

LEADERSHIP AT PEPPERDINE UNIVERSITY

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Introduction

Pepperdine University expects all of its graduates to have acquired a depth and breadth of understanding as well as lived experience of the institutional values of purpose, service, and leadership. As Pepperdine holds the values of leadership within its top three prerogatives for students while attending the university, we also want students to extend these values into their adult lives. This paper will explore leadership development in students at Pepperdine through a partnership with Student Affairs and Academics. The examination included Pepperdine's *Leadership Project*, an examination of student survey data, and an inventory of student affairs activities. In doing so, we will use Pepperdine's Institutional Learning Outcomes as our framework. These learning outcomes include:

Leadership with Knowledge and Scholarship

Think critically and creatively, communicate clearly, and act with integrity

Leadership with Faith and Heritage

Demonstrate value centered leadership

Leadership with Community and Global Understanding

Demonstrate global awareness

Leadership

In August 1994, 54 researchers from 38 countries gathered for the first GLOBE research conference, and during this conference the researchers came to a consensus on the universal definition of "leadership": the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members.¹ A person's upbringing, life experiences, and daily interactions define that individual's leadership style. One of the most significant findings is a consideration that the difference between a good leader and a great leader is the ability to adapt to change.²

Almost every text written on leadership notes that definitions vary by the primary assumptions brought to examine the phenomena. For example, trait theorists define leadership as a set of attributes while behavioral theorists identify it as a set of skills. Researchers from a social constructivist perspective

¹House, Robert, Mansour Javidan, and Peter Dorfman. 2001. *Project GLOBE: An introduction*. American Psychological Association.

²Collins, Jim. 2002. *Good to Great: Why Some Companies Make the Leap and Others Don't*. New York: Harper Collins.

tend to define leadership as a process and relationship. In full, there are seven main schools of thought regarding leadership: trait, behavioral, power and influence (the more recent power/influence theories are sometimes referred to as reciprocal leadership theories), contingency, cultural, cognitive/processual/social constructivist, and critical/postmodern approaches.³

Much has been written on the topic of leadership in Higher Education for the emerging adult. Although many frameworks related to leadership are written for the context of adult employment, a leadership context for those who are not in formal employment positions (such as a college student) could follow Bellman's⁴ basic attributes of leadership which includes a guiding vision, passion, integrity, trust, curiosity, and daring. Bellman⁵ describes that one of the most effective leadership traits is the importance of taking risks and gaining followers in doing so. As students move into leadership roles among their peers, it is then important to have the traits of a visionary, problem-solver, team builder, manager, communicator, power distributor, liaison (forming partnerships and strategic alliances), and planner⁶. Covey⁷ asserts that trust, or a trustworthy character, gives way to a principle-centered leadership. Bennis⁸ further comments that leaders build a genuine trust through tireless advocacy of a set of principles and values. Accordingly, we will consider these character traits as we look at Pepperdine student leaders.

Pepperdine's Learning Outcomes

To narrow our leadership framework, we will look at Pepperdine's three categories for leadership learning outcomes including knowledge and scholarship, faith and heritage, and community and global understanding.

Knowledge and Scholarship. In order to think critically and creatively, communicate clearly, and act with integrity, a leader should be responsible for knowledge management, knowledge dissemination, and encouraging followers to seek new knowledge. Crawford⁹ suggests leaders need to focus on establishing a culture which respects knowledge, provides proper training to management, and

³Bensimon, E., Neumann, A., and Birnbaum, R. 1989. *Making sense of administrative leadership*. ASHE-ERIC Higher Education Report. San Francisco: Jossey Bass Press.

⁴Bellman, Geoffrey M. 2001. *Getting Things Done When You Are Not in Charge*. 2d ed. San Francisco: Berrett-Koehler.

⁵Bellman,*Getting*, 4.

⁶Caroselli, Marlene. 2000. *Leadership Skills for Managers*. New York: McGraw-Hill.

⁷Covey, Stephen. 2004. *The 8th Habit: From Effectiveness to Greatness*. New York: Free Press.

⁸Bennis, Warren.1997. *On Becoming a Leader*. Perseus Press.

⁹Crawford, C.2005. "Effects of transformational leadership and organizational position on knowledge management." *Journal of Knowledge Management*, 9(6), 5, 6-17.

develops a knowledge infrastructure and support system. Transformational leaders build a learning infrastructure through three critical areas: committed service, charisma, and intellectual stimulation.¹⁰

The development of knowledge skills is “essential to two core business processes: problem solving and strategic planning.”¹¹ The Organization for Economic Co-operation and Development (OECD) defines knowledge management as “the need for continuous learning of both codified information and the competencies to use this information.”¹² The Department of Labor’s Knowledge Nation Report expands on this by stating that knowledge management “is the ability to use knowledge to transform society, the economy, and the environment.”¹³ Knowledge management is a true paradigm shift for most organizations.

Dissemination of knowledge is critical for inspiring visionary thinking and developing future leaders. Hollis¹⁴ believes this is accomplished with the “leader-as teacher model.” The leader “will need to understand the way the learners learn, the way they value knowledge, and the stages they go through in knowledge comprehension and management.”¹⁵ Additionally, leaders need to understand how knowledge is valued so they will know “how the learners will respond to various learning opportunities.”¹⁶ Leaders should also be able to help followers solve their problems, listen, communicate and evaluate, create teams by selecting the right individuals, run productive and enjoyable meetings, talk straight, deal with conflict and turn conflict into cooperation, build trust, be intelligent, and be known among superiors.¹⁷ Succinctly, these can be listed as 1) be an achiever, 2) be pragmatic, 3) practice strategic humility, 4) be customer-focused, 5) be committed, 6) learn to be an optimist, 7) accept responsibility.¹⁸

Faith and Heritage. To demonstrate value centered leadership, a person’s temperament can offer a useful framework¹⁹. Researchers have shown that having the “right” personality traits does not necessarily predict one’s approach to leadership. Instead, it is a powerful way of understanding differing

¹⁰Kinkead, Joyce (n.d.).*Transformational Leadership: A Practice Needed for First-Year Success*. Dalton State College, 3.

