Examining the Organizational and Pedagogical Models Leader Preparation Programs at Two American Universities.

By

Vijonet Demero

A Dissertation Submitted to the University of the Virgin Islands in Partial Fulfillment of the Requirements for the Degree of

DOCTOR OF PHILOSOPHY

(Creative Leadership for Innovation and Change)

Approved On

December 14, 2020
_____
Date

By the Following Dissertation Committee

Name: _____
Dr. Nathalis Wamba, Dissertation Chair
Queens College, City University of New York

Name: _____
Dr. Clinton Valley, Committee Member
University of the Virgin Islands

Name: _____
Dr. Martin Maltais, Committee Member
Université du Québec à Rimouski

Name: _____
Correen Celestine, Peer Reviewer
University of the Virgin Islands

Name: _____
Dr. James Samuel Maddirala, Program Director
University of the Virgin Islands

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Examining the organizational and pedagogical models of leader preparation programs at two American universities

Dedication

This work is dedicated in memoriam to my wonderful mother and father, Meliane Joseph and Georges Demero, who directed me toward the path of cultivating essential values for success in life, and to my excellent professor, Dr. Mohomodu Boncana, who guided me toward a path of discovery.

Additionally, this work is dedicated to those who contribute significantly to my scientific formation including Dr. Solomon S. Kabuka, Dr. Ramesh Richard, Dr. Florence Piron, Dr. André-Jacques Deschênes, Dr. Michel Umbriaco, Dr. Pierre Gagné, Dr. Nelson Sylvestre, Dr. Rochambeau Lainy, Dr. Samuel Regulus, Dr. Charles Poisset Romain.

Finally, it is dedicated to my love ones Mr. Vicaisse Demero, Mr. Anousse Demero, Mr. Solnher Demero, Mr. Oreste Demero, Mr. Maguin Demero, Mr. Getrop Demero, Ms. Gelane Demero, Ms. Kerene Demero, and Ms. Marie Viliane Demero, respectively biological brothers and sisters, who were very supportive to me during this endeavor.

Dédicace

Ce travail est d'abord dédié à la mémoire de mes merveilleux parents, Méliane Joseph et Georges Demero, qui m'ont orienté vers la voie de la culture des valeurs essentielles pour réussir dans la vie, ainsi qu'à la mémoire de mon excellent professeur, Dr Mohomodu Boncana, qui m'a guidé vers le chemin de la découverte.

Dans un second temps, il est dédié à ceux et celles qui ont contribué de manière significative à ma formation scientifique, notamment Dr Solomon S. Kabuka, Dr Ramesh Richard, Dr Florence Piron, Dr André-Jacques Deschênes, Dr Michel Umbriaco, Dr Pierre Gagné, Dr Nelson Sylvestre, Dr Rochambeau Lainy, Dr Samuel Regulus, Dr Charles Poisset Romain.

Enfin, il est dédié à mes proches Vicaisse Demero, Anousse Demero, Solnher Demero, Oreste Demero, Maguin Demero, Getrop Demero, Gelane Demero, Kerène Demero et Marie Viliane Demero respectivement frères et sœurs biologiques qui m'ont apporté des ressources inestimables tout au long de mon parcours de formation.

Dedikas

Mwen dedye travay sa a nan memwa manman ak papa mwen : Meliane Joseph ak Georges Demero, ki te oryante mwen nan wout pou m kiltive valè esansyèl k ap pèmèt mwen reyisi nan lavi a, epi tou nan memwa yon gran pwofesè Dr. Mohomodu Boncana ki te gide mwen nan chemen dekouvèt.

Anplis de sa, travay sa a dedye a tout sila yo ki te kontribye anpil nan fòmasyon syantifik mwen tankou : Dr Solomon S. Kabuka, Dr Ramesh Richard, Dr Florence Piron, Dr André-Jacques Deschênes, Dr Michel Umbriaco, Dr Pierre Gagné, Dr Nelson Sylvestre, Dr Rochambeau Lainy, Dr Samuel Regulus, Dr Charles Poisset Romain.

Pou fini, li dedye ak tout lòt pwòch mwen yo ki se : Vicaisse Demero, Anousse Demero, Solnher Demero, Oreste Demero, Maguin Demero, Getrop Demero, Gelane Demero, Kerène Demero ak Marie Viliane Demero ki, youn apre lòt, se frè ak sè biyolojik mwen ki te yon gran sipò pou mwen pandan etid sa a.

Acknowledgments

Over the past four years of this dissertation journey, I have worked alongside many professors and classmates. Prior to attending the University of the Virgin Islands, I longed for growth and development, both academically and professionally. Through this challenging endeavor, I realize that growth requires motivation, discipline, determination and perseverance.

First, I would like to express my appreciations to the University of the Virgin Islands professors who guided me though this rigorous academic study. I would like to acknowledge my chair, Dr. Nathalis Wamba, who supported me with patience until the end. He was my perfect match for many reasons. Also, I am grateful to my committee: Dr. Clinton Valley, Dr. Martin Maltais, Dr. James Maddirala, and Ms. Correen Celestine who served respectively as methodologist, content specialist, program director, and student reader, for their support in the successful completion of this work.

I also appreciate the faculty and administrators of the selected programs for their participation in this study. Without them, I would never have been able to collect the data. I especially want to thank my family, including my wife and children, for their moral and affective support. To all of the students, friends, and supporters who contributed emotionally to accomplish this milestone, a big thank you.

Remerciements

Au cours des quatre dernières années de ce parcours de thèse, j'ai travaillé aux côtés de nombreux professeurs et camarades de classe. Avant de fréquenter *University of the Virgin Islands*, j'aspirais à la croissance et au développement, tant sur le plan académique que professionnel. Grâce à cette entreprise stimulante, je me rends compte que la croissance exige de la motivation, de la discipline, de la détermination et de la persévérance.

Tout d'abord, je voudrais exprimer ma gratitude envers les professeurs de *University of the Virgin Islands* qui m'ont guidé tout au long de ce parcours académique rigoureux. Je tiens à remercier mon directeur de thèse, Dr Nathalis Wamba, qui m'a soutenu avec patience du début à la fin de ce parcours. Il a été mon partenaire idéal pour de nombreuses raisons. Je suis également reconnaissant aux membres du comité de thèse pour leur soutien dans la réalisation de ce travail : Dr Clinton Valley, Dr Martin Maltais, Dr James Maddirala et Mme Correen Celestine qui ont respectivement été méthodologue, spécialiste du contenu, directeur du programme doctoral et lecteur étudiant.

Je remercie également le corps professoral et les administrateurs des programmes sélectionnés pour leur participation à cette étude. Sans eux, je n'aurais jamais pu recueillir les données. Mes remerciements s'adressent tout particulièrement à mon épouse et mes enfants pour leur soutien moral et affectif indéfectible. Enfin, un grand merci à tous les étudiants, amis et sympathisants qui ont contribué avec émotion à la réalisation de cette étape décisive.

Remèsiman

Pandan kat dènye lane sa yo nan pakou tèz sa a, mwen travay bò kote anpil pwofesè ak kanmarad klas. Anvan m te frekante *University of the Virgin Islands*, mwen te aspire a kwasans ak devlopman mwen sou plan akademik ak pwofesyonèl. Gras ak defi k ap tann mwen nan demach sa a, mwen rann mwen kont ke kwasans mwen egzije motivasyon, disiplin, detèminasyon ak pèseverans.

Anvan tout bagay, m ta renmen eksprime gratitid mwen anvè tout pwofesè nan *University of the Virgin Islands* ki te gide mwen nan demach akademik difisil sa a. Mwen vle remèsye direktè tèz mwen: Dr Nathalis Wamba, ki te soutni mwen avèk pasyans jiskalafen. Li te sèvi kòm patnè ideyal mwen pou anpil rezon. Mwen gen anpil rekonesans anvè manb komite tèz la : Dr Clinton Valley, Dr Martin Maltais, Dr James Maddirala ak Madanm Correen Celestine ki, youn apre lòt, te sèvi kòm metodològ, espesyalis nan kontni, direktè pwogram doktoral la ak lektè etidyan, pou soutyen yo nan reyalizasyon travay la.

Mwen remesye tou kò pwofesoral ak administratè pwogram ki te seleksyone yo pou patisipasyon yo nan etid sa a. San yo, m pa t ap janm kapab kolekte done yo. Mwen remesye tou fanmi mwen, madanm mwen ak timoun mwen, yo pou soutyen moral ak afektif yo. Yon gran mèsi ak tout etidyan, zanmi ak senpatizan ki kontribye avèk emosyon nan reyalizasyon etap enpòtan sa a.

Abstract

The purpose of this qualitative study was to explore the organizational and pedagogical models of two university-based leader preparation programs, one at the University of the Virgin Islands, U.S Virgin Islands and another at the International Center for Studies in Creativity in Buffalo, Buffalo State University, New York, to determine their academic and non-academic best practices and their challenges. The main objective this study was to identify how these programs prepare prospective leaders by assessing their organizational structures, instructional methods used to develop leadership literacy and competency, and similarities and differences.

Data were collected during 12 one-on-one interviews and two focus groups sessions with faculty members and administrators of the two programs. Additionally, a desk review of program documents, teaching materials, curriculum guides, and course syllabi was conducted. The findings indicate that both universities used the cohort-based model and attracted mostly distance students. In addition to the cohort-based model, the International Center for Studies in Creativity used a residency-based model for on-campus students living in the Buffalo area. The University of the Virgin Islands PhD program adopted a blended pedagogy consisting of online, distance, and face-to-face methods of instruction. Courses were delivered online via a web-based system called Blackboard. The International Center for Studies in Creativity Master's program also adopted face-to-face, online, distance, and blended delivery modes. Courses were delivered online for distance students using a web-based system called Blackboard Collaborate. The experiential and collaborative learning models tend to be the dominant approaches for student learning in both programs.

Keywords: leader, leadership, leader preparation, organizational model, pedagogical model

Résumé

L'objectif de cette étude qualitative était d'explorer les modèles organisationnels et pédagogiques de deux programmes universitaires de préparation au leadership, l'un à *University of the Virgin Islands* situé aux Iles Vierges des Etats-Unis d'Amérique et l'autre à *International Center for Studies in Creativity* de *Buffalo State University* situé dans l'Etat de New York, en vue de déterminer leurs meilleures pratiques académiques et non académiques et leurs défis. La question fondamentale était de déterminer comment ces programmes préparent les futurs dirigeants en évaluant leurs structures organisationnelles, les méthodes d'enseignement utilisées pour développer les compétences et les connaissances en matière de leadership, ainsi que les similitudes et les différences.

Les données ont été recueillies au cours de 12 entretiens individuels et de 2 séances de groupes de discussion avec des membres du corps professoral et des administrateurs des deux programmes. En outre, une étude documentaire a été consacrée aux deux programmes, au matériel pédagogique, ainsi qu'aux guides de programmes et de cours. Les résultats indiquent que les deux universités ont utilisé le modèle de cohorte et surtout attiré des étudiants à distance. En plus du modèle de cohorte, *International Center for Studies in Creativity* a utilisé le modèle de résidence pour les étudiants sur campus vivant dans la région de Buffalo. Le programme de doctorat de *University of the Virgin Islands* a adopté une pédagogie mixte comprenant des méthodes d'enseignement en ligne, à distance et en face à face. Les cours qui sont dispensés en ligne utilisent un système basé sur le web appelé *Blackboard*. Le programme de maîtrise de *International Center for Studies in Creativity* a également adopté des modes de diffusion de cours en face à face, en ligne, à distance et mixte. Les cours diffusés en ligne destinés aux étudiants à distance utilisent un système basé sur le web appelé *Blackboard Collaborate*. Les modèles d'apprentissage expérientiels et collaboratifs tendent à s'imposer comme les approches dominantes pour l'apprentissage dans les deux programmes.

Mots-clés : leader, leadership, préparation du leader, modèle organisationnel, modèle

pédagogique

Rezime

Objektif etid kalitativ sa a se te pou eksplore modèl òganizasyonèl ak pedagojik de pwogram ameriken pou preparasyon lidè yo pandan nap ekzamine pi bon pratik akademik ak sa ki pa akademik yo epi defi yo. Tou de pwogram yo baze nan *University of the Virgin Islands* ki sitiye nan Zil Vyèj Etazini Damerik yo epi *International Center for Studies in Creativity* ki nan *Buffalo State University* ki nan Leta Nouyòk. Kesyon fondamantal rechèch ki gide etid la se kijan de pwogram sa yo òganize pou prepare lidè potansyèl yo.

Done kalitativ yo te kolekte a travè 12 entèvyou endividyèl epi 2 fokis gwoup diskisyon ak pwofesè epi administratè nan 2 pwogram yo. Anplis de sa, yon revizyon dokimantasyon pwogram yo tankou materyèl ansèyman, gid kourikoulòm ak kou yo te aplike sou chak pwogram yo. Dapre rezilta yo, tou de inivèsite yo itilize modèl kòwòt pandan ke yo atire sitou etidyan k ap etidye a distans yo. Anplis de modèl kòwòt la, pwogram metriz *International Center for Studies in Creativity* a itilize modèl rezidansyèl pou etidyan ki abite sou kanpous inivèsite a ak lòt ki abite ozanviwon vil *Buffalo*. Pwogram doktora *University of the Virgin Islands* la adopte yon pedagoji miks kote kou yo fèt anliy, a distans, ak an fasafas. Kou ki delivre anliy yo itilize sistèm entènèt sou sit inivèsite a ki rele *Blackboard*. Pwogram metriz *International Center for Studies in Creativity* a adopte plizyè metòd ansèyman tankou fasafas, anliy, a distans, ak mòd difizyon miks la. Kou yo delivre sou entènèt pou etidyan anliy yo pandan yo itilize sistèm wèb inivèsite a ki rele *Blackboard Collaborate*. Anplis de sa, modèl aprantisaj ki baze sou eksperyans ak kolaborasyon anvi sanble apwòch dominan pou aprantisaj nan tou de pwogram yo.

Mo-kle: lidè, lidèchip, preparasyon lidè, modèl òganizasyonèl, modèl pedagojik.

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Chapter 1
Introduction

Three important factors contribute to the current shape of organizations and significantly impact the way people think, learn, teach, and make decisions: the digital revolution, mind-brain research, and globalization. The digital revolution is the era of computerized equipment that started around the 1980s and continues today (Chaurasia, 2018). Mind-brain research allows us to understand the human capacity to process information (Mansilla & Gardner, 2007), nurture emotions, and produce quality work. Research in this area supports the development of new learning tools that ensure organizational learning through knowledge building. Globalization encompasses the causes, course, and consequences of transnational and transcultural integration of human and non-human activities (Al-Rodhan & Stoudmann, 2006, p. 5). Brooks and Normore (2010) explore how globalization can help education leaders inform and enhance their pedagogy and practice. They suggest that contemporary education leaders develop global literacy in nine domains: political, economic, cultural, moral, pedagogical, informational, organizational, spiritual and religious, and temporal.

The digital revolution, mind-brain research, and globalization make the world complex and interconnected. They also affect organizational management, leadership, and effectiveness. Future leaders therefore must possess essential skills and competencies to foster creativity and innovation for sustainable change (Amagoh, 2009; Nadler & Tushman, 1999). The importance of leadership skills and competencies in organizations has compelled universities to offer leadership preparation programs at the undergraduate and graduate levels so that students can learn to maximize organizational growth, promote innovation, and foster change. For example, Weinstein et al. (2018) note that better leadership preparation can improve professional performance and school quality. Taichman et al. (2012) also advocate for leadership training, emphasizing the

necessity to provide opportunities and equip trainees with the mindset and tools to lead. Curtis et al. (2011) explore the role and impact of education and training on nursing leadership and find positive impacts on nurses' skills and performance. They encourage healthcare organizations to support and institutionalize leadership training.

Courtney (2015) describes several benefits of leadership training for an organization, including improved employee productivity, retention, engagement, leadership, and decision making. McNamara (2008) and Observer (2016) find that leadership training leads to profitability and organizational development. They emphasize 13 benefits of leadership training: (a) increased productivity, (b) less supervision, (c) fewer errors and accidents, (d) larger talent pool, (e) increased employee potential, (f) improved job satisfaction, (g) reduced turnover and absenteeism, (h) fewer employee weaknesses, (i) increased consistency, (j) reduced learning time, (k) increased team spirit, (l) better skill development, and (m) optimum resource utilization.

Darling-Hammond et al. (2007) describe how exemplary education leadership programs produce leaders who engage in effective practices. They argue that successful educational leadership training draws from several influential factors, such as partnerships and financial support. However, Allio (2005) and Conger (1992, 1993) find that most leadership training initiatives fail to produce leaders because they focus on leadership literacy instead of leadership competence. Leadership literacy involves classroom content, and leadership competence involves mindsets, organizational skillsets, and operational toolsets (Horth & Vehar, 2012).

Different approaches can be used in leadership training. For example, traditional leadership development programs (e.g., lectures, audio-visual techniques) enhance leadership skills using three learning styles: learning by doing (kinesthetic), learning by seeing (visual), and

learning by hearing (auditory). Apprenticeship is another common training approach in private

organizations, especially non-profits. Kempster (2006) argues that an apprenticeship perspective

has significant implications for the efficacy and effectiveness of leadership development

interventions. Finally, the creative problem-solving method encourages whole-brain and iterative

thinking by allowing leaders to identify fresh perspectives and innovative solutions (Lumsdaine

& Lumsdaine, 1994). This method is cooperative in nature and most productive when conducted

as a team (Puccio et al., 2010).

Amabile and Khaire (2008) suggest differentiating between traditional leadership, which

focuses on procedural approaches to problem solving, and creative problem solving, which

produces new ways to address complex problems. However, Scharmer (2009) argues that

traditional methods of leadership training, including apprenticeship, prevent students from

developing individual leadership styles because they do not account for individual contexts.

