, and Positivity) were also discussed, consensually agreed upon, and added to their respective codebooks (APPENDIX I).

Interesting to note, the disagreements that did arise from coding typically ended up having to do with personal biases getting in the way of coding abilities; however, once the researcher and two trained coders were all able acknowledge and understand it was an individual's personal biases playing into coding, it did not take long to come to a group consensus regarding the disagreement (with the individual setting personal bias aside). The most notable disagreements pertained to research question 3 category codes Egoistic, Altruistic, Commitment to Activism, and Social Responsibility (APPENDIX I, Table I3).

Once all coding had been completed and compiled into one folder per research question, and all research question codebooks (APPENDIX I) were updated to reflect the number of coded responses and page numbers of coded responses, the researcher separated and organized each folder of responses according to the pre-determined theoretical sample based on year(s) participated in Project LEAD.

The organization of responses resulted in three groups of participants: (a) 2008 and 2010, (b) 2009, and (c) 2010, with 2 participants having participated in Project LEAD in both 2008 and 2010, 4 participants having participated in only 2009, and 1 participant having participated in only 2010. Organized by research question, the following sections utilize thematic tables, narrative descriptions containing samples of participant responses, and section summaries to present the findings from this study.

Tables and Narratives of Findings Organized by Research Questions

Introduction to research question 1 thematic tables and narratives. Research question 1 was aimed at identifying millennial Project LEAD participants' knowledge/understanding of servant leadership. In order to do so, all 7 participants were asked to respond to interview questions 1-4:

1. What characteristics do you believe were most important to portray to those with whom you served and interacted?
2. What were characteristics of leaders with whom you interacted that you believe play a part in being an effective leader?
3. In what ways, if any at all, do you believe you helped those you served "grow as persons?" (Greenleaf, 2008, p. 15)

4. What do you believe is the effect of your leadership and service on "the least privileged in society?" (Greenleaf, 2008, p. 15)

For research question 1, a total of 28 responses from 7 millennial participants were coded and analyzed for categories and overarching themes. The coding and analysis of responses resulted in multiple categories pertaining to two overarching themes: servant leadership practices and characteristics (Greenleaf, 2008; Keith, 2008; Spears, 2005) and other leadership characteristics (Ehrhart, 2004; Huey & Sookdeo, 1994; Keith, 2008; Kouzes & Posner, 2010). Table 2 addresses categories related to millennial participants' knowledge of servant leadership practices and characteristics, presents the number of coded responses by participation year(s), and is supported by a narrative subsection for each group that contains samples of participants' responses. Table 3 addresses categories related to millennial participants' knowledge of other leadership characteristics, presents the number of coded responses by participation year(s), and is supported by a narrative subsection for each group that contains samples of participants' responses.

Participant knowledge of servant leadership practices and characteristics. As Table 2 depicts, 16 categories of servant leadership practices and characteristics (Greenleaf, 2008; Keith, 2008; Spears, 2005) emerged from the coding and analysis of data: *Self-Awareness*, *Conceptualization*, *Awareness*, *Empathy*, *Unleashing Energy and Intelligence of Others*, *Listening*, *Stewardship*, *Developing Colleagues*, *Commitment to Growth*, *Healing*, *Persuasion*, *Foresight*, *Changing the Pyramid*, *Building Community*, *Coaching, not Controlling*, and *Serve First, Then Aspire to Lead*.

Table 2

Participant Knowledge: Servant Leadership Practices and Characteristics

Category	No. of coded responses by participation year(s)		
	2008 and 2010	2009	2010
Self-Awareness	3	8	2
Conceptualization	3	6	2
Awareness	2	6	1
Empathy		5	2
Unleashing energy and intelligence of others		4	2
Listening	1	1	2
Stewardship	2	2	
Developing colleagues	2	2	
Commitment to growth	1	1	1
Healing		2	
Persuasion	1	1	
Foresight		1	1
Changing the pyramid		1	
Building community	1		
Coaching, not controlling		1	
Serve first, then aspire to lead		1	

Note. Relevant literature included Greenleaf (2008), Keith (2008), and Spears (2005).

2008 and 2010 participants. Coding and analysis of participant responses from the 2008 and 2010 group indicated these millennial Project LEAD participants had some knowledge/understanding of servant leadership practices and characteristics such as Self-Awareness, Conceptualization, Awareness, Listening, Stewardship, Developing Colleagues, Commitment to Growth, Persuasion, and Building Community. In response to the two interview questions asked regarding characteristics of importance to portray to others and characteristics identified as being portrayed by leaders they interviewed, the

following sample participant response evidenced this participant believed Self-Awareness to be an important characteristic:

> I was definitely intimidated by the people that I was with who were awesome leaders…here I was 18 years old and I had little to no experience, but I'm going on this trip with some of the best people in the university….even though I was the newest leader there, I had a little bit to contribute....I wanted people to see me as not the weakest link, but just as somebody who you know still deserved that shot, and was there as full-heartedly as everyone else….And giving them [the students in the workshops] a sense of self-awareness…

That same participant also displayed the belief that building the Self-Awareness and Conceptualization of students who attended the leadership workshops was key to helping them "grow as persons," (Greenleaf, 2008, p. 15) stating, "So I think the best way we helped them grow as people was by helping to build their self-awareness and helping them to see the opportunities in front of them." The other 2008 and 2010 participant also indicated Conceptualization as a characteristic of leaders, noting that the leaders they interacted with "were visionary leaders, big picture and then able to see details." However, as expressed in sample participant responses that follow, both 2008 and 2010 group participants believed having and demonstrating Awareness was a way in which they helped those they served "grow as persons." (Greenleaf, 2008, p. 15)

- "I think that a huge part of a person's experience in life will result of the opportunity that are presented to them and opportunities that they are aware of….you can change your surroundings on a more global scale, but no matter what, you're going to have to start with where you're at."

- "I think we just inspired them…so even though that they're young in high school, they can still make choices that make a difference."

The following sample participant response was coded for demonstrating the participants' belief in the importance of portraying the characteristic of Listening to the students they served in the leadership workshops:

> Now, there was one class I remember particularly in the 2008 year, they started talking about how to change the world, and we didn't shy them or tell them oh no as a high schooler you probably can't change the world. We told them, well you can, but you have to have someplace to start; you have to start within what's around you.

This participant listened to the students and heard their excitement and desire to start applying what they were learning in the workshop. Instead of completely shooting down the students' dreams of making change, the Project LEAD team responded to their needs in a way that would assist the workshop students in narrowing down their focus so they would be able to see a more immediate and local change via application of their newly acquired leadership training.

As evidenced in the following participants' responses, this 2008 and 2010 participant believed Stewardship was both an important characteristic to portray to others, and a characteristic portrayed by leaders the Project LEAD team interviewed:

- "Teamwork, reliability, a positive attitude, flexibility, and then just taking risks."
- "I think that the leaders we interacted with were confident, and they were servant leaders, they took risks, they were driven…and altruistic."

The other 2008 and 2010 group participant expressed the notion that, as holding the position of the 2010 team leader, Developing Colleagues was an important practice to utilize in servant leadership:

- "Ultimately, in the 2010 trip, I was also there to grow as a leader, but I think was there to grow more by serving my team members, and kind of help them develop their own direction in their own development."
- "You complete things with your team, and that was a big thing for me on being effective was that someone was watching over them and they were prepared to help everyone else."

That same participant also felt it was important to display a Commitment to Growth by informing the leadership workshop students anything is possible, and ideas can be put into action if individuals are committed to influencing change:

> I remember this school we went to in Los Angeles in the 2008 year, it was a school there my sister was actually going to at the time, it's in a low-income neighborhood and so we went into it and some of the ideas they had, they were big ideas, and really effective ideas and I went back to the school and they told me how they had changed their dress code, you know as an example of something where it didn't necessarily take a lot of money to change the dress code, but it was something that did go into effect and that school they had the biggest change and the biggest influence in that they had affected the most change within that area. And I look back on it and see that in schools in the least privileged in our society, the opportunities for growth, and the opportunities for effective leadership is greater in those areas just because they adapt.

Persuasion was also noted as an important servant leadership characteristic in the following 2008 and 2010 participant response that was coded for suggesting this participant hoped the Project LEAD team had "helped them [the students] see that they can start making a difference, and influencing others where they're at…" Lastly, in regards to the 2008 and 2010 group participants' knowledge/understanding of servant leadership practices and characteristics, Building Community was identified as an important characteristic to portray to others:

> In all of our interviews that we conducted, for both years that I did, there was a theme in each one and I remember the theme in the first one was this idea of… not just being self-serving, but doing what's best for the group; and, doing what's best for your team, and even if that means sacrificing as a leader, then that's what you have to do because that's a part of the role.

2009 participants. Coding and analysis of the 2009 group participants' responses indicated these millennial Project LEAD participants had some knowledge/understanding of servant leadership practices and characteristics such as Self-Awareness, Conceptualization, Awareness, Empathy, Unleashing Energy and Intelligence of Others, Listening, Stewardship, Developing Colleagues, Commitment to Growth, Healing, Persuasion, Foresight, Changing the Pyramid, Coaching, not Controlling, and Serve First, Then Aspire to Lead. As evidenced in the following responses coded for the servant leadership practice of Self-Awareness, many of the 2009 group participants shared the belief that Self-Awareness was not only a practice they tried to utilize, demonstrate, and harness among the students who attended the leadership workshops, but was also a practice exemplified by leaders they interviewed:

- “It was really important to us and to me that we didn’t come off as kind of coming in and trying to change the way they were doing things because our way was better and that you know they felt like it was we were someone who really wanted to know them and not talk down to them.”
- “Another thing that I thought was really really important was to just show open-mindedness because I really didn’t think if we weren’t open-minded as kind of the facilitators, the people who we were trying to influence would be open-minded about it, and obviously that would not really make a receptive audience.”
- “They [the leaders interviewed] you know discuss their faults, they discuss the crazy things they had done along the way to get to where they are, and everything is just kind of taken with a grain of salt, so nothing is too important, nothing is too off limits, everything is just kind of open and out there, and you know, ridiculous things happen, and they were okay with that and they were okay with sharing that, and making themselves not look necessarily like the smartest person in the room. And they also, all of them… really kind of knew who they were, they were open about themselves, about what they had done, and they really loved what they did.”
- “I hope they [the students attending workshops] grew from our being there was just seeing the possibilities for themselves, and also kind of learning something new about themselves…. I mean I hope that our being there, the workshop that we ran, kind of helped them to understand that, ok, everything little thing I do can lead to something bigger and better.”

The following sample responses best represent the 2009 groups' shared belief that it was important to demonstrate Conceptualization during the leadership workshops:

- "…Vision for what it [whatever they're working toward] can be in the future and not letting that detour them from going after their goals and trying to do whatever they can to better the society or people that they're working with."
- "I think they could see that we were kind of fish out of water and you know were not, we're privileged to be going to college and we were putting ourselves out there to help them so I think seeing that they either can get into our position, we had one of our fellows students who were on the trip with me you know came from schools that they were in and were able to go to Pepperdine and you know are looking really have bright futures."
- "I think it'd be more than training them to be leaders necessarily, it'd be training like talking to them and like communicating with them that they aren't followers….With somebody who's less privileged, a lot of times all they need to hear is more that you know, you aren't the follower, you don't need to give into peer pressure, you don't need to base your actions on other people's actions. And so with the least privileged in society that we worked with, I was just trying to communicate that more so you don't need to be a follower, more than you are going to be this leader because that message, they're just gonna laugh at that a lot of times and say you know no, I'm not a leader, I'm not."

Awareness was another characteristic identified by 2009 group participants as having been beneficial to demonstrate during the leadership workshops:

- "I'm hoping that we were able to open them up to more potential or possibility."
- "…Really kind of helping people to look outside themselves, and see the positives and see, you know, we really can make a difference."

As the next representative sample participant response suggests, 2009 group participants believed it important to demonstrate Empathy when interacting with others on their trip:

> I think something to tie in with everybody we talked to was just I guess understanding, if that makes sense, and so when you're talking to somebody just the ability to place yourself in their position, and think I don't I just think from their point of view whether that be the person in the science laboratory or whether that be the 7th grade kid talking about leadership who's trying to stay out of a gang, I think with every person it's very important to almost approach your interactions with them from their shoes.

The following 2009 group sample responses were coded as suggesting it was these participants' goal to practice Unleashing Energy and Intelligence of Others:

- "I think that was my main goal, was to have at least one person in each event walk away knowing that a college kid from Pepperdine believed in them and that would kind of boost their self-esteem so that when they're put in a position to lead or just everyday life they would have that self-esteem to motivate them to do stuff."
- "So, the whole goal of our workshop, we talked about being 'in existence' and how close that word is to being 'inexistent', and just how small change can

> make such a huge change in leading. And so similarly, in these kids' lives, you know, a little change now can make all the difference in the world."

With regards to the interviews with leaders conducted by the 2009 group, this 2009 group sample response was coded for suggesting the participant's belief that Listening was an important characteristic to portray during the interviews:

> The most important characteristics I saw were geared toward engaging in conversations with them. They were just, they were interesting. You wanted to learn what they did and why they were doing it, and it was a story. It wasn't just here are facts that I'm giving you.

Coded for Stewardship, the following 2009 group participants' responses expressed these participants' perspective that, in terms of serving, it was important to figure out what was most needed, and then not let fears or intimidation hold one back from serving and meeting those needs:

- "So I think it's just little things like that, of being, just like little glimmers of hope and in someone's life when I think they're needing the most is what I hope I was able to do for those that are the least privileged."
- "I think also being able to I guess be scared and I guess timid but still want to serve, not really sure what we're going to get out of it or what we'll be able to give to them."

As evidenced in the following sample participant responses regarding the leadership workshops held by the 2009 Project LEAD group, 2009 group participants believed it was important for them to demonstrate and encourage the use of Developing Colleagues during the leadership workshops:

- "But I would hope that what we did was boost self-esteem. That was my primary goal I think was to walk out of that room and have at least one kid know that somebody thinks he's worth it and you know whether that be the entire classroom walks out that day saying these people believe in me."
- "Believing in your dreams and your abilities to succeed no matter what obstacles you face, and I guess also just serving others, with a servant heart, just being eager and excited to help others in any way that you can whether it's big or small, cause often times the little things make the biggest difference."

The following 2009 group participant response was coded as indicating the belief that Commitment to Growth and Healing were two important characteristics to portray to the students who attended the leadership workshops:

> Just to be able to think that they can go beyond their current circumstances and you know if nothing else then ok maybe they really don't like kids from Pepperdine or they really don't like sitting in workshops, but that there was some growth on it.

Persuasion was also a characteristic identified as important to servant leadership when it came to the ability of positively influencing and informing leadership workshop students that they could be their own person: "And so being able to talk to them and tell them you know they really are their own person is a big thing for them."

In response to the interview question asked regarding the effect of Project LEAD leadership and service on the least privileged, the following 2009 group participant

response was coded as an indication that this participant had an understanding of, and ability to utilize, Foresight:

> Honestly speaking, I don't know that my personal leadership and service impacted the least privileged in society, I like to think that we've helped people, and as a group that we hopefully made a difference in some kid's lives. But when I think about least privileged in society it's not kids in the public school in New York City, you know it's people who can't go to school or people who are starving in the streets, so for me to feel like I made a difference in least privileged, I don't think that happened.

Due to the acknowledgment that collaboration and working in teams were important aspects of leadership to portray to those with whom the 2009 group participants had served and interacted, Changing the Pyramid was another servant leadership practice coded in the following sample response as having demonstrated the participant's knowledge/understanding of servant leadership: "…An attitude of learning, definitely, the kind of humility that went with that, especially because we were in the education system a lot, collaboration, or willingness to collaborate, work with people in teams." The following 2009 participant's response displays a hope that Coaching, not Controlling was demonstrated to students during leadership workshops:

> Well I hope it was that opening up to possibilities, encouragement, I hope it was encouraging, I think for some people it was, I think for some students there may weren't really affected, they were just in class because they had to be, but I'm hoping it was yea interesting for a lot the ideas they were talking, thinking about, and developing already.

Lastly, for the 2009 group's knowledge/understanding of servant leadership practices and characteristics, the following sample participant response was coded for suggesting participant knowledge/understanding of Greenleaf's (2008) over-arching notion regarding servant leadership and servant leaders who Serve First, Then Aspire to Lead. When asked in what ways they helped those with whom they served and interacted, this 2009 participant believed the 2009 Project LEAD team's assistance included, "just getting them thinking about what was out there and the way that they could grow themselves and things that they were able to do and maybe a sense of potential and aspiration..."

2010 participant. Responses from the 2010 group participant indicated this millennial Project LEAD participant had some knowledge/understanding of servant leadership practices and characteristics such as Self-Awareness, Conceptualization, Awareness, Empathy, Unleashing Energy and Intelligence of Others, Listening, Commitment to Growth, and Foresight. To start the discussion regarding the 2010 group participant's knowledge/understanding of servant leadership practices and characteristics, the following sample responses suggest this participant had knowledge/understanding of the importance of portraying and encouraging the practice of Self-Awareness when conducting the leadership workshops and interviews, and note it as a practice that was portrayed by the leaders who were interviewed:

- "Well, definitely when we were creating the whole you know program and stuff like that, we definitely realized that ok, if we're going to be meeting with leaders as well as the students, and teaching them about leadership, and being the leader, then learning from them about leadership, definitely

professionalism was one of the top things we definitely needed to have as a leader, let them know that we are indeed college students, but we're definitely you know intuitive and we're definitely professional enough to basically handle any situation…. In front of the kids, as well we had professionalism as well as just showing that we care, that we're genuine."

- "I think that like all the leaders that we met, that they definitely you know dealt with different things in their lives, and they definitely told us, like hey if you want to be a strong leader, you have to you know, you're going to have battles in your life."

As evidenced just below, the 2010 group participant also expressed Conceptualization as an important characteristic taken into consideration when interviewing various leaders over the course of spring break, and especially when the 2010 Project LEAD team visited a school in the Bronx to conduct a leadership workshop with students from a Teach for America classroom:

- "And with the leaders, definitely having an open mind and open ear for what they had to provide for us, for what they've learned as being a leader and what they are still learning to this day even though they're older and being a leader and what they can teach us."
- "It was a Teach for America teacher who was teaching the class, and the student's were just like yea we participated in it, they didn't really think of anything beyond their school or where they live, and we kind of passed around like papers and stuff like that focused on like hey this is what you can do if you pursue a college degree, to take it on to the next level, after high

> school, not just to end it there but to take it on to college….And I think at that moment the kids were really eye-opening, I think that their eyes were really wide open, they were like wow, there's really so much more out there that I didn't even pay attention to, didn't even think about, and I felt like that was the moment it clicked for me, and hopefully for them as well, that education can become more of a serious thing and where it can lead you."

