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

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Dissertation Submitted to the Faculty of the Virginia Polytechnic Institute and State University in partial fulfillment of the requirements for the degree of

Doctor of Philosophy

In

Counselor Education

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May 03, 2007
Blacksburg, VA

Keywords: Leadership Training, Women’s Colleges, Women’s Leadership Development

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ABSTRACT

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

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

The findings are organized by three phases: 1) conceptualization, 2) implementation, and 3) refinement and expansion. The phases are based on a chronological framework and resulting categories and themes emerged. Results indicate the participants’ described their leadership skills improved because of their participation and experience in the BLI. The Communication Skills Group and its interpersonal component as well the presence of positive female role-models created the most personal transformation for the student participants. The students’ previous ideas and definitions of leadership became more comprehensive. As a result of their personal
transformation, their perceptions of the BLI changed from initial uncertainty and hesitation to admiration and support. The program expanded significantly over the first five years. Programmatic challenges have been addressed and many positive changes have occurred. Hollins administrators embraced the BLI and fully supported future expansions within Hollins University and in the Roanoke community.
Dedication

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

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

Vicki Meadows, Aimee Arias, John Boyd, and David Reep led me through administrative tasks, computer dilemmas, printing and mailing endeavors, and endless questions with patience and kindness. To Abrina Schnurman-Crook, I extend many thanks. Her unbelievable support, enthusiasm, and supportive words encouraged me in ways she will never begin to know. To Katherine Walker, without you, this would have never been possible. You are my mentor, colleague, and dear friend. Your guidance, encouragement, brilliance, and amazing strength were the keys to my success. I am most grateful to you.

To my family and friends, near and far, I extend much gratitude. Their loving presence, patience and understanding were paramount. A special thanks to my Virginia Tech buddies, especially Tara Bane and Stacey Lilley. I do not know how I would have made it through without the opportunity to commiserate with the two of you! I am especially thankful to my parents who always modeled strength, love, and compassion during all of life’s challenges. These things will stay with me far beyond academia. A special thanks to my mom who assisted with many of my editing needs. To Annie, the most patient and supportive person I know, for her
encouragement, support, and understanding through every step of this process and in every other facet of our lives.
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CHAPTER I

Introduction

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

The definition of leadership is ever changing, and it is important to have a comprehensive view when conceptualizing leadership theory to make personal meaning of such a broad term. Myths about leadership date back to the turn of the century when leadership was first studied. Leadership was innate and leaders were thought to be born. Words often used to describe leadership were “control,” “power,” and “followers” (Komives, Lucas, & McMahon, 1998).

During the mid 1800s and early 1900s, the Great Man and Trait Theories (Komives et al., 1998) were established, suggesting leadership was inherent rather than developed. The common belief was that individuals were born as leaders with superior qualities. Throughout the years, leadership became more socially constructed, and leadership theory grew and expanded to meet the needs of society. Generative leadership theory (Sagaria, 1988) was focused on collaborative efforts to empower and enable growth and work toward mutual purposes.

Whitt (1994) identified obstacles for women in Higher Education, which included lack of role models in student and institutional leaders (Astin & Leland, 1991), differences in hiring, promotion, and salary decisions (Chamberlain, 1988; Hensel, 1991). Academic cultures and
traditions cater to men (Fox-Keller, 1978), and student cultures value and reward men for their achievements but measure women by their attractiveness to men (Holland & Eisenhart, 1990).

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

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

Participation in leadership activities has benefits for men and women. Cress et al. (2001) studied developmental outcomes of male and female college students who were involved in
leadership activities. They used longitudinal data from 875 students at 10 institutions. Results indicated that those who participated in leadership activities showed growth in civic responsibility and conflict resolutions skills, and a greater ability to plan. Overall, there was a gain in skills, values, and cognitive understanding.

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

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

Although leadership training has characteristics which may be beneficial to some individuals, women may have different needs from men and experience leadership in unique ways. According to Belenky, Clinchy, Goldberger and Tarule (1986), women typically value affiliation, growth and development. They usually are guided by values and make choices that have meaning for others as well. Their ways of knowing are often intuitive, subjective, and
Many women value achievement and competency but at the same time want to find meaning and satisfaction in their work. Many women find reward in caring, respectful relationships. Conversely, Northouse (2007) asserted that women do not necessarily lead differently from men but rather experience discrimination when they lead in a masculine manner or occupy a masculine role like an athletic coach or manager in a manufacturing plant. While not all women find meaning and satisfaction in the same way, for some, leadership models, programming, and activities must be based in this context.

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

In her 1994 study, Whitt examined the leadership experiences of 98 students from three women’s colleges. She found that women who participated in leadership experiences found enhanced social and political awareness, improved thinking, writing and communication skills, and expanded notions of majors and career choices. More importantly, they more willingly took risks and implemented program activities and demonstrated an increase in self-confidence and self-efficacy.
Traditional higher education institutions do not always design and implement programs to contribute to the development of female students, leading many women to experience the educational climate in a reduced and sometimes harmful manner. When college and university administrators are sensitive to the differences of female students as they develop leadership education or training programs, they provide women with opportunities to maximize their individual potential.

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

All faculty, staff, students, and other personnel in positions of influence can play a significant role in creating experiences for women to be successful in their current and future roles. When college and university leaders nurture the growth and development most relevant to women’s experiences, they put women at an advantage when competing for leadership roles and positions. They have a responsibility to provide positive models so women can participate equally in society (Sagaria, 1988).
Institutional leaders would benefit from information on women’s unique leadership experiences in order to design programs that meet the varying developmental needs of students. Co-educational schools should be intentional about including women and not assume that women and men have the same needs. If leadership development is a priority on campus, colleges and universities will graduate students who value connecting, academic learning, and community concerns.

Statement of Need

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

Purpose of the Study

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

In the fall of 2002, Hollins began the Batten Leadership Institute (BLI). The purpose of the BLI was to develop leadership potential for students in their sophomore, junior, and senior
years. The curriculum stemmed from the belief that general leadership skills and principles can be taught to students, practiced by students, and integrated into students’ lives. The BLI is based on a holistic approach, combining leadership theory, counseling practices, and personal vision. It draws from the strengths of a range of members in the campus community and has been shaped by the director, administrators, students, and interns (K. F. Walker, personal communication, October 27, 2003).

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

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

Research Questions

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

a) What is the process by which Hollins University came to initiate a leadership program?

b) What guided the development of the leadership program?

c) How has the program impacted its participants (2002-2004)?
d) What are the perceptions of the involved administrators, faculty members, and students of the leadership program on the impact the program has had on the campus?

Definitions of Terms

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

**Leadership Training**

1. The development of discrete skills that contribute to leadership effectiveness with a focus on task specific applications and skills (Klenke, 1996, p. 247).

2. Simplistic one-dimensional descriptions of behavior, such as how to listen more effectively or delegate more often (Burnside & Guthrie, 1992).

3. Activities designed to improve performance of the individual in the role presently occupied (Endress, 2000; Miller, 1997; Roberts & Ullom, 1990)

**Leadership Education**

1. Formal academic programs in leadership designed to develop the learner’s capacity to think critically about complex leadership issues and situations; stress cognitive processes (Klenke, 1996, p. 247). For the purposes of this study, leadership education will also include co-curricular programs in addition to academic programs.

2. Activities designed to improve overall leadership competence of the individual beyond the role presently occupied (Endress, 2000; Miller, 1997; Roberts & Ullom, 1990).