Similarly, Schwartz et al. (1998) and Darling-Hammond et al. (2007) believe that creative

leadership training is most effective, as it equips leaders to be resourceful when solving complex

problems.

Successful leadership preparation programs develop student literacy and competency.

The graduates of such programs do not become leaders automatically, however. They must prove

themselves in their respective endeavors. The underlying assumption of this study thus is

interventionist. Specifically, leadership is a process involving knowledge, skills, and dispositions

that can be learned and acquired through education (Brungardt et al., 2006).

Background and Context of the Study

Leadership training has expanded exponentially over the past several years. Many

academic programs have been designed to produce innovative, imaginative, and creative leaders

(Kirkpatrick, 1994). These programs offer undergraduate and advanced degrees and certifications in a range of academic fields, including education, health, and management. Higher academic institutions also offer several modalities for leadership training, such as summer institutes, workshops, leadership summits, conferences, advanced leadership seminars, and undergraduate and graduate leadership training opportunities.

In 2004, the researcher graduated from the Summer Institute for Future Global Leaders in the Caribbean at the University of the Virgin Islands (UVI) in the U.S. Virgin Islands and in 2009, from the Advanced Leadership Seminar at Haggai Institute in Hawaii. In mid-May 1995, UVI launched the Summer Institute at the Saint-Thomas campus. Young leaders from regional universities and colleges, as well as several mainland higher academic institutions, attended this two-week course focused on the economy, leadership for tomorrow, culture, and communication in a global world. The acting dean of UVI's business division and director of the Summer Institute welcomed students, stating, "It is my hope that during the intensive two-week session, these academic achievers and leaders from their respective educational institutions will engage in vigorous discourse to shape their roles as future leaders in this region." Instruction focused on preparing future global leaders to be effective in diverse environments (Kabuka, 2002). Keynote speakers included ambassadors, senators, ministers, and business leaders from the U.S. mainland and Caribbean Islands.

In 2014, the university offered another leadership orientation training session, the Global Institute for Leadership and Management Development, which emphasized management development. The program started with a leadership conference where scholars presented their research in the leadership and management fields. Together, the two institutes hosted more than

200 individuals from a variety of fields, including commerce, education, health, agriculture, technology, and public affairs.

Recognizing the need for more robust training to equip leaders with essential literacy and competency skills, UVI launched a PhD program, Creative Leadership for Innovation and Change (CLIC), in the fall of 2016. The program partnered with Buffalo State University of New York (Creativity and Leadership track), Fielding Graduate University in California (Organizational Development and Leadership track), and the UVI School of Education (Educational and Academic Leadership track). Since 1968, Buffalo State University has offered a Master of Science in Creativity and Change Leadership in partnership with the International Center for Studies in Creativity (ICSC). Today, this program uses distance learning and focuses on three major areas: foundations of creativity; creative problem solving and facilitation; and research, development, and dissemination.

Problem Statement

Research studies on leadership support the notion that preparation is essential for improving leadership skills (Day, 2013; Weinstein et al., 2018). Although several case studies of higher education explore themes of leadership preparation programs (Darling-Hammond et al., 2007), few qualitative research studies have connected these organizational and pedagogical models to American university-based leadership preparation programs.

Purpose of the Study

This qualitative study explored the organizational and pedagogical models of leadership preparation programs at two American universities by examining their academic and non-academic best practices and challenges.

Research Questions

The following overarching question guided this qualitative research: how are the UVI and the ICSC programs organized to prepare prospective leaders? Specifically, what are the organizational structures of these programs? What instructional methods do they use to develop both leadership literacy and leadership competency? What are the similarities and differences between these programs? To explore these questions, the researcher used a case-study approach (Merriam, 1998; Stake, 1995) as the basis for data collection, analysis, and interpretation.

Significance of the Study

Successful leadership depends on the quality of the leaders. Darling-Hammond (2009) argues that leadership programs can prepare leaders for their roles in schools and other organizations. However, to date, limited research exists on how these programs are structured and what pedagogical approaches they use to facilitate student success (Darling-Hammond et al., 2007; Preis et al., 2007). By exploring the organizational and pedagogical models of two leadership preparation programs, including their qualities and strengths in addressing knowledge, skills, and dispositions, this study can generate critical insights on the best practices for these kinds of programs. Understanding the essential components of leader preparation will help guide future leaders.

Delimitations of the Study

This qualitative study focused on two leadership preparation programs, the CLIC PhD program at UVI and the Master of Science in Creativity and Change Leadership at the ICSC at Buffalo State University of New York. The researcher selected these programs because of his or her familiarity with them.

Limitations of the Study

This case study was subject to two categories of limitations: limitations pertaining to the research method and to the delimitation of the project. A case study deals with a limited sample, and its findings cannot be generalized to a wider population. The researcher's own subjectivity is equally a challenge if the researcher does not reflect on and expose it (Merriam, 2009). Case studies often are difficult to replicate and time consuming.

Definition of Terms

The following definitions are relevant to the study:

- **Leader**: an individual who can create a vision and communicate that vision to others to make it a reality (Prewitt et al., 2011)

- **Leadership**: the process of influencing a group of people to achieve a common goal (Northouse, 2007, p. 3), which involves creating a vision of the future, devising a strategy for achieving that vision, and communicating that vision to all members of the organization (Prewitt et al., 2011, p. 1)

- **Leader preparation program**: an academic course that teaches the necessary knowledge, skills, and competencies to lead effectively and confidently and accomplish positive change in the organization or community (Darling-Hammond et al., 2007; Storey, 2018)

- **Organizational model**: the objectives, structures, and interrelations among the various roles, norms, and functions in an organization (Van der Vecht et al., 2009, pp. 314–333)

- **Pedagogical model**: cognitive theoretical constructs derived from learning theories that enable implementation of specific instructional and learning strategies; pedagogical models include anchored instruction, problem-based learning, cognitive apprenticeship,

situated learning, and computer-supported intentional learning environments (Dabbagh, 2005, p. 33, as cited in Chou, 2010, pp. 524–539)

Organization of the Study

The dissertation comprises five chapters. Chapter 1 presents the background and context of the study, including the problem statement and significance of the study. Chapter 2 reviews the current literature on leadership preparation programs in university settings and presents ways for conceptualizing leadership and analyzing the organizational and pedagogical models of these programs. Chapter 3 discusses the framework and research methods, including the rationale and paradigms for the qualitative research design; the researcher as instrument; the participants (sampling and recruitment procedures); data collection, analysis, and management; and trustworthiness and ethical considerations. Chapter 4 summarizes the research findings from 12 one-on-one interviews and two focus groups, including analyses. Finally, chapter 5 discusses the interpretations and implications of the findings and makes recommendations for leadership preparation programs and further studies.

Chapter 2
Literature Review

This chapter provides an in-depth analysis of the literature pertaining to the organizational and pedagogical models of leader preparation programs. It examines conceptualizations of leadership, the literature on organizational models of academic leadership programs and on pedagogical models, focusing on literacy and competency among leadership students.

Conceptualizing Leadership

The definition of leadership has evolved from influencing people to do what the leader asks to inspiring them to do what is good for their destiny. Northouse (2018) highlights four ways to conceptualize leadership: as a process, as influence, as something occurring in groups, and as a common goal. In the early 1900s, the literature on leadership focused on influencing individuals to accomplish a given task through social interaction (Dashtahi et al., 2016), which requires mutual influence among collaborators (Beebe & Lachmann, 1988; Tummala-Narra, 2009). From this perspective, leadership is conceptualized in terms of influential relationships between leaders and followers to accomplish a given task (Cohen, 1990; Donelly et al., 1985; Kruse, 2013; Maxwell, 2005, 2007; Rost, 1993; Zalenik, 1992). Mutual influence can generate a culture of collective leadership among collaborators (Bolden et al., 2008; Friedriche et al., 2009; Leithwood & Mascall, 2008). During the 1950s, the concept of leadership evolved into a process of empowerment, professional development, and encouragement (Bloom & Bella, 2005; Cribbin, 1981; Drath & Palus, 1994; Hersey et al., 2007; Jacques & Clement, 1994; Kouzes & Posner, 1995; Patterson, 1993; Prentice, 1961). From this perspective, leadership is perceived as a group process rather than an individual process (Dashtahi et al., 2016; Northouse, 2018).

Most people prefer honesty, vision, inspiration, and competency in their coworkers (Kouzes & Posner, 1995). To foster these collaborative traits, a leader can apply four principles. The first is *integrity or* behaving in a way that wins respect. The second is *transparency* or sharing one's thoughts and beliefs. The third is *humility* or willingness to lead by example. The fourth is *credibility*, or trust in a leader's actions and vision. These dynamic concepts change often, which impacts the design of leadership programs. Overall, the concept of leadership seems more about what leaders do instead of what they know (Ali, 2012). Although the terms leader and leadership often are used interchangeably, an important distinction is that leader*ship* always involves collaboration (i.e., the essence of the suffix "-ship").

Theoretical Framework

Knowledge of leadership theories is valuable for those planning sustainable leader preparation programs at universities, so that they can evaluate their own educational contexts (Dashtahi et al., 2016). Leadership theories seek to explain when, why, and how individuals become leaders. Some theories attempt to explain the characteristics of leaders, and others focus on behaviors that improve leadership skills and capabilities. Dubrin (2015), Northouse (2018), and Rickards (2012) suggest six categories of leadership theories: (a) great man theory, (b) trait theory, (c) behavioral theory, (d) contingency theory, (e) transactional theory, and (f) transformational theory.

The great man theory was first introduced and popularized by the historian and leadership theorist Thomas Carlyle in the 1840s when he claimed that "the history of the world is but the biography of great men" (Carlyle, 1993, as cited in Eckmann, 2005). This theory assumes that great leaders are born with the gifts of divine inspiration, intelligence, charisma, and wisdom. Inspired by the study of influential heroes, this theory claims that leaders are destined from birth

(Brown, 2011; James, 1880; Strout, 1968). Factors such as education and experience can contribute to leadership capabilities, but they do not guarantee leadership.

The trait theory of leadership seeks to understand the characteristics that facilitate successful leadership in various situations. Developed between the 1930s and 1960s, this theory is often tied to the great man theory, as it too asserts that leaders are born with certain innate traits that make them better suited for leadership positions. The trait theory also seeks to identify characteristics of successful and unsuccessful leaders (Conger & Kanungo, 1998; Mumford et al., 2000; Zaccaro, 2007), such as physiological (appearance, height, weight), sociodemographic (age, sex, education, socioeconomic background), personality (self-confidence, aggressiveness), intellectual (intelligence, decisiveness, judgment, knowledge), task-related (achievement drive, initiative, persistence), and social (sociability, cooperativeness) characteristics. An advantage of this theory is that it provides detailed knowledge of the leadership process (Dubrin, 2015; Northouse, 2018), which can be applied to all levels in all types of organization. Additionally, this theory identifies strengths and weaknesses and therefore can help develop leadership qualities, such as honesty, progressivism, inspiration, and competence (Kouzes & Posner, 1995). A limitation of the trait theory is that it does not determine objective criteria to measure these personal traits. It also does not determine the situations or environments where specific traits may apply (Stogdill, 1948).

The behavioral leadership theory was developed around the 1940s and 1950s. It assumes that leaders can be made, and that successful leadership is based on learnable behavior and actions (Conger & Kanungo, 1987; Yukl, 1971). This theory classifies leaders in two categories: those who focus on the task to be accomplished and those who focus on the people doing the work. Additionally, this theory states that leaders use three skillsets to accomplish a given task,

technical, human, and conceptual skills (Northouse, 2017). Technical skills refer to the knowledge and competencies of the leader, human skills to the ability of leaders to interact productively with their followers, and conceptual skills to leaders' capacity to set up models and make plans for the organization. This theory emphasizes core behaviors that ensure the success of the leader, including determining goals, motivating followers, interacting effectively with followers, and building team spirit (Burke et al., 2006). It also focuses on the attitudes, styles, and actions of the leaders in various contexts. For example, Dubrin (2015) and Northouse (2018) find that the behavioral approach to leadership generally comprises either task or relationship behaviors. Task behaviors help team members achieve their objectives, and relationship behaviors make team members feel comfortable with themselves, with each other, and with their situations.

The task-related versus relationship-related classification remains a useful framework for understanding leadership. Dubrin (2015) further identified eight task-related attitudes and behaviors of an effective leader (adaptability, direction setting, high performance standards, focus on strengths of group members, risk-taking and execution of plans, hands-on guidance and feedback, ability to ask tough questions, and organizing for collaboration) and six relationship-oriented attitudes and behaviors (aligning people, creating inspiration and visibility, satisfying higher-level needs, giving emotional support and encouragement, promoting principles and values, and being a servant leader). The behavioral theory seeks to explain how leaders combine these actions to empower followers to reach a goal. Northouse (2018) analyzed three studies to understand the behavioral approach to leadership: the Ohio State University (1940) analyzes how individuals act when leading a group; the University of Michigan (1948) explores leadership via the impact of leader behaviors on small groups, and the Blake and Mouton (1960) study attempts

to show how leaders help organizations succeed through concern for production and for people. The analysis shows that the behavioral approach works by providing a framework for assessing task relationships. Leaders might need to be more task-focused in some situations and more relationship-focused in others to ensure success.

The behavioral theory has strengths and weaknesses. It makes several positive contributions to the understanding of the leadership process and marks a major shift in leadership research from traits to task and relationship behaviors. It also provides a broad conceptual map to understand the complexity of leadership. However, the behavioral approach does not adequately show how leaders' behaviors relate to performance outcomes and does not consider time as a potentially vital element in successful leadership (Northouse, 2018).

The contingency leadership theory was introduced in the 1960s. According to this theory, leadership processes always depend on the situation (Vroom & Jago, 2007). Some leaders perform well in one situation but not others (Fiedler, 1993; Hersey, 1984). In this contextual framework (Ayman et al., 1995; Fiedler, 2006), the situation, group, problem, and environment all affect leadership. Northouse (2018) similarly asserts that leaders who embrace the behavioral theory can be effective or ineffective, depending on the context. The contingency model further postulates that group performance depends on the match between situational favorableness and leadership motivation (Beach & Beach, 1978; Csoka, 1975; Groner, 1978; Lockheed & Hall, 1976). Leader preparation that increases leaders' control and influence also should improve the leader's situational favorableness (Green & Nebeker, 1977).

The transactional theory of leadership, developed by James MacGregor Burns in the 1970s, is characterized by exchanges between leaders and followers. It states that humans seek to maximize pleasurable experiences and minimize unpleasurable ones (Waldman et al., 1990).

This theory assumes that successful leadership in organizational culture occurs when leaders influence employees to achieve organizational objectives using rewards and punishments (Brymer & Gray, 2006; Odumeru & Ogbonna, 2013).

Finally, the transformational leadership theory, also developed by James MacGregor Burns in 1978, focuses on how leaders create valuable and positive change in their followers It stipulates that leaders transform their followers through inspiration and charisma. The transformational theory promotes changing organizational culture by implementing new ideas (Bass & Riggio, 2006). This theory assumes that leaders empower employees to transcend their own interest for those of the organization and to achieve organizational objectives by appealing to higher ideals (Bass, 1999).

Education leaders serve as administrators, principals, superintendents, academic deans, directors, heads of schools, department chairs, provosts, and presidents. These leaders often borrow from business management principles in their style, behaviors, and traits (Amanchukwu et al., 2015; Bush, 2003). For example, Lynch (2012) identifies ten educational leadership styles: transformational, instructional, distributed, ethical, emotional, entrepreneurial, strategic, sustainable, invitational, and constructivist. Young (2015) emphasizes that leader preparation is an important influence on education leaders Today, many educators also acknowledge that issues related to globalization influence local practices in positive and negative ways. Brooks and Normore (2010) suggest that globalization has an important role in preparing contemporary education leaders.

The four types of education leadership theories include the facilitative leadership theory, transformational leadership theory, instructional leadership theory, and administrative leadership theory. Facilitative leadership theory constitutes a different way of exercising power and

influence by empowering staff and other stakeholders (Greasley & Stoker, 2008; Moore, 2004). This theory uses a collective approach to decision making that solicits input from others for creative change (Fryer, 2012; Watt, 2009). Facilitative leadership is ideal in contexts where stakeholders are committed to a given task because it contributes to the progress of the institution through engagement with new ideas for the future.

Transformative leadership theory is a contemporary approach focusing on how leaders build confidence in their followers through systematic work to become a leader (Burkus, 2010; Shields, 2010; Watt, 2009). Transformational leaders cultivate effective and appropriate communication skills and behaviors (Caldwell et al., 2012). This theory is best suited for education systems where followers eventually will take charge and accomplish the vision.

Instructional leadership deals with designing curricula, managing student behaviors and discipline, assessing student academic performance, and supervising the work of teachers (Glickman et al., 2001; Rigby, 2014). Instructional leaders work closely with teachers to identify gaps in student performance, develop classroom standards, and ensure the academic standing of the school or district (Southworth, 2002; Hoy & Hoy, 2006). This kind of leadership works well in underperforming schools that need significant improvement (Marzano et al., 2005).

Last, administrative leadership theory concerns public sector organizational settings (March, 1980; Terry, 1998; Van Wart, 2013; Van Wart & Dicke, 2016). It focuses on administrative policy, bureaucracy, accountability, and school procedures. Such leadership is important because it ensures that rules are followed and order is maintained, but it cannot stand alone in the sense that it does not focus on student and teacher wellbeing. Additionally, it does not invest in the people and personal relationships that require transformational leadership.

Gurr and Drysdale (2015) assess school leadership preparation and development in Australia by analyzing the requirements for becoming a principal. They suggest focusing less on individual responsibility and emphasize more collective leadership. Carver and Klein (2016), in their qualitative action research study, analyze the reflective thinking skills of candidates from the principal preparation program and find that the high academic achievers also are the most skilled at thinking reflectively. They argue that aspiring leaders need robust practical and conceptual tools, including reflective and critical thinking skills, to anticipate and solve complex problems and facilitate authentic learning.