¹¹Zabel, Diane. 2004. “A Reaction to “Information Literacy and Higher Education.”” *The Journal of Academic Librarianship*, 30(1), 19.

¹²O’Sullivan,Carmel.2002. “Is Information literacy relevant in the real world?” *Reference Services Review*,30(1), 8, 14.

¹³O’Sullivan, *Is Information*, 12.

¹⁴Hollis,Robin. 2007. “Leader-as-Teacher: A Model for Executive Development Success.” *Organization Development Journal*, 25(2), 85.

¹⁵University of Phoenix. 2007. LDR/711 lecture: “Week two, Knowledge Dissemination.” University of Phoenix. Retrieved on 7/9/07 from the University of Phoenix LDR/711 Classroom Forum website.

¹⁶University of Phoenix. 2007. LDR/711 lecture: “Week two, Leadership Taxonomy.” University of Phoenix. Retrieved on 7/9/07 from the University of Phoenix LDR/711 Classroom Forum website.

¹⁷Bennis, Warren, and Robert J. Thomas. 2002. "Crucibles of Leadership." Harvard Business Review: 39-45.

¹⁸Murphy, Emmett C.1996. *Leadership IQ: A Personal Development Process Based on a Scientific Study of a New Generation of Leaders*. New York: John Wiley & Sons.

¹⁹George, Bill with Peter Sims. 2007. *True North: Discover Your Authentic Leadership*. San Francisco, Calif.: Jossey-Bass.

basic orientations, including needs and values, that people typically bring to their leadership roles. Assessments such as David Keirsey's²⁰ MBTI typology assessment, Clifton Strengths,²¹ the Enneagram,²² etc., can help individuals understand their leadership characteristics and, subsequently, how they relate to those they are leading. Considering personal traits is a holistic and intuitive way of learning what leadership qualities each person has.²³

There is another consideration of leadership, that of servant and participator. DePree²⁴ says that the first responsibility of a leader is to define reality but that the second is to say thank you. In between the two, the leader must become a servant and a debtor. Great leaders are primarily servants who are attuned to the needs and voices of those served.²⁵ This emphasis is on the responsibility of leaders to discover and pursue their calling in the world. In this style, where the inner path of leadership is surrendered to one's destiny in service of that calling, the servant leader is helped by invisible hands.²⁶

In a religious context, these “invisible hands” are often contextualized as the hands (and feet) of Christ as lived out through his disciples. Christian universities, including Pepperdine, use the Bible as a source for leadership characteristics to emulate. The Bible speaks of many leaders and how God blessed them for their work. There are many verses in Scripture that God speaks to encourage men and women who choose to step up and lead. The Bible, used as a guide for leadership, includes sentiments such as: do not be afraid, God will help you, those who teach will be judged more strictly, humble yourselves, treat others as you want to be treated, if you want to become great you must also be a servant, look to the interest of others, do not be vain or conceited, set an example, etc.²⁷ As such, Pepperdine University is committed to the highest standards of these Christian values. These values affirm for Pepperdine that there are sources of deeper truth that form us as leaders than what is claimed in a secular culture.²⁸

²⁰Keirsey, David. 1998. *Please Understand Me II: Temperament, Character, Intelligence*. Del Mar, Calif.: Prometheus Nemesis Book Company.

²¹Buckingham, Marcus, and Donald Clifton. 2001. *Now Discover Your Strengths*. New York: The Free Press.

²²Riso, Don Richard, and Russ Hudson. 2000. *Understanding the Enneagram*. Boston: Houghton Mifflin.

²³Bradford, David, and Allan Cohen. 1990. *Influence Without Authority*. New York: John Wiley & Sons.

²⁴DePree, Max. 1989. *Leadership is an art*. New York: Bantam Doubleday Dell Publishing Group.

²⁵Greenleaf, Robert. 1977/1991. *Servant Leadership*. New York: Paulist Press.

²⁶Jaworski, Joseph. 1998. “Destiny and the Leader,” in Larry Spears, ed., *Insights on Leadership: Service, Stewardship, and Servant Leadership*. New York: John Wiley and Sons.

²⁷Bible verses including: Galatians 6:9, Hebrews 13:7, Isaiah 41:10, James 1:12, James 3:1, 4:10, Jeremiah 1:5, John 3:30, Matthew 7:12, 20:26, Philippians 2:3-4, 4:13, Proverbs 4:23, 22:29, 27:23-24, 1 Timothy 3:2, 4:8, 4:12, 2 Timothy 2:15, Psalms 37:5, Romans 8:28, Mark 10:42-45, John 13:13-17, Ephesians 4:11-16, and Titus 1:7-14.

²⁸Seaver Mission (2020). Pepperdine University. Retrieved from <https://seaver.pepperdine.edu/about/our-story/seaver-mission/>.

Community and Global Understanding. To demonstrate global awareness, a social network has to be present for any leadership theory to work because “relationships serve as conduits for information flow and influence processes.”²⁹ To build a social network, the leader needs to gain trust which is accomplished by having a solid value system aligning to his or her leadership style. Leaders also need to be socio-centric rather than self-centric so they can lead ethically because failure to lead ethically increases the chances of a leader’s demise.

Leadership has evolved over the centuries and our concepts of effective leadership have changed.³⁰ “Given the increased globalization of industrial organizations and increased interdependencies among nations, the need for better understanding of cultural influences on leadership and organizational practices has never been greater.”³¹ Previous control and command leadership styles are no longer effective in expanding global organizations, but further discussion is needed to determine effective leadership styles for the future.³²

An emergent strand within mainstream educational leadership scholarship is engagement with diversity. Many researchers identify that influence is a key to leading. A leader must also champion diversity and change, and know how to coach and motivate using formal and informal techniques.³³ Crucial to leadership is a leader who can transmit organizational culture.³⁴ In order to do so, a leader must find his or her voice and inspire others to find theirs.³⁵ In this context, leadership mobilizes people to tackle tough problems on an organizational or societal platform.³⁶ This is part of a belated recognition that in an increasingly globalizing world, the largely masculinist, white norms from which most accounts of leadership derive, lack sufficient explanatory power for educational systems.³⁷ In order for a person to execute such ambitions of community and global understanding, values, goals, and emotions must align. This requires intentional self-development to cultivate mindfulness (awareness of ourselves and the world

²⁹Bono, Joyce, and Anderson, Marc. 2005. “The Advice and Influence Networks of Transformational Leaders.” *Journal of Applied Psychology*, 90(6). 1306-1314.