**Leadership Development**

1. A process of gaining increased self-awareness, planning and carrying out more effective actions, and seeking ways of sustaining development over time (Burnside & Guthrie, 1992).

2. A life-long endeavor, which unfolds over a person’s lifespan (Klenke, 1996, p. 248).
3. Activities designed to provide an interactionist environment, which encourages development in an ordered hierarchical sequence of increased complexity (Endress, 2000; Miller, 1997; Roberts & Ullom, 1990).

Women’s College

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

Holistic

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

Limitations

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

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

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

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

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

Models of Leadership Development

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

Prior to the CAS standards adopted in November 1997 there were many other models, which had common themes throughout such as balancing theory and practice, working with existing campus resources, and targeting the population being served by the program. In 1937, the American Council on Education released a report that began the student development initiative in colleges and universities. This report stressed the importance of recognizing individual differences in backgrounds, abilities, interest, and goals, thus guiding the “whole” student (McConnell, 2002).
Gregory and Britt (1987) surveyed 469 leadership programs nationwide and listed 10 characteristics of the more noteworthy leadership development programs. The characteristics they recommended included the selection of participants, a sound philosophical basis, concise and clearly stated goals, comprehensive and interdisciplinary approaches to instruction, explicit attention to leadership as opposed to other related constructs, utilization of a variety of training methods, and the implementation of consistent evaluation plans.

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

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

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

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

1960s

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

1970s & 1980s

In the 1970s and 1980s, theoretical views moved into a new direction. Emergent theories of leadership that were at the forefront of educational and development efforts in student affairs included models categorized as visionary, transformational, and charismatic (Komives, 1991).
Stogdill noted in 1974 that leadership is about relationships and that one who is considered a leader in one particular situation may not be so in another.

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

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

1990s to present

In her 2003 study about a transformational leadership development program, de Charon discussed Bass’ (1985) definition of transformational leadership. He described transformational leadership as “transforming follower’s needs, elevating them to higher levels of Maslow’s hierarchy” (p. 104). He identified four components of transformational leadership: (a) leaders are idealistically influential when they establish high standards and goals, and followers emulate
their actions, (b) leaders are inspirationally motivating when they provide followers with challenges, purpose, and understanding of mutual objectives, (c) leaders should be intellectually stimulating, and (d) leaders are individually considerate and provide support and mentoring (p.146).

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

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

Almost 20 years after Burns (1978) discussed transformational theory, Rogers (1996) further added, “transformational leadership theory enhances everyone’s ability to participate in the process of leadership” (Rogers, 1996, p. 310), and is the framework for many leadership development programs today in higher education. Rogers provided a list of competencies he believed serve as the foundation for student affairs professionals and students involved in the
creation of leadership development programs. These competencies were: (a) understanding, valuing, and nurturing the group process; (b) collaborating and engaging in creative conflict; (c) creating environments based on trust and empowerment; (d) encouraging diverse voices; (e) knowing yourself and changing yourself first; (f) creating and articulating a shared vision; (g) understanding and using political processes; and (h) developing a multiperspective view.

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

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

In 2003, Sashkin and Sashkin discussed a more comprehensive approach to leadership. They asserted that leadership programs typically focus on certain sets of behaviors, particular characteristics of a leader, or on the organizational context of leadership. While these approaches are important, their approach incorporated all three which they feel are necessary components to understanding leadership. They believed that “leaders create conditions that enable others,
followers, to make their own meaning” (Sashkin & Sashkin, 2003, p. 4). Making meaning is of a personal nature, but some common themes need to be shared by all of those who are a part of an organization.

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

*Transformational Leadership and the Batten Leadership Institute*

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

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

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

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

Women’s Colleges

It is important to understand how women have played an important part of history, which involves women’s colleges. According to Harwarth (1999) a women’s college is defined as “an institution where there is an institutional mission to serve the needs of women in higher education as well as a predominately female student body” (p. 1). In the early 1900s, there were a low number of institutions that allowed women to attend; therefore, women’s colleges played a large role in the education of female students. As coeducational institutions became more popular, women’s colleges had less influence. During the past 30 years, many women’s
institutions have closed or been transformed to co-educational. This is partly due to an increase in gender equality. These changes have occurred primarily because of social and economic pressures rather than by sound theory and education regarding the importance of same-sex institutions.

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

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

The presence of female role models in positions of academic and administration authority is beneficial. The number of successful role models at a women’s college is a benefit to students (Riordan, 1994). Students not only see more women teaching classes but see women in positions of authority who are running their institutions. As early as 1973, Tidball showed that institutions having a greater proportion of female faculty and administration positively impacts women. In
their 1995 study, Kim & Alverez used national longitudinal student data sets obtained from the Cooperative Institutional Research Program and examined elements of student development including academic ability, social self-confidence, and career preparation during their college years. Their study did not support Tidballs’s argument that the high number of women achievers among graduates of women-only colleges is due to an increased number of female faculty in women-only colleges. They did find that attending a women’s college positively affects student’s academic ability and students appear more likely to have acquired job-related skills with which to initiate their careers.

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

Women have more leadership opportunities today than they did 20 years ago; however, there continues to be discrepancies in the number of women in roles equivalent to men’s as a percentage of the population. In 1990, Smith compared the experiences of students who had attended women’s colleges and those who had attended coeducational institutions. He found that students at women’s colleges gave positive ratings to their perceived changes in skills and abilities, and educational aspirations and attainment. They rated more positively measures dealing with academic programming and contact with faculty and administrators as well as perceived changes in values of tolerance and cultural awareness.
Many studies have found differences between women’s colleges and coeducational institutions; however, Smith, Wolf, et al. (1995) reported there was still a lack of evidence to explain why women’s colleges had consistent success. They identified components of involvement that could be a significant factor in the success of college students in general. These include faculty, staff, and student leaders who are committed to the development of women both in an academic and cocurricular setting through commitment to women’s development and high expectations of students.

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

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

Women at women’s colleges were more likely to persist to graduation, to trust the institution’s administration, to have strong diversity orientation, to exhibit a concern for social change, to enhance their leadership and academic skills, and to want to attend graduate school when compared to women at coeducational institutions.
Using a national, longitudinal data base from student surveys, Smith, Wolf, & Morrison (1995) compared the perceptions of students at women’s colleges with those of women students at comparable coeducational institutions. They found that compared to their counterparts at coeducational institutions, students at women’s colleges are more satisfied with their overall college experience and are more likely to major in nontraditional fields and express higher levels of self-esteem and leadership skills. “The evidence tends to support those who claim that a women’s college provides a uniquely supportive climate for women to explore themselves and other members of their gender in a wide range of intellectual and social leadership roles” (Pascarella & Terenzini, 1991, p. 383).

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

1. The diminished strength of youth culture values,

2. A greater degree of order and control,

3. The provision of more successful role models,

4. A reduction of sex differences in curriculum opportunities,

5. A reduction of sex bias in teacher-student interaction,

6. A reduction of sex stereotypes in peer interaction,

7. The provision of a greater number of leadership opportunities,

8. A proacademic parent/student choice,

9. Possible provision of special programs for women, and

10. Accommodations to gender differences in learning (p. 491).

Smith et al. (1995) reported that women at women’s colleges showed greater satisfaction in self–esteem and reported higher levels of leadership skills. Results indicated that attending a
“women’s college is an important, indirect, positive predictor of all the outcome variables being examined” (p. 246). Specifically, satisfaction included the areas of leadership skills, sense of competence and the perception that their institutions were more student-centered than coeducational ones. They further asserted that women attending a women’s college demonstrated greater leadership competence while those women attending a public co-educational college or four–year college showed decreased self-esteem.