Organizational Models of Leadership Preparation

Glanz (2002) assumes that "leadership is not reserved for the select few. The capacity to lead resides in everyone to varying degrees; yet all leaders are not the same" (p. 14). This argument posits that all people possess unique natural characteristics that emulate leadership, and these capacities can be developed through training. Cognitivist research similarly shows that individuals mobilize certain brain functions in the process of becoming leader. According to these perspectives, five organizational models can guide leader preparation programs: the traditional face-to-face model, distance education leadership model, online education leadership model, digital and social change model, and blended model.

The traditional face-to-face education leadership model is interactive and includes many-to-many, one-to-many, and one-to-one interactions between students and the teacher, but it requires students and the teacher to be together in the same location at the same time (Harasim, 1989). Instructional strategies related to this model include lectures, field trips, internship, and individual and class projects.

The distance education leadership model is based on an industrialization process wherein academic leaders use labor divisions and mass production technology (Peters, 1993). Content is delivered to students via print, video, and computer (Shindi, 2016). As the need for knowledge and learning increases in today's global market, lifelong distance learning has become even more important. This model thus has important relevance in human development and economic growth, such as goals related to education justice (Dashtahi et al., 2016). It is characterized by the relationship between the learner and tutor and involves the education organization in the learning-teaching process (Keegan, 2005). This model is mediated, time and place independent, and facilitates one-to-many and one-to-one interactions (Harasim, 1989).

The online education leadership model is a teaching mode that helps break down the dichotomy between distance learning and campus-based or face-to-face education (Otte & Benke, 2006). Online learning is a unique domain of educational interactions (Harasim, 1989). It involves collaboration among faculty, online learning designers, and technological experts to achieve a shared vision (Brigance, 2011). This model has been used in professional development, higher education leader training, and post-graduate leadership preparation programs. Instructional strategies include case studies, computer-based learning exercises, games, simulations, discussion boards, group discussions, interactive presentations, media clips, collaborative projects, lectures, formative quizzes, problem-based learnings, reflective journals, and student peer evaluations. Related assessment strategies include case study analysis, discussion boards, quizzes and exams, individual and group projects, leadership development plans, presentations, writing projects, observations, interviews with leaders, e-portfolios, peer evaluations, class participation, self-evaluation, and digital storytelling (Jenkins, 2016, p. 234).

The digital and social change education leadership model uses social media platforms (e.g., wikis, blogs, Facebook, Twitter, and Instagram) to teach positive change (Ahlquist, 2017; Wagner, 1996). It also can be used for student leadership development, educational supervision, medical education, and digital literacy (Ahlquist, 2017; Bai, 2020). Digital literacy is crucial for leadership in the 21st century, so technologies need to be integrated into leadership development. Education leaders use this model to develop competencies among students.

The blended education leadership model combines classroom, distance, online, and digital modes to promote meaningful and motivational learning (Garrison & Kanuka, 2004; Okaz, 2015). Blended education is used in many university education leadership programs, especially those aimed at school administrators. The blended model is mediated, interactive, and facilitates one-to-one, one-to-many, and many-to-many interactions. Garrison and Kanuka (2004) conclude that this model is consistent with the values of universities and can enhance both the effectiveness and efficiency of student learning. Okaz (2015) suggests that instructors use the blended model to incorporate online opportunities in their classes, such as live chats, self-paced learning, instant messaging, social networking, blogs and forums, applications, and webinars (p. 601). In that perspective, some academic institutions use the Moodle platform, which requires Blackboard and Blackboard Collaborate software licenses. Blackboard is a leading online learning platform used by North American and European universities to host and deliver customized teaching and course material (Munoz & Duzer, 2005, as cited in Beatty & Ulasewicz, 2006; Martin, 2008). Blackboard Collaborate is an interactive virtual classroom tool designed for online education (Hill, 2019). It helps instructors create individualized and innovative experiences that ensure learner engagement in an online learning environment (Gray-Rosendale & Stammen, 2020).

These different modes facilitate teaching in the context of higher education. However, each requires education leaders and faculty to have a clear perspective on distance and online contexts and to possesses skills that enable them to work well with administrative staff, faculty, and students. Leaders also must understand the selection process of emerging technologies and innovation, the process of curriculum design, the essential theories of teaching and learning, and the characteristics of adult learners (Nworie et al., 2012).

Delivery of University Leader Preparation Programs

Universities use several approaches to deliver leadership preparation programs, such as cohort models and distance education models. Preis et al. (2007) assert that most leadership preparation programs in the United States contain two components: instructional leadership coursework, which includes leadership literacy and competency coursework (e.g., case studies, problem-based and hands-on learning), and practice, which includes internships and field-based learning. According to the authors, most leadership preparation programs at the masters' level range in length from 1 to 3 years and require between 18 to 36 credit hours for completion. An average class has 9 to 25 students, and classes can be modules, online courses, internships, field trips, web-based meetings, and weekend or summer intensive classes.

The cohort model can be defined as a group of students who begin and complete a program of studies together, engaging in a common set of courses, activities, and learning experiences (Barnett et al., 2000; Barnett & Muse, 1993). This model often has a standard class size and common schedule, which is often not the case in distance programs where each student studies at their own pace or in some developing countries where students face financial difficulties. Nevertheless, this model has grown such that Barnet et al. (2000) estimate that over 50% of leadership preparation programs use the cohort model.

Distance education is an organizational model based on an industrialization process that uses labor divisions and technology to deliver programs (Peters, 1993). As previously mentioned, this approach plays an important role in human development and economic growth (Dashtahi et al., 2016). As such, it requires leaders who understand emerging technologies, such as print, video, and digital materials (Shindi, 2016), as well as curriculum design and essential theories of adult learning (Nworie et al., 2012). Leaders also must have a clear perspective on distance education and the skills to work effectively with administrative staff, faculty, and students.

Pedagogical Models of Leader Preparation

This section describes the components of various pedagogical models of leader preparation. Pedagogical models describe the broad principles through which theory is applied to teaching and learning practices (Conole, 2010; Mayes & De Freitas, 2004, 2007). These models affect the directions and changes in various pedagogical settings, including teaching method, curriculum, design, and evaluation. However, they require a systematic classification to understand them.

Savard et al. (2008), as cited in Gasparini et al. (2010), propose classifying pedagogical models into three categories: information processing, personalist, and social interaction. Information processing models develop students' information processing capabilities, help teachers organize training program concepts, and help students to construct these concepts. These models often involve scientific investigation (Schwab, 1949), training by investigation or scientific inquiry (Suchman, 1962), inductive thinking (Taba, 1966), construction of concepts (Bruner, 1966, 2008), cognitive development (Piaget, 1968), advance organizing (Ausubel, 1968), and memory development (Lorayne, 2001). Personalist models focus on individual and

personal development by helping students establish productive relationships with their

environments, particularly the emotional aspects. They also develop creative capacity (Gordon,

1961), conceptualization of self (Hunt, 1971), non-directive teaching (Rogers, 1986), and group

therapy (Glasser, 1999). Social interaction models focus on interactions between students and

other people or society. These models emphasize social negotiation, collaboration, democracy,

group functioning, and productive work. They include role-playing (Shaftel & Shaftel, 1982),

group investigation (Dewey, 1996), and social simulations (Jeffries, 2005; Ruben, 1990).

Furthermore, Bertrand (1998) proposes a classification comprising seven contemporary

educational and pedagogical models: spiritualist, personalist, psycho-cognitive, technological,

socio-cognitive, social, and academic. Spiritualist models focus on transcendental and spiritual

relationships between students and the universe (e.g., God, Tao, the Invisible, the Divine).

Theorists include Abraham Maslow, Willis Harman, George Leonard, Marilyn Ferguson, and

Constantin Fotinas. Personalist models are based on notions of self, liberty, and personal

autonomy and involve humanistic, non-directive, and libertarian theories on students' needs,

aspirations, desires, and energy. Carl Rogers, Sigmund Freud, Kurt Lewin, Abraham Maslow,

and Alexander S. Neil serve as excellent examples for this model. The psycho-cognitive models

are based on constructivist didactics involving diverse cognitivist aspects of learning, such as

reasoning, analysis, problem-solving, representation, prior conceptions, and mental images.

Theorists include Gaston Bachelard, Jean Piaget, and André Giordan. Technological models, or

techno-systemic or systematic models, focus on interactions among subject, society, and content,

as well as improving content via appropriate technologies. Theorists include Robert Gagné,

Robert Glaser, Gilbert Paquette, Burrhus F. Skinner, Robert Mager, and Bill O'Neil. Socio-

cognitive models seek to understand the impact of cultural and social factors on learning.

Theorists include Albert Bandura, Jerome Bruner, Lev Vygotsky, and Jean Houssaye. Social models view education as significantly transforming society by preparing students to address societal problems. Theorists include Pierre Bourdieu, John Dewey, Paolo Freire, Jean-Claude Passeron, Joel de Rosnay, Ira Shor, Alvin Toffler, and Michael Young. Academic models focus on content and include theorists such as Mortimer Adler, Allan Bloom, Jean-Marie Domenach, Jacques Laliberté, and Richard Paul.

According to Bertrand, these models can be understood through four polar elements: subject, content, society, and interaction. The subject is the person who engages in the learning process; spiritualist and personalist models are classified along the subject pole. Content relates to the topic, subject area, or discipline; academic models are classified along this pole. Society relates to classmates, school environment, community, and the world; social models can be classified along this pole. Finally, interaction is the interdependence among the three other poles via communication technologies; the psycho-cognitive, technological, and socio-cognitive models are classified along this pole.

The practice of teaching is governed by the teacher's decisions and interpretations of what it means to teach, to know, and to learn. Pratt (1992, p. 203) calls this processes the "conception of teaching." He describes five elements (content, learner, teacher, ideals, and context) that influence the conception of teaching in adult and higher education (Figure 1). These elements must be considered in the design of a teaching model.

Figure 1

General Model of Teaching (Pratt, 1992)
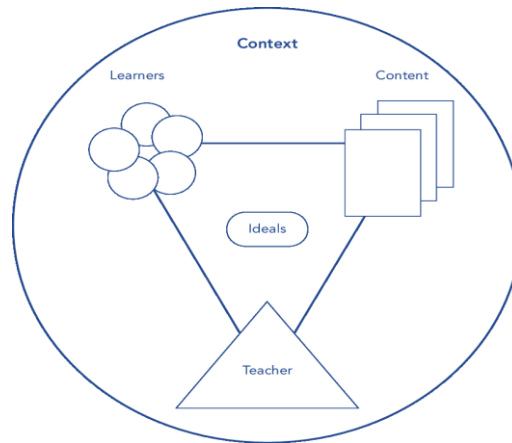
Pratt (1998) further describes five perspectives emphasizing the complex web of beliefs, intentions, and actions in the teaching system: transmissive, apprenticeship, developmental, nurturing, and social reform. The transmissive perspective is teacher-centered and focuses on delivering content from the teacher to the students. From this perspective, learning is an accumulation of knowledge that must be reproduced during student evaluations or class assignments. Consequently, effective teaching depends on the content expertise of the teachers, whose primary responsibility is to present content accurately and provide cognitive, metacognitive, administrative, and motivational support to help learners reproduce the same content.

Whereas the transmissive perspective views teachers inside the classroom, the apprenticeship perspective views teachers outside the classroom. According to this perspective, learning must occur in authentic social contexts related to the application of knowledge. Therefore, teaching is a process of enculturating students into specific communities (e.g., family, school, church, village, profession, and cultural group). Consequently, teachers are expected to place students in an authentic area of practice where values and knowledge are interrelated.

Influenced by cognitive psychology, the developmental perspective considers teaching a process of cultivating ways of student thinking. In this way, prior knowledge and ways of thinking are crucial for learning. Consequently, teachers are required to help students think and, most importantly, solve problems. Therefore, learning is perceived as a process of considering new knowledge with existing cognitive structures that allow students to move beyond their previous way of thinking. This process involves a qualitative change in both understanding and thinking.

The nurturing perspective emphasizes a confident relationship between learner and teacher to produce authentic learning. It posits that learning is most affected by learners' self-concepts and self-efficacy. Consequently, the teachers' responsibility consists of empathizing with students while motivating them to become more confident and self-sufficient learners.

Finally, the social reform perspective seeks to create a better society through teaching. Proponents of this perspective believe that teaching should contribute to positive social change beyond the bounds of the students and learning environment. Consequently, according to this perspective, a student's learning is not enough. Teaching must have an impact on society to accomplish a larger teaching mission.

Drawing on the work of Blake and Mouton (1964), Therer and Willemart (1983) emphasize four teaching styles (associative, transmissive, permissive, and incentive) representing pedagogical practices that can be observed from a two-dimensional model of teacher attitude toward the subject and toward the learners. The associative style focuses on the learner and uses group and hands-on work. The transmissive style focuses on the subject and uses teaching methods such as delivery teaching, keynote speaking, and ex-cathedra. The permissive style focuses on self-learning and includes let-go (*laisser-aller*), do-do (*laisser-faire*), or self-help

approaches. Finally, the incentive style centers on both subject and learner, including Socratic presentation and discussions, case studies, and debates. The effectiveness of each style depends on the situation, and an effective teacher chooses a style based on education goals and students' motivation, ability, and learning styles.

Jenkins (2012) explores Allen and Hartman (2009) 's 24 instructional strategies for leadership educators: class discussion, interactive lecture and discussion, individual projects and presentations, self-assessments and instruments, small group discussion, reflective journals, case studies, service learning, research projects and presentations, media clips, individual leadership development plans, lecture, team-building, guest speakers, peer teaching, exams, simulation, leader interviews, games, storytelling, quizzes, role plays, ice breakers, and in-class short writing. He finds that class discussion, individual projects and presentations, self-assessments, and reflective journals are most frequently used. Critics argue that instructional leadership considers students as objects for curriculum implementation. Additionally, this approach is classroom-centered and focuses more on teacher instruction and school management.

In contrast, pedagogic leadership focuses on students' learning (Biesta & Miedema, 2002). Macneill et al. (2005) argue that pedagogic leadership emphasizes how students learn and grants teachers and student's autonomy to design, implement, and assess educational activities to meet the needs of all students. Macneill et al. (2005) and Silcox and MacNeill (2006) frame pedagogic leadership in five categories: epistemological, socio-ideological, social, pedagogy actions, and pedagogy separated from ideology. The epistemology view involves the transmission of knowledge (Goodson, 1998; Lingard et al., 2003). The socio-ideological view argues that leadership is a political tool for enculturating students (Freire, 2013; Morton & Zavarzadeh, 1991; Smyth, 1988; Van Manen, 2002) and involves ideological practices for

constructing and reproducing social organization. The social view is that pedagogy produces

knowledge (Britzman, 2012; Van Manen, 2002) as a social practice (Daniels, 2016). Pedagogy

thus defines how knowledge is transmitted and encompasses an inclusive view of all aspects of

teaching (Mortimore, 2000). Finally, pedagogy separated from ideology views education as

related to culture and learning and distinct from morality, which relates to the subjects to be

taught (Alexander, 2004; Hamilton & McWilliam, 2001).

Pedagogical Models and Learning Theories

Effective education leadership improves learning (Leithwood et al., 2004). To be

effective, education leaders must focus on influential teaching and learning rather than

performing administrative and management tasks. Learning theories can provide empirical

evidence of effective influences in the learning process and how that influence occurs in the

learning relationship (Conole, 2010; Mayes & De Freitas, 2004, 2007). Fowler and Mayes

(1999) describe learning relationships in terms of form (e.g., one-to-one, one-to-many), nature

(e.g., explorative, formative, comparative), distance (e.g., first order, second order), and context

(e.g., socio-economic, geographical, political, and cultural). They frame learning theories into

three perspectives: associative, cognitive, and situated. Proponents of the associative perspective

define learning via structured tasks. The cognitive perspective emphasizes learning through

understanding. The situated perspective considers learning a social practice. Other learning

models include Kolb's (1984) experiential learning cycle, Jarvis' (1987) model of reflection and

learning, Laurillard's (2002a) conversational framework, and Wenger's (1998) community of

practice. Table 1 summarizes the learning theories and pedagogical models highlighted.

Table 1

Learning Theories and Pedagogical Models, Adapted from Conole (2010)

Learning Theory Perspective	Approach	Characteristics	Pedagogical Models
Associative	Behaviorism Instructional design	Behavior modification via stimulus response pairs Controlled and adaptive responses and observable outcomes Learning through association and reinforcement	Merrill's instructional design principles
Cognitive	Constructivism (building on prior knowledge) Constructionism (learning by doing) Reflective (learning through internalization and reflection) Problem-based learning Inquiry-based learning Dialogic learning Experiential learning	Learning as transformations in internal cognitive structures Learners build own mental structures Task-orientated, self-directed activities Language as a tool for joint construction of knowledge Learning is transformation of experience into knowledge, skills, attitudes, and values of emotions	Kolb's learning cycle Laurillard's conversational framework Community of inquiry framework Jonassen's constructivist model
Situated	Cognitive apprenticeship Case-based learning Scenario-based learning Vicarious learning Collaborative learning Social constructionism	Considers social interactions Learning is social participation within wider socio-cultural context of rules and community	Activity theory Wenger's community of practice Salmon's 5-stage e-moderating model Connectivism Preece's framework for online community

Each perspective suggests a different approach to conceptualize learning. For example,

the associative perspective views learning as a behavior modification via stimulus-response

pairs, trial and error, learning through association, reinforcement, and observable outcomes

(Conole, 2010). According to Merrill (2002), five prescriptive principles guide the associative

perspective. First, learning happens when learners try to solve real-world problems. Second,

learning increases when existing knowledge is activated as a foundation for new knowledge.