³⁰McShane, Steven Lattimore, and Glinow, Mary Ann Von. 2005. *Organizational behavior: Emerging realities for the workplace revolution* (3rd ed.). New York: The McGraw-Hill Companies.

³¹House, *Project GLOBE*, 489.

³²McShane, *Organizational behavior*.

³³Cihak, Helene, and Joan S. Howland. 2002. *Leadership Roles for Librarians*. Buffalo, N.Y.: William S. Hein & Co.

³⁴Schein, Edgar. 1992. *Organizational Culture and Leadership*. San Francisco, Jossey-Bass.

³⁵Covey, Stephen. 2004. *The 8th Habit: From Effectiveness to Greatness*. New York: Free Press.

³⁶Heifetz, Ronald. 1994. *Leadership Without Easy Answers*. Cambridge, Mass.: Belknap Press of Harvard Univ. Press.

³⁷Wilkinson, Jane. 2008. “Good intentions are not enough: A critical examination of diversity and educational leadership scholarship.” *Journal of Educational Administration and History*, 40.2.

around us), hope (belief that the future we envision is attainable) and compassion (understanding other's wants and needs and feeling motivated to respond).³⁸

The Leadership Project

It was important for this study to examine students' intellectual understanding of leadership, so Pepperdine University conducted an assessment of students' understanding of leadership qualities and how these qualities are applied in real life settings. Through a case study analysis entitled the Leadership Project, the Office of Institutional Effectiveness and Student Affairs worked together to find students we considered leaders in our community as well as student volunteers to participate in this study. The methodology involved students reading one of three case studies that posed scenarios addressing leadership structures and styles. Students read the case studies and were then asked to respond to prompts. Their responses were scored using a rubric. The assessors were trained graduate students enrolled in leadership degrees. A rubric was developed using dimensions from the AAC&U VALUE rubric³⁹ to identify how well students understood leadership concepts.

The sample size was 47 students: 18 males, 29 females. Seventeen students were white/Caucasian and 30 students were of other races and ethnicities (3 unknown, 7 International students). Nine of the 47 students identified as graduate students.

The three case studies "Steve Jobs,"⁴⁰ "Beth Israel,"⁴¹ and "Pixar"⁴² were taken from recent news articles. Students could score a 1 (Benchmark), 2 (Milestones), 3 (Milestones), or 4 (Capstone). Students scoring a 4 were designated among the highest levels of comprehension where students demonstrate deep levels of understanding, demonstrate independent leadership, and utilize deep knowledge. This level was designated to be a level acquired by experts or very experienced professionals. Students scoring a 3, at the next highest level of comprehension, were evaluated as having insight, showing independent leadership, having adequate knowledge, etc. The case study Leadership Project data is shown in Table 1-3

³⁸ Boyatzis, Richard, and Annie McKee, 2005. *Resonant Leadership: Renewing Yourself and Others with Mindfulness, Hope and Compassion*. Cambridge, Mass.: Harvard Business School Press.

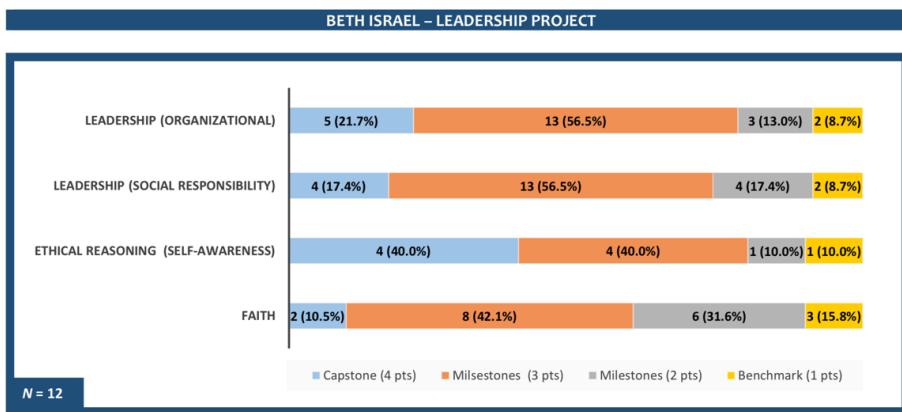
³⁹ Valid Assessment of Learning in Undergraduate Education. Retrieved from <https://www.aacu.org/aacu-news/newsletter/2018/november/campus-model>.

⁴⁰ Isaacson, Walter. April 2012. "The Real Leadership Lessons of Steve Jobs." *Harvard Business Review*, 94-102.

⁴¹ Health Foundation. 2010. "Improvement in Practice: Beth Israel Deaconess case study." 1-15. Long Acre, London.

⁴² Catmull, Ed. September 2008. "How Pixar Fosters Collective Creativity." *Harvard Business Review*, 65-72.

Table 1 Beth Israel

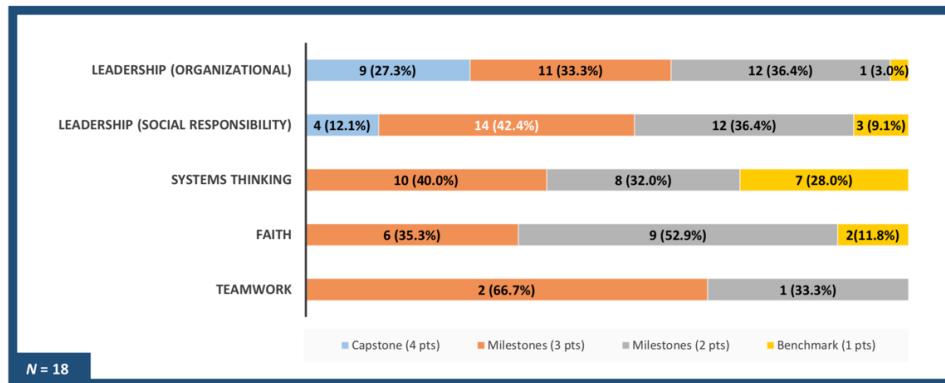


	Capstone (4 pts)	Milestones (3 pts)	Milestones (2 pts)	Benchmark (1 pts)	Mean	Mode	Stdev
Leadership (Organizational)	5 ^a	13	3	2	2.913	3.000	0.830
Leadership (Social Responsibility)	4	13	4	2	2.826	3.000	0.816
Ethical Reasoning (Self-Awareness)	4	4	1	1	3.100	4.000 ^b	0.943
Faith	2	8	6	3	2.474	3.000	0.881

a. There are 12 students participating in Beth Israel Case. Each student is assessed more than once.

b. Multiple modes exist. The largest value is shown.