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

Negative aspects of single-sex education.

The only area rated more negatively in Smith’s (1990) study comparing the experiences of students who had attended women’s colleges and those who attended coeducational institutions was dissatisfaction with social life. This is a reoccurring theme at many single-sex institutions. In their study, Smith, Wolf, and Morrison (1995) found that even though students were dissatisfied with the campus social life, they perceived their campus climate as supportive of their personal growth and development which mediated the negative impact of the issues with social life.
There are some critics of single-sex education who feel the support received at an all women’s college is “coddling” which does not prepare women for the work place or the family environment (Duncan, Wentworth, Owen-Smith, & LaFavor, 2002; Miller-Bernal, 2000). Riordan (1992) used longitudinal data from the Higher School and Beyond Study to conclude that women’s college graduates held stronger views toward equal gender roles, expressed higher self-esteem and self-control, and were more likely to have achieved success in their occupations and to have achieved marital happiness. His study found no postgraduate educational advantage for women’s college graduates and that coeducational institutions were more likely to attain postgraduate schooling than women’s college graduates. In a related study, Riordan (1994) reported that while there are studies supporting single-sex education, there is a move toward coeducation. He believes some studies do not control for “selection bias” and home background.

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

*Women’s Leadership Development*

Seventy years ago, research on women’s leadership development showed student leadership appeared to be based on an older model emphasizing men and hierarchy. Westburgh (1931) suggested that both individual traits and specific environments should be studied together.
In 1968, Fiedler advanced a contingency theory, whereby the effectiveness of a leader is contingent upon situational demands (Denmark, 1993). Throughout the years, women’s leadership development continued to expand. Hollander and Julian (1970) supported the emergence of leaders, involving an individual’s traits as well as the situation. Twelve years later, Gilligan (1982) suggested ways in which women broaden their thinking on moral concepts. Josselson (1987) studied four developmental patterns of identity development in women based upon working out self in relation to other’s belief systems (Kezar & Moriarty, 2000).

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

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

According to Sagaria (1988) “women have a view of leadership that is generative in nature. Generative leadership is collaborative. Leaders empower others to work together and accomplish goals. Generative leadership is less process-centered, taking on a more person-
centered approach” (p. 37). Sagaria designed a survey to gather information about the availability of leadership opportunities and the influence of experiences that women college students considered relevant. Three main themes emerged from the responses: (a) women students seem to think broadly about leadership opportunities for women, (b) the most helpful programs for developing women’s leadership seem to be those intended primarily or exclusively for women, and (c) leadership is an unintended consequence of many activities, both academic and extracurricular.

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

Early studies looked at trait differences among males and females and on gender stereotyped expectations. Females were seen as ineffective leaders due to this stereotyping. One anomaly is that there are few women in leadership roles in part due to society having defined leadership solely in terms of positions. Leadership is in the person, not the position (Astin & Leland, 1991). Traditional models of leadership explore upper class, Caucasian males in a position of power and female socialization promoted women for their roles as mothers or lower-level jobs versus promotion of leadership skills (Denmark, 1993). More women have entered the workplace and hold more leadership positions within companies and organizations. Theorists have explored women’s patterns of development for many years. This development plays a significant role in a woman’s leadership potential.
Over 30 years ago, leaders asserted that women needed to attend coeducational schools to learn skills that would make them competitive in male dominated environments. Conversely, other researchers indicated that a large number of women in leadership positions attend a single-sex rather than coeducational school. Cantor and Bernay’s study (as cited in McConnell, 2002) found the following:

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

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

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

Whitt (1994) found that women also take women’s leadership experiences seriously. Students viewed their leadership responsibilities as a service and as part of “giving back.” Student’s leadership experiences had personal impact on them as well. They attributed involvement in leadership with “enhanced social and political awareness; improved thinking,
writing, communication, and organizational skills; expanded notions or majors and career choices, and gains in self-confidence and a sense of self-efficacy” (p. 201).

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

A pioneer in the study of women’s leadership, Komives (1991, 1994) studied women student leaders in two different contexts. She first addressed gender differences in the relationship of hall directors’ transformational and transactional leadership styles. This work indicated significant differences in students’ perceptions of their leadership styles. Women saw themselves as more collaborative and relational and attributed these tendencies to their effectiveness as transformational leaders. Her second study focused on self-perceptions women student leaders had of their empowering leadership behaviors and compared these to their achieving styles. This study used the Student Leadership Practices Inventory. Komives’ assumption was that while there are no significant gender differences in the effectiveness of male and female leaders, there were implications that men and women focus on different qualities of leadership. Women reported that they most frequently focused on enabling others to act. This is congruent with the finding that women engage in transformational or empowering leadership behaviors.
Romano (1996) examined the characteristics and experiences of female presidents of campus wide co-educational student organizations on large university campuses to study students who might be encountering the negative effects of peer institutional culture. Results showed that respondents shared intense feelings about the influence of strong women in their lives. They stated that they learn a great deal from leadership experiences through interaction with others and learn to lead through trial and error and observation of other leaders. The study supported the importance to women student leaders of growing up with images of powerful, influential women. It also emphasized the value of women’s colleges, where strong role models are more common than at coeducational institutions.

Women’s leadership has been described as having its own unique style. Over the past decade, researchers have found that women’s leadership tends to use a more participatory, relational, and interpersonal style (Kezar & Moriarty, 2000). The research suggested different types of power and influence strategies with an emphasis on reciprocity and collectivity. Leadership is viewed as collective rather than individualistic. It emphasizes responsibility toward others and empowering others to act within the organization. There is less of a hierarchy.

Women in positions of authority have been studied more over the past 10 years. Women have made many advances and have taken positive steps, but are still underrepresented in higher level positions. Often, women remain lower in the hierarchy with little room for advancement (Kezar & Moriarty, 2000).

It is important to note that while the literature supports single-sex leadership training, Ohlott (2002) identified areas that are perceived as negative aspects. One myth is that single-sex training is unrealistic and that women should be trained with a group that reflects the real world. Conversely, Ohlott asserted that single-sex training provides a respite and provides participants
with the chance to think through their challenges, ask questions, and take risks in a safe environment. A second myth is that single-sex leadership training emphasized differences and set women further apart. Ohlott stated “these differences can be an asset and help women understand how they perceive the world and how they can work within that framework” (p. 35).

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

Summary

The purpose of this chapter was to review the literature on models of leadership development, leadership theory, women’s colleges, and women’s leadership development. This review of literature indicated that leadership programming in higher education contributed to the development of young women leaders. There was credible evidence that leadership development
in all-women settings is of particular value to students (Sagaria, 1988; Whitt, 1994). Women student leaders find importance in growing up with images of powerful, influential women. They also value women’s colleges, where strong role models are more common than at coeducational institutions (Romano, 1996). Student’s leadership experiences had a personal impact on female students as did environmental influences such as high expectations of student achievement, extensive opportunities to become leaders and develop leadership skills, and college missions focused on the education and development of women (Whitt, 1994).

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

Methodology

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

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

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

a) What is the process by which Hollins University came to initiate a leadership program?

b) What guided the development of the leadership program?

c) How has the program impacted its participants (2002-2004)?

d) What are the perceptions of the involved administrators, faculty members, and students of the leadership program on the impact the program has had on the campus?
In this chapter, the research design, data sources, and data collection methods were described. Details were provided concerning the participants, selection, the setting, informed consent procedures, the role of the researcher, and issues related to establishing the credibility and trustworthiness of this research project. The analysis procedures and representation of the results were also presented.