Third, learning occurs when new knowledge is demonstrated to the learner. Fourth, learning

happens when new knowledge is applied by the learner. Last, learning occurs when new

knowledge is integrated into the learner's world. Figure 2 explains the five Merrill principles of

learning.

Figure 2

Merrill's (2002) Principles of Learning
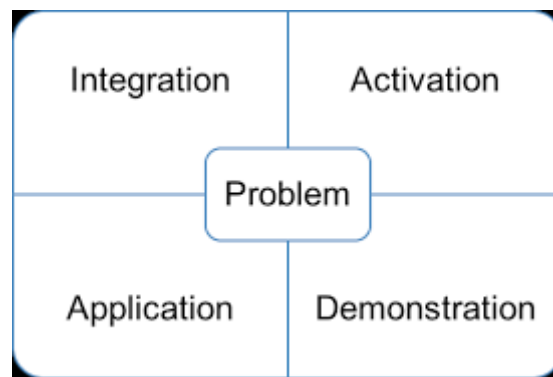
The cognitive perspective views learning as modifying internal cognitive structures.

Pedagogically, this perspective is characterized by processing and transmitting information

through communication, explanation, recombination, contrast, inference, and problem solving

(Conole, 2010). This perspective introduces the "learning by doing" approach via a four-stage

cycle of experience, reflection, abstraction, and experimentation (Figure 3).

Figure 3

Kolb's (1984, 2014) Four-Stage Cycle of Learning
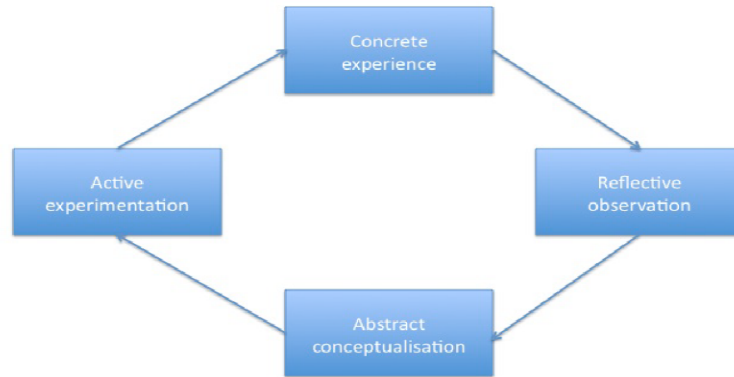
In the situated perspective, learning is viewed as a social activity and a community practice. It emphasizes interpersonal relationships in knowledge building along four aspects of learning. They include community, identity, meaning, and practice. Figure 4 illustrates the interactions and roles of learning in community practice.

Figure 4

Components of Community Practice

Given (2002) describes five natural learning systems of the brain: emotional, social, cognitive, physical, and reflective. The linkages between these systems involve the basic psychological needs to be, to belong, to know, to do, to experiment, and to explore. For example, the brain's emotional learning system stimulates passion for learning. Teachers can nourish emotional learning by serving as a mentor, demonstrating sincere enthusiasm for their subject,

guiding students toward reasonable personal goals, and supporting them in becoming whatever they are capable of becoming. Social learning promotes personal vision through collaboration. Generally, students want to belong to a group, to be respected, and to receive positive attention. Teachers thus should encourage communities of learners where interpersonal relationships thrive and students collaborate on authentic decision making and problem solving (Given, 2002). The cognitive learning system develops knowledge and skills, such as reading, writing, and calculating, without which students cannot achieve their full academic potential. To teach these skills, teachers must act as learning facilitators and students as authentic problem solvers and decision makers. The physical learning system transforms vision into reality. To encourage this effort, teachers can propose tactual and kinesthetic learning activities that engage students in learning. Finally, the reflective learning system ensures that the other learning systems produce efficient results. To encourage reflection, teachers can use metacognitive learning activities where students consider what worked, what did not work, and what needs improvement (Given, 2002).

Glickman (2002, p. 7) suggests three elements that directly influence learning: the content itself, the teaching method, and the assessment of student learning. Each element is fundamental in formal or non-formal leadership development. Biro (2013) indicates that the process of becoming a leader involves (a) taking an inventory of oneself to create a personal roadmap to action, (b) knowing and identifying options, (c) following passions, (d) putting first things second, and (e) teaching to learn.

Summary

This literature review presents a broad view of theoretical, pedagogical, and organizational models that may be present in leader preparation programs, including their design

and delivery. Leader preparation programs can be strengthened by questioning assumptions about the nature of leadership, by assessing the skills required, and by using appropriate pedagogical approaches that convey the knowledge and skills students are expected to master (Denhardt & Campbell, 2005).

Chapter 3
Methods

This chapter describes the two academic institutions in this study, the University of the Virgin Islands and the International Center for Studies in Creativity at Buffalo State University in New York. It then focuses on the (a) rationale for choosing qualitative research, (b) research paradigm, (c) research design, (d) researcher as instrument, (e) participants, (f) sampling procedure, (g) recruitment procedure, (h) data collection, (i) data analysis, (j) data management, (k) research trustworthiness, and (l) ethical considerations.

University of the Virgin Islands

Founded in 1962, UVI is a public, co-ed, land-grant, Historically Black College and University in the U.S. Virgin Islands. Accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, UVI is a learner-centered institution dedicated to the success of its students and to enhancing the lives of the people in the U.S. Virgin Islands and the wider Caribbean through excellent teaching, innovative research, and responsive community service. Approximately 2,500 students are enrolled in its two campuses, the St. Thomas Campus and the Albert A. Sheen Campus on St. Croix Island. The university offers 47 undergraduate and graduate degree programs across its five colleges and schools, including the College of Liberal Arts and Social Sciences, College of Science and Mathematics, School of Business, School of Education, and School of Nursing. UVI also has a Global and Graduate Education PhD program. The university provides a uniquely multi-cultural, international, entrepreneurial, and intellectually stimulating environment for educating future leaders (UVI brochure, 2020). In response to the Covid-19 pandemic, the UVI Online Division recently established courses that are fully online and accredited by the Middle States Commission for Higher Education.

Buffalo State University

Founded in 1871, Buffalo State University of New York is a community of learners, scholars, leaders, and global citizens. The Buffalo State community celebrates diversity and works to achieve excellence, life transformation, and global change (Buffalo State brochure, 2020). Accredited by the Middle States Commission on Higher Education, Buffalo State provides the academic foundation for leaders in all fields, including science, politics, education, art, and innovation. Approximately 8,658 students are enrolled in 79 undergraduate and 64 graduate degree programs across five academic schools, 36 academic departments, and nine centers. The academic schools include the School of Arts and Humanities, School of Education, School of Natural and Social Sciences, School of the Professions, and Graduate School. The academic departments include Adult Education, Anthropology, Art Conservation, Art and Design, Biology, Business, Career and Technical Education, Chemistry, Communication, Computer Information Systems, Creativity and Change Leadership, Criminal Justice, Earth Sciences and Science Education, Economics and Finance, Elementary Education, Literacy, Educational Leadership, Engineering Technology, English, Exceptional Education, Fashion and Textile Technology, Geography and Planning, Health, Nutrition, and Dietetics, Higher Education Administration, History and Social Studies Education, Hospitality and Tourism, Mathematics, Modern and Classical Languages, Music, Philosophy, Physics, Political Science and Public Administration, Psychology, Social and Psychological Foundations, Social Work, Sociology, Speech-Language Pathology, and Theater. The centers include the Career Development Center, Center for China Studies, Center for Health and Social Research, Community Academic Center, Great Lakes Center, Information Technology Exchange Center, Institute for Community Health Promotion, ICSC, and the Small Business Development Center. ICSC cultivates skills in creative

thinking, innovative leadership practices, and problem-solving (Buffalo State brochure, 2020).

Created in 1967, ICSC is the first center in the world to teach creativity at the graduate level, and

it now offers a graduate certificate and Master of Science in creativity for change leadership,

both on campus and online.

Rationale for Qualitative Research

A main objective of qualitative research is to understand the meaning participants make of

their experiences (Bodgan & Biklen, 2011; Lincoln & Guba, 1988). Discovering meaning in the

way people understand themselves and their world is the raison d'être of qualitative research

(Manning, 1992). Marshall and Rossman (2011) and Rosenthal (2016) suggest that this method

can help answer "why" people engage in actions or behaviors. Using open-ended questions that

help generate multiple perspectives (Berkwits & Inui, 1998), qualitative research offers a deeper

understanding and ability to explore topics in detail (Hammarberg et al., 2016) in a cost-effective

way (Marshall & Rossman, 2011). The qualitative research method is appropriate for this study

because it provides opportunities to explore the organizational and pedagogical models of the

selected leader preparation programs.

Paradigm Underpinning the Research

The concept of paradigm can be defined as a basic meta-theoretical assumption that

underwrites the frame of reference, mode of theorizing, and modus operandi of the social

theorists who operate within them (Burrell & Morgan, 1979). In other words, a paradigm can be

derived from the researcher's orientations to ontology, epistemology, methodology, and

axiology. These orientations can be delineated into post-positive, constructive, interpretive, or

critical (Guba, 1990). Based on that, a research paradigm can be defined as a set of common

beliefs and agreements shared among scientists about how problems should be understood and addressed (Bloomberg & Volpe, 2016).

The present study employed the interpretivist paradigm. Rooted in realist ontology, interpretivist research acknowledges multiple realities (Haverkamp & Young, 2007). The interpretivist is concerned about the subjective experiences of individuals (Denzin & Lincoln, 2008). Rather than rely on statistics alone, interpretivists use interviews, focus groups, and observations to explore the experiences, understanding, and perceptions of individuals (Thanh & Thanh, 2015).

Research Design

The present study employed a case study design. Yin (2018, p. 15) defines a case study as an empirical method that investigates a contemporary phenomenon in depth in its real-world context, especially when the boundaries between the phenomenon and the context may not be evident. Case studies generate a deep and multifaceted understanding of a phenomenon in a specific context (Yin, 2011; Zach, 2006; Zainal, 2007). Moreover, this method of inquiry captures multiple realities that are not easily quantifiable (Hancock & Algozzine, 2016). This design is appropriate in the context of leader preparation because it generates subjective insights about how each program is structured, the rationale for its existence, and the kinds of pedagogies or andragogies used in each program (Bloomberg & Volpe, 2016; Creswell, 2013; Merriam, 1998; Yin, 2018).

Researcher as Instrument

In a qualitative study, the researcher serves as the primary instrument for gathering and analyzing data (Barrett, 2007; Merriam, 1998). Consequently, in this study, the researcher collected, analyzed, and interpreted the data to ensure validity (Bahrami et al., 2015; Råheim et

al., 2016). This process promotes in-depth understanding of the phenomenon under study and requires the researcher to create a conversational space to ensure fruitful interactions (Owens, 2006; Pezalla et al., 2012). Conversational interviewing also allows the researcher to generate verbal data informally (Given, 2008). Lincoln and Cuba (1985) describe six critical characteristics of the qualitative researcher:

1) Responsive to environmental cues and able to interact with the situation

2) Able to collect information at multiple levels simultaneously

3) Perceives situations holistically

4) Processes data as soon as they become available

5) Provides immediate feedback and requests verification of data

6) Explores atypical or unexpected responses

As previously noted, this research involved semi-structured interviews, focus groups, and document analysis. Semi-structured interviews and focus groups are qualitative methods of inquiry in which the researcher asks informants a series of predetermined but open-ended questions (Given, 2008), which generate textual data about the informants' own views (Creswell, 2016; Marshal, 1996). Document analysis assigns meaning to these data (Bowen, 2009) to interpret its literal meanings and significance (Scott & Smith, 2005).

Participants

Participants in this study were faculty members serving as academic leaders in leader preparation programs. The responsibilities of the participants in their respective institutions were critical to provide first-hand, in-depth information about the design, development, management, and implementation of the programs. Twelve participants (six from each university) were selected based on their availability and willingness to contribute to the study. Participants had to

be at least 18 years old and a member of the faculty or staff at the listed institutions. Eligible institutions had leadership programs that (a) were at least three years old, (b) accessible to foreign students, (c) included clientele from higher education, corporate, nonprofit, and government organizations, and (d) had curriculum objectives, course outlines, learning modules, learning activities, evaluation methods, innovative content, and creative pedagogy or andragogy.

Sampling Procedure

The researcher used purposive sampling to conduct this study, also referred to as "non-probability sampling" or judgmental, selective, or subjective sampling (Creswell, 2013; Onwuegbuzie & Leech, 2007). With purposive sampling, the researcher applies specific criteria to define the sample (Palinkas et al., 2015; Tongco, 2007). In this study, five universities were approached, and three chose not to participate due to the Covid-19 pandemic. Thus, participants were selected from the PhD CLIC program at UVI and the Master of Science Program of Creativity for Change Leadership at the ICSC of Buffalo State University. These programs provide a variety of approaches with respect to their designs (Darling-Hammond et al., 2007).

Recruitment Procedure

Participants were recruited during the summer of 2020. Prior to data collection, the researcher emailed the deans, department chairs, and directors to request permission to conduct this study in their institution (see Appendix A: Letter to the Administrators). Participants were also contacted via email (see Appendix B: Letter to Faculty/Administrators). To ensure participation, the researcher followed up with phone calls (Appendix C: Telephone Script). The researcher followed the UVI institutional review board protocols.

Data Collection Techniques

Data collection comprised interviews, focus groups, and document analysis. Semi-structured interviews were the primary data collection technique to explore themes and responses within the context of the leader preparation program (Creswell, 2013; Englander, 2012). This method also enables both the researcher and participants to become acquainted in an informal manner, thus promoting a working relationship (Marshall & Rossman, 2011; Strauss & Corbin, 1990). Twelve participants were asked open-ended questions. Each participant was interviewed for approximately 45 minutes (see Appendix D: Interview Questions). The interviews covered program administration, including faculty organization, admission requirements, admission processes, student evaluations, cost, internships, and graduation requirements, as well as pedagogical aspect of the programs, including teaching methods, learning support, educational theory, academic performance, and evaluation.

The focus group is a valuable alternative to other data collection techniques, such as individual interviews or participant observation (Kitzinger, 2005), because it engages the researcher and participants in a collective activity to explore a particular set of issues (Stewart et al., 2015). This study conducted two focus groups. For each, six to seven participants were invited to share their experiences, opinions, beliefs, wishes, and concerns about the program from a variety of practical and theoretical perspectives (see Appendix E: Focus Group Questions).

Document analysis included assessing prospectuses, curricula, course syllabi, course materials, and content posted on the university websites and then categorizing them according to themes, similar to how focus group or interview transcripts are analyzed (Bowen, 2009). Standards developed by the University Council for Educational Administration for program

quality criteria also were used. This method provides a great deal of information for the researcher to understand the topic (see Appendix F: Document Analysis).

Data Analysis Procedures

Data analysis began with an initial reading and re-reading of the transcripts, focusing on what Creswell (2013) refers to as "meaning themes" and reviewing the general descriptions given by participants. Next, data coding was used to identify passages in a text or data related to certain concepts. After coding, categories were generated to group data into meaningful patterns, followed by developing themes and patterns using a programmatic, step-by-step method to create a comprehensive view. With this view, testing the emergent themes involved a cross-analysis and triangulation of data. After searching for alternative explanations, the analysis concluded with the writing of this report (Marshall & Rossman, 2011).

Data Management

Data management is significant in qualitative research. It is a challenging, integral, and vital part of the qualitative research process (Lewis-Beck et al., 2003) that encompasses human subject protection, confidentiality, data storage, record keeping, data ownership, and data sharing (Lin, 2009). All data collected in this study will be kept in a secure place and will be destroyed three years after the dissertation defense.

Trustworthiness

Trustworthiness in qualitative research can be defined as evidence of high credibility. Qualitative research is subjective and consequently subject to researcher bias. Because of that, this researcher used several tactics to ensure trustworthiness, including credibility, transferability, dependability, and confirmability (Cope, 2014; Creswell, 2013; Elo et al., 2014). Cope (2014) recognizes credibility as a fundamental issue in qualitative research. To ensure

credibility, a peer review of the study findings was conducted. Additionally, triangulation was employed to test data validity by converging information from different sources to develop a comprehensive understanding of the studied phenomenon (Carter et al., 2014; Patton, 2001). Triangulation also confirms completeness of the data (Breitmayer et al., 1993). The principles of transferability or external validity explore the possibility that the results might be transferred to another context (Houghton et al., 2013). To guarantee transferability, in-depth descriptions of the research context, processes, participants, and researcher-participant associations are included (Creswell, 2013). To ensure dependability of the analytic process (Golafshani, 2003), comprehensive justifications of both theoretical and methodological outcomes and selections throughout the research process are included (Creswell, 2013) so that future researchers can develop similar studies. Confirmability can be defined as the degree of objectivity in the research study's findings (Golafshani, 2003). The findings of this study depend on the data collected during interviews, focus groups, and document analysis. To ensure objectivity, the findings are shown to be the result of the research, rather than biases or prejudices (Bloomberg & Volpe, 2016).

Ethical Considerations

Participants' rights were protected during this qualitative multi-case study (Eide & Kahn, 2008; Munhall, 1988; Raudonis, 1992). The researcher maintained the rights and privacy of the participants while also considering cultural sensibilities, values, and the quality of the scientific implications of the research (Kaiser, 2009; Orb et al., 2001). Prior to taking part in the study, participants were invited to sign a consent form explaining the purpose of the study. They were informed that participation was voluntary and that they could withdraw from the study any time without penalty and that all information provided would remain confidential (see Appendices G

and H for interview and focus group consent forms). To maintain confidentiality, the names of the faculty members were replaced by fictitious names (see Appendix I: Tracking Information for Research Participation). Finally, prior to data collection, the research proposal was submitted to and approved by the UVI institutional review board (see Appendix J: IRB Approval).