Awareness was another characteristic believed to be important to portray and encourage among students in the leadership workshops, as evidenced when the 2010 participant stated, "I think it made the kids start thinking outside of the box from where they live and where they grew up in." Along with Awareness came the characteristic of Empathy, and as the following passage indicates, the 2010 participant's belief that Empathy was an important characteristic to convey to those with whom the participant and 2010 Project LEAD team served and interacted:

> Definitely for me personally because once again focusing on my school, where I grew up in a you know lower income area, through basically, 'til college pretty much, and just so being in a school where these people got to go through the exact same thing that I remember going through when I was younger, and I had someone come and talk to me, I was like, they were like you know, honestly, seriously, you know, try to push yourself, you honestly, you'll be surprised like what you come from can have any effect on you, but I feel like me personally, cause I spoke with a lot of the kids one-on-one and so I kind of shared my stories with them of like how you know I can relate personally to them, and I think they liked that.

The 2010 group participant also expressed knowledge/understanding of how important it was to utilize and demonstrate Unleashing Energy and Intelligence of Others while conducting the leadership workshops with students. The following sample response is an example of how the participant was trying to practice Unleashing Energy and Intelligence of Others while conducting leadership workshops, and what the participant had told students in regards to starting clubs and making changes at school:

> Take advantage of it, if you feel like you like this club, and you feel like you like doing this, you'd be surprised at how many others might as well. Start creating, starting creating word about it. So, I definitely feel with learning and knowing more about the education as well as learning more about ok you know, I can actually start this, I can do this.

The next sample response is indicative of how the 2010 participant felt an ability to relate to the students attending the workshop would also assist in Unleashing Energy and Intelligence of Others:

> I've taught before and I've been a teacher assistant in like the urban community before, and definitely kids, when they can relate to someone older than them, it's like okay, you had to go to through the same thing they went through in life, and I feel like the kids gained somewhat closure from someone who shared something similar, it's like oh ok but they still made it.

In terms of student-learning during the workshops, the 2010 participant also expressed the notion that Listening to what the students had to say during the workshops played an important part in determining what those students most needed:

> We actually asked the kids oh who's a part of different clubs, you know, in your school, and actually only a couple or a few of them were active in school. It didn't seem honestly like the school offered to have any after-school programs for them to participate in....

From Listening to the students, the Project LEAD team was then able to demonstrate a Commitment to Growth by providing students with tools and information that could later be used to influence and implement effective change in their schools and community; as evidenced when the 2010 participant noted, "So I think we just kind of spoke with the kids and you know, hey, this is what you can do, this is what you can start that hasn't been started at your school yet." Lastly, in regards to this 2010 participant's knowledge/understanding of servant leadership practices and characteristics, the 2010 participant suggested the importance of utilizing Foresight during the leadership workshops through demonstrating the benefits of receiving a higher education degree; and thus, encouraging students to pursue higher education after high school:

> And we listed on the board all these different salaries you can get for this kind of job or that kind of job, and it was like, oh if you continue your education for this, this is how much you could potentially make, if you get your PhD or Master's look how much you can make.

Table 3 addresses this study's millennial Project LEAD participants' knowledge/understanding of categories related to other leadership characteristics, provides the number of coded responses by participation year(s), and is supported by a narrative subsection for each group that contains samples of participants' responses.

Table 3

Participant Knowledge: Other Leadership Characteristics

Category	No. of coded responses by participation year(s)		
	2008 and 2010	2009	2010
Help	2	5	
Integrity	2	4	1
Facilitate change	2		
Credibility	1	4	
Persistence		3	
Hope		4	
Humility		3	
Courage		1	2
Respect		2	
Perseverance		1	1
Positivity	1	1	

Note. Relevant literature included Ehrhart (2004), Huey and Sookdeo (1994), Keith (2008), and Kouzes and Posner (2010).

Participant knowledge of other leadership characteristics. Table 3 displays 11 categories of other leadership characteristics (Ehrhart, 2004; Huey & Sookdeo, 1994; Keith, 2008; Kouzes & Posner, 2010) that emerged from the analysis of data and were coded as pertaining to participant servant leadership knowledge/understanding: *Help*, *Integrity*, *Facilitate Change*, *Credibility*, *Persistence*, *Hope*, *Humility*, *Courage*, *Respect*, *Perseverance*, and *Positivity*. The following narrative subsections support Table 3, and include sample participant responses related to each group's coded categories.

2008 and 2010 participants. Analysis and coding of participant responses from the 2008 and 2010 group of participants indicated that, in regards to practicing servant leadership and exemplifying characteristics of servant leaders, these millennial Project LEAD participants were knowledgeable/understanding of other leadership characteristics

that included Help, Integrity, Facilitate Change, Credibility, Persistence, and Positivity. To begin the discussion, 2008 and 2010 group participants expressed the notion that it was a goal of Project LEAD to Help students who attended the leadership workshops. The leadership workshops conducted by Project LEAD participants were described as affording an opportunity to Help the students who attended them in the sense that the Project LEAD team "helped them see that they can start making a difference." The following participant response exemplifies a way in which the Project LEAD team was able to Help create change in at least one of the schools they visited and conducted a leadership workshop with students:

> As an example of something where it didn't necessarily take a lot of money to change the dress code, but it was something that did go into effect and that school they had the biggest change and the biggest influence in that they had affected the most change within that area.

As evidenced in the sample participant responses that follow, Integrity was another other leadership characteristic identified as important to portray to others, and portrayed by leaders they interviewed:

- "A level of maturity and a certain level of understanding….And just trying to hold my own as we travel to participate equally within that trip….2010 it was a little different because well I had already done it one time and I was the person that was leading the team and at that point I had to portray a certain level of competence."
- "I feel like their emphasis for relationships, just making sure you have a good positive moral and ethical relationship with the people they were interacting

> with, with the people they were supposed to be leading…Making sure that you, as a leader, are held accountable by the people that you are leading, or by a friend, or by someone, that you know you're actually leading that group in the way that you're supposed to be leading."

There was also an indication that an underlying goal of the leadership workshops was to provide information that would encourage students to Facilitate Change in their own schools. As expressed in the following sample participant response, one school visited by this participant's Project LEAD team experienced a positive change facilitated by students who attended the leadership workshop:

> There was a couple people that we had met with and they still e-mail me and keep me up-to-date on their school and one of them said they changed their dress code and a lot of stuff that we had talked about when we were in their school and I was really excited for them because they went out there and they're really changing things, and the leaders are trying to lead the kids and there's a certain level of influence now on what's going on around them, and changing everything, and I think it all started with their hearts being open to the opportunity…I don't think they realized how simple, how easy it is to really affect change, and by affecting change, they influenced anyone within their school.

That same 2008 and 2010 participant also indicated that, as the 2010 Project LEAD team leader, it was important to demonstrate Credibility to all individuals and groups with whom the participant and team members interacted: "I had to show them my experience, and I had to show them, and walk the path of a leader…So I tried my best not to misstep, misspeak, or try and misbehave in any way." Lastly, with regards to other leadership

characteristics that coding and analysis of data indicated as having influenced the 2008 and 2010 group participants' knowledge/understanding of servant leadership, Positivity was a characteristic identified as important for leaders to demonstrate to those they were leading. More specifically, this 2008 and 2010 participant believed having "…a positive attitude…" played a role in being an effective leader, and was also a characteristic demonstrated by the leaders interviewed during the trip.

2009 participants. Analysis and coding of participant responses from the 2009 group of participants indicated that, in regards to practicing servant leadership and exemplifying characteristics of servant leaders, this group of millennial Project LEAD participants had knowledge/understanding of other leadership characteristics that included Help, Integrity, Credibility, Persistence, Hope, Humility, Courage, Respect, Perseverance, and Positivity. To begin the discussion, 2009 group participants indicated Help was an important characteristic to possess and portray to others. When asked about the impact of Project LEAD leadership and service on the least privileged, and about characteristics believed to be important to portray to those being served, the following participant response was coded for suggesting that it was important to demonstrate a desire to Help: "Just being eager and excited to help others in any way that you can whether it's big or small, cause often times the little things make the biggest difference." Although appearing a little less sure about the impact on the least privileged, the following 2009 participant response was coded as demonstrating a desire to Help that was accompanied by hopes to have made a difference:

> Honestly speaking, I don't know that my personal leadership and service impacted the least privileged in society, I like to think that we have helped people, and as a group that we hopefully made a difference in some kid's lives.

As evidenced in the following sample participant responses, Integrity was another characteristic 2009 group participants suggested as playing a part in their knowledge/understanding of servant leadership:

- "I would say openness and a humble friendliness."
- "…And then definitely integrity."
- "A real genuineness so not being oh we just doing this because we really care about poor people, or we really want to change the world, you know, but really having a genuine cause and supporting it and having all our actions be in line with that."

2009 group participants also believed Credibility was an important characteristic for leaders to possess and portray to others. As expressed in the following sample participant response, this 2009 participant strongly believed it was important for leaders to demonstrate Credibility by displaying qualities they desired to see in those they lead:

> Another thing that I thought was really really important was to just show open-mindedness because I really didn't think if we weren't open-minded as kind of the facilitators, the people who we were trying to influence would be open-minded about it, and obviously that would not really make a receptive audience.

When asked about characteristics believed to be important to portray to those with whom they served and interacted, the majority of the 2009 group participants suggested it was important for them to portray Persistence during the leadership workshops, and then to

utilize their portrayal of Persistence during the workshop as a means for encouraging Persistence among the students in attendance. What follows is the sample participant response that best represents this group's shared belief that it is important for leaders, and for those being led, to include Persistence in their daily lives:

> Persistence of always working towards that goal and rising to the challenge whenever they're met with obstacles, and I guess just trying to do whatever they can to positively impact students, schools, or just whoever they're interacting with on a daily basis.

Along with Persistence, the majority of 2009 group participants believed Hope was an important characteristic to portray as a leader. The following sample responses speak to the notion that displaying Hope is of importance not only when trying to assist others in their own growth, but also when trying to assist in meeting the needs of others:

- "Just get them thinking about what was out there and the way that they could grow themselves and things that they were able to do and maybe a sense of potential and aspiration."
- "…Their hope and vision for what it can be in the future and not letting that detour them from going after their goals and trying to do whatever they can to better the society or people that they're working with."

Evidenced in the following sample participant responses, coding and analysis of data indicated that these 2009 group participants believed Humility was another important characteristic portrayed by leaders they interviewed; as well as, was another important characteristic for them to portray during the leadership workshops:

- "But I think what I saw, the leaders that I saw, that I heard from most were those that were respected, and I think they did that through just humility. I think that was the biggest part, was a leader's humility is really what was at the core that I thought of a good leader."
- "… An attitude of learning, definitely, the kind of humility that went with that, especially because we were in the education system a lot."

Courage was also identified as being an important characteristic of leaders:

> I think also being able to I guess be scared and I guess timid but still want to serve, not really sure what we're going to get out of it or what we'll be able to give to them, but still just having the heart and the willingness to just go out and do it and make it happen.

As evidenced in the following participant response, Respect was another other leadership characteristic identified as being possessed and portrayed by effective leaders:

> I think the truly effective leaders are those that are respected by the people they're leading. I've interacted with a lot of leaders in Project LEAD and other times that are very good leaders but are not respected by the people that work underneath them or the people that their leading. They may you know plow straight through brick walls and write up proposals and make great strides and everything but at the same time they're not really respected by those they are leading.

When asked what characteristics were of importance to being an effective leader, the following samples of responses suggest these 2009 group participants believed Perseverance and Positivity were of importance to being an effective leader:

- "Perseverance…and believing in your dreams and your abilities to succeed no matter what obstacles you face."
- "I think a big one is just positivity and a hope of what I guess the education system or the country or whatever they're working towards."
- "So you know, having realistic goals but also really kind of helping people to look outside themselves, and see the positives and see, you know, we really can make a difference."

2010 participant. Analysis and coding of the 2010 group participant's responses indicated that, in regards to practicing servant leadership and exemplifying characteristics of servant leaders, this millennial Project LEAD participant had knowledge/understanding of other leadership characteristics that included Integrity, Courage, and Perseverance. As a leader conducting leadership workshops, and as an individual interested in hearing stories and information from the leaders interviewed, this participant spoke to the importance of having and portraying both Integrity and Courage: "I think genuineness and professionalism were two big things for us, and just an open heart. I think open heart, open mind." The 2010 participant also suggested the leaders they had interviewed during the trip noted the importance of being courageous leaders, and the important part Perseverance plays in effective leading and overcoming obstacles:

> I think that like all the leaders that we met, that they definitely you know dealt with different things in their lives, and they definitely told us, like hey if you want to be a strong leader, you have to you know, you're going to have battles in your life, but I think definitely having the strength and courage to overcome them and do better, you can always do better, always create.

Section summary of research question 1 thematic tables and narratives.

Findings for research question 1 were grouped, analyzed, and presented using thematic tables (Table 2 and Table 3) and supporting group narrative subsections. Findings for research question 1 regarding this study's millennial Project LEAD participants' knowledge/understanding of servant leadership practices and characteristics (Table 2) included (a) the 2008 and 2010 group participants suggesting Stewardship (Spears, 2005) as an important servant leadership characteristic to portray, and Developing Colleagues (Keith, 2008) as an important servant leadership practice to use; (b) the 2009 group participants suggesting Healing (Greenleaf, 2008; Spears, 2005) as an important servant leadership characteristic to portray, and Unleashing Energy and Intelligence of Others (Keith, 2008) as an important practice to use; and (c) the 2010 group participant suggesting the importance of possessing and utilizing Foresight (Greenleaf, 2008; Keith, 2008; Spears, 2005). An analysis of findings also indicated all groups of participants had the best understanding of Self-Awareness (Keith, 2008) and Conceptualization (Spears, 2005) as the characteristic and practice most important to portray and utilize in terms of servant leadership.

In regards to other leadership characteristics (Table 3), the coding and analysis of data indicated that the 2008 and 2010 group participants and the 2009 group participants suggested Help (Ehrhart, 2004) as an important other leader characteristic. The 2010 group participant spoke more to the importance of Courage (Kouzes & Posner, 2010). Each group also identified Integrity (Kouzes & Posner, 2010) as a very important characteristic that pertained to their knowledge/understanding of servant leadership.

Introduction to research question 2 thematic tables and narratives. Research question 2 was aimed at identifying characteristics and outcomes of millennial Project LEAD participants' lived spring break experience as it pertained to their servant leadership development. In order to do so, all 7 participants were asked to respond interview question 5: What aspects of your spring break experience do you believe had the biggest impact on your leadership development? Responses were coded and analyzed for categories and themes, and resulted in multiple categories related to two overarching themes: servant leadership practices and characteristics (Greenleaf, 2008; Keith, 2008; Spears, 2005), and other outcomes and characteristics (Dugan & Komives, 2010; Ehrhart, 2004; Huey & Sookdeo, 1994; Jones & Hill, 2003; Keith, 2008; Ngai, 2006; Kouzes & Posner, 2010; Rhoads & Neururer, 1998).

Table 4 addresses millennial Project LEAD participants' development of servant leadership practices and characteristics, identifies categories related to servant leadership practices and characteristics, and provides the number of coded responses by participation year(s). A narrative subsection for each group of participants that contains sample participant responses for coded categories is also provided as further support for information presented in the table. Table 5 addresses millennial Project LEAD participants' development of other outcomes and characteristics, identifies categories related to other outcomes and characteristics, and provides the number of coded responses by participation year(s). A narrative subsection for each group of participants that contains sample participant responses for coded categories is also provided as further support for information presented in the table.

Table 4

Participant Development: Servant Leadership Practices and Characteristics

Category	No. of coded responses by participation year(s)		
	2008 and 2010	2009	2010
Awareness	1	1	1
Persuasion		2	
Building community		2	
Self-Awareness	1	1	1
Changing the pyramid	1	2	
Listening	2		
Conceptualization		1	1
Foresight		1	1
Stewardship		1	
Commitment to growth		1	
Coaching, not controlling		1	

Note. Relevant literature included Greenleaf (2008), Keith (2008), and Spears (2005).

Participant development of servant leadership practices and characteristics. Table 4 displays 11 categories of servant leadership practices and characteristics (Greenleaf, 2008; Keith, 2008; Spears, 2005) that emerged from the coding and analysis of data as related to millennial Project LEAD participants' servant leadership development: *Awareness*, *Persuasion*, *Building Community*, *Self-Awareness*, *Changing the Pyramid*, *Listening*, *Conceptualization*, *Foresight*, *Stewardship*, *Commitment to Growth*, and *Coaching, Not Controlling*. As support for Table 4, the following narrative subsections for each group of participants provide samples of participant responses for the coded categories just listed.

2008 and 2010 participants. Analysis and coding of responses from the 2008 and 2010 group of participants indicated that these millennial Project LEAD participants believed servant leadership practices and characteristics such as Awareness, Self-

Awareness, Changing the Pyramid, and Listening had an impact on their leadership development. To begin the discussion regarding servant leadership practices and characteristics that impacted leadership development, the participant response that follows suggests this participant believed that gaining an Awareness of what schools were not incorporating into their curriculum had an impact on the Project LEAD participants' servant leadership development; as well as, had an impact on the Project LEAD team's desire to conduct leadership workshops that would assist in the leadership development of students who attend those schools:

> Going in and teaching workshops…really exposed me to the need for leadership development. I don't think a lot of schools do a lot of leadership development training, where when you go to college you get that, like in college, higher education is aimed at you figuring out what your strengths are, and what you're good at, and you do all kinds of personality inventories, and you have different leadership roles where you get to explore and have experiential learning, and I think the schools that we were going into don't have anything like that.

The other 2008 and 2010 group participant suggested the practice of Self-Awareness had an impact on leadership development, explaining that Project LEAD allowed for growth and development because, as a Project LEAD participant, "You have to expand outside your comfort zone if you really want to grow as person, if you want to go beyond something where I'm really working on my weaknesses or really working on my areas of growth."

As evidenced in the following sample participant response, that same 2008 and 2010 participant also identified Changing the Pyramid as a practice the Project LEAD

team got to witness first hand, and further understand, through the interviews with the leaders:

> In 2010, in DC we met with whoever was the California representative and…his staff. And I think that was a very great experience for us because we got to meet with the leader and the people he was leading. And I think that's where we kind of got the idea of leaders leading leaders, it's not just one person's influence, everybody is leading from their position or from their perspective….So political leaders in DC, also we met with the head of MSNBC…and met with all of their top staff….That was more of an example of the diversity in horizontal leadership…everybody wasn't necessarily leading each other, but they were leading the same people…they had to collaborate and work together. So we got to see some vertical…and definitely horizontal leadership all in one day.