Research Design

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

According to Feagin et al., a case study:

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

A case study is an in-depth exploration of an event, process, organization, group, or individual. Case study researchers seek to understand a larger phenomenon through close examination of a specific case (Rossman & Rallis, 2003). Case studies are complex and allow the researcher to discover new meaning. They are useful for their rich description and heuristic value. Case studies assist the reader in understanding a complex set of events or circumstances (Rossman & Rallis, 2003).
This case study was of the Batten Leadership Institute at Hollins University in Roanoke, Virginia. The techniques utilized included examination of archival records, interviews and observation conducted over an eight week time period.

Role of researcher.

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

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

During this internship, I facilitated the leadership labs and the communication skills group and I met individually with each student to discuss their personal leadership goals. I began to understand the importance of leadership development among college women as well as the long, involved process of developing an effective leadership program. I had the opportunity to meet with the young women in the program and watch them grow not only in their leadership abilities but in their personal lives. Furthermore, I previously served as the Counseling Coordinator at Hollins University and continue to have some, although minimal, contact with the participants in the BLI. My experience with these students and the director of the BLI, as well as my fondness for Hollins, has been the inspiration for this study.
I am aware that while I served as a qualitative researcher, I was the main instrument for obtaining knowledge (Creswell, 1998). I developed the meaning of the experiences of those involved with the project through my own interpretive lens. Descriptions, analysis of themes, and interpretations were derived from interviews, observations, documents, audio-visuals and other artifacts.

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

Case Selection Description

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

Setting.

Hollins University is a four-year independent liberal arts university. It is a 475-acre campus located in Roanoke, Virginia in a metropolitan area of 236,000 people in the heart of the Blue Ridge Mountains. Hollins was founded in 1842 as Virginia’s first chartered women’s
college with co-ed graduate programs established in 1958. It enrolls 1,100 students in the undergraduate and graduate programs.

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

Participants.

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

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

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

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

Assurance of Confidentiality

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

One methodological factor of particular importance to this study as well as to the assurance of participant’s confidentiality was the use of face to face audio-taped interviews. Issues related to confidentiality were addressed prior to each interview. All audio tapes,
transcripts, and field notes were kept in a secure location in my home and were not viewed by anyone else except my co-advisors to assure confidentiality. I conducted member checks of transcripts and asked Dr. Katherine Walker, Director of the BLI, to examine the rough draft of the writing as recommended by Creswell (1998). The transcript was emailed to her for review and we then met in person so I could receive her feedback.

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

Gaining access and entry.

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

My previous professional role as the counseling coordinator at Hollins University as well as my past role as an intern in the BLI, allowed access and entry to this site and the participants. I
have known the director of the BLI for many years and the administration was and is supportive of the BLI and this research project.

*Data Collection Procedures*

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

**Table 1**

*Data Collection Matrix*

<table>
<thead>
<tr>
<th></th>
<th>Interviews</th>
<th>Observations</th>
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<tr>
<td>Student Participants</td>
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<tr>
<td>Administrator Participants</td>
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<td>Communication Skills Group</td>
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<td>Skills Development Seminar</td>
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<td>Leadership Lab</td>
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<td>Semester Leadership in Action Project</td>
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<td>Leadership Resource Group</td>
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<td>Individual Leadership Development Project</td>
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<tr>
<td>Senior Mentoring Project</td>
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</tr>
</tbody>
</table>

39
Interviews.

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

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

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

Direct observation.

Rossman and Rallis (2003) note that observation is “fundamental to all qualitative inquiry (p. 194). According to Creswell (1998) observation requires skill and management of issues. The who, what, when, where, and how long to observe is determined prior to observation. An
observation protocol is designed in order that the researcher is prepared to take notes efficiently (Creswell).

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

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

Archival documents.

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

For this investigation, I took field notes when I observed the groups or programs and reviewed documents used by the BLI leaders to gain a better understanding of the BLI and its components. These documents were kept in a file cabinet in the director’s office and permission
to use these documents was obtained first. The documents included the Batten Leadership Institute Application (Appendix A), the Leadership Lab Manual (Appendix F), the BLI Model and Working Plan (Appendix G), and an example of a Progress Summary (Appendix H).

Data Quality Procedures

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

Trustworthiness.

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

Credibility.

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

Member checks or participant feedback is a significant strategy for ensuring credibility (Lincoln & Guba, 1985). Member checks allow participants to interpret the researchers’ reconstruction of the data and provide feedback. I included a member check of Dr. Walker’s transcript and asked her to examine the rough drafts of the writing. I asked Dr. Walker, if in her opinion, the transcription accurately portrayed her perception of the interview as recommended by Creswell (1998).
Triangulation of data is another mechanism of improving the credibility of research. Triangulation is the use of multiple research methods, multiple subjects, and multiple theoretical approaches to gain sources of information and gain a fuller understanding of the phenomena being studied (Bogdan & Biklen, 2003). Comparisons were made among all the data sources. Agreements, paradoxes, contradictions, and conflicting findings were reported.

Transferability.

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

Dependability.

Qualitative researchers must establish standards for trustworthiness, credibility, and dependability in their research practices. These standards must be practiced from the beginning to the end of the project. Prolonged engagement with the participants, using multiple methods to gather data, then richly and accurately describing the data given by the participants is essential to qualitative research process (Rossman & Rallis, 2003). Table 2 presents the major categories used to examine quality and rigor in qualitative studies and the strategies used to achieve them in this study.
<table>
<thead>
<tr>
<th>Qualitative Term for Assessing Research</th>
<th>Strategy employed</th>
</tr>
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<tbody>
<tr>
<td>Quality and Rigor</td>
<td></td>
</tr>
<tr>
<td>Credibility</td>
<td>• Prolonged engagement in the field</td>
</tr>
<tr>
<td></td>
<td>• Method triangulation (--interviews, observations, multiple sources of documents)</td>
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<tr>
<td></td>
<td>• Member checks of transcripts</td>
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<tr>
<td>Transferability</td>
<td>• Purposeful sampling technique</td>
</tr>
<tr>
<td></td>
<td>• Provided thick, rich description of the context, participants and the findings</td>
</tr>
<tr>
<td>Dependability</td>
<td>• Method triangulation (interviews, observations, documents)</td>
</tr>
<tr>
<td></td>
<td>• Transparency of research-was achieved through explicit explanation of data analysis, data management, and findings in Chapters 4 and 5</td>
</tr>
<tr>
<td></td>
<td>• Audit Trail-kept accurate records, methodological logs, tapes of interviews, transcriptions of interviews and all other forms of documentation</td>
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</table>
Data Analysis

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

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

Anfara, Brown, and Mangione (2002) outlined a three-tiered analysis approach based on the constant comparative method. The first tier involves determining the initial categories that surface in the data. An inductive coding process was used in this proposed research study. According to Miles and Huberman (1994), inductive coding involves the use of provisional
codes during initial data collection. As the data is collected, each line is numbered and reviewed within a paragraph. This process allows for category development and tagging of quotes for inclusion in later analysis. Along side these paragraphs, categories are generated to create a refined list of codes (Miles & Huberman). A list of initial codes of content analysis represents the first tier of foundation in data analysis (Anfara et al.).

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

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

*Data Management*

The data generated by qualitative research was “voluminous” (Marshall, 1989; Patton, 1990, p. 297). The mass of collected data can be overwhelming and researchers need to break down the data into manageable pieces in order to interpret it.
The data for this study was managed chronologically and colored highlighters were used to represent and categorize the different types of categories within the transcripts. Multiple copies of data are needed in the data process in qualitative research (Miles & Huberman, 1994; Patton, 2002). Several photocopies of each type of data were made and the originals were kept on file.