Summary

  This chapter provides a brief description of the participant institutions and the research method used to understand how leader preparation programs are structured and organized. It describes the qualitative case study design, including 12 semi-structured interviews, two focus groups, and document analysis. Data were analyzed using NVivo software.

Chapter 4
Findings

The purpose of this qualitative study was to explore the organizational and pedagogical models of the CLIC doctoral program at UVI and the ICSC Master of Science in Creativity and Change Leadership. The main research question was "How are the University of the Virgin Islands and the International Center for Studies in Creativity leadership preparation programs organized to prepare prospective leaders"? From that question, three sub-questions were developed: (a) what are the organizational structures of these programs? (b) what instructional methods do they use to develop both leadership literacy and leadership competency? and (c) are there similarities and differences between these leader preparation programs?

Case Study Results

The CLIC PhD program at UVI is an interdisciplinary program created in 2016 to prepare executives, middle and senior managers, and other institutional leaders in higher education and related human services agencies to respond effectively to the challenges posed by rural, urban, and metropolitan communities in a pluralistic society undergoing sustained social, economic, and political challenges. The ICSC Master of Creativity and Change Leadership program was created in 1967 to help individuals reach their creative potential through diverse programs in creative thinking, innovative leadership practices, and problem-solving. It provides tools to develop creativity and foster positive change. Students can participate on campus, via distance learning, or a combination of both.

To understand the organizational structures of the two programs, the instructional methods used to develop leadership literacy and competency, and the similarities and differences between programs, the researcher used interviews and focus group discussions. The researcher

transcribed and analyzed the interviews coding using In Vivo software and then identified

emerging themes and systematized them into organizational categories.

Eight themes emerged from the data analysis. Theme 1 investigates the conceptual

framework. Theme 2 presents the philosophy of the programs. Theme 3 examines the

organizational structure of each program. Theme 4 looks into the pedagogical models of each

program. Theme 5 discusses the pedagogical strategies to develop leadership literacy and

competency. Theme 6 examines the instructional design methodologies to deliver the programs.

Theme 7 involves the learning support available to ensure authentic learning. Finally, theme 8

analyzes the effectiveness of both leaders' preparation programs. Table 2 summarizes the

themes.

Table 2

Primary and Secondary Themes Derived

Primary Themes	Secondary Themes
Theme 1: Conceptual framework	Defining leadership
Theme 2: Programs philosophy	Organizational structure of the programs
Theme 3: Organizational models	Components of the programs
Theme 4: Pedagogical models	Instructional delivery methods
Theme 5: Pedagogical strategies to develop leadership literacy and competency	Computer-supported collaborative learning and virtual learning environments
	Chats and discussion forums
Theme 6: Instructional design	Evaluation of learning processes
Theme 7: Learning supports	
Theme 8: Effectiveness of leader preparation programs	

Theme 1: Conceptual Framework and Defining Leadership

For some, leadership is a constructed notion. For others, it is the way powerful

individuals in society control others. In talking about the notion of leadership and what it meant

for each participant and for organizations in general, the UVI focus group offered several

perspectives. One participant understood leadership as a collaborative approach to execute the mission and vision of an organization, stating that "It is motivating a team to work together so that they could work to change the situation that is specified in the mission and vision of the organization." Values mentioned included empathy, mutual help, participation, solidarity, communication, assumption of responsibilities (social and civic competence), favors metacognition, awareness of one's own mistakes, self-regulated learning (competence to learn how to learn), and oral and written communicative interaction (linguistic competence).

Another participant defined leadership as inspiring individuals to work together in a group. Besides contributing to the development of competencies and the improvement of academic performance, leadership favors teamwork, interpersonal relationships, and social skills. It improves classroom and intergroup relations, inclusiveness, attention to student diversity, self-awareness, and positive interdependence to achieve a common goal.

> A team that works together inspires members very often to do things they couldn't do alone. Teams are necessary, people doing something together. Leadership is that invisible force that allows this team a purpose to grow together. (UVI faculty member)

Others described leadership as accomplishing a goal with other people by aligning vision or guiding people to do what they have to do. Another argued that leadership puts resources into action to accomplish goals by "bringing creativity, innovation, and eventually change in the organization. The process involves the cohesiveness of the entities involved in the activities for accomplishing the mission and sensitivities to desperation of the activities and ultimately the organizational change." Leadership also reflects a dominant worldview of hierarchy, control, inequality, and competition. In every industry and sector, leaders are faced with the need to achieve growth, define new products and services, enter new markets, create better business

models and internal processes, and develop new strategies to address existing needs. As one participant said,

>Under the indigenous worldview that guided us for 99% of human history, leadership emerged in egalitarian, non-hierarchical, or reverse dominance-based systems with only the priority of caring for others. (UVI faculty member)

Participants from the ICSC focus group discussed their concept of leadership as well. One participant recognized some controversies in term of how creative leadership is constructed: "We certainly have leaders and followers. I think our point of view is to look on creative leadership and what behaviors a leader can do to foster creativity, innovation and involvement in organizations." Another discussed leadership as a constructed notion and reiterated the relevance of creativity and change leadership:

>So, when I am going to the lens of leadership, I looked at it as a constructed notion. I am looking that leaders are constructed through various ways of operating, through their effectiveness, their trades, training, attitudes. In a program like ours, leadership is in a service of creativity that should be considered absolutely critical for effective change leadership. So, for me, as I look at leadership, I am not trained in the classic field of leadership where there are a lot of different concepts related to leadership and research, and it is a solid discipline of leadership. I come with this expertise of creativity. Through that, I see leadership as something that each person at whatever level they are at can portray in different situations. So, I subscribe to several leadership theories, including relational, transformational. But creative leadership is something that I think at the center, particularly the work of Gerard Puccio and others, where that concept is becoming even

richer through the field of creativity. So, their contributions to the field of creativity are

very rich. (ICSC faculty member)

Another elaborated on Northouse's (2018) classic definition of leadership as "a process whereby

an individual influences a group of individuals to achieve a common goal:"

At the ICSC, our primary focus is creativity. It is quite an expansive view of creativity

that involves individuals. It involves groups. It involves process. And it often involves

outcomes that are goal directed. It involves goals, goals attainment, leading ourselves,

understanding and leading or bringing others to help achieve some important things. It

has all of these attributes. We come at it from the notion of creativity and from the

mastering of individual and group understanding and development we even can serve as

leader whatever community we are part of. So, from the theoretical framework, I guess

transformational and creative pull together create that creative leadership strand. (ICSC

faculty member)

One participant referred to the seminar in change leadership (course CRS 635), stating

that the study of creativity is also the study of leadership; thus, the ICSC program enhances

creativity by training students to face problems, embrace change, and develop sufficient

capacities to improve their situations. By awakening curiosity, confidence, and creative talent,

students overcome fears of failure, seek solutions and sources of inspiration, and develop

competency to face life's challenges:

For me, I would like to say it is transformational and is also authentic leadership in term

of the ability to eliminate self-imposed constraints. You understand the possibilities that

exist because you try. Creativity opens up so many other avenues for people to lead

appropriately. (ICSC faculty member)

Someone else commented that the whole leadership aspect is metacognitive, allowing one to consider their thinking, self-awareness, language, and behavior in the environment of the people they lead and to focus on facilitative leadership.

Theme 2: Program Philosophy

The UVI focus group discussions revealed several perceptions about the philosophy of the program. Participants indicated that the CLIC 805 class invites guest speakers that use phenomenology and social construction, but they also emphasize the servant leadership approach where leaders act as servant. From a socio-constructivist viewpoint, they prefer "decentralized leadership:"

> To be decentralized, we need a leadership strategy to support allowing people in your organization to take actions. A customer service orientation in the organization. For example, Southwest Airlines that create a metaphor of a gardener who is growing and creating capacity and autonomy in the organization. (UVI faculty member)

Participants also highlighted the importance of the creativity domain in education leadership and in the dissertation processes. One participant talked about the indigenous worldview as another key characteristic of the UVI program. The indigenous worldview is important for program administrators who design leader preparation programs, especially the UVI doctoral program, which prepares scholars from different background to serve their specific community.

Four strands characterize the ICSC master's program: foundations, research, process, and attitudes. During the ICSC focus group, participants emphasized the importance of creative leadership in organizational effectiveness and creativity as an applied science. As one participant indicated, "We believe that all people are creative. All people have access to human creativity: Beacon theory of fundamental beliefs and experiments. That conceptual framework guides a lot

of our work at the ICSC program." During the focus group discussion, participants emphasized human creativity. Beacon theory seems to align with the philosophical beliefs of the program.

Additionally, both the UVI and ICSC programs embrace a collaborative learning philosophy to prepare individuals to acquire leadership capacities and competencies. Collaborative learning methodologies recognize the potential to promote active learning by stimulating critical thinking, interaction skills development, information negotiation, problem-solving, and self-regulation. These ways of teaching and learning, according to its defenders, make students more responsible for their learning, leading them to assimilate concepts and build knowledge more autonomously. In the words of an ICSC faculty member, the seminar in change leadership (course CRS 635) has the following aim:

> The philosophy is to get students involved in the learning process. When working cooperatively in the classroom, a fundamental element is the formation of groups. The criteria for their composition are maximum heterogeneity in the performance of reasoning, ethnicity, gender, special needs for educational support, etc. For this, different dynamics of group cohesion, such as formal and informal groups and base groups, are carried out. (ICSC faculty member)

These groups encourage active participation and improve performance throughout the school year by seeking integration, balance, and mutual support of all members. To achieve a better internal organization of the base teams, as well as positive interactions and equitable participation, roles are established with different functions:

> My philosophy is that I have to get students involved. That's why I hate the term "lecturer." It is like I am going to talk to them for hours. And that is never the case. I believe in interactive teaching. I like doing things with students. I also believe in service-

learning aspect in the community. I work to have contact with partners in the community where students will serve. As creative students, they have to apply what they have learned in class. It is learning how to work with different kinds and different levels of people. I hold the students to a business standard (vision, mission, goals, and objectives), where they set goals that they want to accomplish for the semester. They make plans for what they are going to concentrate on. They set up a team that watches student work and notices when they achieve. (ICSC faculty member)

A fundamental idea of this approach is that knowledge is built when people interact and not through the transference of information from the teacher to the student. In opposition to this traditional teaching approach, which is still common in schools, these proposals recognize each student's prior knowledge, experience, and understanding of the world. As one ICSC faculty member noted, "The philosophy is helping every individual reach their creative potential. Our philosophy is very local. We are also committed to assist individuals who might need assistance to make them ready for this program."

Theme 3: Organizational Models of the Programs

The UVI CLIC PhD program faculty members include men and women from various American universities, including Buffalo State University, Fielding Graduate University, UVI School of Education, and Georges Madison University. In the UVI focus group, various participants indicated how the programs were organized to achieve objectives. One identified the program as transdisciplinary with research aims oriented toward generating new knowledge. Another described it as an interdisciplinary global program and highlighted collaborative initiatives with the previously mentioned universities. The ICSC program serves as a reference, a center for information about creativity and community training, and a campus facilitator. It

brings creative leadership strategies to the Virgin Islands, to Africa, and around the world. Additionally, ICSC has signed a Memoranda of Understanding with four universities in Taiwan, Canada, and Central America to help them develop creativity curricula.

In the ICSC focus group, a participant highlighted transformational leadership as one element in the organizational structure of the program. Another participant identified diversity, citing practicing professionals as essential to the leadership program:

> They have a leadership program that is a yearlong program. They take people who are active members, such as public health. They do a series of six or eight four-day intensives with individual coaches that are in the cohort team. They cannot go to another program as an individual. They work in health change. The team has coaches, instructors, and coordinators. At ICSC, we have full-time faculty, adjunct faculty, and part-time faculty. We have staff who coordinate the program, and students are able to apply their skills in the field. We also have an informal network where students apply their skills in application. (ICSC faculty member)

Both programs use the cohort model, and the ICSC program also uses a residency model. A focus group participant mentioned the flexibility of this organizational structure, noting that the distance program emphasizes the personal needs of students. Another participant said that students often share information and co-facilitate interactions together. Table 3 compares the organizational models of the two leadership preparation programs:

Table 3

Organizational Models

Sub-Themes	University of the Virgin Islands PhD Program	International Center for Studies in Creativity Master's Program
Cohort Model	X	X
Residency Model		X

As one UVI participant indicated in an interview, the cohort model requires all admitted students to complete the same courses in a 36-month period. Although the final dissertation project is completed at the end of doctoral studies, its planning, preparation, and refining are interwoven throughout the 36 months.

> Students will be required to develop a two-year plan, which identifies a balance between their coursework and professional work at their home or host institution or agency. It is imperative that this plan is developed to facilitate high performance and sustainable productivity in the student's life during enrollment in this program. (UVI faculty member)

Several UVI participants mentioned that the cohort model addresses the needs of adult learners who have other professional commitments so that they can fit the program into their lives and work toward personal and professional growth.

> The PhD cohort model informs students of expected outcomes and the academic program of study in advance and upon enrollment. Students receive personalized guidance from faculty to ensure completion of the academic program on time and on task. To this end, students have access to the support of faculty resource coaches who are designated to help with dissertation preparation, comprehensive examination preparation, written and oral communication, and other areas related to personal and professional guidance. Students learn academic theories as well as real-world experiences from each other and the faculty who are either trained academicians, practitioners in the field, or visiting scholars and leaders. (UVI administrator)

The UVI program consists of four categories of courses. Six core curriculum courses comprise 18 credits and serve as the foundation for advanced study of organizational leadership. Three courses in research methods (nine credits total) prepare students for research. A capstone dissertation (15 credits) allows students to prepare and defend their dissertation. Three specialized tracks (18 credits) let students choose a partnership with the ICSC, Fielding Graduate University, or UVI School of Education.

The six core curriculum courses (3 credits each) are offered during the student's first year. Courses include Leadership Theory and Creative Practice (CLIC 800), Sensemaking, Creativity, and Innovation in Leadership (CLIC 801), Organizational Theory and Analysis (CLIC 802), Ethics and Social Justice in Leadership (CLIC 803), Innovation by Design (CLIC 804), and Communicative Leadership (CLIC 805). The research method coursework comprises three courses (three credits each) in the second year of the program. Students complete all three courses: Qualitative Research Methods (CLIC 806), Quantitative Research Methods (CLIC 807), and Action and Participative Research Methods (CLIC 808).

The specialization track comprises three PhD tracks: Creativity and Leadership for Change, in which graduates receive a PhD from UVI and a graduate certificate from Buffalo State University; Organizational Development and Leadership, in which graduates receive a PhD from UVI and a graduate certificate from Fielding Graduate University; and Educational/Academic Leadership for Change, in which graduates receive a PhD from UVI. The Creativity and Leadership for Change track comprises six courses of three credits each offered directly by ICSC faculty. The six courses are Foundations of Creative Learning (CLIC 812), Principles in Creative Problem Solving (CLIC 813), Creativity Assessment Methods and Resources (CLIC 814), Facilitation of Group Problem Solving (CLIC 815), Creativity and

Change Leadership (CLIC 816), and Current Issues in Creativity Studies (CLIC 817). The Organizational Development and Leadership track has five courses offered by faculty from Fielding Graduate University: Online Learning Orientation (CLIC 818; 0 credits), Organizational Development: Origins, Evolution, and Current Practices (CLIC 819; 4 credits), Leadership: Theory and Practice (CLIC 820; 6 credits), Leading by Design: Theory and Practice (CLIC 821; 4 credits), and Group Dynamics: Effective Teams and Group Development (CLIC 822; 4 credits). The Educational/Academic Leadership for Change track has six courses of three credits each offered by faculty from the UVI School of Education: Administration and Supervision of Literacy Programs (CLIC 823), Globalization and Education (CLIC 825), Organizational Behavior in Educational Leadership (CLIC 824), Creative Educational Leadership for a Changing World (CLIC 826), Policy Studies in Educational Leadership (CLIC 827), and Ethics in Educational Leadership (CLIC 828).

The fourth category of courses for this program, the capstone category, leads to completion of a dissertation. These courses are offered beginning in the first year. To graduate, students must complete 15 credits according to three milestones, under the supervision of the dissertation committee. For Capstone/Dissertation I (CLIC 809), students receive five credits by completing a cursory reading of the literature, identifying possible dissertation topics and potential problem statements, and researching sources. They also complete the literature review and select a dissertation topic with research questions. For Capstone/Dissertation II (CLIC 810), students receive five credits after identifying a research model, with academic support from the dissertation committee, and defending it. After the approval from the UVI institutional review board, students collect and analyze the data and draft the findings. For Capstone/Dissertation III

(CLIC 811), students receive five credits and fulfill the PhD requirements by finalizing their conclusions and recommendations and completing and defending their dissertation.

The Master of Science degree in Creativity and Change Leadership consists of three major areas of coursework. These areas include the foundations of creativity, such as assessing and defining creativity, models of theories, and creative behavior; creative problem solving and facilitation, including learning, applying, and teaching creative problem-solving tools; and research, development, and dissemination, including involvement with research departments for a master's project or master's thesis. The required courses are grouped in three categories: core, research method, and electives. Core courses for foundations of creativity are worth three credits and include Principles in Creative Problem-Solving (CRS 559), Foundations of Creative Learning (CRS 560), Creativity Assessment: Methods and Resources (CRS 620), Facilitation of Group Problem Solving (CRS 610), Current Issues in Creative Studies (CRS 625), Creativity and Change Leadership (CRS 635), and Foundations in Teaching and Training Creativity (CRS 670). The research method coursework includes Master Project (CRS 690; 3 credits) and Master Thesis (CRS 795; 6 credits). After completing the core coursework, students select two to four elective courses, each worth three credits: Creative Teaching and Learning (CRS 530), Independent Study (CRS 590), Advanced Cognitive Tools for Creative Problem Solving (CRS 520), Organizational Creativity and Innovation (CRS 619), and Designing and Delivering Creativity Education (CRS 680).