The other 2008 and 2010 Project LEAD participant suggested the characteristic and practice of Listening had an impact on leadership development; especially in terms of the interviews they conducted with leaders: "With the leaders that we interviewed, every single leader that we sat down with, there was some piece of advice or wisdom that I walked away with."

2009 participants. Analysis and coding of participant responses from the 2009 group of participants indicated that these millennial Project LEAD participants believed servant leadership practices and characteristics such as Awareness, Persuasion, Building Community, Self-Awareness, Changing the Pyramid, Conceptualization, Foresight, Stewardship, Commitment to Growth, and Coaching, not Controlling had an impact on their leadership development. In recalling how the Project LEAD team became more

aware of the troubles schools were having with promoting and ensuring student literacy, the following 2009 group participant's response suggests the Awareness this participant gained from the Project LEAD trip had an impact on leadership development: "I remember walking into a high school that was in Washington D.C., and we presented in their library…and they had like 10 books and magazines from like two years ago…" Another 2009 group participant suggested the use of Persuasion had an impact on leadership development because all the Project LEAD team members had to "make the decisions along the way that came up and resolve any issues as well while we were traveling, that was a huge part of the experience and how to deal with the other personalities." As evidenced in the following representative sample participant response, the majority of the 2009 group participants also suggested Building Community as a characteristic that impacted their leadership development and their ability to work together as a group:

> It was a really interesting dynamic as we all kind of found our ways to plug into the group and lead in our own right, because we were all required to do that just by the nature of the project.

The following sample participant responses exemplify the 2009 Project LEAD participants' belief that Self-Awareness had impacted their leadership development:

- "…I think I was able to learn how to adapt to different situations and kind of overcome a fear or hesitation of serving in ways that kind of intimidate me or make me fearful in some ways, and it also helped me to just get along with everyone else on the team who was serving."

- "Kind of being able to look at somebody and say, hey, you just handled that so well, this is what you did, and kind of adapting that to see what I needed to do to become more like that..."

Typically, when people think of leadership in organizations, they think one individual is the leader, and the rest are followers. However, that was not the case with the 2009 Project LEAD experience; thus, 2009 group participants identified Changing the Pyramid as a practice they witnessed and experienced in Project LEAD, and as a practice that influenced their leadership development:

- "Being part of the team of leaders….I so was used to kind of being a lone wolf and kind of just delegating myself and doing everything, but in this trip we really were working together and collaborating…all operating at the same level."
- "I think being placed on a group as a leader was a really interesting dynamic for me that has really helped me….if somebody was to look at me and said you're gonna be a leader on this trip and then I was placed as the ONLY leader of the trip and then I had 5 people who were gonna be followers, that would've been a lot easier position to be put in, but…they looked at us and said, you are all on Project LEAD, you are all leaders at Pepperdine, and we want you to all be leaders on this trip."

The following 2009 participant response was coded for indicating the participants' belief that Conceptualization was a characteristic that influenced leadership development. Equating working with a team of leaders to putting together pieces of puzzle, this

participant suggested, "…it was really interesting to learn how to like fit into a puzzle of leaders I guess."

As evidenced in the following sample participant response, once there was an awareness of the student-literacy challenges faced by one of the schools the 2009 Project LEAD team had visited, Foresight and Stewardship were identified as having an impact on leadership development:

> Cause you would think…that wouldn't be a problem here in America, where students can't read, they're illiterate, so many kids just do not have access to a book or have parents that have time to read them books….it just broke my heart that these kids don't have the resources…that just seemed to be kind of failed by their city or their school. And it really has, I guess motivated me to try to get to a place where I can provide that to students across the United States.

As evidenced in the following sample participant's response regarding the planning and actual experience of going on the Project LEAD trip, Commitment to Growth was also identified as a characteristic that impacted leadership development:

> The interactions of the pre-trip work of planning and organizing things and figuring out where we're gonna go and trusting other people to carry their weight and then as well as being on the trip and trusting other people to again continue to do their jobs and to do them well and to be dedicated and to put in all the effort that everyone else was.

Lastly, in terms of servant leadership practices and characteristics identified as having impacted the 2009 group of participants' leadership development, the following participant's response was coded as indicating that this participant utilized the practice of

Coaching, not Controlling while on the trip because, "It required us to trust each other and not micro-manage the other leaders on the trip either…"

2010 participant. Analysis and coding of the 2010 group participant's response indicated that this millennial Project LEAD participant believed the servant leadership practices and characteristics that had an impact on leadership development included Awareness, Self-Awareness, Conceptualization, and Foresight. The 2010 group participant suggested Awareness as having an impact on leadership development, explaining how it influenced an ability to really step up and take on the role as a leader: "…From us basically starting in around October 2009 and planning this whole trip…it really pushed me to take things head on and really take on leadership roles because…all of us were forced to." The participant also indicated how learning and utilizing the practice of Self-Awareness while on the Project LEAD trip had impacted leadership development:

> It really pushed me as a leader, to figure out can I handle things under pressure, can I handle things with strict deadlines…and it ended up working out. So I think that really really helped me a lot to become a more effective leader, like I'm still always growing to become a more effective leader each and every day, but I think that was kind of the what topped it for me in Project LEAD.

Lastly, the following participant response passage suggests possessing and utilizing Conceptualization and Foresight while planning the 2010 Project LEAD trip impacted the participant's leadership development and Project LEAD experience:

> You have to figure out who are you getting in contact with, where are we sleeping, where are we eating, you know, how much money do we need for food,

> and I think the whole process when it actually, you know, when we finally made our spring break in February and we realized that wow we actually did this.…I don't think a lot of people realized ok Project LEAD…you have to lead literally your own project…and I guess so many of us were just used to ok we're going to a state or we're going to a school that is already planned for us…but no I think people underestimated that and realized that wow we actually have to do everything on our own.

Table 5 depicts other outcomes and characteristics that impacted this study's millennial Project LEAD participants' leadership development.

Table 5

Participant Development: Other Outcomes and Characteristics

Category	No. of coded responses by participation year(s)		
	2008 and 2010	2009	2010
Increased ability to collaborate		3	1
Learning from experience	2	2	
Learning from others	2	1	
Trust		3	
Courage	1	1	1
Increased social responsibility	1	1	
Personal responsibility/empathy development	1		1
Reflection	1		1
Integrity	1		
Help	1		
Persistence			1
Better understand diversity, self, others, community	1		
Life-Changing learning opportunity	1		

Note. Relevant literature included Dugan and Komives (2010), Ehrhart (2004) Huey and Sookdeo (1994), Jones and Hill (2003), Keith (2008), Kouzes and Posner (2010), Ngai (2006), and Rhoads & Neururer (1998).

Participant development of other outcomes and characteristics. Table 5 depicts 14 categories of other outcomes and characteristics (Dugan & Komives, 2010; Ehrhart, 2004; Huey & Sookdeo, 1994; Jones & Hill, 2003; Keith, 2008; Kouzes & Posner, 2010; Ngai, 2006; Rhoads & Neururer, 1998) that emerged from data analysis and were coded as pertaining to participant servant leadership development: *Increased Ability to Collaborate, Learning from Experience, Learning from Others, Trust, Courage, Increased Social Responsibility, Personal Responsibility and Empathy Development, Reflection, Integrity, Help, Persistence, Better Understanding Diversity, Self, Others, Community,* and *Life-Changing Learning Opportunity*. The following narrative subsections provide support for Table 5, and include sample participant responses for the coded categories just listed.

2008 and 2010 participants. Analysis and coding of participant responses from the 2008 and 2010 group of participants indicated Project LEAD participants believed other outcomes and characteristics that impacted their leadership development included Learning from Experience, Learning from Others, Increased Social Responsibility, Personal Responsibility and Empathy Development, Reflection, Integrity, Help, Better Understanding Diversity, Self, Others, and Community, and Life-Changing Learning Opportunity. To begin the narrative description of other outcomes and characteristics that had an impact on the 2008 and 2010 group participants' leadership development, it was suggested that both Learning from Experience and Learning from Others had influenced participants' leadership development. The first of the following sample participant responses is indicative of this 2008 and 2020 participant Learning from Experience, while the second is more indicative of the participant Learning from Others:

- "The interviews and learning from that experience really helped me out…the experiences that these great leaders have lived, and they were talking about some of the things that they had gone through in life, and I tried to pay as much attention as best as I could so that way I could utilized their experiences and their lessons and I could learn those lessons and take those same tools and apply them to my own leadership development."
- "We went and interviewed people who owned…a diamond warehouse, and [they discussed] how it was difficult for them to work together because they're married, and how to play that fine line of professional and married lives, and how do you have a leadership in the business world that doesn't or isn't affected by your personal life, or by the negative things in your personal life. They kind of portrayed the notion that there's no way of avoiding it. If you're going to be a leader, you're personally vested and it's got to be a part of who you are, it can't just be kind of one hat that you can put on and then take off at the end of the day. You have to fully be vested 24/7."

Suggesting Increased Social Responsibility was an outcome of the 2008 Project LEAD trip that impacted leadership development, the other 2008 and 2010 group participant explained, "Going in and teaching workshops, that really exposed me to the need for leadership development."

Another outcome of the 2008 Project LEAD trip identified as having an impact on 2008 and 2010 participants' leadership development was Personal Responsibility and Empathy Development. As evidenced in the following sample participant response, this

outcome was identified in the participant's discussion of the various leaders the 2008 team had interviewed:

> We met with one of the top executives for Make-A-Wish Foundation. So we came back to the non-profit world, but this is a major corporation at the same time. So, and then they're really affecting people's lives and the woman talked about how sometimes they get a very heartbreaking story about an individual and that their wish can't be so simple because of legislature or restrictions, that they cannot do anything about it. And, she talked about having to make those tough decisions when it's not just about the numbers, but it's things that aren't really tangible, that you can't really put a number on, like how do you quantify somebody's pain and sorrow? Or the potential hazards of making true that wish? So she was talking about how to make those decisions, how to provide emotional support to her team members, because within her industry you have to be both connected and not connected to the service.

In 2010, that same participant was on the Project LEAD team that conducted an interview with a city tour guide; and, in fact, it was that specific interview that led the participant to suggest Reflection as having had an impact on leadership development:

> But we interviewed a tour guide, and that was kind of somebody, we talked about it afterward, kind questioning you know is he really a leader, and we decided yes he was because every day people come to him and they want to know something, and he's the person with the answers and he's leading that group around.

Integrity was another characteristic indicated by a 2008 and 2010 group participant as having had an impact on leadership development. The participant explained that while

on the Project LEAD trip, all participants were held accountable for their actions at all times, with very little personal time to step away and de-stress:

> The entire week, it's stressful because you feel like there's a lot on your shoulders, and there's no escape. There's no like oh I'm going to get away and go home or kind of hang out for a couple hours, you're always working and you're always with your team, and our stress levels were really high at times. So, in that environment, one thing is it was intentionally created to create stress within the group because we want people to be in a surrounding where they felt pressure, they felt there would be consequences, like immediate, semi-severe consequences if for some reason they failed.

Along with Integrity, that same 2008 and 2010 group participant identified Courage as a characteristic that had an impact on leadership development:

> They [other Project LEAD participants] couldn't run away, and hide. They had to face stuff head on, because as a leader, that's what you have to do; you have to face your mistakes head on. You have to stare them right in the face, and even if you are afraid, you have to appear if as you aren't.

As evidenced in the following sample participant response, Help was another characteristic identified by a 2008 and 2010 group participant as having impacted leadership development:

> Because of this trip, I have the ability of remaining calm, assessing the situation in a logical way, and then deciding what's the best mode of action, while helping to direct other people while their panicking. So that definitely helped me develop myself as a leader.

This same participant also expressed Better Understanding Diversity, Self, Others, and Community as an outcome of the trips that impacted leadership development:

> Because I have these experiences which are not just my own but also the people I have interviewed with and the diversity of their leadership experiences and industries and experiences in turn have expanded the diversity of my leadership experiences and the industries I can apply them in, and the process in which I can apply them in. So that was definitely something.

Last, but not least, in regards to other outcomes and characteristics that impacted the 2008 and 2010 group participants' leadership development, as evidenced in the following sample participant responses, both 2008 and 2010 group participants suggested the Project LEAD trips provided them with a Life-Changing Learning Opportunity:

- "I think that it really helped me build on what I call my crisis leadership, in which, you know, everything is going in a high-paced environment, and I'm very stressed out, I feel better prepared because I went on the trip."
- "There was in particular one woman who worked at a pharmaceutical company, she was the vice president of leadership development at this pharmaceutical company, and she was just really inspiring, and just kind of a ground-breaking pioneer woman who, when she started out in her career there was the glass-ceiling, and she kind of broke through those, and it was just inspiring to hear her story."

2009 participants. Analysis and coding of participant responses from the 2009 group of participants indicated these Project LEAD participants believed other outcomes and characteristics that impacted their leadership development included Increased Ability

to Collaborate, Learning from Experience, Learning from Others, Trust, Courage, and Increased Social Responsibility. To begin this discussion regarding other outcomes and characteristics that had an impact on the 2009 group participants' leadership development, the majority of 2009 participants suggested that an Increased Ability to Collaborate was an outcome that impacted their leadership development:

- "In this trip we really were working together and collaborating and people kind of all operating at the same level."
- "But the most beneficial was definitely just interacting and working with the other group members."

The next set of sample participant responses were coded as an indication that these 2009 group participants believed Learning from Experience was an outcome of their Project LEAD trip that impacted their servant leadership development:

- "It was really interesting to learn how to like fit into a puzzle of leaders."
- "I think I was able to learn how to adapt to different situations and kind of overcome a fear or hesitation of serving in ways that kind of intimidate me or make me fearful in some ways."
- "Just you know for six seven straight days we were together all the time so learning how to deal with other personalities and leadership styles and being of service also helped me to collaborate and work with people that I work with now, with non-profits that I work with now. So that was something else that's helped me just with my leadership."

In regards to the next outcome identified as having impacted their leadership development, Learning From Others, in discussing how after years of being a "lone wolf"

type of leader, it was beneficial for this participant to be "on a team of leaders" whose purpose was to collaborate and lead a spring break trip as a team: "So I think the first half of that was learning what that felt like more, and to the potential of that."

As evidenced in the following representative sample participant responses, Trust and Courage were also other outcomes and characteristics that 2009 participants expressed as having impacted their leadership development:

- "It required us to trust each other and not micro-manage the other leaders on the trip either."
- "We were definitely placed in a situation that we weren't expecting…just kind of going by the seat of our pants a lot of times."

Lastly, in terms of other outcomes and characteristics, the following 2009 participant response was coded for an indication that Increased Social Responsibility had impacted leadership development:

> And so really that I guess really motivated my future career ambitions and what I'm trying to strive towards, and in the way that I volunteer, in the way that I give my money, and the way that I interact with others trying to educate them about the need for that in this country.

Essentially, this participant suggested that, after visiting a school and noticing there were minimal resources available to support student literacy, it became evident the lack of resources was a problem faced not only by that one school, but also by many other schools across America.

2010 participant. Analysis and coding of the 2010 group participant's response indicated that this millennial Project LEAD participant believed other outcomes and

characteristics that impacted leadership development included Increased Ability to Collaborate, Persistence, Courage, Personal Responsibility and Empathy Development, and Reflection. In discussing the planning of the 2010 Project LEAD trip, the 2010 participant suggested that an Increased Ability to Collaborate was an outcome that impacted leadership development:

> All of us were forced to, ok we have to pick a state that we want to visit, ok how are we going to get there, what money do we need to put aside, how, who are we going to contact, where are we going to be staying, so we all delegated each person to kind of take on a different state, or two people paired up to for each thing and I think we did four states so two people were for each state.

The 2010 participant also suggested Courage and Persistence as other outcomes and characteristics that impacted leadership development. After explaining how there were originally two-2010 Project LEAD teams (West coast and East coast), but the West coast team dissolved during the planning of their trip, the participant expressed that it took Courage and Persistence to ensure the same thing did not happen to the East Coast team:

> We didn't want our group to lose hope as well, so I think we kind of feared that, and that also kind of pushed us, so ok, one Project LEAD group is gone, let's make sure this one doesn't go, like I think we can honestly pull together and work and it definitely pushed me to get in contact with more people.

The participant also noted that the entire Project LEAD experience, everything learned from planning to actually going on the trip, has been applicable to other avenues of life since Project LEAD. As such, the 2010 participant suggested Personal Responsibility

and Empathy Development was an outcome of Project LEAD that impacted leadership development:

> I think people underestimated that and realized that wow we actually have to do everything on our own….I really underestimated just how much we had to do. They were like…ok guys, choose a state. Choose a state? We don't even know where were going. Because we have this other [Alternative Spring Break program]…it's like a spring break that's already set up for you….it's already planned, all you have to do is pay for it, we kind of, kind of assumed it was something like that, but then when we found out…you actually have to create everything on your own…wow. There were hard times where we were like we don't know if we can actually finish this….it was definitely interesting how everything went through in the end.

Lastly, in regards to other outcomes and characteristics that impacted leadership development, the 2010 participant suggested Reflection on the entire 2010 Project LEAD experience after it was completely over as having impacted leadership development:

> It worked out in the end and looking back now, that aspect of it, was really good, knowing that I really pushed myself, knowing that me and my partner, or me and my entire group, we really created the program from ground up, from renting out cars, to staying in a church, to staying in a sorority house in different, you know.

Section summary of research question 2 thematic tables and narratives. For research question 2, an analysis of findings indicated servant leadership practices and characteristics (Table 4) and other outcomes and characteristics (Table 5) pertained to their leadership development. With regards to servant leadership practices and

characteristics, the 2008 and 2010 group suggested Listening (Greenleaf, 2008; Keith, 2008; Spears, 2005), the 2009 group suggested Building Community (Greenleaf, 2008; Keith, 2008) and Changing the Pyramid (Keith, 2008), and the 2010 group participant suggested both Conceptualization (Greenleaf, 2008; Spears, 2005) and Foresight (Greenleaf, 2008; Keith, 2008; Spears, 2005) as characteristics and practices believed to have, over the course of their respective spring break trips, been either portrayed by others or were of importance to portray to others; and thus, were found to be of importance to their leadership development. It is also of importance to note that all groups of participants shared responses indicating Awareness (Greenleaf, 2008; Spears, 2005) and Self-Awareness (Keith, 2008) as being most important to leadership development.