Summary

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

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

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

Findings

Chapter four provides a descriptive analysis of the establishment of a women’s leadership education and training program, the Batten Leadership Institute at Hollins University. Originating from a review of literature and the researcher’s own observations and interests, the focus of this study resulted in the following questions:

a) What is the process by which Hollins University came to initiate a leadership program?

b) What guided the development of the leadership program?

c) How has the program impacted its participants (2002-2004)?

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

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

Participants also included four administrators whose titles at the time they were interviewed in 2005 were: the director and associate director of the BLI, the chair of the Hollins faculty, the vice president for academic affairs, and the intern during the first year of the program.
The following results are organized by three phases of the programming and corresponding categories and themes for each phase. The first phase was the conceptualization of the program and the collaboration and planning that was required before it began. The program descriptions and process of the implementation of the program was the second phase. The third phase was refinement and expansion which reviews programmatic challenges and how the program has grown and changed over the past couple of years. Within these phases, the categories and emerging themes were presented. In the first phase, categories included 1) recognition of need, 2) development of the concept, 3) collaboration and planning, and 4) design of the BLI. Within the second phase, the category was impact on the participants and categories in the third phase, refinement and expansion, included 1) program challenges, and 2) programmatic changes. See the presentation of the phases, categories, and themes in Table 3.
### Table 3

**Overview of Findings**

<table>
<thead>
<tr>
<th>Phases</th>
<th>Categories</th>
<th>Themes</th>
</tr>
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<tbody>
<tr>
<td><strong>Conceptualization</strong></td>
<td>Recognition of Need</td>
<td>• Available Funding</td>
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<td></td>
<td></td>
<td>• Need for Leadership Programming</td>
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<td></td>
<td>Development of Concept</td>
<td>• Holistic Approach</td>
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<td></td>
<td>Collaboration and Planning</td>
<td>• Hollins Staff Input</td>
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<td></td>
<td>Design of the BLI</td>
<td>• Need for Increased BLI Staffing</td>
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<td></td>
<td></td>
<td>• Comprehensive Approach</td>
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<td></td>
<td></td>
<td>• Counseling Approach</td>
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<tr>
<td><strong>Implementation</strong></td>
<td>Impact on Participants</td>
<td>• Personal Transformation</td>
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<tr>
<td></td>
<td></td>
<td>• Expanded Definition of Leadership</td>
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<tr>
<td></td>
<td></td>
<td>• Program Perception Changes</td>
</tr>
<tr>
<td><strong>Refinement &amp;</strong></td>
<td>Program Challenges</td>
<td>• Scheduling Conflicts</td>
</tr>
<tr>
<td><strong>Expansion</strong></td>
<td></td>
<td>• Curricular Shift</td>
</tr>
<tr>
<td></td>
<td>Program Changes</td>
<td>• Need for Increased BLI Staffing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Additional Programming within the BLI, Hollins and the Roanoke Communities</td>
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</tbody>
</table>

**Phase One – Conceptualization**

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

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

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

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

In late 2001, Dr. Walker’s husband, Edward Walker, had a professional work meeting in the Roanoke community and met Walter Rugaber, the Interim President at Hollins. Mr. Walker shared his wife’s interest in teaching a leadership class and Mr. Rugaber requested a meeting with Dr. Walker to discuss Mr. Rugaber’s ideas. Dr. Walker then met informally with Mr. Rugaber. Their discussion centered on The Batten Scholarship, created by Frank and Jane Batten. Remaining funds in this endowment were allocated for programming for the Batten scholars. At that time, the Batten fund was one of the largest donations in Hollins’ history. These funds were provided by Frank Batten who was the retired chair and CEO of Landmark Communications, Inc., a private media company that owns newspapers, specialty publications, television stations, and the Weather Channel. Frank Batten has lived his life surrounded by Hollins women. His mother, Dorothy Martin Batten Bass, Class of 1924; his wife, Jane Parke Batten Class of 1958; and one of his daughters, Dorothy Batten Rolph, Class of 1985, all attended Hollins. He has also served on the Hollins Board of Trustees, and he and his wife have
given generously to the university over the years (K. F. Walker, personal communication, October 27, 2004; Batten Leadership Institute Informational pamphlet).

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

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

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

An editorial in the Daily Press [Newport News, Va.], lauding the Battens in 2003 for giving more than $170 million to a variety of schools and organizations, including Hollins, said: “His values have been clear from the beginning: He took a strong stand on school desegregation and encouraged employees to get involved in civic affairs...[he] is a model of verve, vision and
Following Mr. Batten’s wishes and reflecting on his conversation with Dr. Walker, Mr. Rugaber believed leadership programming would be more advantageous for the students than teaching a curricular class originally suggested by Dr. Walker. According to Dr. Walker, Mr. Rugaber wanted programming that was unique to Hollins and was more innovative and comprehensive than most leadership programs at other institutions. He wanted a program that reflected what the Battens would have wanted. Instead of a curricular class, Mr. Rugaber asked Dr. Walker if she would be interested in designing a comprehensive leadership program. His only condition was that he wanted the student participants to take a leadership role within the program. He believed they needed a voice and ownership of the program.

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

Dr. Ridley reported that she was only involved early on in the planning stages. “I was only involved at a preliminary level, just having the original brainstorming session with Katherine, but was not involved in subsequent discussions” (Interview 2, p. 18, lines 24-26). Dr. Ridley left Hollins for one year from the fall of 2002 through spring term 2003 so was not present when the program piloted. When asked to think back about what may be problematic about implementing this program, she voiced that her only concern was “that at some places
leadership gets watered down. My personal concern is that people would not know what leadership studies are and that we not create something that would just be how volunteer work has become in high schools, something you have to do so that’s why they (students) do it” (Interview 2, p. 19 lines 8-21).

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

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

The first category, recognition of a need, in the conceptualization phase describe Dr. Walker’s conceptualization of the Batten Leadership Institute and how she came to recognize the need for increased leadership education for women at Hollins University. The themes that emerged within this category were available funding at Hollins and the need for leadership education and training for the students. Dr. Walker pitched her ideas to an influential figure, Mr.
Rugaber. This meeting with Mr. Rugaber, as well as other Hollins administrators, sparked the initial conversations about women’s leadership training which would eventually lead to her own leadership training program.

Development of the Concept

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

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

As mentioned in chapter two, the characteristics of a more noteworthy leadership development program, recommended by Gregory and Britt (1987), included the selection of participants, a sound philosophical basis, concise and clearly stated goals, comprehensive and interdisciplinary approaches to instruction, explicit attention to leadership as opposed to other related constructs, utilization of a variety of training methods, and the implementation of consistent evaluation plans. Dr. Walker incorporated all of the above recommended steps in the planning of the BLI.
Dr. Walker continued reading and collecting articles and books on leadership. She gathered as much information as she could on leadership, women’s leadership, and leadership programming related to women’s single-sex education. She reviewed leadership programs at other higher education institutions. Dr. Walker said “I dove into it and could not stop doing it” (Interview 7, p. 83, line 36). At that time, she did not visit other higher education institutions to review their programs but reviewed details of their programs on-line to gain a better understanding of what they offered. “I looked at other programs and kept thinking that it just doesn’t seem like people are grasping or hitting on the fact that college age students are very much in late stage adolescence in general. They are looking at identity development and identity formation and personal growth. What an unbelievable time to really help them become leaders” (Interview 7, p. 83, lines 42-44). She believed that college age was the ideal time to assist students not only in their development as individuals but as leaders. “I knew I wanted to take a holistic approach and use my counseling background when developing this program” (Interview 7, p. 84, lines 6-7).