Theme 4: Pedagogical Models of the Programs

Each faculty member is encouraged to formulate a unique approach to teaching. As a UVI faculty member noted in an interview, the UVI program uses adult learning (andragogy) approaches to encourage self-directed learning (heutagogy):

We have a strong emphasis on praxis in our School of Leadership Studies as well. Our "distributed learning" approach, which is a combination of Moodle, email, and telephone work, allows for much flexibility. Instructional methods vary from faculty to faculty. (UVI faculty member)

Table 4 presents compares the instructional delivery methods utilized in the two programs:

Table 4

Instructional delivery methods

Sub-Themes	University of the Virgin Islands PhD Program	International Center for Studies in Creativity Master's Program
Face to face		X
Online	X (virtual classes)	X
Distance	X	X
Digital	X (Zoom classes)	X (live chats, instant messaging, social networking, blog and forums, applications, and webinars)
Blended model	X (combination of classroom teaching and online classes)	X

The face-to-face model requires students to be in the same location at the same time. This model facilitates many-to-many, one-to-many, and one-to-one interactions. The online model refers to e-learning over the internet and using print, video, and computer materials to deliver the training. This model is mediated, time- and place-independent, and facilitates one-to-many and one-to-one interactions between teachers, tutors, and students. Social media platforms, such as wikis, blogs, Facebook, Twitter, and Instagram can be used to deliver teachings. The blended model combines all methods to promote meaningful and motivational learning. The blended model is mediated, interactive, and facilitates multiple interactions. This model also is consistent with the values of the two leadership institutions and can enhance both the effectiveness and efficiency of students' learning experiences.

Theme 5: Pedagogical Strategies Used to Develop Leadership Literacy and Competency

Various pedagogical strategies to develop leadership literacy and competency were identified in the focus groups. In the UVI focus group, one participant observed that in CLIC 805, students worked on their own area of interest, which helped to develop multiple perspectives. Two participants raised the importance of faculty diversity and asserted that as they came from different areas, disciplines, and countries, they offered a broader worldview in terms of areas covered.

One ICSC participant highlighted four pedagogical strategies for developing leadership literacy. The first is having students compare theory with practice. The second is interacting with various internal and external community leaders to gain first-hand feedback on how to operate in their respective domain and to compare classroom learning with field expertise. The third is having students develop a portfolio of compelling articles, videos, and graphics about their own discipline and future roles. The fourth occurs at the end of the program, when students develop a portfolio of useful strategies to be applied in future practice.

Experiential learning combines environmental and individual factors and experiences to influence and facilitate the protocols for acquiring, enriching, and modifying student skills, knowledge, attitudes, values, opinions, understanding, and general behavior. As one ICSC faculty member said,

> We approach creativity as applied science, applied set skills that integrate theory and application, experiential learning under the principle of adult education, and a synchronous approach using platforms like Zoom. (ICSC faculty member)

Both programs use the collaborative learning approach. The main objectives of this student-centered approach are promoting the teacher as facilitator, developing metacognition

skills, and expanding learning through peer exchange. The underlying conception of this approach is that learning is achieved through group discussions and experimentation. Specific methodologies applied in the two programs include computer-supported collaborative learning and project-based learning.

The pedagogical value of information and communication technology is in the methodological situation in which its use is considered. In an increasingly connected society, technologies allow interaction and communication between people, including sharing information and cooperative learning. Technologies offer essential tools that promote debate, collective responsibility, teamwork, and easy access to sources of information and knowledge. The UVI hybrid program thus employs various virtual learning instructional methods, as mentioned by a CLIC administrator:

> Blackboard for uploading documents for discussions, submissions of assignments. Zoom to deliver the courses and lectures. Residency week that allows face to face interaction. In the Organizational Development and Leadership track, they use Moodle. In the Creativity and Change Leadership track, they use Blackboard Collaborate. In the Educational and Change Leadership track, they use Blackboard and Zoom. (CLIC Administrator)

Theme 6: Instructional Design

In the current competitive world, education can contribute to the formation of leaders and citizens committed to sustainable development. Experiential learning combines theory and application for a deep understanding of theory. ICSC faculty mentioned that their instruction focuses on experiential education at the graduate level, including instruction in theory with self-paced reading of the literature and readings on topics from practical experience. Collaborative

learning produces leaders committed to the development of a humane and just society. The collaborative learning methodologies applied in the two studied programs include group and team investigation, structured academic controversy, jigsaw class, and high-level thinking in heterogeneous classes.

Both the UVI PhD program and ICSC Master program apply the liberating evaluation model, which is best suited for a collaborative learning approach (Hoffmann & Borenstein, 2014). In this model, space and time are open for students to reflect on their role as real subjects of the construction and reconstruction of the taught knowledge. This model addresses a major problem in traditional learning where teachers simply give answers to students, which can lead to a distortion of the collaborative or cooperative proposal. Instead, the teacher and students share responsibility for relevant corrections, and thus everyone can confirm the information or correct the mistake. In this process, the teacher and students build a network, not a route. This method can develop students' autonomy and critical thinking, which are indispensable factors for collaborative learning. As a result, learning and assessment occur as a form of exploration where students participate, collaborate, create, and co-create, rather than recite.

In the two leadership preparation programs, five requirements help support this process: evaluation of group interactions, constant feedback, time for reflection, class evaluation, and demonstration of satisfaction with progress. The five requirements identify differences between cooperative learning and group work. In the words of an ICSC faculty member, the seminar in change leadership (CRS 635) feedback sessions are an essential part of the evaluation:

> We do a feedback session after the course in term of what they did well or what they didn't do well. Feedback on the service-learning project. I teach them how to provide feedback. I require it. I teach them how to do feedback. Another thing I do, I have a very

strong rubric for service learning. If you want to be a leader, a supervisor, a manager, you must know how to give feedback. This is a hard thing for everybody in a constructive way. That's why I teach them about the feedback process. That's for me a very important thing. If you don't give them feedback, how they will grow as a leader if you don't get feedback? The job of a leader is to build other leaders. Feedback is the breakfast of champions. This is what leadership is about. This is the method I use. Put them in a situation where they can be accountable. As adjunct faculty, because I have had service learning since 2007 for my classes, I have received awards both from the faculty service learning and from the service-learning department. (ICSC faculty member)

Essential procedures for individual assessment and personal accountability in cooperative processes include forming small groups, making individual tests, asking questions, requesting demonstrations, and observing group work. The group thus verifies the learning by asking members to demonstrate their understanding of the content. Students teach each other through peer tutoring. Table 5 presents the evaluation of the learning processes at both UVI and ICSC.

Table 5

Evaluation of the Learning Process

	Program Goals	Program Outcomes
UVI PhD Program	Offer a doctorate that institutional leaders and managers can complete without significant career interruption. Provide a trans-disciplinary curriculum focused on advanced topics in higher education leadership, business, public policy, and administration. Focus on core creative leadership competencies and applied research methodologies that address existing rural, urban, and metropolitan community concerns. Require students to conceptualize and develop dissertation strategies at the onset of their doctoral careers, thereby enabling them to complete their doctoral studies in 24 months. Create an intellectual context with ongoing professional development, research, and service to assume a normative dimension in the lives of educational leaders in our rural, urban, and metropolitan communities.	Demonstrates advanced understanding of leadership theory and practice in context Generates creative approaches to leader-based action and professional practice Analyzes multiple perspectives and arguments toward developing (and applying) a principled individual Presents as an authentic leader and team follower Has strong capabilities in critical consumption of scholarly research Evaluates and mindfully assesses multiple aspects of complex organizations toward generative solutions and appreciative results Synthesizes complex content and contextual knowledge into a coherent conceptual model and applied research framework Creates new guiding principles and approaches to lead others Presents as a highly capable and compassionate creative leader Designs, executes, and defends a scholarly project worthy of this highest academic credential
ICSC Master Program	Earn a unique academic credential that sets students apart as experts in the field of creativity. Enhance creative thinking skills and balance creativity theory and practice. Develop skills for the future to readily adapt to and lead change and facilitate creative problem solving in groups. Infuse creative thinking and creative problem solving into leadership skills. Push intellectual and personal boundaries. Learn cognitive habits to control change. Improve ability to lead diverse groups.	Provides innovative solutions to leadership challenges Understands and teaches effective collaboration Develops powerful interpersonal communication skills Influences change and leads diverse groups

Theme 7: Learning Support

Participants mentioned various categories of learning support to ensure development of students' leadership literacies and competencies: cognitive learning (knowledge processing), socio-emotional learning (social dimension of learning), motivational learning (external, internal), and metacognitive learning (planning of objectives, strategies, tasks, and times). In collaborative work, students take responsibility for their own learning in the classroom and develop metacognitive skills for individual learning. When students collaborate on an activity, they bring their own thinking schemes and perspectives to the activity. Each person can then negotiate and generate meanings and solutions through a shared understanding. The constructivist approach leads to an understanding of how learning can be facilitated by engaging in activities. This learning model emphasizes the construction of meanings via active participation in social, cultural, historical, and political contexts. As one ICSC faculty indicated in an interview,

> I provide a lot of office hours to my students where they can always get me. They can email me. Now, they can Zoom me. I make myself available for the students. Talking to them, challenging them, setting up a trust system for them. I invite them to come in. Some of them do. Some of them don't. If there is something wrong, they come and talk to me. (ICSC faculty member)

The crucial element of active participation is the exchange of experiences through dialogue, which promotes cognitive development. Knowledge is socially controlled, and the subject depends on social interaction for the construction and validation of concepts. Collaborative learning brings out the best in students, who together can act in ways that might not be available to them in isolation. As a UVI administrator indicated in an interview, this

support facilitates the learning process. An ICSC faculty further described the various learning support on campus, such as the online library support, but the main form of support for students was accessible faculty and advisors. An ICSC administrator indicated that students also had access to online materials, digital catalogues, books, journals, and resources. Another faculty member felt that the program, as a whole, has a clearly articulated vision and mission.

Collaborative learning does not deny the importance of the teacher-controlled lecture. Instead, it extends the traditional model to conceive knowledge as socially constructed through a joint effort to build and reconstruct meanings. In this view, the joint effort of students in solving tasks proposed by the teacher, as well as the exchange of knowledge and experiences, enhances learning and develops longer lasting knowledge than that obtained through traditional classes. Therefore, the methods of collaborative learning are ideal for innovative education and aligned with the demands of a knowledge society. This learning style is not intended to reduce teachers' workload and place greater responsibility on students. Rather, it is a teaching philosophy that promotes working, creating, and learning in a group as a skillset for long-term success.

Theme 8: The Effectiveness of Leaders' Preparation Programs

The focus group raised question about whether a leadership program adequately prepares graduates to cope with the changing realities of organizations and the various socioeconomic, cultural, and political contexts. In the UVI focus group, one participant was skeptical about the extent to which leadership programs contribute to changing organizational realities, arguing that it depends on the social and political environment: "It is the mission of the PhD program to bring the change wherever they are considering the political and social context. Students try to engage in the social political context. That is the efficiency and strength of the program" (UVI faculty member).

Another participant shared a similar opinion, asserting that the program cannot prepare students to face organizational challenges, but it can take them where they want to be if they prepare for it. A third participant agreed that the leadership programs are effective in preparing individuals to deal with organizational challenges.

> What we do in the CLIC 805 course, communicative leadership, is to help leaders. CLIC 805 helps students pay particular attention to the influence that this context has in their actions. Look at where to coordinate management meaning of their reality is constructed based on their own creation. Help to create a sense of their reality. Help to construct this reality together with skills and perception. If the leader understands context, their life world, they may have the possibility to. If a leader is going to make change in the organization, these are competencies they should have. (UVI faculty member)

Another participant agreed that the program has elements to help individuals prepare for future work, arguing that leaders emerge from other aspects of the program. Moreover, it offers opportunities to explore global residencies and observe social economic issues: "So, as for the question, I would say a program like the CLIC PhD can prepare graduates. That would be a good sense for them. It is about applying themselves in taking different elements from the program" (UVI faculty member).

Another agreed that the program provides students with tools to create, innovate, and manage change. Innovative mindsets and curiosity are promoted by focusing on the students' intuition and by embracing possibilities, searching for meaning, and seeking creative solutions. By providing a framework for innovation, the program encourages students to use their skills and knowledge to achieve their objectives. In so doing, it generates mastery of the techniques:

It comes with the environment itself. Change is coming very often. What comes today will not be the same tomorrow. Prepare graduates to cope with changes in organizations. It does in terms of the curriculum and skills to create, skills to innovate, skills to manage changes. They have to be able to deal with change in the environment. (UVI faculty member)

As one participant asserted, "Any leadership program is to make the candidates aware of change and how they can manage change. If the leadership program is not doing that, then I don't think it is accomplishing the purpose of the leadership program. So, the PhD program can adequately prepare the graduates to be aware of the dynamic of change and how they can manage and initiate change in their organization."

An ICSC focus group participant asserted that the effectiveness of the leadership preparation program was subjective:

It depends. From my perspective, I will say yes. Leaders are made, not born. Giving the tools for better leadership, a program based on practicum and feedback is what we do. Prepare students in the changing environment we are living in. So, we need to focus on change leadership by providing tools to the prospective leaders. (ICSC faculty member)

Another participant agreed that the program provides tools, methods, and experiences to rethink challenges and opportunities across various political and economic contexts. It breaks down barriers that inhibit innovation, including internal policies on destructive criticism and other barriers to creativity, by making training available to all teams. As one participant mentioned, "We are not defining clearly the political context of this specific moment we are living now. I think change leadership is critical. We have some tools; we have a way to help students go forward."

Another expressed reservation about the effectiveness of the program, arguing that the

graduate program prepared individuals to deal with multidimensional challenges. The program is

designed to train future citizens to engage in modern society and nurture leadership competence.

It breaks down paradigms and barriers that inhibit innovation, thus allowing changing points of

view across multidimensional issues. As one participant described it,

> I think our graduate program prepares individual to deal with the multidimensional
> challenges of the time we are living. But we can prepare students to internalize time, help
> them to understand themselves, understand the world. How should they do that in a
> couple of years? I do believe that the cognitive, affective, and metacognitive type of
> skills, tools, and approaches do our best. Sometimes faculty do a good job. We do ask
> students to internalize the practice of knowledge, practice of processes, skillsets they can
> bring into a large organization and practice them. (ICSC Administrator)

Similarities and Differences

Both programs emphasize creativity and leadership for change. They differ in their

organizational aspects. This section presents a cross-case analysis of the two selected programs,

including program descriptions, delivery methods, psycho-pedagogical approach, support, and

mentoring. Table 6 summarizes the comparative analysis of the two leadership preparation

programs.

Table 6

Comparison of the University of the Virgin Islands PhD Program and International Center for
Studies in Creativity Master Program

Sub-Theme	University of the Virgin Islands PhD Program	International Center for Studies in Creativity Master's Program
Program objectives	Prepares learners for leadership and to apply innovative practices in leading institutions and other complex human organizations	Credentials creativity through diverse programs that cultivate skills in creative thinking, innovative leadership practices, and problem-solving techniques
Admission requirements	Master's degree diploma GPA 3.5 on 4.0 scale Academic transcripts GRE or GMAT 3 letters of recommendation Personal statement 25 $ application fee Additional requirements for international students	Bachelor's degree GPA 2.5 or 3.0 preferred Academic transcripts 5 years of experience for distance students TOEFL score of 79 and/or a minimum 7.0 for IELTS band score for international students A brief bio-sketch 2 forms of experience Statement of intent form Additional requirements for international students
Category of coursework	Core curriculum coursework Research methods Specialization or track	Core curriculum coursework Research methods
Number of courses	18	12
Number of credits	60	33
Timeframe	3 years	2 years
Graduation requirements	Complete coursework requirements Comprehensive exam Dissertation proposal Dissertation defense	Complete coursework requirements Comprehensive exam Master project or thesis
Diploma awarded	PhD	M.Sc.

Strengths and Best Practices of the Programs

In the UVI focus group, four participants identified creativity and innovation as the greatest strengths of the leadership program. Another identified faculty diversity: "We have faculty coming from different universities, such as George Madison University. The other aspect is changing leadership. The educational / academic leadership for change track students has a class on globalization." In the ICSC focus group, a participant highlighted working with the community and mentorship activities as good academic practices. Another highlighted creative problem solving. A third posited that faculty consensus around theoretical philosophy and approaches to teaching was a strength of the program: "Faculty can understand and develop each other." One participant observed a regular gathering of the creativity expert exchange program, which invites graduates, alumni, and faculty to share their research and practice. Table 7 compares the strengths and challenges of the two programs.

Table 7

Strengths and Best Practices

University of the Virgin Islands PhD Program	International Center for Studies in Creativity Master's Program
Focuses on creativity and innovation to prepare leaders for the global environment Encourages student engagement and commitment Offers inter-university collaboration Promotes diversity and globalization Offers PhD dissertation defense over Zoom	Has 53 years of history Focuses on creativity to prepare leaders for the global environment Full-time faculty available Student-centered Promotes diversity and globalization Offers collaboration and community service learning

Challenges

Both UVI and ICSC have encountered significant challenges in delivering and managing their programs. Major challenges relate to diversity and COVID-19 management. The UVI program is relatively new, so administrators are concerned about the graduation rate, the

necessity to increase dissertation advisers, and recruiting full-time faculty to ensure the quality of the program. Among the common challenges highlighted included models of instruction that barely accommodate the needs of the current students:

> One of the challenges is Generation Z reality. Most of the students are young and born around 1997…. Sometimes, they refuse to do assignment. They prioritize their cellphone. Another challenge is diversity. During the last year, I have seen more issues with diversity in the college. Students seems having a bad attitude toward class assignments. (ICSC Faculty member)

Moreover, ICSC must address the workload associated with the large bureaucracy of Buffalo State University. Table 8 summarizes these challenges of the two programs.