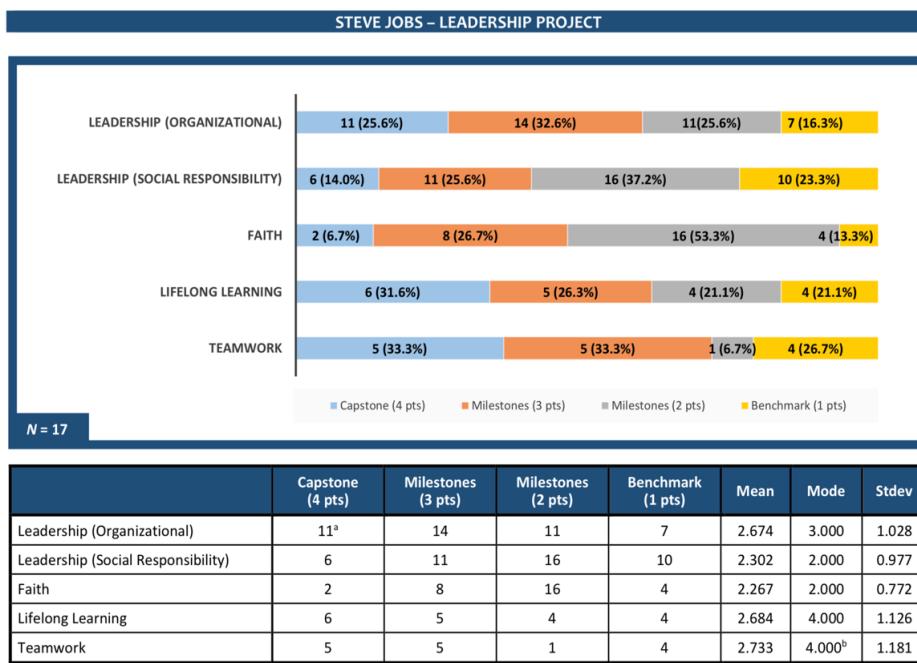
Table 2 Pixar



	Capstone (4 pts)	Milestones (3 pts)	Milestones (2 pts)	Benchmark (1 pts)	Mean	Mode	Stdev
Leadership (Organizational)	9 ^a	11	12	1	2.848	2.000	0.857
Leadership (Social Responsibility)	4	14	12	3	2.576	3.000	0.818
Systems Thinking	0	10	8	7	2.120	3.000	0.816
Faith	0	6	9	2	2.235	2.000	0.644
Teamwork	0	2	1	0	2.667	3.000	0.471

a. There are 18 students participating in Pixar case. Each student is assessed more than once.

Table 3: Steve Jobs



a. There are 17 students participating in Steve Jobs case. Each student is assessed more than once.

b. Multiple modes exist. The largest value is shown.

Students were scored on organizational leadership, social responsibility leadership, faith, lifelong learning (reflection of), teamwork (fostering constructive team climate), ethical reasoning (self-awareness), and systems thinking (understanding systems). The goal for this assessment was for the majority of our students (over 50%) to score in both benchmark categories. This was achieved in all three case studies. Ethical reasoning was only examined in one case study but had the highest mean score of 3.1 out of 4.0 points. This percentage was followed by organizational leadership which was present in all three case studies and had a mean 2.8. Organizational leadership assessed the ability to demonstrate a deep understanding of the subject's leadership ideology and practices, with reflective insights or analysis about the aims and accomplishments of the leader's actions in the case and their benefit to individual(s) or communities. Pepperdine students scored the next highest category in social responsibility leadership which assessed the ability to demonstrate independent leadership experiences, show initiative in team leadership of complex activities, and identify one's own leadership ideology with reflective insights or analysis about the aims and accomplishments of one's actions and their benefit to individuals(s) or communities.

In the Beth Israel case study 91% met or exceeded the benchmark for social responsibility, 91% for Pixar, and 77% for Steve Jobs; all three case studies were well over our goal of 50%. The Faith dimension also scored very high, but that was the one dimension developed by Pepperdine faculty as opposed to being adopted from the AAC&U Value Rubrics. Overall, we did not detect any areas of weakness in any of the categories.

Through rubric scoring of case studies, the Leadership Project provided Pepperdine with quantitative data on how students respond to leadership ideologies, leader's actions, core beliefs, knowledge of historical and cultural human organizations, application to learning/knowledge/growth, and how to construct a team climate. These data have particularly shown how Pepperdine students respond to leadership in the constructs of organizational, social responsibility, and ethical reasoning.

Following the leadership study, the Office of Institutional Effectiveness conducted a focus group with Pepperdine's student government association (SGA). They were asked in the focus group to explain what being a student leader meant and what they thought were the most important qualities of a leader. Although the focus group only involved four participants, their comments were very informative as well as insightful. All four participants spoke about leadership being realized through action. They explained that it wasn't about a title or a role, that it was not about student leaders acting a certain way because of their position and responsibility. Leadership is about taking initiative, "stepping up," taking action when it's needed and doing things that aren't always expected. They spoke about how they see students take on these roles in their everyday lives. Examples included leading a study group, explaining how to complete an assignment in a laboratory, and offering help when a fellow classmate could use it. Other aspects of leadership that they described was the ability to speak up and not be afraid to share one's opinion, especially knowing it might not be the popular one but it is the right one. They elaborated in more detail how this is all tied together with listening to people and hearing what they have to say and the ability to provide counsel and advice to constituents.