In regards to other outcomes and characteristics (Dugan & Komives, 2010; Ehrhart, 2004; Huey & Sookdeo, 1994; Jones & Hill, 2003; Keith, 2008; Kouzes & Posner, 2010; Ngai, 2006; Rhoads & Neururer, 1998) that impacted millennial Project LEAD participants' leadership development, (a) the 2008 and 2010 group shared responses suggesting Learning from Experience, Learning from Others, and Reflection (Jones & Hill, 2003; Rhoads & Neururer, 1998) as important outcomes of their leadership development; (b) responses from the 2009 group of participants suggested an Increased Ability to Collaborate (Dugan & Komives, 2010) and Trust (Kouzes & Posner, 2010) were important outcomes of their leadership development; and (c) the 2010 participant suggested Increased Ability to Collaborate (Dugan & Komives, 2010), Personal Responsibility and Empathy Development (Rhoads & Neururer, 1998), and Persistence (Kouzes & Posner, 2010) were outcomes that impacted leadership development.

Introduction to research question 3 thematic tables and narratives. Research question 3 was aimed at identifying millennial participants' motivation for participation Project LEAD. All 7 participants were asked to respond to interview question 6: What were your motivations for participation in Project LEAD? All responses were coded and analyzed for overarching themes, and resulted in multiple categories related to two overarching themes: self-motivations (Barclay, 2010; Dugan & Komives, 2010; Gustein et al., 2006; Jones & Hill, 2003; Plante et al., 2009; Rhoads, 1998) and other motivations (Ehrhart, 2004; Jones & Hill, 2003). Table 6 addresses participants' self-motivation for Project LEAD participation, identifies related categories, and presents the number of coded responses for participation by year(s). Table 7 addresses participants' other motivations for Project LEAD participation, identifies related categories, and presents the number of coded responses for participation by year(s). Narrative subsections for each group of participants that contains sample participant responses for coded categories are also provided as further support for information presented in Table 6 and Table 7.

Table 6

Self-Motivations for Project LEAD Participation

Category	No. of coded responses by participation year(s)		
	2008 and 2010	2009	2010
Egoistic	1	4	1
Intrinsic desire to serve	1	3	1
Identity development	1	3	
Skill development (personal, leadership)	2	2	
Learning from experience/ challenge	1	1	1
Past service experience	1	2	

Note. Relevant literature included Barclay (2010), Dugan and Komives (2010), Gustein et al. (2006), Jones and Hill (2003), Plante et al. (2009), and Rhoads (1998).

Self-Motivations for Project LEAD participation. Table 6 identifies six categories of self-motivations (Barclay, 2010; Dugan & Komives, 2010; Gustein et al., 2006; Jones & Hill, 2003; Plante et al., 2009; Rhoads, 1998) millennial Project LEAD participants in this study had for Project LEAD participation that emerged from the coding and analysis of data: *Egoistic*, *Intrinsic Desire to Serve*, *Identity Development*, *Skill Development*, *Learning from Experience/Challenge*, and *Past Service Experience*. The following subsections provide a narrative for each group of participants, and include sample participant responses for the coded categories just listed.

2008 and 2010 participants. Coded as containing the self-motivation categories of Egoistic, Identity Development, and being able to Learn from Experience, the following participant response reflects this 2008 and 2010 participant's feelings toward participation the 2008 Project LEAD trip as being an opportunity to

> Really help set myself apart from others, and really wanted to, at the same time, try to figure out myself, and what I want to do. It was about growth; it was about getting some answers, and then questioning myself when finding myself in new experiences and different calamities. The experience of getting to talk with people in different industries…would help kind of decide where I want to go with my life.

In discussing the desire "to take college students into high schools and teach leadership workshops," the other 2008 and 2010 participant suggested an Intrinsic Desire to Serve as motivation for participation.

While both 2008 and 2010 group participants shared responses that suggested Skill Development as a motivation for participation, the following participant response

was coded for a suggesting an overall development of leadership skills through service: "Service and leadership go hand-in-hand, but also when you're teaching leadership to others, that's such a good way to learn about leadership." Lastly, in terms of the 2008 and 2010 group participants' self-motivations for Project LEAD participation, the following participant response was coded for suggesting Past Service Experience as a self-motivation for participation in the year 2010:

> I knew what the program offered, having had the experience of doing it in 2008….and I knew if I was going to try to grow…I needed to really push myself, at a level where only Project LEAD could….I knew Project LEAD could get me to that level.

2009 participants. Participants in the 2009 group expressed various self-motivations for Project LEAD participation that included Egoistic, Intrinsic Desire to Serve, Identity Development, Skill Development, Learning from the Experience, and Past Service Experience. The following samples of participant responses were coded and categorized as Egoistic:

- "I like that this team provided in the US so there wasn't a cultural barrier [and] we didn't have to we spend time to get to know each other we had a basis to start with already."
- "I just wanted to have fun and it sounded like it would be so exciting to go on a road trip with 10 other people and be able serve other people."
- "I saw it as another way to see the East Coast of the United States, which I've never visited....I really liked the idea that it was a newer program; and that people who I looked up and really admired on campus were part of it as well."

The next selection of participant responses regarding self-motivations for Project LEAD participation were coded and categorized as due to an Intrinsic Desire to Serve:

- "Just the desire to part of something bigger."
- "Marry my interests of wanting to have a fun Spring Break but then also wanting to serve and give back."

The analysis of data also highlighted participant responses that suggested Identity Development and Skill Development as self-motivations for Project LEAD participation:

- "It is something bigger that both gives to other people but also helps you build yourself."
- "It was another way to I think really hone my leadership skills."

Another 2009 Project LEAD participant noted motivation came from being able to Learn from Experience:

> I so was used to kind of being a lone wolf and kind of just delegating myself and doing everything, but in this trip we really were working together and collaborating and people kind of all operating at the same level, so I think the first half of that was learning what that felt like more, and to the potential of that.

Lastly, in terms of the 2009 group participants' self-motivations for Project LEAD participation, the following participant responses suggest that motivation arose from Past Service Experience and a desire to serve in a less traditional way:

- "I guess service is just a really big part of my life."
- "Other spring break service projects offered um were very kind of traditional mission experiences and I had done a lot of those in the past."

2010 participant. The 2010 group participant's self-motivations for participation in Project LEAD arose from Egoistic self-motivations and an Intrinsic Desire to Serve. The following response was coded as suggesting motivation for participation was an Egoistic desire; especially, once the participant became aware that with Project LEAD

> You're creating your own project. You get to create where you're going for spring break, you get to basically be a force for leadership, you get to meet with students, you get to meet with leaders, prominent leaders, it's all about you, and how much that you want to put into it, because the program is all about how much you put into it…You know I was more intrigued of it being a challenge when I found out.

The analysis of data also indicated that the 2010 participant had an Intrinsic Desire to Serve. This was evidenced when the participant explained how, once informed of exactly what was the service part of the trip, it would have been hard turn down the opportunity to participate in Project LEAD; sharing the realization that, "Oh, ok, I'll kind of be helping out with education, and I really have a big thing with education for urban communities or speaking with the kids from those communities, so ok…"

Table 6 and the previous narrative subsections addressed the self-motivations that millennial Project LEAD participants in this study believed to have influenced their desire to participate in Project LEAD. Table 7 and the narrative subsections that follow will address other motivations millennial Project LEAD participants in this study believed to have influenced their desire to participate in Project LEAD.

Table 7

Other Motivations for Project LEAD Participation

Category	No. of coded responses by participation year(s)		
	2008 and 2010	2009	2010
Friend/peer encouragement	2	1	1
Understanding give-and-take nature of service	1	3	
Altruistic	1	1	1
Shared values/concerns	1	1	1
Being on a team of leaders/ collaborating	1	1	
Conscientiousness	1		

Note. Relevant literature included Ehrhart (2004) and Jones and Hill (2003).

Other motivations for Project LEAD participation. Table 7 identifies categories of other motivations for Project LEAD participation that emerged from the coding and analysis of data: *Friend/Peer Encouragement*, *Understanding the Give-and-Take Nature of Service*, *Altruistic*, *Shared Values/Concerns*, *Being on a Team of Leaders/Collaborating*, and *Conscientiousness*. The narrative subsections that follow provide further support for Table 7, and include sample participant responses for each group.

2008 and 2010 participants. Coding and analysis of the 2008 and 2010 group participants' responses indicated these millennial Project LEAD participants believed other motivations for Project LEAD participation included Friend/Peer Encouragement, Understanding Give-and-Take Nature of Service, Altruistic, Shared Values/Concerns, Being on a Team of Leaders/Collaborating, and Conscientiousness. The following excerpt from a participant response was coded for identifying Friend/Peer Encouragement as a motivation for participation: "Kind of the mother of it all…she came

to me with this idea." In providing an overview of the Project LEAD trip, the other 2008 and 2010 group participant referred more to Understanding Give-and-Take Nature of Service as an aspect for motivation for Project LEAD participation:

> We did five cities in five days and in each city we did an interview with a leader, like visit an organization, and then also teaching the leadership workshop in the school, and I just think the service component is so important when you're teaching servant leadership.

An Altruistic motivation for Project LEAD participation was also suggested when that same participant explained

> I feel like high schools aren't getting a lot of leadership development, and they [high school students] hang on every word the college student says. So, a college student just has a real platform in speaking to high school students.

When discussing the motivation behind the Project LEAD program itself, the participant who was also a co-founder of the program expressed that motivation behind starting Project LEAD stemmed from Shared Values/Concerns and Being on a Team of Leaders/Collaborating:

> I was working with a student, at the time, who was watching 'Road Trip Nation', and he was really wanting to go on a road trip, and meet with…interview leaders in just different organizations, and so we kind of merged the two concepts together.

Lastly, for the 2008 and 2010 group participants' other motivations for Project LEAD participation, the other 2008 and 2010 group participant portrayed a sense of

Conscientiousness for the Project LEAD program as a whole when the participant stated, "I felt like I had to do it also, in 2010, I felt like Project LEAD had to continue."

2009 participants. Participants in the 2009 group noted other motivations for Project LEAD participation that included Friend/Peer Encouragement, Understanding the Give-and-Take Nature of Service, Altruistic, Shared Values/Concerns, and Being on a Team of Leaders/Collaborating. The following participant response was coded for the participant expressing Friend/Peer Encouragement as motivation for participation: "I just heard about it from a friend and then I applied without thinking too much about it." As exemplified in the following representative sample participant's response, the majority of 2009 group participants also spoke to Understanding Give-and-Take Nature of Service as motivation for Project LEAD participation:

> It was such a unique way to kind of give back and so definitely I wanted a unique experience, I loved that it was service, I loved that it was service-oriented, that it wasn't just a trip for me, that somebody else was going to benefit from it….so it's not one-sided, you know, everything's going out, you're getting something back either through interactions with the kids themselves, or the interviews with the other leaders. So it was…really unique…

Another 2009 participant spoke to Altruistic motivations for Project LEAD participation, stating that motivation arose because, "I'd be giving back and helping others." In terms of Shared Values/Concerns as a motivation for Project LEAD participation, this following 2009 group participant's response discusses a real attraction to the program as the main motivation for participation:

> I think what really attracted me once I got serious about it and got involved with it and was selected was that, it was, I guess we could make as much or as little out of it as we wanted.

Lastly, in regards to the 2009 group participants' other motivations for Project LEAD participation, this 2009 participant suggested Being on a Team of Leaders/Collaborating was also a motivation for Project LEAD participation, stating, "One of the things that was appealing to me was not being just a leader, but being on a team of leaders."

2010 participant. The 2010 group participant suggested Friend/Peer Encouragement, Altruistic, and Shared Values/Concerns as other motivations for Project LEAD participation. Coding and analysis of data revealed that this participant's whole motivation to participate in Project LEAD was originally due to Friend/Peer Encouragement:

> I only heard about it through word-of-mouth, a friend was doing it and said, "I think you would like to apply for this because I know you are involved with a lot of things on campus, I think you would like to become a part of a thing called Project LEAD."

As suggested in the following sample participant response, after learning more about Project LEAD and what was entailed with participation, motivations became more Altruistic and were more focused on Shared Values/Concerns the participant shared with the Project LEAD program and other Project LEAD participants: "I have a big thing with education for urban communities or speaking with the kids from those communities cause I guess that's where I kind of grew up at so relating with them on that…"

Section summary of research question 3 thematic tables and narratives. For research question 3, coding and analysis of data indicated that while the 2008 and 2010 group participants shared responses exemplifying Personal and Leadership Skill Development (Dugan & Komives, 2010; Gustein et al., 2006) as major self-motivations for Project LEAD participation (Table 6), it is important to note there was a participant from this group who shared the major motivation as being a way to introduce leadership and leadership development to young adults before they enter college, and for the college students to have an avenue where they could put their leadership skills to practice for improvement. The 2009 group, on the other hand, shared responses reflecting more Egoistic (Jones & Hill, 2003) motivations for Project LEAD participation (Table 6) that included "travel," "having fun," and the "removal of cultural barriers" because it was not an international project. For the 2010 group participant, the major self-motivations for Project LEAD participation (Table 6) categories included Egoistic (Jones & Hill, 2003), an Intrinsic Desire to Serve (Gustein et al., 2006; Jones & Hill, 2003; Keith, 2008; Kouzes & Posner, 2010; San Façon & Spears, 2008), and the overall Challenge of the project.

With regards to other motivations for Project LEAD participation (Table 7), all participant groups, and especially the 2008 and 2010 group, noted Friend/Peer Encouragement (Jones & Hill, 2003) as a major motivation for Project LEAD participation. The 2009 group shared responses that suggested it was their overall Understanding of Give-and-Take Nature of Service (Jones & Hill, 2003; Keith, 2008) they found motivating, while the 2010 group participant expressed Altruistic (Jones & Hill, 2003) motivations; as well as, being motivated due to Shared Values and Concerns

with the Project LEAD program and other Project LEAD participants. Most interesting to note though, regarding the theme of other motivations for Project LEAD participation (Table 7), would the 2008 and 2010 group participant who was motivated to participate again in 2010 due to a general Conscientiousness (Ehrhart, 2004) about the possible dissolving of Project LEAD. This individual's motivation was driven by a desire to ensure Project LEAD would not cease to exist, and would be able to continue impacting the lives of future Project LEAD participants; as well as, continue impacting the lives of those with whom Project LEAD participants interacted over spring break (through leadership workshops and interviews with leaders).

Introduction to research question 4 thematic tables and narratives. Research question 4 was aimed at identifying what influence, if any at all, service participation in Project LEAD had on this study's millennial Project LEAD participants' personal, academic, and career goals. All 7 participants were asked to respond to interview questions 7-9:

7. What influences, if any at all, do you believe your service participation has had on your personal goals?
8. What influences, if any at all, do you believe your service participation has had on your academic goals?
9. What influences, if any at all, do you believe your service participation has had on your career goals?

For research question 4, a total of 21 responses were coded and analyzed for categories and overarching themes. The coding and analysis of participant responses resulted in multiple categories pertaining to three overarching themes: personal goals (A. Astin et

al., 2000; Dugan & Komives, 2010; Gustein et al., 2006; Ngai, 2006; Rhoads, 1998; Rhoads & Neururer, 1998), academic goals (AlKandari & AlShallal, 2008; Dugan & Komives, 2010; Gustein et al., 2006; Ngai, 2006; Rhoads, 1998), and career goals (AlKandari & AlShallal, 2008; A. Astin et al., 2000; Gustein et al., 2006; Ngai, 2006; Rhoads, 1998). Table 8 addresses the influence Project LEAD service participation had on participants' personal goals, identifies related categories, provides the number of coded responses by participation year(s), and is supported by narrative subsections that include sample participant responses. Table 9 addresses the influence Project LEAD service participation had on participants' academic goals, identifies related categories, provides the number of coded responses by participation year(s), and is supported by narrative subsections that include sample participant responses. Table 10 addresses the influence Project LEAD service participation had on participants' career goals, identifies related categories, provides the number of coded responses by participation year(s), and is also supported by narrative subsections that include sample participant responses.

Table 8

Influence of Project LEAD Service Participation on Personal Goals

Category	No. of coded responses by participation year(s)		
	2008 and 2010	2009	2010
Direct positive influence on skill development and goals	1	2	1
Influence on self-confidence and personal responsibility	2	1	1
Future commitment to activism/civic engagement	1	2	

Note. Relevant literature included A. Astin et al. (2000), Dugan and Komives (2010), Gustein et al. (2006), Ngai (2006), Rhoads (1998), and Rhoads and Neururer (1998).

Influence of Project LEAD service participation on personal goals. Table 8 identifies categories that emerged from the coding and analysis of data as related to the influence service participation in Project LEAD had on participants' personal goals (A. Astin et al., 2000; Dugan & Komives, 2010; Gustein et al., 2006; Ngai, 2006; Rhoads, 1998; Rhoads & Neururer, 1998): *Direct Positive Influence on Skill Development and Goals, Influence on Self-Confidence and Personal Responsibility,* and *Future Commitment to Activism/Civic Engagement*. The following narrative subsections for each group address the categories codes just listed and are supported with sample participant responses.

2008 and 2010 participants. Coding and analysis of data regarding the influence of the 2008 and 2010 group participants' Project LEAD service participation on personal goals indicated there was a Direct Positive Influence on Skill Development and Goals, an Influence on Self-Confidence and Personal Responsibility, and an influence on participants' Future Commitment to Activism/Civic Engagement. As the following 2008 and 2010 participant's response indicates, this participant suggested a Direct Positive Influence on Skill Development and Goals: "I don't know if I would have ever really been able to find that passion and that goal if I hadn't been on Project LEAD." The following participant responses suggest that both 2008 and 2010 group participants believed their service participation had an influence on Self-Confidence and Personal Responsibility:

- "I felt my Project LEAD experiences had really given me a lot of experiences and kind of shown me and taught me a lot about leadership, and really helped me to see kind of the importance of being aware, the importance of knowing

your surroundings, the importance of having personal relationships and really developing genuine relationships with the people that I'm leading, so within my personal goals, I think it has really helped shape my personal goals."

- "It just removes a lot of barriers and it makes you realize there's nothing you can't do….I think that has inspired me to just get students to do this more and think outside the box, and I actually led a leadership institute in Switzerland for the past two summers and the model is very similar to what Project LEAD started out as."

Lastly, in terms of the influence Project LEAD service participation had on the 2008 and 2010 group participants' personal goals, the following participant response was coded for suggesting that this 2008 and 2010 group participant's Project LEAD service participation has influenced a possible Future Commitment to Activism/Civic Engagement: "I am very interested in exploring how to do leadership development in schools at younger age. So I haven't done anything with that yet, but definitely want to explore that more."