Table 8

Challenges of the University of the Virgin Islands PhD Program and International Center for Studies in Creativity Master's Program

University of the Virgin Islands PhD Program	International Center for Studies in Creativity Master's Program
Relatively young program (5 years) No scholarships available Requires a formal internship Graduation rate Diversity and hybrid or blended program Students transportation and accommodation fees Need more qualified dissertation advisers Need to recruit full-time faculty member COVID-19 protocols and the associated global financial crisis	Pedagogy, dealing with student culture Diversity, especially among on-campus students Large bureaucracy at Buffalo State University Workload related to teaching the content of creativity COVID-19 protocols and the associated global financial crisis

Chapter 5
Discussions, Implications, and Recommendations

The primary purpose of this study was to explore the organizational and pedagogical models of two leadership preparation programs by examining their academic and non-academic best practices and their challenges. The main research question was "How are the University of the Virgin Islands and the ICSC leadership preparation programs organized to prepare prospective leaders"? Three sub-questions under this purpose were (a) what are the organizational structures of these programs, (b) what instructional methods do they use to develop both leadership literacy and leadership competency, and (c) are there similarities and differences between these leaders' preparation programs?

Program Philosophy

Leader preparation programs prepare students to play a significant role in fostering change in organizations and societies. How the philosophy of the program is developed and presented has a significant impact on both leadership literacy and competency (Beyer, 2009). Through such programs, students can develop career opportunities, gain management skills, and receive direction and encouragement. Students optimize their coordination skills, enabling them to undertake actions focused on results and to develop strategic thinking skills. One way to accomplish this is through the integration of programs, coursework, content, and learning activities that combine leadership theory and practices.

The UVI PhD and ICSC Master's programs each has a clear mission and vision that embraces the instructional leadership theory. As indicated in the literature, this theory deals with designing curricula, managing student behavior, assessing student academic performance, and supervising the work of teachers (Glickman et al., 2001; Rigby, 2014). However, the philosophy of the programs is not clearly articulated. It is important for program designers to define the

program philosophy, as recommended in the University Council for Educational Administration program quality criteria for master's and doctoral programs in educational leadership. Furthermore, both programs value diversity, with students from the United States, Haiti, Africa, Asia, and Pacific and Caribbean countries. Interactions between these diverse students promote conflict management and decision by consensus.

Another crucial element of these programs is collaboration between universities and students. ICSC works with several universities around the world, including the UVI CLIC PhD program, to develop the field of creativity. Collaboration allows professionals to generate new ideas and solutions (Hadwin et al., 2018). It also breeds creativity. The conceptual or theoretical component of collaboration helps to unlock individual potential to solve various leadership challenges. The programs also cater to people with different work and life experiences by structuring classroom and teaching processes to overcome racial and ethnic prejudices (Hadwin et al., 2018).

Organizational Models

The findings indicated that both universities use the cohort-based model (Barnett & Muse, 1993; Barnett et al., 2000) to design and manage their programs. Both programs attract mostly distance students from around the world. The cohort model presents some advantages, especially to students. For example, it allows students who have the financial capacity to complete the program in a timely manner, whereas other students can choose when to take various courses based on their budget. It also has some limitations (Barnett et al., 2000). All students do not have the same cognitive and academic capacities to complete the required classes in a specific time. Some students lack the cognitive capacity, time management skills, and self-discipline to pursue a regular and intensive study. Additionally, minority students may not be

able to afford the associated costs. Though timely, the cohort model is not convenient for professionals who work full-time, and many have left their respective programs. Students, especially adults and professionals, need a more flexible model.

In addition to the cohort-based model, the ICSC uses a residency-based model (Guha et al., 2017) for on-site students living in the Buffalo area. This model leverages technology to develop more efficient and effective delivery of content so that schools and organizations can meet market and societal demands. The residency model caters to students who commute, as it allows students to study and work. A drawback is that this program could take longer to complete, comparatively to the cohort model.

Two types of programs have been identified: traditional face-to-face (Black & Murtadha, 2007) and distance learning (Griffin et al., 2012; Grogan et al., 2009; Sherman & Beaty, 2007). In the traditional program, teaching is mostly course preparation and presentations conducted by faculty or an instructor. With distance learning, the pedagogical functions involve the production and dissemination of teaching materials and mentoring of students, and these functions are shared by several stakeholders (e.g., instructor, content expert, technology specialist). In addition to the administrative and technical services, other activities (e.g., design, production, and distribution of materials) must be executed in a cost-effective way.

Pedagogical Models

The two programs in this study have pedagogical (i.e., the actual teaching or instructional activity) and non-pedagogical (i.e., the administrative and operational) functions. Both the UVI and ICSC programs embrace a collaborative learning approach to prepare individuals to acquire leadership capacities, literacies, and competencies. The collaborative learning approach can be understood within a socio-constructivist epistemology, where knowledge is defined as a

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negotiation or construction of meanings. Collaborative learning also involves the teacher and sometimes the whole learning community. This approach promotes the exchange and participation of all students in the generation of a shared cognition.

In a broader view, learning collaboratively involves learning as a byproduct of peer collaboration to solve problems and perform tasks proposed by the teacher (Hadwin et al., 2018). The exchange of ideas with others improves thinking and deepens understanding (Al-Samarraie & Saeed, 2018). In the formation of study groups and collaborative work, a partnership grows that often is greater than the sum of the individual minds involved (Hadwin et al., 2018). For leadership preparation programs, it is a matter of creating learning situations that promote idea exchange between students and faculty. In this way, there is "mutual engagement of the participants in a coordinated effort to solve the problem together" (Melis et al., 2019, p. 694).

The ICSC program also adopts the pedagogical method known as experiential learning (Bandura, 1977; Chickering, 1976; Dewey, 1938; Vygotsky, 1978; Walter & Marks, 1981), which promotes critical reflection of students about their own learning and of educators or teachers about what they teach. Experiential learning is exciting and engaging, allowing individuals to learn by doing, rather than listening or watching, in an environment where they can safely try new ideas or make mistakes. For example, at ICSC, faculty members facilitate outdoor experiences with the students to enhance their self-concept and personal development. After an experiential learning course, a facilitated intervention connects the lessons learned to a professional reality and clarifies how the new leadership skills can be applied. This natural learning process helps form personal vision. In doing so, the student gains self-confidence to continue learning.

Instructional Design and Learning Supports

The UVI CLIC PhD program uses a blended model that combines classroom teaching with distance, online, and digital experiences to promote meaningful and motivational learning (Garrison & Kanuka, 2004; Okaz, 2015). Because the goal of the PhD program is to facilitate student learning with a dissertation project as a final product, instructors see themselves as facilitators who challenge students' cognitive development and prepare them for research. For example, doctoral students develop their areas of expertise while preparing their dissertations.

However, these instructional delivery designs are not fit for all students. A good leadership preparation program should consider minority students from developing countries who may not have access to technology. Thus, the ICSC master's program offers traditional face-to-face programs and online classes. Distance learning addresses the growing and varied demands for this type of training by allowing students to gain academic credentials without managing the logistics of face-to-face training, such as accommodations, scheduling, food, and transportation. It also addresses the geographical, cultural, and psychological distance that separates the university from the student. Distance learning can reduce the training costs associated with access to a wider public, especially students from developing countries, and it promotes equality and meets pedagogical objectives, such as increasing student autonomy. The availability of communication technologies in all sectors of socio-economic activity and in the higher education system continue to make this type of learning easier to implement. The focus of these two programs is the students' learning. Thus, it is also important to consider different methods of delivery. Some students may be visual or kinesthetic learners, and others may be auditory learners. Instructors should vary their instruction to allow each student to succeed. The blended approach facilitates the integration of the entire cohort.

Implications for Developing Leadership Preparation Programs

Regarding the instructional methods, some key factors are critical for developing leadership literacy and competency. These factors include the curriculum, course design, instructor, and different components of essential leadership competencies. The curriculum component ensures a clear orientation and direction of the program (Osterman & Hafner, 2009). The curricula can be overt and covert. An overt curriculum comprises formal class content, including interactions between instructors, students, the content to be learned, and the social context of the learning. A covert curriculum refers to informal content, such as conversations during lunch, field trips, and similar activities. Both are critical elements of the program (Roger Firestien, personal communication, June 25, 2020). The challenge with online education leadership is to design overt and covert curricula that enhance the experiential and authentic learning of distance students.

The second factor in leadership preparation is the course design (Grogan et al., 2009). If instruction is not well delivered, students may not experience authentic learning. Instructional design can ensure student success by considering the characteristics of the learner (students, clients), the content (knowledge), the medium (delivery mode), and the context (teaching environment). When delivering online courses, instructors need to consider students' context, especially those in developing countries where electricity and internet issues could affect access.

The third factor to consider in leadership preparation is the personal preparation of the instructor (Preis et al., 2007). Instructors should be prepared and teach by example. They should model the class content in terms of values and virtues (Kouzes & Posner, 1995). Instructors also need to interact with each other and with students to continue to grow and learn. These are key elements for transformational leadership (Bass, 1999).

The fourth key factor in developing student literacy and competency involves essential competencies (Grogan et al., 2009; Preis et al., 2007). Students need essential skills to be successful and competitive in today's markets. Trilling and Fadel (2010) emphasize skills for fostering creative change, including learning and innovation skills (critical thinking, problem solving, communication, collaboration, creativity, innovation), digital literacy skills (information literacy, media literacy, information and communication technologies), and career and life skills (flexibility, adaptability, initiative, self-direction, social and cross-cultural interaction, productivity, accountability, leadership, responsibility). Additional tools include the ability to communicate in a foreign language, especially for those who wish to work internationally, and the ability to develop tools to manage individuals and resources. In sum, leader preparation programs need to address complex, real-world problems.

Gardner (1989, 2011) emphasizes five mindsets that are crucial for leaders in the global world: the disciplinary mind (mastery of major school of thoughts), the synthesizing mind (ability to integrate ideas from different disciplines), the creating mind (ability to clarify new problems, questions, and phenomena), the respectful mind (awareness and appreciation of differences among groups, teams, and cultures), and the ethical mind (fulfilment of one's responsibility as an individual and leader). To face global leadership challenges, students must understand the mindset needed to face each situation, the skillset needed to advance, and the toolset needed to develop skills. A competent leader will establish a clear leadership development plan that includes a vision statement, a mission statement, a leadership goal, and the necessary strengths, talents, qualities, challenges, and competencies to be successful in the global market.

Geopolitical uncertainty, cyber-attacks, and volatility of the environment are major concerns of current and future leaders. Other issues include a shortage of talent, technological advances, diversity or generational changes, and increasing competitiveness. In response, managers are seeking new models of advice. In this regard, experiential learning and cooperation with other leading minds can accelerate leadership development. Thus, building on layers of knowledge and performance is the only way to continue moving forward.

Implications for Students Distance Learning

In regard to recent developments and changes in society, especially in the technology sector, distance learning has gained popularity and is projected to continue. Distance learning can be conducted efficiently with support from new information and communication technologies. This model of education provides space for exchanges between teachers, students, researchers, and content specialists from anywhere and at any time. Distance education should contribute to the cultural integration of education institutions and society by creating a global student body. Information and communication technologies can facilitate this process via the transfer and retention of information, either through multimedia or other learning activities.

In the context of the information society and modern education, leader preparation faces new challenges in its relationship with society and in the introduction and intensive use of information and communication technologies. Distance education addresses these challenges by offering the ability to study as a team, regardless of physical or temporal distances, thus providing a similar advantage as face-to-face education. Cooperative learning unites the talents of many people, motivates learning, increased retention of participants in educational programs, and generally makes the educational experience more pleasant. Traditionally, study groups required face-to-face meetings with those who have work discipline and good personal

relationships. Distance learning can emulate this experience. It may be difficult to reproduce the rich interaction produced in face-to-face study groups, but technology can create virtual groups that would otherwise be impossible to form. Cooperative work at a distance may even provide more benefits than in-person work. As communication capacity increases, particularly online, there are no limitations in terms of the frequency or timing of communications or the type of materials that can be transmitted. Additionally, technology can accommodate the instructional design of the programs and different learning styles of the participants.

All learning processes requires prior knowledge on the part of the learner. Therefore, becoming a leader requires engagement with the instructor and the learning process. Tardif (1992) offers six principles of this cognitive vision of learning: (a) teaching and learning are information processing activities, (b) learning is an active and constructive process, (c) prior knowledge plays a central role in learning and knowledge is essentially cumulative, (d) meaningful learning is closely linked to the representation and organization of knowledge, (e) learning is fundamentally the acquisition of a repertoire of cognitive and metacognitive knowledge and strategies, and (f) there are three categories of knowledge: declarative, procedural, and conditional. These learning principles can help students build emotional strength as they take on tasks of greater complexity. Each transition involves learning (or developing) skills, time management, and different values for fulfilling roles. Thus, leader preparation programs can prepare individuals via different activities that improve their critical thinking and communication competencies, helping them acquire skills to work in teams and build problem-solving techniques and experiences.

The Future of Leader Preparation Programs

Future professionals will face the challenges of a society that is increasingly virtual and global. The principles for configuring the learning environment will be based on asynchronous space and time, elastic environments, virtual reconstruction, direct and synchronized interaction, and multi-personal exchanges. Many new forms of pedagogical groupings can address these issues. For example, students can participate in a computerized learning environment that allows them to communicate with classmates, teachers, friends, network servers, and so on. This virtual school space can include auditoriums, workshops, reading rooms, cafes, and libraries where students from different places can interact as if they were face-to-face.

As previously described, education technology has undergone profound transformations since its emergence in the 1960s. Yet, virtual models will not be successful if they try to replicate face-to-face models. Adaptation will be necessary to optimize this new medium and achieve the same training objectives as face-to-face interactions. This is where distance education and its different didactic approaches can make an important contribution. With the advent of e-mail, the web, and mobile applications, the capacity for meaningful instructional communication has increased considerably. Using these techniques, particularly in combination, can increase physical coverage and the quantity and quality of information transmitted. Two-way educational communications, both in real time and delayed, increase the richness of interactions. Learning technologies allow access to and interaction with the content, relevant social networks, teachers, and classmates. For example, a learning management system widely used in universities (e.g., Moodle) captures a large amount of data, including time spent on a resource, frequency of publication, number of logins, documents read, participation in forums, and other related data.

The future of developing countries lies in the working population. Young people must find environments that are conducive to their development while also acknowledging their culture, traditions, practical knowledge, and heritage. Discoveries in this field thus are ambitious and complicated, requiring various teaching methods and modifications. A flexible learning system that accounts for the needs of each person can achieve excellent results. In today's unstable global economy, leader preparation must address the qualities that leaders will need in the next 10 to 15 years, such as innovation, flexibility, curiosity, open-mindedness, collaboration, strong execution skills, and social responsibility. For example, the environmental crisis is a global problem. Extreme weather has increased around the world, and key resources are being exhausted. Future leaders must understand that corporate social responsibility is inseparable from environmental changes. These leaders will likely face new problems, such as corporate awareness of and culture regarding environmental issues, sustainable development, and disaster management.

Recommendations for Leader Preparation Programs

Based on the results of this study, the following recommendations are suggested for improving leader preparation programs:

1. Emphasize learning activities that include internships, field trips, and group class projects (Kabuka, 2002) to facilitate integration of knowledge acquired in class and from previous experiences (Deschênes, 1988; Tardif, 1992).

2. Create a systematic online learning platform (Brigance, 2011) for students to develop a global and multicultural community of learning, with emphasis on creativity, innovation, and creative change leadership (Puccio et al., 2010).

3. A leader preparation program does not guarantee effectiveness of a leader, so it is critical to create systematic learning opportunities for students to develop appropriate competencies, skills, and tools to be successful in the global world (Puccio et al., 2010).

4. Emphasize the online practical creative problem solving and decision-making classes (Puccio et al., 2010) for students to address complex problems.

To encourage success and prevent students from abandoning the program, the following recommendations are offered:

1. Students should take full responsibility for their own learning, academic success, achievement, and accomplishment (Deschênes, 1991; Tardif, 1992).

2. Students should be proactive, self-disciplined, and self-motivated to learn and seek additional cognitive and metacognitive support from different sources to produce authentic and meaningful learning (Boulet et al., 1996; Deschênes, 1991).

3. Students should complete and submit their individual and group assignments on time.

4. Students should connect with a mentor, advisor, and faculty representative to ensure their academic success.

5. Reading is among the most important cognitive activities for learning. Therefore, students must engage in an active reading to stay engaged in the field of leadership (Boulet et al., 1996; Tardif, 1992).

Similarly, the following recommendations are for faculty:

1. Serve as facilitators of the constructive dynamic of knowledge, whether in the traditional or distance learning environment.

2. Make sure knowledge is constructed, not transmitted, and involves students' active participation in learning and planning.

3. Propose diversified learning activities and appropriately match students' learning styles and preferences.

4. Create and offer computer-based and web-based learning environments that facilitate experiential and active learning.

Finally, administrators also have a significant role to play in developing the student's leadership literacy and competency:

1. Prepare students for online and distance learning experiences.

2. Establish a pre-assessment process to determine the prior knowledge and learning background of students before their enrollment in classes.

3. Clarify the role and responsibility of the students, faculty, and administrative staff before starting the first class.

4. Limit the number of attendees of an online class to improve timeliness of online feedback and grading.

5. Consider carefully the type of instructional design to be used to increase students' interaction.

6. Provide continuous and periodic evaluations to assess the quality of program delivery.

7. Encourage faculty to explore the online environment and make informed decisions regarding its appropriateness for the course.

8. Assign students to a mentor (faculty) to assist them in the completion of their program.

9. Offer additional learning support (cognitive, metacognitive, motivational, and resource management) to students in a timely manner.