Pepperdine is a faith-based institution which provides a lens into leadership as a form of service. This group of students explained how being a member of student government is a way of leading through service. They viewed their work as service to Pepperdine as well as service to their faith. The last point of interest that was related to the discussion on faith was the concept of ethics and personal integrity. Points were brought up about ethical actions and decision making. Then this led to discussions of equity and inclusion and the importance of student government to make this a priority. They commented that one of the skills they have developed is communication and relationship building, particularly when representing students and learning how to speak with administration and build relationships of trust.

The Leadership Project provided a calculated way to assess how Pepperdine students appraised who and what leaders are. This project primarily looked at the intellect levels of students as they considered real-life leadership examples. While Pepperdine students scored very well on the rubric, the sample size was small ($n = 43$), and there could have been bias due to utilizing Pepperdine graduate students ($n = 4$) to score the rubric. As such, this data could be further extended to evaluate Pepperdine student's understanding of leadership with a larger population size. Regardless, the Leadership Project provided valuable insight as to how Pepperdine students consider concepts of leadership and applicability to real-life scenarios.

Additionally, this project aids in accomplishing the learning outcomes of: knowledge and scholarship, where our students were asked to think critically and creatively about leadership scenarios; faith and heritage, where our students were asked to demonstrate their understanding of a value centered leadership; and community and global understanding, where our students were asked to consider national and international leadership cases in order to demonstrate how leadership spans a global culture. As such, we were able to deduce that Pepperdine students generally scored at the expected benchmark of the rubric for their understanding of leadership ideologies and practices, comprehension and reflective insight of case studies, and their general analysis of leaders.

Student Affairs

Student Affairs at Pepperdine tracks student leadership engagement and involvement annually. For the academic year of 2018-2019, Student Affairs identified 486 student leaders.

Student leaders in these programs receive training and have ongoing meetings with professional staff. The duration of these appointments vary by function. For example, an Orientation Leader has a shorter, more intense, appointment than a member of the Student Wellness Advisory Board. While these areas represent more than 500 leadership positions, one student may be in more than one leadership position such as a Jumpstart Team Leader who is also a Project Serve Team Leader.

The Student Affairs student leaders can be found in these following offices with these titles:

- | | |
|--|--------------------|
| 1. Organizations Executive Board Members | Student Activities |
| 2. Student Government Association Executive Board Members | Student Activities |
| 3. Orientation Leaders and Coordinators | Student Activities |
| 4. Event Production (The Board, Songfest, Dance in Flight) | Student Activities |
| 5. Student Organizations Presidents | Student Activities |
| 6. Recreation Leaders | Campus Recreation |
| 7. Referees for Intramural Sports | Campus Recreation |

8. Spiritual Life Advisors	Housing and Residence Life
9. Resident Advisors	Housing and Residence Life
10. Community Service Leaders	Pepperdine Volunteer Center
11. Project Serve Leaders	Pepperdine Volunteer Center
12. Jumpstart Team Leaders	Pepperdine Volunteer Center
13. Jumpstart Corps Members	Pepperdine Volunteer Center
14. Student Wellness Advisory Board (SWAB)	Wellness
15. Student Affairs Leadership Class	Student Affairs
16. Transfer Mentor Orientation	Student Affairs
17. STEP-UP Leadership Program	Student Affairs
18. Unplugged Spiritual Formation Retreat for Student Leaders	Office of the Chaplain

Additionally, Pepperdine students volunteered with astounding logged hours of community service. For 2018-2019, 77,832 hours were served by 2,128 students. Lastly, 72% of Malibu campus undergraduates engaged in community service during the 2018-2019 academic year and 1,378 students were enrolled in 82 service-learning classes with 46 members of the Seaver faculty representing all eight academic divisions.

Introduction to Survey Analysis

Pepperdine participates in two national studies: The College Senior Survey and the National Survey of Student Engagement. The researcher provides an analysis that allows both surveys to be viewed with similar metrics. For comparison purposes, responses are grouped into two categories: “More Likely Than” and “Less Likely Than.” This was done in order to standardize the comparison across each table, as the scale for each is different. The tables reflect the percentage differences of the student experience between Pepperdine and other universities.

College Senior Survey

As part of the research conducted by the Higher Education Research Institute (HERI), graduating Pepperdine Seaver senior students completed the 2017 College Senior Survey. The College Senior Survey (CSS) is a national survey offered through the UCLA Cooperative Institutional Research Program (CIRP). The CSS assesses the impact of college by examining the relation between academic, civic, and diversity outcomes with a comprehensive set of college experiences. Seniors who were cleared to graduate during the 2016-17 academic year were invited to participate in the CSS. The analytical sample consists of 519 graduating seniors (60% response rate) who received their bachelor's degrees during the respective academic year. National comparisons are presented for all metrics. The two national comparison groups are private universities and religious institutions (i.e., nonsectarian, Catholic, and

other religious four-year colleges) who participated in the CSS during 2016-17. The analyses were restricted to case-wise deletion and thus may not align with other OIE-related reports using the same metrics.

Certain leadership metrics were considered and evaluated. Of the data received, some of the most significant dynamics occur in the differences of Pepperdine's student engagement compared to the engagement of students in the "national religious" comparative group. As such, the following tables compare Pepperdine's data against that of the national comparison of other religious universities. A few additional data points are presented that were found compelling.

Pepperdine students were asked to indicate their frequency of leadership involvement among a variety of items (see Table 4 below). Frequency was measured on a 3-point likert scale consisting of: "not at all," "occasionally," and "frequently." These items were then compared with the religious university national group.