2009 participants. For the 2009 group participants' personal goals, coding and analysis of data indicated, much like the 2008 and 2010 group, Project LEAD service participation had a Direct Positive Influence on Skill Development and Goals, an Influence on Self-Confidence and Personal Responsibility, and an influence on possible Future Commitment to Activism/Civic Engagement. As evidenced in the following samples of participant responses, 2009 group participants believed their service participation had a Direct Positive Influence on Skill Development and Goals:

- "…I think it did make me think about going forward in the future, wanting to do that and wanting to work with leaders and really solidified my kind of my desire to work in teams and collaborate."
- "It's helped me with my personal goals so that when I go in for my med school interviews or job interviews someday I can walk in and I'll have experiences that I participated in and I'll be able to really relate to a lot of different people a lot of different walks of life because of the things I participated in."

As evidenced in the following participant response, when discussing the role as a Project LEAD team member and the service aspect of the program, this 2009 participant expressed the belief that being a part of Project LEAD and serving others via leadership workshops did, in fact, have an Influence on Self-Confidence and Personal Responsibility:

> Being selected as a freshman through Project LEAD was very affirming to see that Pepperdine people recognized me as a leader and trusted me to do a project like this. And so since then, I think it's kind of given me the mindset that I am a leader and I think that changed that you know initial spark has really taken off and it's to me like you know a self-esteem to apply for other internships and projects that I've participated in since then.

Lastly, for the influence Project LEAD service participation had on 2009 group participants' personal goals, what follows is the participant response that best exemplified how service participation has influenced a desire for Future Commitment to Activism/Civic Engagement:

> It has just intensified my desire to work with education in the United States and I guess globally, cause that's kind of the cornerstone of what produces great leaders and is going to mold our future, and really being able to try to provide the opportunities that so many of us have had to student who want to learn and want to be challenged and want to succeed but don't have those resources available to them. So really the service aspect of it has really just magnified my desire to give back and to continue to serve.

2010 participant. As evidenced in the following respective samples of the 2010 group participant's responses, coding and analysis of data for personal goals indicated this participant believed Project LEAD service participation had a Direct Positive Influence on Skill Development and Goals, and an Influence on Self-Confidence and Personal Responsibility:

- "So it definitely pushed me for my personal goals. It's always pushing me, in finding a job when I found an apartment to live in, you know, so, it's helped out a lot."
- "Ever since I did Project LEAD, I definitely got more involved…I think it definitely prepared me to take on more roles….like oh, ok, I know how to do this; I know how competent I am."

While Table 8 and the previous narrative subsections provided direct insight into the influence Project LEAD service participation had on this study's millennial Project LEAD participants' personal goals, Table 9 and the following narrative subsections will address the influence Project LEAD service participation had on this study's millennial Project LEAD participants' academic goals.

Table 9

Influence of Project LEAD Service Participation on Academic Goals

Category	No. of coded responses by participation year(s)		
	2008 and 2010	2009	2010
No influence/goal affirm/ see benefit for others	1	3	
Direct influence on academic performance or education continuation	1	1	1
Influence on skill development	1		1

Note. Relevant literature included AlKandari and AlShallal (2008), Dugan and Komives (2010), Gustein et al. (2006), Ngai (2006), and Rhoads (1998).

Influence of Project LEAD service participation on academic goals. Table 9 identifies categories that emerged from the coding and analysis of data as relating to millennial Project LEAD participants' academic goals (AlKandari & AlShallal, 2008; Dugan & Komives, 2010; Gustein et al., 2006; Ngai, 2006, Rhoads, 1998): *No Influence/Goal Affirmation/See Benefit for Others*, *Direct Influence on Academic Performance or Education Continuation*, and *Influence on Skill Development*. The following narrative subsections support the table and include sample participant responses for the categories just listed.

2008 and 2010 participants. As evidenced in the sample participant responses that follow, coding and analysis of data indicated Project LEAD service participation for the 2008 and 2010 group participants had No Influence on academic goals, or led to more of an Affirmation of academic goals. However, these millennial Project LEAD participants believed their service participation did have a Direct Influence on Academic Performance or Education Continuation, and influenced participants' Skill Development:

- "I don't think it's had really any on my academic goals….It's [Project LEAD] definitely maybe come out of that, 'cause I'm studying organizational leadership."
- "My experiences in Project LEAD have helped me to find and to create an understanding of what it is that I want to do and what it is that I'm interested in."
- "I walked away with wanting to apply my leadership lessons to learn more about leadership, and creating a medium in which people, or creating a way in which people, better understand the elusive idea of leadership."

2009 participants. In regards to the influence Project LEAD service participation had on the 2009 group participants' academic goals, the following samples of participant responses demonstrated this group of participants' beliefs that their Project LEAD service participation had No Influence on academic goals, Affirmed academic goals, or allowed participants to See the Benefit for Others' academic goals:

- "It didn't really make me reconsider my major or anything like that, just kind of kept me on the path I was on…if anything an affirmation of academic goals."
- "Academically, I don't think it had really any influence. I was pretty resolute in knowing what I wanted to do when I entered college…so I think for some people it was definitely beneficial in talking to different people and kind of seeing how they got to the job that they're in, and seeing how what academic half they took."

As expressed in the following sample participant response, this 2009 participant explained how Project LEAD service participation had a Direct Influence on Academic Performance or Education Continuation:

> So doing Project LEAD and other service projects really has, I guess, encouraged me to continue with that non-profit education, so I'm looking at possibly going back for a Master's degree with a non-profit emphasis or international development…it's really motivated me to continue my education in non-profit whether it's through school or online…and just continually learning more about non-profit, about service, about philanthropy, and what I can do to have a part in that.

2010 participant. In regards to the academic goals of the 2010 group participant, the following samples of participant responses express how Project LEAD service participation had a Direct Influence on Academic Performance or Education Continuation, and an influence on this participants' Skill Development:

- "After I did Project LEAD, I took on more leadership roles my senior year….it definitely, definitely pushed me to learn how to handle more things under high pressure."
- "It helped me a lot to delegate things separately, and take things on each at a time, and not just go full force with everything from completely different angles."

Table 9 and the previous narrative subsections addressed the influence Project LEAD service participation had on this study's millennial Project LEAD participants' academic goals. Table 10 and the following narrative subsections address the influence Project

LEAD service participation had on this study's millennial Project LEAD participants' career goals.

Table 10

Influence of Project LEAD Service Participation on Career Goals

Category	No. of coded responses by participation year(s)		
	2008 and 2010	2009	2010
Future commitment to activism/civic engagement	1	4	
No influence/goal affirm/goal clarification	2	2	
Direct positive influence on skill development and goals		2	1

Note. Relevant literature included AlKandari & AlShallal (2008), A. Astin et al. (2000), Gustein et al. (2006), Ngai (2006), and Rhoads (1998).

Influence of Project LEAD service participation on career goals. Table 10 identifies categories that emerged from the coding and analysis of data as being related to this study's millennial Project LEAD participants' career goals (AlKandari & AlShallal, 2008; A. Astin et al., 2000; Gustein et al., 2006; Ngai, 2006; Rhoads, 1998): *Commitment to Activism/Civic Engagement-Future*, *No Influence/Goal Affirmation/Goal Clarification*, and *Direct Positive Influence on Skill Development and Goals*. The following subsections provide a narrative for Table 10, and include sample participant responses for each category just listed.

2008 and 2010 participants. In regards to the influence Project LEAD service participation had on the career goals of the 2008 and 2010 group participants, a Future Commitment to Activism/Civic Engagement was expressed by a participant who has a desire to determine if the individuals who attend the leadership workshops (which are

considered to be the service component of Project LEAD) experience same or similar effects from the leadership workshops as do the Project LEAD participants conducting the workshops; as well as, determine if Project LEAD might be a program of interest to other schools:

> I'd like to study what high school students might be learning cause it's only like an hour-long workshop that they're getting, so I'm not sure if the learning you know is for them as much as it is for the college students, so I'd like to measure that, and see if this is a program other schools might want to do.

For the category of Goal Affirmation/Clarification, as evidenced in the following samples of participant responses, both of the 2008 and 2010 group participants shared the belief that their Project LEAD service participation had Affirmed and Clarified their career goals:

- "It gives me a level of clarity and definition for what it is, and just a level of self-awareness and understanding for what it is that's going on in my head."
- "I definitely want to just incorporate Project LEAD more into what I do….We're doing Project LEAD again this year, and I'm hoping to have four teams go out, and then I do the leadership institutes in the summer and I'm hoping to have a couple more teams go out doing that this summer."

2009 participants. All of the 2009 group participants expressed the belief that their Project LEAD service participation had influenced a Future Commitment to Activism/Civic Engagement:

- "Definitely desire to continue to be in a position of servant leadership in various ways."

- "….It really gave me extra ideas, cause I wanted to, um, it gave me I guess an idea that I really want to serve the inner-city kids in hospitals some day, and I'll just say it wasn't the only thing that made me what to do that, but it think it is one of the factors that kind of contributed to that."
- "Definitely beneficial to hear and kind of reaffirm that it wasn't going to be some selfish choice where I was going to be sitting and just soaking up money, and not really making a difference in people's lives."

The following two samples of 2009 group participants' responses were coded for suggesting these participants also believed their Project LEAD service participation influenced their career goals by means of Goal Affirmation/Clarification:

- "Continuing to be on that path of being in a career where I am helping others in some way and if I am in a position of leadership it will be by serving people all-around in terms of career goals."
- "Meeting with the leaders and then also being in the schools reaffirmed for me how much I want to be in the corporate world, and how that just because you're in the corporate world, it's a private sector, doesn't mean that you're limited, that you can't give back, and that you can't participate in service opportunities and stuff like that."

Lastly, in regards to the influence of Project LEAD service participation on career goals of participants from the 2009 group, as evidenced in the following best representative sample participant response, the 2009 group of participants believed their Project LEAD service participation had a Direct Positive Influence on Skill Development and Goals:

> It's definitely the basis for what I'm doing now and what I hope to do in the future….I am doing fundraising for the school and a big motivation for that is trying to get our alumni, friends, parents of the university really excited to give back to students for scholarships and initiatives to the volunteer center, trips that are similar to Project LEAD, really bring awareness to helping students of all backgrounds be able to come to Pepperdine.

2010 participant. As exemplified in the following response passage, coding and analysis of data related to the influence of Project LEAD service participation on the 2010 group participant's career goals indicated that this participant's Project LEAD service participation had a Direct Positive Influence on Skill Development and Goals:

> I've been persistent in looking for jobs….how that coincides with Project LEAD is just honestly, going back to perseverance, pushing myself, I think that perseverance and persistence, I'm up for the challenge at any job, I'm up for all this, like I've done it before, I know how to communicate well with people….I just treat me finding a job right now kind of like another Project LEAD for me, taking on a new project that involves me getting a career….instead of me just meeting up with leaders or visiting a school.

Section summary of research question 4 thematic tables and narratives. For research question 4, all groups of millennial Project LEAD participants noted their Project LEAD service participation had a Direct Positive Influence on personal Skill Development and Goals (Gustein et al., 2006; Ngai, 2006; Rhoads, 2008), and Self-Confidence (Ngai, 2006; Rhoads & Neururer, 1998) and Personal Responsibility (Rhoads & Neururer, 1998); as well as, and especially for the 2008 and 2010 group, a Direct

Influence on Academic Performance or Education Continuation (Gustein et al., 2006; Ngai, 2006). For the 2009 group, Project LEAD service participation appeared to have most influenced their career goals when it came to Future Commitment to Activism and Civic Engagement (A.W. Astin et al., 2011; Ngai, 2006; Rhoads, 1998). While the majority of millennial Project LEAD participants in the 2009 group noted their Project LEAD service participation did not necessarily have a direct influence on their academic goals or career goals, an interest in Continuing Education was suggested. Participants also noted their Project LEAD service participation had a Direct Positive Influence on their career Skills Development (AlKandari & AlShallal, 2008; Gustein et al., 2006; Ngai, 2006; Rhoads, 1998). Much like the 2009 group of participants, the 2010 group participant shared the belief that Project LEAD service participation had a Direct Positive Influence on this participants' career Skills Development and Goals (Gustein et al., 2006; Ngai, 2006).

Overall Summary of Research Study Findings

The findings reported in this chapter reflect this study's millennial Project LEAD participants' thoughts and beliefs pertaining to their servant leadership knowledge/understanding, servant leadership development, motivations for Project LEAD participation, and the influence of Project LEAD service participation on personal, academic, and career goals. Overall, findings indicated that these millennial Project LEAD participants

1. Were knowledgeable and had an understanding of servant leadership practices and characteristics including Conceptualization, Self-Awareness, Empathy, Listening, Commitment to Growth, and Integrity.

2. Believed Awareness, in general, and also practicing Self-Awareness to have contributed to their leadership development during their spring break trip.
3. Had self-motivations and other motivations for Project LEAD participation that included Egoistic, an Intrinsic Desire to Serve, and Friend/Peer Encouragement.
4. Believed Project LEAD service participation did have some influence on participants' personal, academic, and career goals.

More specifically, in regards to millennial Project LEAD participants' personal, academic, and career goals, these participants described their Project LEAD service participation as having a Direct Positive Influence on personal goals such as Skill Development, Self-Confidence, and Personal Responsibility (Table 8).

In regards to academic goals, although each group noted their Project LEAD service participation did have a Direct Influence on Academic Performance/Desire to Continue Education, the majority of this study's participants believed their Project LEAD service participation had No Influence on, or if anything Affirmed their academic goals; and yet, it still allowed them to See the Benefit Project LEAD service participation had on other participants' academic goals (Table 9).

As for career goals, while many of the millennial Project LEAD participants in this study believed their Project LEAD service participation had No Influence on, or led to more of an Affirmation/Clarification of, their career goals, most participants noted that their Project LEAD service participation has influenced their desire to have a career in which they may continue participating in similar service-type projects, suggesting a Future Commitment to Activism and Civic Engagement (Table 10).

Chapter 5. Discussion

Interpretation of Findings by Research Questions

The 7 millennial participants in this study shared perspectives specific to their lived experiences as Project LEAD participants between the years 2008-2010. Grouped by research question(s), the following subsections provide an interpretation of the findings from this research study. As research question 1 and research question 2 both addressed servant leadership practices, characteristics, and development, the first subsection will interpret research question 1 and research question 2 findings. Following will be a subsection interpreting research question 3 findings, and the last subsection will interpret research question 4 findings.

Research question 1 and research question 2. Findings for research question 1 and research question 2 indicated that the millennial Project LEAD participants in this study demonstrated knowledge/understanding of Self-Awareness as a servant leadership practice (Table 2), and believed Self-Awareness was the servant leadership practice most important to their leadership development (Table 4). With regards to research question 1, Table 2 evidenced 13 responses were coded for indicating that millennial Project LEAD participants' demonstrated knowledge/understanding of Self-Awareness, with sample participant responses provided in the narrative subsections. With regards to research question 2, Table 4 evidenced that all groups of participants identified Self-Awareness as being a servant leadership practice most important to their leadership development, with sample participant responses provided in the narrative subsections.

These findings were consistent with Rhoads and Neururer's (1998) and A. W. Astin et al.'s (2011) research, with both teams of researchers having found participation

in ASB programs and volunteer work assisted in the development of participant self-knowledge and Self-Awareness, respectively. These research question findings were also consistent with Keith's (2008) literature regarding practices for effective servant leadership, and the Project LEAD literature related to components of a good leader that were covered in the leadership workshops conducted with students (C. Tolan, personal communication, July 15, 2011); with both pieces of literature noting the importance of knowing one's strengths and building on them, doing one's best with the realization that no one and nothing is perfect, and remembering that all emotions, words, and actions (good or bad) will have an impact on others. While Keith (2008) suggested a leader must always be practicing Self-Awareness in order to effectively lead and serve others, the Project LEAD literature noted Self-Awareness as one of the components designated for discussion by students during the small groups portion of the workshop, with a summary of that discussion being presented to the entire class near the end of the leadership workshop (C. Tolan, personal communication, July 15, 2011). In doing so, the Project LEAD participants and students in the workshops were able to discuss and learn from each other as to why Self-Awareness was considered to be a component of a good leader. More specifically and as suggested by a founding Project LEAD participant who was also in this study's 2008 and 2010 group of participants, "when you're teaching leadership to others, that's such a good way to learn about leadership." Therefore, these findings (combined with the professional literature) could be interpreted as reinforcement for Project LEAD program effectiveness.

Findings for research question 1 also indicated millennial Project LEAD participants in this study demonstrated knowledge/understanding of Conceptualization as

a servant leadership characteristic. Table 2 evidenced 11 responses as being coded for suggesting Conceptualization, with sample participant responses provided in the narrative subsections. This finding was supported by Spears' (2005) literature regarding servant leader characteristics. Suggesting Conceptualization as a key characteristic of servant leaders, Spears (2005) noted the importance of servant leaders being able to think big, but still pay attention to detail; a general example being, a servant leader who is required to identify and understand a situation that needs attention with the end goal of implementing effective change that will ultimately meet the situational needs. In order to do so, the servant leader must find the balance between doing broad-based forward-thinking for effective solutions while paying attention to the day-to-day details and realities of the situation; essentially, the servant leader must call upon Conceptualization abilities.

As evidenced in the narrative subsections for Table 2, this was a characteristic millennial Project LEAD participants in this study had to call upon during the leadership workshops with students in order to help students identify where they could start being leaders in their own schools, community, and life. Conceptualization was also a characteristic millennial Project LEAD participants in this study identified as being portrayed by leaders they interviewed. Through the stories shared by the leaders they interviewed, it became evident that it is important for a leader to simultaneously see the big picture and pay attention to the finer details. Furthermore, the 2010 millennial Project LEAD participant's discussion of what was entailed in planning the spring break trip indicated that a major portion of the Project LEAD program experience was dedicated to Project LEAD participants being able to forward-think, while still paying

attention to (but not getting caught up in) details. Therefore, this finding could also be interpreted as reinforcement for Project LEAD program effectiveness.