Speaking to the BLI’s holistic structure model, Dr. Walker stated that the BLI model was originally developed for Hollins, although some segments of the model could be found in other leadership programs. “I reviewed programs from a number of colleges and universities and was most impressed by the University of Richmond’s Jepson School. They approach leadership from a predominately academic and theoretical perspective with a strong emphasis on ethics. We approach it differently” (K. F. Walker, personal communication, October 27, 2004). Dr. Walker wanted to focus on self awareness and self as a leader. She chose a model with four components including personal growth, student management, experiential growth, and program staff management. This overview model was obtained and analyzed and appeared to be consistent
with the findings that emerged from the interviews with Dr. Walker. She described the BLI’s structure as one that is holistic with an emphasis on interpersonal skills and personal growth. This model provided a visual component consistent with her words. It is presented in Appendix G.

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

Dr. Walker also utilized Irvin Yalom’s work on Group Psychotherapy when designing the BLI. Yalom (1994) believed that interpersonal interaction is crucial in group therapy. The interpersonal connection was the missing component from many of the other leadership programs she had researched. Academics, theory, and ethics are critical aspects of any leadership program but Dr. Walker wanted a strong emphasis on the inter- and intra-personal connections. She wanted a group that would not be actual group therapy but designed to assist students with giving and receiving feedback. There would be components of it which drew from group therapy theory. She wanted this group to be an arena for the students to interact freely and assist one another to identify and understand what goes wrong in their interactions and then learn to change
any maladaptive patterns or behaviors. These are skills not only important to patients in therapy but to anyone interested in improving interpersonal skills, especially in that of a leader. Dr. Walker put significant thought into the programs that would include the interpersonal component as well as all other aspects of her programming when designing her proposal for Hollins University.

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

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

Collaboration and Planning

The third category in phase one, collaboration and planning, presents the steps involved with the planning of the BLI and those individuals Dr. Walker utilized to assist her with recruiting students for the first year of the program. The two themes emerging from this category were a need for assistance from established Hollins staff to recruit students for the BLI and the
need for increased staffing within the BLI. The following findings come from interviews with Dr. Walker and Anna Epperson, one of the interns when the BLI piloted in 2002.

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

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

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

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

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

Eventually, after facilitating the program for two years (2002-2004) on her own, Dr. Walker decided that she needed assistance. The program was growing and she continued to find it difficult to obtain doctoral interns. Additionally, her two young sons were sick with asthma
and she planned to travel south for the winter months for their health. She would be gone for five to six months and it would be imperative that someone oversee the program. Dr. Walker would leave the area in October and return in March. She would be back in time for graduation and be present over the summer to make changes and get ready for the fall programming and incoming BLI students. Dr. Walker would help plan the program and assist from a far while the assistant director would run the day-to-day operations of the BLI. Dr. Walker approached Dr. Markert to inquire about additional funding. Dr. Walker presented three ideas to Dr. Markert. They would need to hire help to assist Dr. Walker, turn the program over to the faculty, or close the program. Dr. Walker felt strongly that Hollins hire a Ph.D. to ensure credibility since the program may eventually be a part of the curriculum. Dr. Markert reviewed the budget and found an unrestricted donation that would fund an additional staff person for the BLI.

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

It is so clear to me that I can’t do everything and that I am more conceptual, I’m better at the beginning, I’m better at getting something started, getting it running, getting it off the ground, designing it. Abrina is a better person to implement, to make it more effective, to deal with the details, to hold people accountable, to recognize problems with the way it is running and some ideas about how to make it run more efficiently. So, we hired somebody not to be me because we don’t need more me (Interview 7, p. 101, lines 11-16).
The title change was the first step. Dr. Schnurman-Crook was a Licensed Professional Counselor with an interest in women’s leadership. She had previously been working in a local crisis counseling agency in the Roanoke community and was looking for a career change when Dr. Walker approached her about the BLI opening. Dr. Schnurman-Crook laughed as she remembered:

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

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

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

*Design of the BLI*

The fourth and final category, design of the BLI, gave a detailed description of the BLI design and operation of the BLI including an overview of the different programs and expectations of the students during each semester of the BLI. The two themes emerging from this category were a comprehensive approach providing programming for students their sophomore through senior years and an emphasis on counseling techniques. All of the current programs are
described beginning with the sophomore year all the way until graduation. The following findings came from personal communication with Dr. Walker, a data analysis of the BLI Working Plan, Leadership Lab Manual, and a Progress Summary. In addition, the Leadership Resource Group, Distinguished Visiting Fellows series, and the Senior Advisory Board were observed.

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

**Sophomore year.**

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

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

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

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

**SKILL DEVELOPMENT SEMINAR**  
(first-semester, sophomore year)

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

- **Objective 1**: Explore opportunities and seize investigated prospects,
- **Objective 2**: Experiment and take risks,
- **Objective 3**: Envision an uplifting future,
- **Objective 4**: Enlist others in a common vision,
- **Objective 5**: Foster collaboration,
- **Objective 6**: Strengthen people,
- **Objective 7**: Set examples for others in conducting their daily life,
- **Objective 8**: Achieve in small steps,
- **Objective 9**: Recognize individual contributions, and
- **Objective 10**: Celebrate team accomplishments.

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


LEADERSHIP LAB
(first-semester, sophomore year)

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

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

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

The purpose of the Semester Leadership in Action Project was to provide students an opportunity to apply their creativity and innovation to designing and implementing a short term leadership experience. Students developed and presented a Semester Leadership in Action Proposal to their peers, applied communication and evaluation skills during the peer proposal
process, assumed a leadership role in a project they had designed for one semester, and effectively communicated their experience to peers. Examples of projects included a workshop for women teaching conflict resolution, a Hollins Heart Walk, Hunger Awareness Project, Relay for Life and an HIV/AIDS Awareness project.

LEADERSHIP RESOURCE GROUP
(second-semester, sophomore year)

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

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

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

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

*Junior year.*

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

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

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

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

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

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

Senior year.

During the last year of the program, students completed two projects. They were the Student Advisory Board and the Senior Mentoring Project. Seniors gained valuable experience
through groups with a focus on transferring their leadership training into their careers. Serving on the board prepared them for active participation in their careers and communities. During their senior year, students began to increase their feelings of ownership of the program and mentor the sophomore BLI students.

**STUDENT ADVISORY BOARD**

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

**SENIOR MENTORING PROJECT**

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

Although seniors continued to gain valuable knowledge about leadership and continued in their own learning, serving on an advisory board and mentoring the sophomores was paramount in their training. Offering students hands on experience granted them valuable knowledge about life after college and the professional world. Most college graduates, once they enter the working world, have not had non-profit board experience. This experience provides
important training so they may serve their communities through future board participation. It also
gives them an advantage over those without this type of board training when seeking
employment and on the job.

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

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

Phase Two - Implementation

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

This category, impact on the student participants, within the second phase of the BLI is
derived from interviews with the participating students and administrators. The emerging themes
were: (a) personal transformation, (b) expanded definitions of leadership, and (c) program perception changes. First, there is an overview of the student and administrator participant backgrounds. For confidentiality purposes, each student has been given a pseudonym. The administrator’s names are used, with their permission. For students, demographic information is cited as well as brief descriptions of their leadership involvement in high school and in college. The administrators’ educational background and a brief work history are presented.