Table 4. Pepperdine students' frequency of leadership involvement

Since entering college, Pepperdine students indicate how often they:	Religious University National Comparison	
	More Likely Than	Less Likely Than
Met with an advisor/counselor about your career plans		10.6%
Tutored another college student		7%
Publicly communicated your opinion about a cause		2%
Demonstrated for a cause		1.1%
Studied with other students		0.1%
Challenged a professor's ideas in class		0.1%
Performed community service as part of a class	1.8%	

As the table illustrates, Pepperdine students were 10.6% less likely than the other religious universities in meeting with an advisor/counselor about their career plans. Pepperdine students were only slightly more likely to perform community service as part of a class than their peers, and rated less likely than their peers to be involved in the remaining leadership items. Additional findings among Pepperdine students included that non-white students were 7.3% more likely to demonstrate for a cause than white

students. Additionally, white students were 14.8% more likely to challenge a professor's ideas in class than non-white students, and males were 8.8% more likely than females.

Next, students were asked to indicate their engagement in leadership opportunities on Pepperdine's campus. This section asked students about their involvement since becoming a college student. Students were asked to indicate their agreement to each category by answering "no" or "yes." Please see Table 5 for findings.

Table 5. Pepperdine students' engagement in leadership opportunities

Since entering college, Pepperdine students indicate they have:	Religious University National Comparison	
	More Likely Than	Less Likely Than
Participated in study abroad	55%	
Had a roommate of a different race/ethnicity	39.6%	
Participated in an internship program	17.7%	
Joined a social fraternity or sorority	14.2%	
Held a leadership position in an organization	14.1%	
Participated in an ethnic/racial student organization	14.1%	
Participated in leadership training	13.8%	
Attended a racial/cultural awareness workshop	10.4%	
Voted in a national, state, or local election	4.6%	
Participated in an undergraduate research program	4.5%	
Found a faculty or staff mentor	4.3%	
Participated in an LGBTQ student organization	2.1%	
Played intercollegiate athletics		27.3%
Played club, intramural, or recreational sports		9.9%
Held a full-time job taking classes		6.8%
Joined a pre-professional or departmental club		5.2%
Participated in student government		1.4%

Here, Pepperdine students were more likely than their peers in 12 of 17 leadership items. These items range from participating in study abroad to involvement in undergraduate research. Pepperdine students, however, were less likely to be involved in five items including intercollegiate sports and pre-professional clubs.

Additional findings among Pepperdine students include that males were 16.9% more likely to join a fraternity or sorority than females, and off-campus students were 26.1% more likely than students who remain living on campus. Females were 9.2% more likely to attend a racial or cultural awareness workshop than males, and non-white students were 6.7% more likely than white students. Non-white students were 18.1% more likely to have a roommate of a different race/ethnicity, and on-campus students were 15.4% more likely than off-campus students. Males were 30.6% more likely to play a club, intramural, or recreational sport, and white students were 7.9% more likely than non-white students. White students were 11.1% more likely to find a faculty or staff mentor than non-white students. On campus students were 8.4% more likely to participate in leadership training than students who live off-campus. Non-white students were 37.2% more likely to participate in an ethnic/racial student organization than white students, and females were 9.3% more likely than males. Lastly, white students were 9.8% more likely to participate in an undergraduate research program than non-white students.

Then Pepperdine students were asked to identify leadership traits comparatively with the average person their age. Here students were able to indicate their agreement with a statement on a 5-point scale consisting of: “lowest 10%,” “below average,” “average,” “above average,” and “highest 10%.” Please see Table 6 for details.

Table 6. Pepperdine students’ peer comparisons of leadership traits

Pepperdine students rate themselves on each of the following traits as compared with the average person their age.

	Religious University National Comparison	
	More Likely Than	Less Likely Than
Tolerance of others with different beliefs	9.7%	
Understanding of others	9.3%	
Risk-taking	7.2%	
Public speaking ability	6.9%	
Openness to having my own views challenged	6.6%	
Emotional health	6.4%	
Drive to achieve	6.2%	
Ability to see the world from someone else’s perspective	5.9%	
Leadership ability	5.1%	
Ability to work cooperatively with diverse people	5%	
Self-confidence (intellectual)	4.8%	
Ability to discuss and negotiate controversial issues	4.5%	
Self-confidence (social)	4%	

Pepperdine students were more likely to rate themselves at the “highest 10%” in all categories. This includes a belief that their tolerance of others with different beliefs is higher than their peers in addition to believing that their general leadership abilities are higher than their peers.

Additional findings among Pepperdine students include that males rated themselves higher in nearly every category. These include 6.7% more likely to be able to see the world from someone else’s perspective than females; 10.5% more likely to be tolerant of others with different beliefs than females, and 5.8% more likely than non-white students; 14.3% more likely to have an openness to their own views being challenged than females, and 9.9% more likely than non-white students; 23% more likely to discuss and negotiate controversial issues than females, and 19.5% more likely than non-white students; 8% more likely to have emotional health than non-white students, and 7.7% more likely than females; 11.5% more likely to have leadership ability than non-white students, and 9.2% more likely than females; 19.8% more likely to have public speaking abilities than females, and 19.3% more likely than non-white students; 12.1% more likely to have intellectual self-confidence than non-white students, and 10.3% more likely than females; and lastly, 9.2% more likely to have social self-confidence than females, and 8.8% more likely than non-white students. The only category where females rated themselves higher than males included being 7.3% more likely to have the drive to achieve. Additionally, white students were 9.5% more likely to have intellectual self-confidence than non-white students.

Pepperdine students were asked to indicate personal importance for a number of items. Students were able to indicate on a 4-point likert scale including: “not important,” “somewhat important,” “very important,” and “essential.” Please see Table 7 for information on these leadership values.

Table 7. Pepperdine students' value of leadership importance

Pepperdine students indicate the importance to them personally of each of the following:	Religious University National Comparison	
	More Likely Than	Less Likely Than
Improving my understanding of other countries and cultures	14.3%	
Keeping up to date with political affairs	11.5%	
Developing a meaningful philosophy of life	9.6%	
Becoming a community leader	8.9%	
Helping to promote racial understanding	7.7%	
Influencing social values	6.1%	
Influencing the political structure	5%	
Participating in a community action program	3.6%	
Becoming successful in a business of my own	3.5%	
Raising a family	1.4%	
Making a theoretical contribution to science	6.3%	
Being very well off financially	5.2%	
Creating artistic work	2.5%	
Becoming accomplished in one of the performing arts	1.8%	
Helping others who are in difficulty	1.8%	
Obtaining recognition from my colleagues for...	1.6%	
Integrating spirituality into my life	0.9%	
Becoming an authority in my field	0.4%	
Writing original works	0.2%	

Of the 19 items, Pepperdine students rated themselves more likely in 10 areas than their peers that it is essential to accomplish these leadership traits. These include items like improving cultural understanding and becoming a community leader. Pepperdine students rated 9 items as less important than their peers including items like being very well off financially and making theoretical contributions to science.