Lastly, for the interpretation of research question 1 and research question 2, millennial Project LEAD participants in this study demonstrated a belief that Awareness was the servant leader characteristic most important to their leadership development (Table 4). Greenleaf (2008) described Awareness as

> …value building and value clarifying…[the] ability to stand outside and see oneself in perspective in the context of one's own experiences…[and] then one sees one's own peculiar assortment of obligations and responsibilities in a way that permits one to sort out the urgent from the important….[essentially] in the stress of real life situations one can compose oneself in a way that permits the creative process to operate. (p. 29)

Of all possible categories, Awareness was the only servant leader characteristic identified in each group of this study's participants as important to leadership development. Moreover, and as evidenced in the following sample millennial Project LEAD participant's response, the structure of Project LEAD was what helped to develop these participants' Awareness, and that development has since helped in other experiences:

> [When] everything is going in a high-paced environment, and I'm very stressed out, I feel better prepared because I went on the trip. And now, here I am, I'm an RA and we're going through a situation where you know somebody needs to go to the hospital, because of this trip, I have the ability of remaining calm, assessing the situation in a logical way, and then deciding what's the best mode of action, while helping to direct other people while their panicking.

As such, with an overarching goal of Project LEAD being to encourage leadership growth and development (C. Tolan, personal communication, July 15, 2011), and the linking of sentiments between Greenleaf's (2008) literature and this study's millennial Project LEAD participants' responses, this finding could be interpreted as reinforcement for Project LEAD program effectiveness.

Research question 3. Findings for research question 3 provided insight on this study's millennial Project LEAD participants' motivation for participation in Project LEAD. Consistent with professional literature, research question 3 findings indicated these millennial Project LEAD participants had self-motivations for participation in Project LEAD (Table 6) that included Egoistic (Jones & Hill, 2003) and an Intrinsic Desire to Serve (Gustein et al., 2006; Jones & Hill, 2003; Keith, 2008; Spears, 2005), and other motivations for participation in Project LEAD (Table 7) that included Friend/Peer Encouragement (Jones & Hill, 2003) and being Understanding of the Give-and-Take Nature of Service (Greenleaf, 2008; Jones & Hill, 2003; Keith, 2008).

Table 6 evidenced that the majority of participant responses were coded for Egoistic and an Intrinsic Desire to Serve as self-motivations for participation in Project LEAD, with sample participant responses for both provided in the narrative subsections. More specifically, findings such as millennial Project LEAD participants' desire to do something fun, meaningful, and that helped others over spring break were not only consistent with Gustein et al.'s (2006) and Jones and Hill's (2003) research, but also with Keith's (2008) literature that noted reasons for servant leadership could include individuals feeling committed to helping others, feeling a natural desire to serve, hearing a call to serve, wanting meaning, and/or having a love for people and desire to help them.

Table 7 evidenced that the categories of Friend/Peer Encouragement and Understanding Give-and-Take Nature of Service had each been coded in participant responses as other motivations for participation in Project LEAD, with sample participant responses for both provided in the narrative subsections. Consistent with the professional research of Jones and Hill (2003), literature of Keith (2008), and literature related to initial Project LEAD recruitment procedures, i.e.: sending leaders across the Pepperdine campus a letter that described Project LEAD and requested recommendations for possible students who might benefit from and be able to contribute to the Project LEAD experience, and then sending a letter congratulating each student on being recommended as a potential Project LEAD participant that asked each student to fill out and return the application for Project LEAD that came with the congratulatory letter (C. Tolan, personal communication, July 15, 2011), all participant groups in this study identified Friend/Peer Encouragement as a possible other motivation for participation in Project LEAD.

The research question 3 findings that indicated millennial Project LEAD participants' motivation for participation in Project LEAD stemmed from participants' Understanding of Give-and-Take Nature of Service were consistent with the research of Jones and Hill (2003) that noted individuals who participated in ASB programs were better able to make connections between the self and the service being provided and had a better understanding of "the reciprocal nature of service" (p. 530), and with the literature of Keith (2008) that described service as a meaningful, hopeful, difference-making, and relationship-building opportunity for all parties involved; as well as, with Greenleaf's (2008) perspective that described how, "caring for persons, the more able and the less able serving each other, is the rock upon which a good society is built" (p. 49).

Lastly, this research question 3 finding was consistent with literature that identified the Project LEAD program as representative of both the mission and motto of Pepperdine University (C. Tolan, personal communication, July 15, 2011). As such, if one were to combine research question 3 findings with related literature, professional research, and Keith's (2008) notion that those who live servant leadership lives "make a strong personal commitment to the mission and goals of their organization….[and] bring their spirit and soul with them to fulfill those commitments" (p. 68), research question 3 findings could be interpreted as reinforcement for Project LEAD program effectiveness in relation to (a) being a program that promotes development of Project LEAD participants' servant leadership and demonstration of servant leader qualities, and (b) being a program that upholds and showcases the mission and motto of the university it represents.

Research question 4. Overall, research question 4 findings indicated that the millennial Project LEAD participants in this study believed their Project LEAD service participation had some influence on their personal goals (Table 8), their academic goals (Table 9), and their career goals (Table 10).

Personal goals. As evidenced in Table 8, research question 4 findings indicated some of the millennial Project LEAD participants in this study shared the perspective that their Project LEAD service participation had (a) a Direct Positive Influence on Skill Development and Goals, and (b) an influence on Self-Confidence and Personal Responsibility (with sample participant responses for both provided in the narrative subsections). These findings were consistent with the research of A. W. Astin et al. (2011), Gustein et al. (2006), Ngai (2006), and Rhoads and Neururer (1998), and with the

literature related to the purpose of the Project LEAD program (C. Tolan, personal communication, July 15, 2011). More specifically, and as explained in the Project LEAD literature, the overarching purpose of Project LEAD was to provide program participants with a collaborative group experience that increased each individual participant's self-confidence, developed leadership skills, provided an opportunity in which participants had to take responsibility for themselves and their actions in order to not bring their entire group down, and ensured that the leadership workshops conducted in under-served schools really do promote the growth and leadership development of the students in attendance (C. Tolan, personal communication, July 15, 2011). Along those same sentiments, A. W. Astin et al. (2011) noted, "positive factors in the development of self-perceived leadership skills include group activities such as membership in student clubs and organizations, [and] volunteer work…" (p. 131). Furthermore, "positive effects are also associated with self-reflection and reflective writing/journaling… [And] participating in leadership training, socializing with people of racial groups…" (A.W. Astin et al., 2011, p. 133). Consistent with professional research and literature, the majority of the millennial Project LEAD participants in this study indicated their Project LEAD experiences and participation in conducting the leadership workshops assisted in developing their personal leadership skills, encouraged them to take responsibility for their actions, and allowed them to demonstrate positive leadership characteristics to the students in under-served schools; thus, findings related to personal goals of millennial Project LEAD participants in this study could be interpreted as reinforcement for Project LEAD program effectiveness.

Academic goals. Although not consistent with research and literature, as evidenced in Table 9 (with sample participant responses provided in the narrative subsections), research question 4 findings indicated that millennial Project LEAD participants in this study believed their Project LEAD service participation had No Influence on, or led to more of an Affirmation of, their academic goals. However, the findings that indicated this study's millennial participants believed their Project LEAD service participation had a Direct Influence on Academic Performance or Education Continuation were consistent with the professional research of A.W. Astin et al. (2011), Gustein et al. (2006), and Ngai (2006), and with the Project LEAD literature regarding leadership workshops conducted with students (C. Tolan, personal communication, July 15, 2011).

More specifically, while A. W. Astin et al. (2011) noted that participating in activities such as service-learning, volunteering, and making monetary charitable donations "directly relate to how students develop academically" (p. 129-130), the literature regarding Project LEAD participants conducting leadership workshops with students noted that one of the last topics for discussion in the leadership workshops covered reasons as to why it was important for the leadership workshop students to stay in school, get good grades, and volunteer. Included in those discussions were reasons such as being able to go to college and advance their education to the highest level they can (C. Tolan, personal communication, July 15, 2011). As research question 4 findings indicated, some millennial Project LEAD participants in this study began thinking about furthering their own education post-Bachelor's degree after promoting the further advancement of education to the students attending the leadership workshops; and, some

actually did. Therefore, the consistency between professional research, Project LEAD program literature, and millennial Project LEAD participant responses from this study related to academic goals could be interpreted as reinforcement for Project LEAD program effectiveness.

Career goals. Consistent with the research of A. W. Astin et al. (2011), Ngai (2006), and Rhoads (1998), and the literature regarding the leadership workshops conducted with students (C. Tolan, personal communication, July 15, 2011), research question 4 findings related to the influence of Project LEAD service participation on millennial Project LEAD participants' career goals (Table 10) suggested that millennial participants in this study believed their Project LEAD service participation influenced a Future Commitment to Activism/Civic Engagement.

When sharing perspectives on how Project LEAD service participation influenced career goals, millennial Project LEAD participants in this study spoke to how their Project LEAD service participation made them more aware of ways they could continue serving and helping others post-Project LEAD. These participants' perspectives were consistent with A.W. Astin et al.'s (2011) research finding that "participation in community service promotes growth in personal attributes such as…commitment to serving others" (p. 58), and with Project LEAD literature that noted part of the leadership workshop curriculum was dedicated to helping students make future commitments of help and service in their own schools, neighborhoods, and communities (C. Tolan, personal communication, July 15, 2011). Therefore, consistency between research question 4 findings related to career goals, professional research, and Project LEAD literature could be interpreted as reinforcement for Project LEAD program effectiveness.

Conclusions

Conclusion 1. As Spears (2005) explained, over the years, the number of areas for application of servant leadership has steadily grown to be included "… in serving-learning (experiential education)….in both formal and informal education and training programs….as an overarching framework that is compatible with, and enhancing of, other leadership and management models…" (p. 6). Moreover, in describing various roles of servant leaders, Keith (2008) stated, "servant leaders transform neighborhoods and create opportunities that can change the lives of thousands of people" (p. 16). Findings from this research study indicated these millennial Project LEAD participants influenced positive change in at least one of the schools they visited and conducted a leadership workshop with students. Therefore, it can be concluded that the Project LEAD program experience built this study's millennial Project LEAD participants' knowledge/understanding of servant leadership through participation in small group interviews with prominent leaders, and provided them with an opportunity to (a) improve their own personal servant leadership practice, and (b) influence positive change in a community of others through conducting leadership workshops with students.

Conclusion 2. In discussing servant leadership, Spears (2005) stated, "servant leadership is a long-term transformational approach to life and work-in essence, a way of being-that has potential for creating positive change throughout society" (p. 3). In explaining how servant leaders lead meaningful lives and find meaning in life, Keith (2008) suggested "two core sources of meaning: (1) focus on others, and (2) become part of something larger than yourself" (pp. 64-65); two sources of meaning millennial Project LEAD participants in this study spoke of as having influenced their servant leadership

and, most importantly, their motivation for Project LEAD participation. Therefore, it can be concluded that the service aspect of Project LEAD (a) positively influenced the growth and development of millennial Project LEAD participants' leadership skills and self-understanding, (b) reinforced the knowledge that helping others helps the self, and (c) promoted a collaborative environment where participants felt comfortable enough to take on challenges and experiences they may not have felt comfortable to take on alone.

Conclusion 3. Spears (2005) suggested servant leadership creates a platform for "personal growth and transformation…spiritually, professionally, emotionally, and intellectually….a particular strength of servant leadership…that encourages everyone to actively seek opportunities to both serve and lead others, thereby setting up the potential for raising quality of life throughout society" (p. 6). Findings from this research study indicated these millennial Project LEAD participants shared the perspective that the Project LEAD program as a whole (the combination of both serving as leaders and learning from leaders) influenced their leadership development.

Furthermore, this study's millennial Project LEAD participants shared that their Project LEAD service participation influenced their desire to, post-Project LEAD, continue serving others and encouraging others to be leaders in their own lives. Therefore, it can be concluded that, while ultimately more dependent upon each participant's own lived spring break experience and personal circumstances, the Project LEAD program platform positively impacted this study's millennial Project LEAD participants' personal, academic, and career goals by

- increasing millennial Project LEAD participants' Self-Confidence and Personal Responsibility;

- placing millennial Project LEAD participants in environments that not only promoted higher education to youth, but also encouraged them to continue their education post-Bachelor's degree;
- providing millennial Project LEAD participants with challenging, yet encouraging, experiences in unfamiliar locations;
- requiring millennial Project LEAD participants to step outside of their comfort zone and open their eyes to where change and influence is needed most;
- affording millennial Project LEAD participants opportunities to start influencing positive change; and
- encouraging millennial Project LEAD participants to commit to pursuit future of making a positive difference in other people's lives through service.

Conclusion 4. Spears (2005) described the concept of servant leadership as an institutional model that has developed over 30-years of time:

> Servant leadership advocates a group-oriented approach to analysis and decision making as a means of strengthening institutions and improving societies…emphasizes power of persuasion and seeking consensus….servant leadership holds that the primary purpose of a business should be to create a positive impact on its employees and community, rather than using profit as the sole motive. (p. 5)

While Project LEAD is not an institution, by following the mission and supporting the motto of the institution where it was founded, it is representative of an institution grounded in descriptors that were used to describe servant leadership as an institutional model. In fact, if one were to apply Spears' (2005) institutional model description to

Project LEAD, it would fit for the most part; with the difference being that one of the primary purposes of Project LEAD is to positively impact participants and communities (including both the campus community and the community of others they service), rather than using their own leadership learning and development as the sole motive. Therefore, it can be concluded that the Project LEAD program is already very much oriented to practicing servant leadership, with millennial Project LEAD participants in this research study having demonstrated their knowledge/understanding and development of a majority of Spears' (2005) servant leader characteristics, and having shared perspectives on how they have implemented and utilized many of Keith's (2008) servant leadership practices.

Introduction to Alternative Model for Project LEAD

The second purpose of this study was to develop an alternative model for Project LEAD that furthers understanding of the role leadership plays (for millennial Project LEAD participants) in serving others. For that reason, it is time to turn the discussion to an aspect of servant leadership that plays a vital part in an individual's growth and development (Greenleaf, 2008; Keith, 2008; Spears, 2005), has been noted in research as significant to service-learning and other similar ASB programs experiences (A.W. Astin et al., 2011; Jones & Hill, 2003), and that an analysis of millennial Project LEAD participants' data collected for the purposes of this research study has indicated as possibly missing from the Project LEAD experience: critical reflection on the leadership workshops, and critical reflection on the interviews conducted with leaders.

Alternative model for Project LEAD. Professional research and literature has suggested the most beneficial service experiences for program participants' learning, growth, and development were those in which critical reflection was implemented as a

key program component (A.W. Astin et al., 2011; Gustein et al, 2006; Jones & Hill, 2003; Ngai, 2006; Plante et al., 2009). Furthermore, this study's millennial Project LEAD participants described Project LEAD as an effective leadership development and service program that promoted their own growth and development, and the growth and development of the students they served in the leadership workshops. However, after another review of relevant literature to interpret the findings and draw conclusions for this research study, it became apparent there was one more component that, if intentionally implemented, could further enhance the growth and development of future

- millennial Project LEAD program participants;
- students they serve via leadership workshops; and
- overall Project LEAD program effectiveness in developing and preparing millennial participants for a life of leadership and service.

Based on a review of relevant literature, findings from prior professional research, and the interpretation of findings for this study, an addition of a critical reflection component to the Project LEAD program curriculum could create (a) additional opportunities for furthering the growth and development of the program and program participants, (b) additional opportunities to assess program effectiveness, and (c) additional opportunities for further understanding what role leadership plays (for millennial Project LEAD participants) in serving others. Therefore, Figure 1 illustrates an alternative model for Project LEAD that includes critical reflection as a key component to further understanding the role leadership plays (for millennial Project LEAD participants) in serving others.

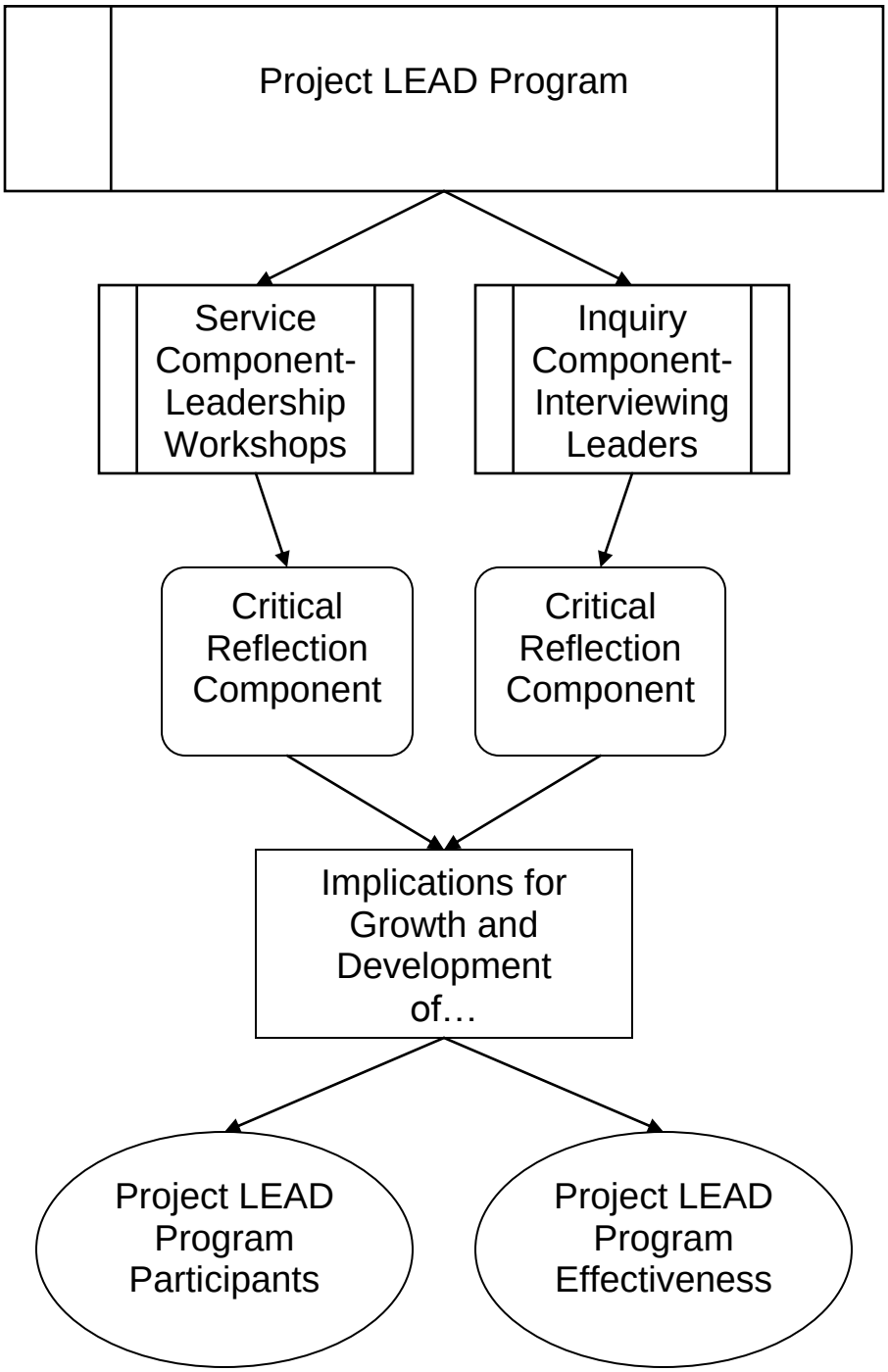

Figure 1. Alternative model for Project LEAD. This figure illustrates critical reflection as a key component to the growth and development of (a) Project LEAD participants and (b) Project LEAD program effectiveness.