Student Participants

Bonnie

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

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

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

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

Sarah

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

Sarah played basketball in high school and was a sports captain. She was the assistant editor of her yearbook her senior year. She was on the SGA and a member of the Black Student Alliance. She was also in the national honor society. Sarah considered herself to be a quiet leader in high school. She reported being more of a follower than a prominent leader.
Her major at Hollins was Film and Photography. During the time of the interview, she was only involved in the BLI. After college she planned to seek employment in film. She currently is employed at the Full Frame Documentary Film festival. At the time of the interview, Sarah was a senior.

Ester

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

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

Holly

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

She reported being highly involved in high school. She was President of the National Honor Society and the French Club, and involved in student government. She said she had always been interested in taking initiative and getting things done. She liked to be busy and efficient.
At Hollins, she majored in Political Science with a minor in French. She was a Resident Assistant in the French House, French Club Treasurer, a member of the Varsity Riding Team, Admissions Ambassador and Hollins Columns staff writer. After college, she planned to obtain a job in the Pennsylvania government. At the time of the interview, Holly was a sophomore.

Amy

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

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

Student Summary

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

Administrator Participants

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

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

Abrina Schnurman-Crook

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

Alison Ridley

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

Wayne Markert

Wayne Markert is currently the Provost and Vice President for Academic Affairs at Hollins University. He received his undergraduate degree from the University of Baltimore and
his master’s degree from Johns Hopkins University. He received a second bachelors and his
doctoral degree from the University of Oxford. Dr. Markert has been a part of the Hollins
community since 1997 and has served in other capacities including Acting President and
Professor of English.

Anna Epperson (BLI Intern)

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

Administrator Summary

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

Impact on Student Participants

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

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

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

The sophomore students, Holly and Rita, had only been members of the BLI for seven months at the time of the interview. Holly believed she moved from “not knowing what’s going on to knowing what’s going on and from liking it to really learning from it” (Interview 5, p. 64, lines 14-15). When asked about how she had changed she stated, “I started to relax and I started to look beyond my nervousness and I started to be myself and I learned a lot from my focus and from my communication group and focusing in my classes” (Interview 5, p. 61, lines 45-46; p.
She further added, “I have also been able to have more confidence in class and raise my hand in class. I feel like I have learned new ways to approach situations and motivate people and delegate responsibility and be a leader” (Interview 5, p. 62, lines 2-8). When Rita was asked about how she had changed, she added, “it has made me much more concrete in what I want and what I need to do to get there and how much help I need to get myself there. It has certainly made me more aware of what I do as a leader and kind of how to go about getting where I want to go and how to motivate” (Interview 3, p. 38, lines 16-19).

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

The seniors, Sarah and Amy, were completing their last semester of BLI at the time of the interviews. Sarah stated, “I am more encouraged to speak up. I started to speak up in the Batten Skills Seminar group and I felt like it was a safe place to speak.” That started to increase in my classrooms the next year” (Interview 10, p. 161, lines 3-5). Amy stated, “I am a much more balanced person. I know there is more to life then just the working side of it” (Interview 8, p. 127, lines 2-3). These seniors had been through three years of the program and experienced it as it unfolded. Questions they had prior to their participation in the BLI now became clear simply as a result of their willingness to trust in the process of the BLI and its leaders and patiently
move through the process. They became the pioneers who could talk to later classes about their experience, what went well and what did not.

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

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

Ester reported that the Communications Skills Group “tied” with the Leadership Labs. She believed both were equally beneficial in creating personal change. “It is hard and sometimes hurtful and the best thing about Batten” (Interview 9, p. 145, line 21). Ester learned that the
groups could be challenging and that it was sometimes difficult and even “hurtful” to take a look at yourself and areas needing improvement. Sarah reported, “the group is where I changed the most, where I grew the most and that encouragement I received in group was helping me a lot with Skills Seminar and Leadership Lab” (Interview 10, p. 160, lines 3-5). Students learned first hand what was effective and what was not in terms of communication. They practiced positive techniques and learned to give feedback constructively. Students could connect their experience with what they learned in seminar which heightened their experience.

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

Communication Skills Group and Leadership Lab were identified as the most beneficial part of the BLI. Receiving feedback about your communication style can always be difficult and the participating students reported anxiety about group and lab experiences as personal feedback was a significant part of each. The Lab activities included feedback but this feedback is performance based while the Communication Skills Group feedback is interpersonal. Students are historically used to feedback which is performance based, i.e., grades on tests, evaluations at their work study, and employment after graduation.
The interpersonal feedback, which stems from the Communications Skills Group, is new territory for most. Students interacted with others, shared personal information, and learn about effective modes of communication thus experienced vulnerability. This mode of feedback is not typical in most educational arenas and a new phenomenon for many sophomore Batten students. The inter- and intra-personal experience gained from the Communication Skills Group and the Leadership Labs was a positive experience for the BLI students. Students made connections between what they learned in the more traditional programming like the Skills Seminar and their experiential learning in the Leadership Labs and Communication Skills Group. This experience led to the students’ report of increased personal transformation.

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

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

Anna Epperson also identified Dr. Walker as a positive role model. Anna, one of the first doctoral interns the year the program piloted, discussed how Dr. Walker was a positive
role model even for her as a doctoral student. She stated:

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

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

Students appeared to have an increased understanding of self and saw the value of a collaborative environment. Self-confidence, the ability to accept criticism, and alternative approaches to difficult situations were personal changes identified by the students. Each discussed a positive personal transformation whether she had been in the BLI for one semester or for three years. Dr. Walker believed, “they had a much greater awareness of themselves and their strengths and also what they don’t do as well” (Interview 7, p. 91, lines 33-34). I see more of an openness to other people and a recognition of the value of that” (lines 36-38). Dr. Walker voiced that she could identify with the students. “I have to put myself through some of the things, some of the processes that the students are going through and I have to constantly challenge myself and evaluate myself in how I am doing in my leadership role” (Interview 7, p. 105, lines 15-17).
The student participants identified a positive personal impact as a result of the BLI. Their personal transformation was the result of the interpersonal feedback they received and positive role models they observed. During their interviews, the students discussed many areas in which they learned and experienced positive growth and change. Learning to give and receive feedback as well as forming relationships with and observing positive role models contributed to students’ personal transformation.

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

*Expanded definition of leadership.*

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

The Batten students were asked about the definition of a good leader after at least one semester in the BLI. Based on their answers to the question about leadership experiences in high school, their definitions of leadership appeared to have developed further. There appeared to be
more of an understanding that a leader does not have to be an extrovert who is captain of a team or president of an organization. Good leaders take on many forms and their experience in the BLI contributed to the growth in their beliefs about good leadership.

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

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

Ester noted that a good leader “needs to be him/herself, loud or quiet and can be intro or extroverted. They should have principles and know what their principles are” (Interview 9, p. 151, lines 18-20). Amy stated that “a good leader is also a good follower and a person who can read people enough to know when it’s too much to ask of them” (Interview 8, p. 134, lines 18-20). Rita identified a good leader as someone who “makes sure other people are enjoying it and
make sure that there’s a lot of communication on what they are enjoying and what they are not” (Interview 3, p. 44, lines 33-35).