Additional findings include, males were 9% more likely to indicate it is essential to become an authority in their field than females, and 8% more likely than non-white students. Non-white students had a number of findings including: indicating it is essential to influence social values 9.4% more than white students do, and 8.8% more than males do; indicating it is essential to be very well off financially 15.8%

more than non-white students do; indicating it is essential to be successful in a business of their own 5.2% more than white students do; indicating it is essential to develop a meaningful philosophy of life 7.2% more than white students do; indicating it is essential to help promote racial understanding 13.6% more than males do and 9.1% more than non-white students; and indicating it is essential to improve their understanding of other countries and cultures 13.8% more than males do.

Additionally, females had a number of findings including being 12.9% more likely to indicate it is essential to help promote racial understanding than males do; 10.7% more likely to indicate it is essential to integrate spirituality into their lives than males do; and 18.3% more likely to indicate it is essential to improve their understanding of other countries and cultures than men do. White students were 6% more likely to indicate it is essential to integrate spirituality into their lives than non-white students.

The College Senior Survey provided Pepperdine with a number of salient data points. These data allow us to take a deeper look at how our students compare with the religious university comparison group on a number of leadership items. Frequency of involvement on a few criteria showed Pepperdine students as less likely to engage. However, Pepperdine students held the majority of leadership items for being most likely to participate in engagement opportunities than our religious national peers. Pepperdine students reported being more than likely to possess all leadership trait items over that of our religious national peers. Pepperdine students value the majority of leadership importance items over those of their religious national peers.

The College Senior Survey provided Pepperdine with a number of notable data points. With these data, we take a deeper look at how our students compare with the religious university comparison group on a number of leadership items and within Pepperdine's three learning outcomes. Here, we will only be considering data points where Pepperdine students were 10% or more likely to respond affirmatively.

Among the knowledge and scholarship learning outcome, Pepperdine students excel at establishing a culture⁴³ through being 55% more likely to participate in a study abroad experience, as well as being 39.6% more likely to have a roommate of a different race/ethnicity. Additionally, Pepperdine students were 14.1% more likely to participate in an ethic/racial student organization, showing involvement in formal organizational culture.⁴⁴ Pepperdine students were also 10.4% more likely to attend a racial/cultural awareness workshop, and 14.3% more likely to improve their understanding of other

⁴³ Crawford, *Effects of*, 5, 6-17.

⁴⁴ Schein, *Organizational*.

countries and cultures, showing the development of knowledge skills.⁴⁵ These data points are also pertinent with the community and global understanding learning outcome that tells a story of how our students demonstrate global awareness where they can learn to find their voices and inspire others to find theirs.⁴⁶

Pepperdine students engage in the faith and heritage learning outcome by serving in a leadership role, whereas our students were 14.1% more likely to hold a leadership position in an organization, and 13.8% more likely to participate in leadership training to best learn how to lead their peers. Our students also exhibit their servant leadership style by being 17.7% more likely to participate in an internship program. These items can also be considered among the knowledge and scholarship learning outcomes where transformational leaders build a learning infrastructure⁴⁷ and engage in strategic planning.⁴⁸ These items support our students commitment to the community and global understanding learning outcome by creating a social network.⁴⁹

Students live out the community and global understanding learning outcome by being 11.5% more likely to commit to keeping up to date with political affairs, and 14.2% more likely to join a social fraternity or sorority. This shows that Pepperdine students build social networks, are socio-centric, and understand cultural influences on organizational practices.⁵⁰

National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) is a national survey offered through the Center for Postsecondary Research at Indiana University Bloomington School of Education. The NSSE collects first years' and seniors' perceptions of their academic and college experience. Pepperdine first years and seniors were invited to participate in the NSSE survey during Spring 2019 (N = 1,990; 26% response rate).

⁴⁵ Zabel, *A Reaction to*, 19.

⁴⁶ Covey, *The 8th Habit*.

⁴⁷ Kinkead, *Transformational*, 3.

⁴⁸ #39.

⁴⁹ Bono, *The Advice*, 1306-1314.

⁵⁰ House, *Project GLOBE*, 489.

National comparisons are presented for all metrics. The three national comparison groups are peers/competitor schools (based on a list of schools developed in collaboration with the Seaver Dean's Office), private universities, and Church of Christ universities/colleges who participated in the NSSE. Statistical comparisons were conducted by NSSE and are based on two-tailed independent t-tests. The analyses were restricted to listwise deletion; thus, the n may vary for survey items, as each item only includes data from respondents who answered the respective question.

Of the data received, some of the most noteworthy dynamics occur in the differences of Pepperdine's engagement compared to the engagement of students in the "Peers," "Private," and "Church of Christ" comparative groups. As such, the following tables compare Pepperdine's graduating senior data against that of the peers, private, and Church of Christ universities⁵¹ comparisons from graduating seniors. I also provide a few additional data points that are compelling.

First, Pepperdine students were asked which of the following leadership items they have done, or plan to do, before they graduate. Here, students indicated one of the four options: "have not decided," "do not plan to do," "plan to do," and "done or in progress." Table 8 provides this data, please see below.