Recommendations for Practice, Policy, and Further Study

Recommendations for practice. Recommendations for practice include

1. Continue providing future millennial Project LEAD participants with opportunities and experiences that will contribute to furthering their knowledge/understanding of servant leadership, and that will enhance their growth, development, and practice as servant leaders.
2. Implement and facilitate the critical reflection aspects of the proposed alternative model for Project LEAD to ensure intentional critical reflection of future millennial Project LEAD teams (and of individual millennial Project LEAD participants who comprise the teams) occurs during the planning of the spring break trip and during the actual spring break trip in order to gain further understanding on the role leadership plays (for millennial Project LEAD participants) in serving others.
    a. Require all Project LEAD team leaders to submit reflections that are a collaborative representation of the group's experiences with conducting leadership workshops and interviews to the Project LEAD program director post-completion of spring break trips.
    b. Require every participant (including team leaders) to submit either an essay summarizing their personal experience, or a copy of their personal journal reflections, to the Project LEAD director post-completion of spring break trips.

c. These submissions will provide the Project LEAD director with data that may be stored, reviewed, compared, and analyzed for program effectiveness, program impact, and overall assessment of how the program influences millennial Project LEAD participants' leadership development and service; which, can then be reported to university administration.

Recommendations for policy. Recommendations for policy include

3. Make Project LEAD a core ASB program at Pepperdine University.

Recommendations for further study. Recommendations for further study include

4. Modify this research study to include
    a. New interview questions:
        i. Please define, in your own words, what you believe to be servant leadership.
        ii. How has being on a team of leaders influenced the growth and development of your leadership skills, social skills, and ability to collaborate with others who may, or may not, share the same leadership style as you?
    b. Perspectives of students who attended leadership workshops conducted by Project LEAD participants.
    c. Perspectives of classroom teachers, etc., regarding impact of leadership workshops on students who attended them,

classroom environment, school as a community, and surrounding school community.

d. A document analysis of reflections.

5. Following the proposed alternative model for Project LEAD so critical reflection is addressed and studied as a known intentional aspect of the Project LEAD program, replicate this study (including modifications just suggested) post-completion of all future Project LEAD spring break trips to determine if any new findings may provide further insight on the leadership development and service of individual Project LEAD participants, areas for growth and development of the Project LEAD program as a whole, Project LEAD program outcomes, and overall Project LEAD program effectiveness.
6. Grounded in data collected from millennial Project LEAD participants interviewed for this research study, it could be of possible interest to determine and gain perspectives from future millennial Project LEAD participants on what it means for a leader (or group of leaders) to
    a. "…do one's best;"
    b. "…lead in our own rights;"
    c. "…push oneself/be pushed;" and
    d. "…overcome fear…of serving in ways that are intimidating."

Summary of Research Study

This interpretative qualitative research study shared the perspectives of 7 millennials who participated in Pepperdine University's Project LEAD between the years 2008-2010, and provided insights on the inter-workings of the Project LEAD program.

From an analysis and interpretation of research findings, it was concluded that Project LEAD (a) builds millennial servant leadership knowledge, and provides participants with various opportunities to improve servant leadership practice-via conducting leadership workshops with students in under-served schools and conducting interviewing with leaders; (b) promotes a collaborative environment in which participants can learn and grow together from challenges faced while in unfamiliar locations; (c) positively influences participants' growth, leadership and skill development, and self-understanding; and (d) provides those on pursuit of influencing positive change with experiences and opportunities that

- encourage participants to expand beyond comfort zones;
- develop participant leadership; and
- promote participant commitment to making future positive differences in other people's lives.

Combined with a review of professional research and literature, the participants' insights gained from this research study provided support for the creation an alternative model for Project LEAD that introduced critical reflection as a key component to further understanding the role leadership plays (for millennial Project LEAD participants) in serving others, and afforded recommendations for practice, policy, and further study. Lastly, it is anticipated the findings from this research study will assist in opening more windows of knowledge for researchers on the pursuit of further understanding millennials, and more doors of opportunity for future millennial Project LEAD participants who choose to designate their spring breaks as a time for growth and making differences in communities nationwide-via leadership practice, and in service of others.

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APPENDIX A

Administrative/Director Letter of Permission to Conduct Study

TO: _____
FROM: Catharine Ann Noll
DATE: TBD
RE: Administrative/Director Permission to Conduct Study

I would like your permission to conduct a research study at Pepperdine University's Seaver College as part of my doctoral dissertation for Pepperdine University's Graduate School of Education and Psychology. This research study will be in adherence to Pepperdine's Institutional Review Board (IRB) policy regarding human subjects' considerations. I am interested in researching the leadership development and service participation of past and/or present Pepperdine University millennial generation (born 1982-2002) undergraduate students who participated in Project LEAD (Leadership Education and Development) between the years 2008-2010.

The overall purpose of this interpretive qualitative research study is to interpret the knowledge/understanding of servant leadership, lived experience as it pertains to servant leadership development, motivations for participation, and perceived influence service participation has had on personal, academic, and/or career goals of millennials who participated in Pepperdine University's Project LEAD between the years 2008-2010. The second purpose of this study is to use collected data as a means for developing an alternative model that may be used as a means for better understanding the role leadership plays (for millennial Project LEAD participants) in serving others. The study will focus on millennial participant meaning made from Project LEAD participation. Findings from this study may provide insights and perspectives on the leadership development of individuals who are part of the generation next in line for leadership positions. The participation of past Project LEAD participants in this study will contribute to theoretical and knowledge-bases regarding the millennial generation, Alternative Spring Break programs, service participation, and servant leadership. The Project LEAD program was selected for this study because participants chose to forego a typical spring break, and instead invest time in developing leadership and serving others; two concepts that are becoming more important and intertwined in an increasingly diversifying and globalizing workforce.

With your permission, if past Project LEAD participants who self-identify as being part of the millennial generation agree to participate in this study, they will be asked to participate in a one hour semi-structured interview regarding their knowledge/understanding of servant leadership, their lived spring break experience as it pertains to servant leadership development, motivations for Project LEAD participation, and what influences, if any, their service participation in Project LEAD has had on their personal, academic, and/or career goals.

The interviews will take place via telephone. To ensure protection of participant identity, each participant will be asked to choose an alias/pseudonym to which he/she would like to be referred for the duration of the study, and in the final manuscript. I will be the only person with access to documents containing their real identities and contact information. With participant permission, interviews will be audio-recorded and transcribed into word documents. Participants will be asked to review their individual interview transcriptions for transcription accuracy. Interview transcriptions will then be examined for common themes, and used to identify millennial participant insights and perspectives related to their knowledge/understanding of servant leadership, lived spring break experience as it pertains to servant leadership development, motivations for Project LEAD participation, and service participation. To promote objectivity and prevent/eliminate potential researcher bias, interview transcriptions will be shared with two trained coders who will analyze and code data, and then compare their analyses and coding to my analyses and coding.

Participation in this study is completely voluntary. Participants who decide to participate in this study will be informed they are free to withdraw their participation at any time without penalty. Should you be interested in further information related to millennial undergraduate student participation in this study, I have attached a copy of the informed consent form for participation in research activities, participant interview protocol, and participant interview questions to this letter.

Please sign and return your approval by Wednesday, April 27, 2011. If you are unable to respond by that date, please send your approval as soon as possible. Please return one copy of this signed form to: Catharine Ann Noll

[redacted]

You may also fax the signed form to ([redacted]) [redacted]-[redacted], or e-mail to catharine.noll@pepperdine.edu. If you have any questions regarding this study, please feel free to contact me at ([redacted]) [redacted]-[redacted] or [redacted]@[redacted].[redacted]. If you have any additional questions/concerns regarding this study, you may also contact my research supervisor, Dr. Linda Purrington, at ([redacted]) [redacted]-[redacted] or [redacted]@[redacted].[redacted].

Your signature on the next page indicates you have read and understood the information provided above, and you willingly agree for me to invite past Project LEAD participants to participate in this study. Thank you for your time and consideration regarding this proposed research study.

Sincerely,

_____

Catharine Ann Noll

Attachments: Copy of Administrator/Director Permission to Conduct Study;
Informed Consent Form for Participation in Research Activities;
Participant Interview Protocol; Participant Interview Questions

I hereby consent to undergraduate student participation in Catharine Ann Noll's research study, as described in the letter of permission to conduct study.

Administrator/Director Signature

Please Print Administrator/Director Name

Date

Proof of Permission from Administration:

I hereby consent to undergraduate student participation in Catharine Ann Noll's research study, as described in the letter of permission to conduct study.

Mark Davis

Administrator/Director Signature

Mark Davis Dean of Student Affairs

Please Print Administrator/Director Name

4/21/11

Date

Proof of Permission from 2008-2010 Director of Project LEAD:

I hereby consent to undergraduate student participation in Catharine Ann Noll's research study, as described in the letter of permission to conduct study.

Kerri Cissna-Heath

2008-2010 Director of Project L.E.A.D. Signature

Kerri Cissna-Heath

Please Print 2008-2010 Director of Project L.E.A.D. Name

4/28/2011

Date

APPENDIX B

Cover Letter for Participant Informed Consent for Participation in Research Activities

TO: _____
FROM: Catharine Ann Noll
DATE: T.B.D.
RE: Research Request

I am researching leadership development and service participation of millennial generation (born 1982-2002) undergraduate students who participated in Pepperdine University's Project LEAD between the years 2008-2010.

The overall purpose of this interpretive qualitative research study is to interpret the knowledge/understanding of servant leadership, lived experience as it pertains to servant leadership development, motivations for participation, and perceived influence service participation has had on personal, academic, and/or career goals of millennials who participated in Pepperdine University's Project LEAD (Leadership Education and Development), between the years 2008-2010. The second purpose of this study is to use collected data as a means for developing an alternative model that may be used as a means for better understanding the role leadership plays (for millennial Project LEAD participants) in serving others. The study will focus on millennial participant meaning made from Project LEAD participation. Findings from this study may provide insights and perspectives on the leadership development of individuals who are part of the generation next in line for leadership positions.

As a millennial participant in this study, your participation will contribute to knowledge-bases regarding the millennial generation, Alternative Spring Break programs, service participation, and servant leadership. Project LEAD was selected for this study because, as a Project LEAD participant, you chose to forego a typical spring break, and instead invested time in developing leadership and serving others; two concepts that are becoming more important and intertwined in an increasingly diversifying and globalizing workforce.

If you agree to participate in this study, you will be asked to participate in a one hour semi-structured interview regarding your knowledge/understanding of servant leadership, personal lived spring break experience as it pertains to servant leadership development, your motivations for participation in Project LEAD, and what influences, if any, your Project LEAD service participation has had on your personal, academic, and/or career goals. As an incentive to participate in this study, I, the researcher/interviewer, will make a one-time $10 contribution to a non-profit organization of your choice.

Should you choose to participate in this study the interview will take place over the telephone, at a time that is convenient for you. To ensure protection of your identity, you will be asked to choose an alias/pseudonym to which you would like to be referred for the duration of the study, and in the final manuscript. I, the researcher/interviewer, will be

the only person with access to documents containing your real identity and contact information.

With your permission, interviews will be audio-recorded and transcribed into word documents. You will be asked to review your interview transcription for transcription accuracy. Interview transcriptions will then be examined for common themes, and used to identify participant insights and perspectives related to knowledge/understanding of servant leadership, your lived spring break experience, motivations for Project LEAD participation, and what influences, if any, your service participation in Project LEAD has had on personal, academic, and/or career goals. To promote objectivity and prevent/eliminate potential researcher bias, interview transcriptions will be shared with two trained coders who will analyze and code data, and then compare their analyses and coding to my analyses and coding.

Participation in this study is completely voluntary. If you choose to participate, you are free to withdraw your participation from this study at any time, without penalty. I have attached a copy of the informed consent form for participation in research activities, participant interview protocol, and participant interview questions for you to review. I will contact you within the next 48 hours to answer any questions you may have, determine if you would like me to mail you another copy of the informed consent form along with a stamped, pre-addressed return envelope and, if you are willing to participate in this study, to schedule an interview day and time.

Should you choose to participate in this study, you will be asked to return one signed copy of the informed consent form for participation in research activities prior to the scheduled interview in a stamped and pre-addressed return envelope that will be made out to: Catharine Ann Noll

[redacted]

You may also fax your signed form to ([redacted]) [redacted]-[redacted], or e-mail it to [redacted]@[redacted].[redacted]. If you have any questions regarding this study, please feel free to contact me at ([redacted]) [redacted]-[redacted] or [redacted]@[redacted]. If you have any additional questions or concerns regarding participation in this study, you may also contact my research supervisor, Dr. Linda Purrington, at ([redacted]) [redacted]-[redacted] or [redacted]@[redacted].

Sincerely,

_____

Catharine Ann Noll

Attachments: Informed Consent Form for Participation in Research Activities; Participant Interview Protocol; Participant Interview Questions

APPENDIX C

Participant Informed Consent for Participation in Research Activities

Participant: _____

Principal Investigator: Catharine Ann Noll

Title of Project: An alternative spring break of leadership and service: Interpreting the servant leadership, motivations, and service participation of millennials who participated in Project LEAD between the years 2008 – 2010.

1. I, _____, agree to participate in the dissertation research study being conducted by doctoral student Catharine Ann Noll, from Pepperdine University's Educational Leadership, Administration, and Policy program. I understand I may contact Catharine Ann Noll's research supervisor, Dr. Linda Purrington, at ([redacted]) [redacted]-[redacted] or [redacted]@[redacted].[redacted] should I have questions or concerns regarding this study.

2. The overall purpose of this interpretive qualitative research is to interpret the knowledge/understanding of servant leadership, lived experience as it pertains to servant leadership development, motivations for participation, and perceived influence service participation has had on personal, academic, and/or career goals of millennials who participated in Pepperdine University's Project LEAD (Leadership Education and Development), between the years 2008-2010. The second purpose of this study is to use collected data (de-identified/de-coded participant interview transcripts) as a means for developing an alternative model that may be used as a means for better understanding the role leadership plays (for millennial Project LEAD participants) in serving others. I have been asked to participate in this study because I am a millennial who participated in Project LEAD between the years 2008-2010.

3. I understand my participation will involve a one hour audio-recorded telephone interview regarding my knowledge/understanding of servant leadership, lived spring break experience as it pertains to servant leadership development, my motivations for participating in Project LEAD, and what influences, if any, my Project LEAD service participation has had on my personal, academic, and/or career goals. I also understand my participation will involve reviewing a copy of my interview transcript to ensure investigator accuracy in transcription from audio-recording to word document.

4. The time frame for the study will be until December 31, 2011. The audio-recorded interview will be conducted over the telephone.

5. I understand that the possible benefits to myself or society from this research are increased knowledge about the millennial generation, lived experience and

motivations for participation in Project LEAD, servant leadership, influences of service participation on personal, academic, and/or career goals, and the development of an alternative leadership and service theoretical model. I understand that I may not benefit at all from my participation.

6. I understand the investigator will ensure minimal potential risks and discomforts that might be associated with this research. These risks and discomforts could include: feeling uncomfortable, embarrassed, or anxious about sharing personal thoughts, feeling inconvenienced due to scheduling, and/or fatigue due to length of interview and checking interview transcription for accuracy. I believe the potential risks and discomforts are minimized and reasonable in relation to the anticipated benefits of this study. I understand I have the right to decline responding to any question I feel uncomfortable answering.

7. I understand that I may choose not to participate in this research.

8. I understand that my participation is voluntary and that I may refuse to participate and/or withdraw my consent and discontinue participation in the project or activity at any time without penalty or loss of benefits to which I am otherwise entitled.

9. I understand that the investigator(s) will take all reasonable measures to protect the confidentiality of my records and my identity will not be revealed in any publication that may result from this project. The confidentiality of my records will be maintained in accordance with applicable state and federal laws. Under California law, there are exceptions to confidentiality, including suspicion that a child, elder, or dependent adult is being abused, or if an individual discloses an intent to harm him/herself or others.

10. If the findings of the study are published or presented to a professional audience, I understand no personal identifying information will be released. I understand the alias/pseudonym I choose to state at the beginning of the interview will be used for the duration of the study, and in the final manuscript. I also understand that, only with my permission prior to the start of the interview, the interview be audio-recorded. I understand the informed consent form and any others documents that link my identity and contact information to my interview data will be stored in a locked and secure location in the principal investigator's home office to which only the investigator has access. I understand the investigator will share de-identified/de-coded interview transcriptions with two trained coders who will analyze, code, and then compare their analysis and coding of my de-identified/de-coded interview transcript with the investigator's analysis and coding of my de-identified/de-coded interview transcript. I understand the investigator will keep my information and data for three years after the study's completion; at which time, she will shred and destroy all information and data.

11. I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Catharine

Ann Noll at [redacted] or [redacted], if I have other questions or concerns about this research. If I have questions about my rights as a research participant, I understand I can contact Dr. Linda Purrington, Pepperdine University Graduate School of Education and Psychology, 6100 Center Drive., 5th Floor, Los Angeles, CA 90045. If I have questions about my rights as a research participant, I may contact Dr. Yuying Tsong, Chairperson of the Pepperdine University Graduate and Professional Schools Institutional Review Board (GPS IRB) at [redacted].

12. I understand to my satisfaction the information regarding participation in the research project. All my questions have been answered to my satisfaction. I have received a copy of this informed consent form which I have read and understand. I hereby consent to participate in the research described above.

Participant's Signature

Date

Witness

Date

I have explained and defined in detail the research procedure in which the subject has consented to participate. Having explained this and answered any questions, I am cosigning this form and accepting this person's consent.