Recommendations for Further Studies

The findings from this study provide some insights on how the two selected programs organize and deliver programs to produce qualified prospective leaders. Future research should dig deeper into the philosophical roots of leadership, particularly the philosophical roots of the concepts of leadership, leaders, and so on. Researchers also should conduct a study to determine how well graduates from leader preparation programs transfer that learning to professional and personal context. Results from such a study, especially a longitudinal one, could provide valuable information as to what is effective in each program and what is not. It would be informative to explore the administration systems of these programs, such as a comparison of traditional face-to-face and distance learning programs. Further study is needed to determine how instructional delivery methods apply to other fields of study in higher education, such as engineering, social work, and medicine. In parallel, future research could focus on the organizational models of leader preparation programs in the United States. Finally, a quantitative study could examine the universities that use cohort-based or residency-based models in leader preparation programs.

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Appendices

Appendix A

Letter to the Administrators

Script for the in-person meeting

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Dear:

My name is Vijonet Demero. I am a Ph.D. student at the University of the Virgin Islands. I am asking you to participate in this research study: "*Examining the organizational and pedagogical models of leader preparation programs at two American universities*" because I am trying to learn more about the organizational and pedagogical models of two United States well established leaders' preparation programs. This research study is also being conducted in partial fulfillment of my doctoral degree. I would like to interview you about your program.

If you volunteer to participate in this research study, I will set up an appointment to talk to you at your earliest convenience. The interview would take about one hour. This interview will be conducted either by phone, zoom conferencing or skype and will be recorded. I might get in touch if I have additional questions. I also would like to collect whatever written documents you have on your institutions e.g., brochures, admission criteria as well as admission process, selection of candidates, institutional reports, curricula, syllabi, internship documents, etc.

I will do my best to maintain confidentiality of any information that I collect from you or might identify you. I will disclose this information only with your permission or as required by the law. Your participation in this research study is entirely voluntary. If you decide not to participate, there will be no penalty to you, and you will not lose any benefits to which you otherwise are entitled. Your participation in this research will in no way affect your employment at this school. You can decide to withdraw from the research at any time without any penalty.

If you have any question about your rights as a research participant, or if you have comments or concerns you would like to discuss with someone other than the researcher you can write to Dr. Nathalis Wamba at: nathalis.wamba@qc.cuny.edu.

To participate, complete and return the consent document to the researcher, and contact me to schedule an interview at vdemero@inufocad.edu.ht. Please list times of availability for the interview. A consent document is attached to this letter. The consent document contains additional information about the research. Please sign the consent form to indicate that you have read the consent information and accept to take part in the study. Then e-mail the form back to me.

Sincerely,

Vijonet Demero
PhD Candidate

Appendix B

Letter to Faculty / Administrators

<p style="text-align:center">E-mail text</p>

Dear :……..

My name is Vijonet Demero. I am a Ph.D. student at the University of the Virgin Islands. I am asking you to participate in this research study: "*Examining the organizational and pedagogical models of leader preparation programs at two American universities*" because I am trying to learn more about the organizational and pedagogical models of two American leaders' preparation programs. This research study is being conducted in partial fulfillment of my doctoral degree.

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To participate, complete and return the consent document to the researcher, and contact me to schedule an interview at: vdemero@inufocad.edu.ht. Please list times of availability for the interview. A consent document is attached to this letter. The consent document contains additional information about the research. Please sign the consent form to indicate that you have read the consent information and accept to take part in the study. Then e-mail the form back to me.

Sincerely,

Vijonet Demero
PhD Candidate

Appendix C

Telephone Script

Dear:

My name is Vijonet Demero. I am a Ph.D. student at the University of the Virgin Islands. I am asking you to participate in this research study: "*Examining the organizational and pedagogical models of leader preparation programs at two American universities*" because I am trying to learn more about the organizational and pedagogical models of two American leaders' preparation programs. This research study is also being conducted in partial fulfillment of my doctoral degree.

If you volunteer to participate in this research study, I will set up an appointment to talk to you at your earliest convenience. I would like to interview you about your program. The interview would take about one hour. This interview will be conducted either by phone, zoom conferencing or skype and will be recorded. I might get in touch if I have additional questions. I also would like to collect whatever written documents you have on your institutions e.g., brochures, admission criteria as well as admission process, selection of candidates, institutional reports, curricula, syllabi, internship documents, etc.

I will do my best to maintain confidentiality of any information that I collect from you or might identify you. I will disclose this information only with your permission or as required by the law.

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If you have any question about your rights as a research participant, or if you have comments or concerns you would like to discuss with someone other than the researcher, please, email Dr. Nathalis Wamba at: nathalis.wamba@qc.cuny.edu. To participate, complete and return the consent form and email it to me at: vdemero@inufocad.edu.ht.

Sincerely,

Vijonet Demero
PhD Candidate

Appendix D

Interview Questions

1. Could you talk to me about your educational background and your role in this leaders' preparation program?

2. How long has this program been in existence?

3. What is your program's vision, mission, and philosophy?

4. What is the organizational structure of the program?

5. Talk to me about the demographics of this program? How many foreign candidates do you have? How many women and men?

6. What are the admission process and the graduation requirements? What do you look for in your candidates to accept them in the program and to graduate them?

7. Could you give me an idea of how many candidates apply to the program and how many do you admit? Do you have a waiting list?

8. Does your program offer financial aid or scholarships?

9. Let's now turn to instruction. What kinds of instructional methods do you use in the program? I know that each instructor has his or her own but if you were to speak generally what would you say? Since some of the courses are offered online what kind of flexibility do you have in using various instructional methods?

10. What kind of learning supports is provided to the students in their learning process?

11. What kind of clinical fieldwork (internship or externship) students are engaged in?

12. What are the strengths of your educational leadership program?

13. What are the challenges you experience during the last three years?

14. Do you conduct a periodic evaluation of your program?

15. How do you rank your program compared to other education leadership program in the United States?

Appendix E

Focus Group Questions

1. Some controversies exist in the literature about the whole concept of leadership. For some it is a constructed notion, for others it is a way powerful individual in society would like to control others and more. Talk about the notion of leadership and what it means for each you and what it means for organizations in general.

2. Can a leadership program adequately prepare graduates to cope with the changing realities of organizations and the various socioeconomic, cultural and political contexts of the moment?

3. How can a good university leadership program address the needs of the students, the needs of the discipline, the needs of the university and the needs of the community?

4. What are the various organizational structures of leadership program that you know of? Could you discuss them?

5. What pedagogical strategies do you use to develop leadership literacy and leadership competency?

6. Do you have a conceptual framework that guides your program? Any philosophy behind your program?

7. Based on your experience what are some of the best academic practices that you have found in leadership programs around the United States, the challenges and how you have addressed them.

Appendix F

Document Analysis

Analyzing documents amounts to coding content into themes similar to how focus group or interview transcripts are analyzed (Bowen, 2009). A rubric can also be used to grade or score document. I intend to collect three primary types of documents:

1. Public Records: official, ongoing records of leadership program including mission statements, annual reports, policy manuals, student handbooks, strategic plans, syllabi and students' projects or publications.
2. Personal documents: First-person accounts of an individual's actions, experiences, and beliefs including calendars, e-mails, scrapbooks, blogs, Facebook posts, duty logs, incident reports, reflections/journals, and newspapers.
3. Physical Evidence: Physical objects found within the study setting (often called artifacts) including flyers, posters, agendas, handbooks, and training materials.

Reference

Bowen, G. A. (2009). Document analysis as qualitative research method. *Qualitative*

Research Journal 9(2), 27-40. doi: 103316/QRJ0902027

Appendix G

Consent Form to Participate in this Research Study

Interview with Faculty and Administrators

Title of Research Study:
Examining the organizational and pedagogical models of leader preparation programs at two American universities

Principal Investigator: Vijonet Demero

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My name is Vijonet Demero. I am a Ph.D. Candidate at the University of the Virgin Islands. I am asking you to participate in this research study because I am trying to learn more about the organizational and pedagogical models of leader preparation programs *at two American universities*. This research study is being conducted in partial fulfillment of my doctoral degree.

Background Information: The purpose of this study is to explore the organizational and pedagogical models in two institutions in the United States preparing students to assume position of leaderships in organizations.

Procedures: If you volunteer to participate in this research study, I will set up an appointment to talk to you at your earliest convenience. The interview would take about one hour. This interview will be conducted by either telephone, zoom conferencing or skype and will be recorded. I might get in touch if I have additional questions. I also would like to collect whatever written documents you have on your institutions e. g., brochures, admission criteria as well as admission process, selection of candidates, institutional reports, curricula, syllabi, internship documents, etc.

Risks and Benefits of Participation: The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life. Participants should not expect to receive a direct benefit from taking part in this study. Benefits to society include the empirical significance of this study that will fill the gap in present research on leadership preparation. This multiple case study will give relevance to other leadership preparation programs.

Compensation: Participants will not be compensated for participating in this study.

Confidentiality: The records of this study will be kept private. In any sort of report, I might publish, I will not include any information that will make it possible to identify a participant. Research records will be stored securely, and only the researcher will have access to the records.

I may share the data I collect from you for use in future research studies. If I share the data that I collect about you, I will remove any information that could identify you, if applicable, before I share the data.

Additionally, participants will be assigned a pseudonym. I will conduct the interviews in a location where others will not easily overhear the conversation. Data will be stored on a password locked computer and may be used in future presentations. After three years, all electronic records will be deleted. Interviews will be recorded and transcribed. Recordings will be stored on a password locked computer for three years and then erased. Only the researcher will have access to these recordings.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with your university. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

How to Withdraw from the Study: If you choose to withdraw from the study, please contact me at my email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you, will be destroyed immediately and will not be included in this study.

Contacts and Questions: The researcher conducting this study is Vijonet Demero. You may ask any questions you have now. If you have questions later, you are encouraged to contact me at 509 3333 0702 or vdemero@inufocad.edu.ht. You may also contact my faculty advisor, Dr. Nathalis Wamba at : nathalis.wamba@queens.cuny.edu or the University of the Virgin Islands (UVI) Institutional Review Board (IRB) by sending an email to Mrs. Diahann Ryan, IRB Coordinator at dryan@uvi.edu.

Statement of Consent: I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

The researcher has my permission to audio-record me as part of my participation in this study.

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. Please click on the link from the World Health Organization to learn more about the COVID-19 virus https://www.who.int/emergencies/diseases/novel-coronavirus-2019. Participating in any form of research during this particular time in history may have inherent psychological risks. It should always be remembered that informed consent is an ongoing process, not a single event, designed to provide potential research subjects with all of the relevant information they need to make a fully informed, autonomous decision as to whether they wish to participate in a research study. Please remember that your participation in this research is voluntary. You are under no obligation to participate. For your convenience, here is a link to the Center for Disease Control which provides advice about ways to deal with stress and anxiety

that may emerge during this unprecedented time https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html

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Printed Name of Participant

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Signature of Participant   Date

Signature of the Individual obtaining Consent

Printed Name of Individual obtaining consent

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Signature of Individual obtaining consent   Date

Appendix H

Consent to Participate in this Research Study

Focus Group with Faculty and Administrators

Title of Research Study:
Examining the organizational and pedagogical models of leader preparation programs at two American universities

Principal Investigator: Vijonet Demero

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My name is Vijonet Demero. I am a Ph.D. Candidate at the University of the Virgin Islands. I am asking you to participate in this research study because I am trying to learn more about the organizational and pedagogical models of leader preparation programs *at two American universities*. This research study is being conducted in partial fulfillment of my doctoral degree.

Background Information: The purpose of this study is to explore the organizational and pedagogical models in two institutions in the United States preparing students to assume position of leaderships in organizations.

Procedures: During a focus group, I would like to discuss with your Faculty members about your program. If you volunteer to participate in this research study, I will set up an appointment to talk with 5-7 of your faculty and administrators at your earliest convenience. The focus group would take about one hour. This focus group will be conducted by either zoom conferencing, face to face or skype and will be recorded. I might get in touch if I have additional questions. I also would like to collect whatever written documents you have on your institutions e. g., brochures, admission criteria as well as admission process, selection of candidates, institutional reports, curricula, syllabi, internship documents, etc.

Risks and Benefits of Participation: The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life. Participants should not expect to receive a direct benefit from taking part in this study. Benefits to society include the empirical significance of this study that will fill the gap in present research on leadership preparation. This multiple case study will give relevance to other leadership preparation programs.

Compensation: Participants in this focus group will not be compensated for participating in this study.

Confidentiality: The records of this study will be kept private. In any sort of report, I might publish, I will not include any information that will make it possible to identify a participant. Research records will be stored securely, and only the researcher will have access to the records. I may share the data I collect from you for use in future research studies. If I share the data that I collect about you, I will remove any information that could identify you, if applicable, before I share the data.

Additionally, participants will be assigned a pseudonym. I will conduct the focus group in a location where others will not easily overhear the conversation. Data will be stored on a password locked computer and may be used in future presentations. After three years, all electronic records will be deleted. Interviews will be recorded and transcribed. Recordings will be stored on a password locked computer for three years and then erased. Only the researcher will have access to these recordings. However, I cannot assure participants that other members of the focus group will not share what was discussed with persons outside of the group.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with your university. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

How to Withdraw from the Study: If you choose to withdraw from the study, please contact me at my email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you, apart from focus group data, will be destroyed immediately and will not be included in this study. Focus group data will not be destroyed, but your contributions to the focus group will not be included in the study if you choose to withdraw.

Contacts and Questions: The researcher conducting this study is Vijonet Demero. You may ask any questions you have now. If you have questions later, you are encouraged to contact me at 509 3333 0702 or vdemero@inufocad.edu.ht. You may also contact my faculty advisor, Dr. Nathalis Wamba at : nathalis.wamba@queens.cuny.edu or the University of the Virgin Islands (UVI) Institutional Review Board (IRB) by sending an email to Mrs. Diahann Ryan, IRB Coordinator at dryan@uvi.edu.

Statement of Consent: I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

The researcher has my permission to audio-record me as part of my participation in this study.

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. Please click on the link from the World Health Organization to learn more about the COVID-19 virus https://www.who.int/emergencies/diseases/novel-coronavirus-2019. Participating in any form of research during this particular time in history may have inherent psychological risks. It should always be

remembered that informed consent is an ongoing process, not a single event, designed to provide potential research subjects with all of the relevant information they need to make a fully informed, autonomous decision as to whether they wish to participate in a research study. Please remember that your participation in this research is voluntary. You are under no obligation to participate. For your convenience, here is a link to the Center for Disease Control which provides advice about ways to deal with stress and anxiety that may emerge during this unprecedented time https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html

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Printed Name of Participant

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Signature of Participant   Date

Signature of the Individual obtaining Consent

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Printed Name of Individual obtaining consent

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Signature of Individual obtaining consent   Date

Appendix I

Tracking Information for Research Participation

Participant Name	Pseudonym	Program	Contact Info	File Code Interview Response	Interview Protocol Response	Focus Group Response	Interview Date / Time	E-mails Reminder 1st / 2nd	Signed Consent Form	Interview Transcription Sent /Response	Thank You E-mail

Appendix J

IRB Approval

University of the Virgin Islands
of the

Historically American.   Uniquely Caribbean.   Globally Interactive.

Institutional Review Board

DATE: May 20, 2020

TO: Vijonet Demero
FROM: University of the Virgin Islands IRB

PROJECT TITLE: [1548892-2] Examining the organizational and pedagogical models of three
                         United States leadership preparation programs
REFERENCE #:
SUBMISSION TYPE: Amendment/Modification

ACTION: APPROVED
APPROVAL DATE: May 20, 2020
EXPIRATION DATE: May 19, 2021
REVIEW TYPE: Expedited Review

REVIEW CATEGORY:

Thank you for your submission of Amendment/Modification materials for this project. The University of the Virgin Islands IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

Effective May 6, 2020, the IRB Committee established updated guidelines for the submission and review of protocols for human subject's research (attached). The IRB committee will allow the recruitment and data collection using electronic methods to be lifted from the suspension. Face-to-face contact for participant recruitment and/or data collection methods remain suspended.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and the research participant. Federal regulations require each participant to receive a copy of the signed consent document.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All unanticipated problems involving risks to subjects or others (UPIRSOs) and serious and unexpected adverse events must be reported promptly to this committee. Please use the appropriate reporting forms for this procedure. All sponsor reporting requirements should also be followed.

All non-compliance issues or complaints regarding this project must be reported promptly to this committee.

This project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of May 19, 2021.

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact Diahann Ryan at 340-693-1176 or dryan@live.uvi.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of the Virgin Islands IRB's records.

Appendix K

IRB Amendment Approval

University of the Virgin Islands

Historically American.   Uniquely Caribbean.   Globally Interactive.

Institutional Review Board

DATE: November 16, 2020

TO: Vijonet Demero
FROM: University of the Virgin Islands IRB

PROJECT TITLE: [1548892-3] Examining the organizational and pedagogical models of
                                 leader preparation programs at two American universities.
EFERENCE #:
SUBMISSION TYPE: Amendment/Modification

ACTION: APPROVED
APPROVAL DATE: July 10, 2020
EXPIRATION DATE: May 19, 2021
REVIEW TYPE: Expedited Review

REVIEW CATEGORY:

Thank you for your submission of Amendment/Modification materials for this project. The University of the Virgin Islands IRB has approved your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Expedited Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and the research participant. Federal regulations require each participant receive a copy of the signed consent document.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All unanticipated problems involving risks to subjects or others (UPIRSOs) and serious and unexpected adverse events must be reported promptly to this committee. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All non-compliance issues or complaints regarding this project must be reported promptly to this committee.

This project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of May 19, 2021.

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact Diahann Ryan at 340-693-1176 or dryan@live.uvi.edu. Please include your project title and reference number in all correspondence with this committee.