Table 8. Graduating seniors holding formal leadership roles

Graduating seniors who hold a formal leadership role in a student organization or group.		Pepperdine Graduating Seniors
	More Likely Than	Less Likely Than
Peers		1.9%
Private	14.4%	
Church of Christ	14.3%	

In all but the "peers" comparison group, Pepperdine students were more likely to hold a formal leadership role in a student organization or group. Additional findings included that Pepperdine females were 9.1% more likely to hold a formal leadership position in a student organization or group than males. Off-campus students were 8.2% more likely to hold a formal leadership position in a student organization

⁵¹ Peer Universities: American, Boston, Chapman, George Washington, Lehigh, New York, Northeastern, Occidental College, Santa Clara, Southern Methodist, St. Olaf College, Syracuse, Texas Christain, Tulane, San Diego, San Francisco, Valparaiso, Wheaton College. Private Universities: 476 universities. Church of Christ Universities: Abilene Christain, Faulkener, Freed-Hardeman, Johnson, Lipscomb, Oklahoma Christian, Rochester College, Southwestern Christian.

or group than on-campus students. Lastly, white students were 7.3% more likely to hold a formal leadership position in a student organization or group than non-white students.

Next, Pepperdine students were asked about how many hours they spend in a typical 7-day week on co-curricular activities. Table 9 provides that data.

Table 9. Graduating seniors participating in 6-20 hours of co-curricular activities

Graduating seniors participating in 6-20 hours of co-curricular activities.		Pepperdine Graduating Seniors
	More Likely Than	Less Likely Than
Peers		2.5%
Private	9.2%	
Church of Christ	6.4%	

Again, in all but the “peers” comparison group, Pepperdine graduating senior students were more likely to participate in 6-20 hours of co-curricular activities. Additional findings include that Pepperdine on-campus students were 9.1% more likely to participate in 6-20 hours of co-curricular activities than off-campus students.

Pepperdine students were then asked about working on and off-campus jobs. Tables 10 and 11 provide data on these considerations. Table 10 reviews on-campus jobs at 6-20 hours per week.

Table 10. Graduating seniors working 6-20 hours for pay on-campus

Graduating seniors working 6-20 hours for pay on-campus.		Pepperdine Graduating Seniors
	More Likely Than	Less Likely Than
Peers	9.6%	
Private	17.3%	
Church of Christ	18.1%	

Pepperdine graduating seniors were more likely to work 6-20 hours than all comparison groups. Additional findings include that Pepperdine female students were 16.1% more likely to work 6-20 hours on-campus than males, and non-white students were 18.5% more likely to work 6-20 hours on-campus

than males. Table 11 (below), reviews off-campus jobs at both 6-20 and 20-30+ hours for graduating seniors.

Table 11. Graduating seniors working 6-20 and 21-30+ hours for pay off-campus

Graduating seniors working 6-20 hours for pay off-campus.		Pepperdine Graduating Seniors
		More Likely Than Less Likely Than
Peers		11.3%
Private		6.4%
Church of Christ		11.3%

Graduating seniors working 21-30+ hours for pay off-campus.		Pepperdine Graduating Seniors
		More Likely Than Less Likely Than
Peers		5.5%
Private		29.9%
Church of Christ		26.5%

Here, Pepperdine graduating seniors were less likely in all categories but one: Pepperdine graduating seniors were more likely to work 21-30+ hours than the peers category group. Additional findings for Pepperdine students include that off-campus students were 22.3% more likely to work 21-30+ hours off-campus than on-campus students, and males were 5.6% more likely to work 6-20 hours off-campus than female students.

The National Survey of Student Engagement allowed for us to consider our Pepperdine graduating senior students with that same population in three comparison groups: peer institutions, private universities, and Church of Christ universities. Generally speaking, Pepperdine students were more likely to hold formal leadership roles than the comparison groups as well as more likely to participate in 6-20 hours of co-curricular activities. Pepperdine students were more likely than all comparison groups to work 6-20 hours in an on-campus job, but less likely in all comparison groups to work 6-20 hours with an off-campus job. Additionally, Pepperdine students were less likely than other private and Church of Christ universities to work 21-30+ hours off-campus. These data allow us to consider actual leadership positions held, number of hours given to co-curricular opportunities, and time management and economic leadership via student employment.

The National Survey of Student Engagement provided us with useful data on our Pepperdine graduating senior students with graduating seniors in three comparison groups: peer institutions, private universities, and Church of Christ universities. In this discussion, we will only be considering data points where Pepperdine students were 10% or more likely to respond affirmatively. Only two areas are conspicuous enough to consider among our learning outcomes. The first is that graduating seniors were more likely to hold formal leadership roles in a student organization or a group than both the private (14.4%) and Church of Christ (14.3%) comparisons. This information illuminates that Pepperdine students are engaged in formal leadership roles at a higher rate than their peers. This also tells us that, as discussed above, our students are engaging in the three learning outcomes that Pepperdine University has established. The second data of importance is that graduating seniors work 6-20 hours for pay on-campus than with all of the comparison groups: private (17.3%), Church of Christ (18.1%), and peers (9.6%). Student employment is a worthy consideration as it shows that students are learning a set of skills, as deemed important by behavioral theorists.⁵²

Discussion

In reviewing Pepperdine's learning outcomes of knowledge and scholarship (where we want students to think critically and creatively, communicate clearly, and act with integrity), faith and heritage (where we want students to demonstrate a values-centered leadership), and community and global understanding (where we want students to demonstrate global awareness), and in evaluating our data, we are able to identify that both within Student Affairs, and broadly across Pepperdine's student population, we have student leaders who have achieved and demonstrated the tenants of "leadership."

Within Student Affairs, formal programs and groups allow opportunities for students to exhibit and expand leadership skills. Particularly, the Student Government Association (SGA) addresses the knowledge and scholarship, and community and global understanding learning outcomes as these student leaders are dedicated to providing the student body of Pepperdine University with quality representation through innovative advocacy programs. Students who serve as organization presidents and club officers have a unique opportunity to contribute to all three learning outcomes.

In summary, Pepperdine students have exhibited their commitment to the University's three learning outcomes. We have been able to show this through student involvement within Student Affairs, and via two formal assessments including the College Senior Survey and the National Survey of Student Engagement. Pepperdine students participate in leadership opportunities in both formal and informal

⁵² Bensimon, *Making sense*.

ways. While participating in extracurricular activities, employment, group work, and spirituality, they combine their natural skills, talents, and traits with their dedication to excel as leaders.

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