Principal Investigator

Date

APPENDIX D

Participant Telephone Interview Protocol

Prior to beginning the interview, the following was reviewed with each participant:

1. You have been chosen because you are a millennial (born 1982-2002) who participated in Pepperdine's Project LEAD between the years 2008-2010.
2. Your participation is completely voluntary, and you may withdraw your participation in this study at any time, without penalty.
3. I will be conducting research on your knowledge/understanding of servant leadership, lived spring break experience as it pertains to servant leadership development, motivations for Project LEAD participation, and what influences, if any, your Project LEAD service participation has had on your personal, academic, and/or career goals.
4. I will be sensitive to your needs and will not demand any information which you do not choose to share.
5. With your permission, I will audio-record the one hour long interview to ensure accuracy. I may also handwrite notes during the interview.
6. To ensure protection of your identity, at the beginning of the interview I will ask you to state an alias or pseudonym of which you would like to be referred for the duration of the study and in the final written manuscript.
7. I will be the only person with access to any documents connecting your real identity and contact information to your interview data, and all documents and recordings will be kept safe until shredded and destroyed 3-years post-completion of this study.

8. After the audio-recording has been transcribed into a word document, I will e-mail you with an attached copy of the transcription for you to review for accuracy.
9. To promote objectivity and eliminate potential researcher bias, a copy of your interview transcription will be shared with two trained coders to analyze, code, and compare their analysis and coding of themes to my analysis and coding.
10. The findings from this study will be published and shared with educational communities.
11. Do you have any questions for me before we begin the interview?

APPENDIX E

Participant Telephone Interview Questions

The purpose of this telephone interview is to gain insight and perspective on your knowledge/understanding of servant leadership, lived spring break experience as it pertains to servant leadership development, motivations for participation in Project LEAD, and what influences, if any, your Project LEAD service participation has had on your personal, academic, and career goals.

Please state the alias or pseudonym you have chosen for this study's identification purposes, in which year(s) you participated in Project LEAD (i.e.: 2008, 2009, and/or 2010), your current level of education, and to which non-profit organization you would like to make a $10 contribution.

Interview questions

1. What characteristics do you believe were most important to portray to those with whom you served and interacted?
2. What were characteristics of leaders with whom you interacted that you believe play a part in being an effective leader?
3. In what ways, if any at all, do you believe you helped those you served "grow as persons?" (Greenleaf, 2008, p. 15)
4. What do you believe is the effect of your leadership and service on "the least privileged in society?" (Greenleaf, 2008, p. 15)
5. What aspects of your spring break experience do you believe had the biggest impact on your leadership development?
6. What were your motivations for participation in Project LEAD?

7. What influences, if any at all, do you believe your service participation has had on your personal goals?
8. What influences, if any at all, do you believe your service participation has had on your academic goals?
9. What influences, if any at all, do you believe your service participation has had on your career goals?

Debrief questions

10. What recommendations, if any, do you have for improving this interview process?
11. Are you interested in receiving a copy of the summary of this study's findings?

APPENDIX F

Request to Participate Follow-Up Phone Call Protocol

The following is a list of steps used when contacting the prospective participant to determine willingness to participate in the study and schedule an interview:

1. Introduce self, review why Project LEAD was chosen for the study, and the purpose of the study.
2. To determine eligibility to participate in study, ask prospective participant if he or she is a member of the millennial generation (i.e.: born 1982-2002).
3. Explain to prospective participant that information regarding the interview procedure can be found in participant informed consent to participate in research activities form that was e-mailed within the past 48-hours.
4. Ask prospective participant if he or she has any questions and answer any questions to best of abilities.
5. Request to set up day and time for telephone interview.
6. Request prospective participant to sign and return participant informed consent form for participation in research activities before the scheduled interview.
7. Review contact information to ensure researcher has most current information for prospective participant and vice-versa.
8. Conclude conversation by thanking prospective participant for time and re-stating day and time of upcoming scheduled telephone interview.

APPENDIX G

Panel of Experts

Kerri Cissna-Heath, M.E.

Founder of Project LEAD; 2008-2010 Director of Project LEAD

Seaver College

Pepperdine University

Diana Hiatt-Michael, Ed.D.

Professor Emeritus; Chair for over 100 Doctoral Dissertations

Graduate School of Education and Psychology

Pepperdine University

Linda Purrington, Ed.D.

Academic Chair, Educational Leadership, Administration, and Policy Doctoral Program;

Doctoral Dissertation Chair

Graduate School of Education and Psychology

Pepperdine University

Eric Morgan, Ph.D.

Associate Professor: Qualitative Research Methods; Culture and Communication

Department of Communication Studies

New Mexico State University-Las Cruces, NM Campus

APPENDIX H

Letter of Appreciation for Participation in Research Study

To: _____

From: Catharine Ann Noll

Date: November 21, 2011

Dear _____,

Thank you for participating in my doctoral research study. It was a true pleasure to interview you over the phone, and gain insights and perspective on your knowledge/understanding of servant leadership, personal lived spring break experience, motivations for participation in Project LEAD, and what influences, if any, your Project LEAD service participation had on your personal, academic, and career goals.

Please know your willingness to participate in my study was greatly appreciated. As a token of my appreciation for your participation, I have made the $10 contribution in your name, to the organization of your choice. Attached please find a copy of the donation confirmation receipt, and also, per your request, a copy of the summary of findings from this research study.

Lastly, I would also like to extend an offer for you to attend the Final Defense for my Dissertation Research, scheduled for Monday, December 5, 2011, at 1:00 p.m., on Pepperdine University's West Los Angeles Campus.

I am looking forward to hopefully seeing you at the Final Defense, and best wishes to you on your future endeavors.

Sincerely,

Catharine Ann Noll
Principal Investigator for Doctoral Dissertation Research
Pepperdine University Graduate School of Education and Psychology
Educational Leadership, Administration, and Policy Program

Encl: Confirmation Receipt for $10 Contribution to Organization of Choice;
Copy Summary of this Study's Findings.

APPENDIX I

Research Question Codebook Tables I1-I4

Table I1

Research Question 1 Codebook

Category	Code	Description	Literature or participant term	Total no. coded data	Page no. coded data
Self-Awareness	SA	Awareness of strengths/ weaknesses; imperfect, high-performing; accept weakness, build strength; knowledge of word/action impact on other	Keith (2008)	13	1, 5, 8, 9, 11, 12, 13, 15, 17, 22, 26, 28
Help	HLP	Act to benefit others	Ehrhart (2004)	7	5, 7, 9, 10, 14, 29, 30
Empathy	EMP	Show others care & ability to relate; accept & recognizing others for uniqueness	Greenleaf (2008); Spears (2005)	7	1, 3, 6, 7, 11, 15, 20
Integrity	INT	Characteristic of leader	Kouzes & Posner (2010)	7	1, 4, 7, 11, 15, 22, 24
Unleashing energy and intelligence of others	UEI	Teach/mentor/ coach so others use energy for group good & those served build upon colleagues' intrinsic motivation	Keith (2008)	6	5, 8, 12, 13, 19, 21

(*continued)*

Category	Code	Description	Literature or participant term	Total no. coded data	Page no. coded data
Facilitate change	FC	Characteristic of leader	Huey & Sookdeo (1994)	5	8, 9, 10, 27, 30
Credibility	CDB	Characteristic of leader	Huey & Sookdeo (1994)	5	4, 7, 11, 12, 24
Listening	LNG	Receptivity/ identifying others' needs via feedback	Greenleaf (2008); Keith (2008); Spears (2005)	4	12, 19, 21, 26
Stewardship	SWP	Committed to serve others; initiate ideas & structure; risk failure in chance of success	Greenleaf (2008); Spears (2005)	4	9, 10, 30
Persistence	PSS	Characteristic of leader	Kouzes & Posner (2010)	4	7, 8, 10, 29
Developing colleagues	DC	Serving other people's highest priority needs and helping them to grow through mentoring, training, consensual decision-making, etc.	Keith (2008)	4	5, 7, 23, 24
Hope	HPE	Characteristic of leader	Kouzes & Posner (2010)	4	2, 8, 9, 10
Commitment to growth	CMG	Nurture growth engage in collective decision-making	Greenleaf (2008); Spears (2005)	3	13, 19, 28

(*continued*)

Category	Code	Description	Literature or participant term	Total no. coded data	Page no. coded data
Humility	HML	Characteristic of leader	Huey & Sookdeo (1994); Keith (2008)	3	1, 4
Courage	CRG	Characteristic of leader	Kouzes & Posner (2010)	3	9, 16, 17
Healing	HLG	Transform, regenerate others/self to make whole	Greenleaf (2008); Spears (2005)	2	6, 13
Persuasion	PRN	Convincing and building consensus via shared information	Greenleaf (2008); Spears (2005)	2	6, 30
Foresight	FST	Understand/ apply lessons of past to present realities to foresee likely outcomes/ consequences of future situations and decisions	Greenleaf (2008); Keith (2008); Spears (2005)	2	14, 18
Respect	RSP	Characteristic of leader	Participant term	2	4, 7
Perseverance	PRS	Characteristic of leader	Participant term	2	7, 17
Positivity	POS	Characteristic of leader	Participant term	2	8, 30
Changing the pyramid	CP	Works in teams of leaders instead of only one leader	Keith (2008)	1	1

(*continued)*

Category	Code	Description	Literature or participant term	Total no. coded data	Page no. coded data
Building community	BCY	Demonstrate and identify ways to bring people together; build culture on joint interest via trust, respect, and ethics	Greenleaf (2008); Spears (2005)	1	24
Coaching, not controlling	CNC	Guide, coach, facilitate, build strong positive relationships w/ others; pay attention & create place where people can release ego, do good, find meaning in work-best authentic self	Keith (2008)	1	13
Serve first, then aspire to lead	SFAL	The desire to be a leader arose from first being of service to others, and then realizing there was a need for a leader who could and wanted to further help meet their needs.	Greenleaf (2008)	1	10

Table I2

Research Question 2 Codebook

Category	Code	Description	Literature or participant term	Total no. coded data	Page no. coded data
Increase ability to collaborate w/ others	COL	Participation outcome	Dugan & Komives (2010)	4	1, 2, 4, 6
Learning from experience	LFE	Participation outcome	Participant term	4	2, 4, 13, 22
Awareness	AWR	Context specific; build/clarify values; determine situation-appropriate actions; gain insight for future	Greenleaf (2008); Spears (2005)	3	5, 7, 22
Persuasion	PRN	Convincing and building consensus via shared information and/or group discussion	Greenleaf (2008); Spears (2005)	3	2, 3, 6
Building community	BCY	Identify ways to bring together; build culture on joint interest via trust, respect, & ethics.	Greenleaf (2008); Spears (2005)	3	2, 3, 14
Self-Awareness	SA	Know weakness, build strength; impact of word/action	Keith (2008)	3	4, 9, 11

(*continued*)

Category	Code	Description	Literature or participant term	Total no. coded data	Page no. coded data
Changing the pyramid	CP	Teams of leaders instead of one leader	Keith (2008)	3	1, 2, 16
Trust	TRT	Characteristic of leader	Kouzes & Posner (2010)	3	2, 3, 4
Learning from others	LFO	Participation outcome	Participant term	3	1, 13, 22
Listening	LNG	Receptivity/ identifying others' needs via gathering feedback	Greenleaf (2008); Keith (2008); Spears (2005)	2	13, 22
Integrity	INT	Characteristic of leader	Kouzes & Posner (2010)	2	2, 11
Courage	CRG	Characteristic of leader	Kouzes & Posner (2010)	2	4, 8
Increase self-confidence	ISC	Participation outcome	Rhoads & Neururer (1998)	2	8, 11
Conceptualization	CPN	Create vision; big picture; strategic thinking; communicate faith in others	Greenleaf (2008); Spears (2005)	2	2, 6
Foresight	FST	Understand/ apply lessons of past to present realities to foresee likely outcomes/ consequences of future situations and decisions	Greenleaf (2008); Keith (2008); Spears (2005)	2	5, 6

(*continued*)

Category	Code	Description	Literature or participant term	Total no. coded data	Page no. coded data
Increase social responsibility	ISR	Participation outcome	Dugan & Komives (2010)	2	5, 22
Personal responsibility & empathy development	PRE	Participation outcome	Rhoads & Neururer (1998)	2	8, 11
Reflection	RFL	With others; journaling; gain personal growth and understanding	Jones & Hill (2003); Rhoads & Neururer (1998)	2	8, 20
Empathy	EMP	Show others care, ability to relate; accept & recognizing uniqueness	Greenleaf (2008); Spears (2005)	1	4
Stewardship	SWP	Commit to serve ideas; take risks	Greenleaf (2008); Spears (2005)	1	5
Commitment to growth	CMG	Nurture growth; reach optimal best; interest in all suggestions	Greenleaf (2008); Spears (2005)	1	3
Coaching, not controlling	CNC	Participate, guide, coach, facilitate, build strong positive relationships; create place where people can release ego, do good, find meaning in work-best authentic self	Keith (2008)	1	2

(*continued)*

Category	Code	Description	Literature or participant term	Total no. coded data	Page no. coded data
Help	HLP	Act to benefit others	Ehrhart (2004)	1	12
Persistence	PSS	Characteristic of leader	Kouzes & Posner (2010)	1	8
Hope	HPE	Characteristic of leader	Kouzes & Posner (2010)	1	12
Better understand diversity, self, others, community	BUD	Participation outcome	Ngai (2006); Rhoads & Neururer (1998)	1	14
Life-Changing learning opportunity	LLO	Participation outcome-Feeling	Jones & Hill (2003)	1	12
Inspired	INS	Participation outcome-Feeling	Participant term	1	22

Table I3

Research Question 3 Codebook

Category	Code	Description	Literature or participant term	Total No. coded data	Page No. coded data
Egoistic	EGO	Develop self; self-satisfying	Jones & Hill (2003)	6	2, 3, 4, 5, 8, 10
Intrinsic desire to serve	IDS	Desire to serve others and/or help without feeling need for power, recognition, or gain, etc…	Greenleaf (2008); Jones & Hill (2003); Keith (2008); Kouzes & Posner (2010); SanFaçon & Spears (2008)	5	3, 4, 6, 10, 11

(*continued*)

Category	Code	Description	Literature or participant term	Total no. coded data	Page no. coded data
Identity development	IDD	Developing greater self-understanding or growth	Barclay (2010); Plante et al. (2009); Rhoads (1998)	4	1, 3, 4, 8
Friend or peer encouragement	FPE	Friends or peers encouraging it	Jones & Hill (2003)	4	3, 5, 8, 11
Understanding give-and-take nature of service	GAT	Knowing that helping others also helps self	Jones & Hill (2003)	4	3, 4, 10, 11
Skill development (personal, leadership)	SD	Desire to develop skills of self and others	Dugan & Komives (2010); Gustein et al. (2006)	4	3, 8, 10, 11-12
Altruistic	ALT	Desire to help others	Jones & Hill (2003)	3	6, 10, 11
Shared values/ concerns	SVC	Shared values/ concerns	Jones & Hill (2003)	3	3, 6, 11
Past service experience	PSE	Past service experiences	Jones & Hill (2003)	3	2, 8, 10
Learning from experience/ challenge	LFE/ CHL	Learning from experience/ challenge	Participant term	3	1, 7, 8
Being on team of leaders/ collaborating	COL	Being on team of leaders/ collaborating	Participant term	2	1, 11
Conscientiousness	CNS	Act to benefit organization	Ehrhart (2004)	1	9

Table I4

Research Question 4 Codebook

Category	Code	Description	Literature or participant term	Total no. coded data	Page no. coded data
Direct positive influence on skill development and goals –Personal	DIP	Direct positive influence on leadership, life, teamwork skill, personal goals	Dugan & Komives (2010); Gustein et al. (2006); Ngai (2006); Rhoads (1998)	4	1, 3, 10, 14
Self-Confidence and personal responsibility	SCPR	Increase self-confidence, responsibility; proactive in own life	Ngai (2006); Rhoads & Neururer (1998)	4	3, 9, 14, 22
Commitment to activism/civic engagement-Future personal	CAC	Desire to more actively help meet others' needs in future	Astin et al. (2000); Gustein et al. (2006); Ngai (2006); Rhoads (1998)	3	6, 13, 22
No influence/ affirmation/see benefit for others- academic	NIA	No influence/ affirmation of goals	Participant term	4	1, 2, 5, 23
Direct influence on performance or education continuation-Academic	DIP	Increase grade, attending class, participation; continuing education; apply learning to life	Gustein et al. (2006); Ngai (2006)	3	12, 15, 21
Skill development-Academic	SDA	Academic life, citizenship, leadership, teamwork, skill development	AlKandari & AlShallal (2008); Dugan & Komives (2010); Gustein et al. (2006); Rhoads (1998)	2	12, 15

(*continued*)

Category	Code	Description	Literature or participant term	Total no. coded data	Page no. coded data
Commitment to activism/civic engagement future service-Career	FSC	Desire to more actively help meet needs of others or participate in career-related service projects since LEAD	Astin et al. (2000); Ngai (2006); Rhoads (1998)	5	2, 4, 7, 8, 23
Positive, direct influence on goals and skill development-Career	PDIC	Positive, direct influence on goals and/or life, citizenship, leadership, skill development	AlKandari & AlShallal (2008); Gustein et al. (2006); Ngai (2006); Rhoads (1998)	3	4, 17, 18
No influence/ goal affirm/ clarification-Career	GAC	Affirmation/ clarification of existing career goals	Participant term	4	2, 8, 11, 23

APPENDIX J

Coding Instructions

Each of the four folders contains a preliminary codebook and interview transcripts relating to one of four research questions. Your objective is to code transcripts using the preliminary codebook, as well as create new codes (and pencil/pen them into your codebook) for any emerging categories and themes not already listed in the codebook. These codes may pertain to context, participant perspectives and ways of thinking about people and/or objects, activity, strategy, relationships, and/or social structures (Bogdan & Biklen, 1992; as discussed in Creswell, 2009, p. 187).

The following is a list of steps to guide you through your coding process:

1. Read through each folder to get an idea of the data you will be coding.
2. Make notes on your thoughts in the margins of the transcripts.
3. Using the preliminary codebook and your notes in the margins, go back through transcripts one folder at a time and code data using pre-existing codes as well as any codes you create for emerging categories and themes; noting any new codes on the transcript and on the codebook.
4. For folders 2, 3, and 4, group smaller categories and create code for grouping so number of categories per folder does not exceed seven.
5. When you have finished coding all transcripts for each folder, contact the researcher via phone or e-mail to initiate discussion regarding a time for the group (both coders and researcher) to convene and discuss coding and resolve any disagreements in coding through consensus.

(The researcher compensated each coder with a $25 Starbucks gift card for their time.)