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

Two students identified leadership participation but did not describe themselves as prominent leaders. Ester stated, “before Batten, I thought that I had to change and become this huge, loud public person and that’s just not me. I picked up captain of the cheerleading squad for a semester but I never considered that as leadership” (Interview 9, p. 141, lines 4-13). Prior to participation in the BLI, students believed a leader was one who was a loud, public figure and someone who could easily take charge and manage others. They did not believe a leader could be a quiet, more reserved individual. Sarah said, “I was a quiet leader, more of a follower than a
prominent leader” (Interview 10, p. 157, lines 44-45). I played basketball and was sort of a sports captain and I was assistant editor on yearbook, and I was on SGA” (lines 14-15).

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

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

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

Dr. Schnurman-Crook identified a good leader as, “someone who is very transformational in their focus, they are very conscious, they are aware, they are mindful and not wrapped up in their ego and they truly want to be the best for the collective whole and something that extends beyond themselves” (Interview 6, p. 78, lines 26-29). It was important that both directors not
only voiced their beliefs about leadership but modeled it to the Batten students to further contribute to the students’ growth and development.

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

Program perception changes.

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

STUDENT PERCEPTIONS

Before students began participating in the Batten programs, they reported not having a true understanding of the program goals and expectations. They knew they wanted to become better leaders and realized the BLI was about leadership but students did not completely grasp the time commitment they would be taking on or the powerful impact that they would later describe the program would have on them.
When asked about her perceptions before entering the BLI and after completing the program, Sarah talked about how in the beginning she looked around and saw others whom she did not think were leaders. She felt the program was a time commitment and was afraid it would be a waste of time. “I felt like I was changing and I was speaking more. My confidence was coming to me and it was not a waste” (Interview 10, p. 160, lines 34-37).

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

Rita was also a skeptic and even stated, “I actually hated it early on” (Interview 3, p. 33, line 32). Rita felt it was a waste of her time and did not feel she would learn anything she did not already know. Rita described talking to Dr. Walker about her concerns and Dr. Walker encouraged her to stick with it for a few weeks to see what happened. “About three quarters of the way through I was talking to my mom and telling her about the things I had learned in Batten and then as soon as that came out of my mouth, I was like, Oh my God, I am learning something new and this whole experience is coming together” (Interview 3, p. 33, lines 39-42). After that, Rita realized the impact BLI was having on her life and how she was leading.
Ester is an advocate of the program as well and has even referred many first-year students to the BLI. Ester never seemed to doubt the program and knew she would benefit. She sensed the time commitment and knew she would be making personal changes. “That’s a part of what makes Batten, Batten and it is not always easy and it is sometimes very much a struggle but it’s not anything that is a horrible experience” (Interview 9, p. 143, lines 16-17).

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

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

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

ADMINISTRATOR PERCEPTIONS

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

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

The students who participated in this study understood that when committing to the Batten program, they would “learn” about leadership but did not seem to grasp how much of a time commitment the BLI can be. According to Dr. Walker, students compare the time commitment to that of a three credit course. Not only did the perception of the time commitment
change but the actual experience versus what they perceived the experience to be changed. Students learned about leadership not only through lecture but through hands-on, experiential learning. They received interpersonal feedback as they had not previously in classrooms or co-curricular opportunities.

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

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

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

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

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

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

Program Challenges

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

The enrollment during the first year of the BLI in 2002 consisted of 12 students which is significantly smaller than today. The BLI admitted 16 students its second year, 27 the third, 27 its fourth year, 37 its fifth and 25 this last year. The program was becoming better known on campus and enrollment was increasing. Several students reported feeling disappointed as they believed it was more “special” to be a part of a smaller, more elite group. They did not like the idea of admitting increased numbers to the program and wanted to keep it small and exclusive. Dr. Walker felt strongly that the BLI allow any student to participate. Although there is an application process to gather background information, the BLI does not interview students; the students interview the BLI leaders to determine if it is the right program for them. If they are willing to put in the hard work it requires and if they believe they can manage it as a co-curricular program, then they are admitted. Dr. Walker stated, “leadership is not an exclusive enterprise. We live in a democracy where leadership can be taught therefore I do not feel I can
determine who will or won’t be a good leader” (K. F. Walker, personal communication, February 20, 2007).

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

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

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

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

Dr. Walker reported that she wanted more diversity in the staff. She and Dr. Schnurman-Crook are both Caucasian females approximately the same age with similar educational backgrounds. In order for students to learn about diversity and leadership Dr. Walker and Dr. Schnurman-Crook believed that providing diversity among their staff was an important way to role model differences to the students.
Finally, the BLI has significantly expanded over the past five years. The planning of future programming and the day-to-day operations of the program has made the BLI difficult to manage by two individuals. Due to this expansion, Dr. Walker and Dr. Schnurman-Crook believe the addition of an administrative assistant will decrease their work load.

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

**Programmatic Changes**

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

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

The changes that have already been implemented include:

1. A Communication Skills Group for juniors and seniors was added. Students complained they missed the small group component and the opportunity to interact with one another while discussing their goals.
2. A first-year component was added to the program in the fall of 2005. This allowed the first-year students to participate once they enter Hollins and learn about the BLI and leadership on an introductory level before beginning the intensive sophomore year.

3. In April of 2005, the BLI Leadership Café began. All Batten students were welcome to informally drop by the BLI offices each Thursday morning until the end of the term for coffee and pastries and leadership-related discussions.

4. In May of 2005, the BLI held an open house for graduating BLI students and their families to celebrate, socialize, and meet students’ families.

5. In January of 2006, Frank and Jane Batten endowed a gift of $2,000,000.00 which added $100,000.00 to the BLI’s operating budget.

6. In October of 2006, there was the addition of the Professional Women’s Leadership Certificate Program. According to data by the Roanoke Valley Women’s Leadership Needs Assessment conducted by the Commonwealth Council and Hollins University, women in the Roanoke area want targeted, effective leadership training. In response, the BLI designed a professional women’s training certificate program. This transformational program provides important and practical training in leadership skills for women in the surrounding community, as well as a certificate that will give them an advantage in applying for jobs and promotions.

7. In the Fall of 2006, the faculty approved the BLI’s curricular shift. The proposed certificate in Leadership Studies will move some programs from the existing Batten Leadership Institute to for-credit status. It also includes two sets of seminars that will give greater academic and theoretical grounding to the work of the students. The
seminars will be taught by interested faculty in their own fields such as Political Science, English, and History. This will begin in the Fall of 2007.

8. The BLI received a $350,000 gift from the William R. Kenan, Jr. Charitable Trust of Chapel Hill, N.C., in the Fall of 2006 to support their initiative to more fully institute the BLI into the curriculum, enhance academic rigor, and create a visiting scholar program.

9. In the Spring of 2007, Hollins allocated funding to hire a full-time administrative assistant for the BLI to assist with the increasing demands of a growing program.

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

1. A formal program for the Professional Women’s Leadership group and the BLI students would be designed to give the women and students leaders an opportunity to interact. This would allow BLI students to observe professional women in a training much the same as their own BLI training. It would allow both groups to network and learn from one another.

2. Conflict Negotiation Labs would be designed to increase students’ conflict negotiation skills. Professionals in the community such as attorneys and car salespersons would meet with students and negotiate appropriate, off-campus situations. Another avenue for addressing conflict would be to invite college students from area schools to practice negotiation with the Hollins students. This would allow the BLI students to step outside of their comfort zones in a less artificial setting and learn to negotiate conflict with others.
3. The expansion of the Distinguished Visiting Fellow Series would provide students’ with a more interactive experience with the community speakers. This would increase their involvement and make it more experiential versus listening to a one hour lecture weekly.

4. Seniors will be provided with the opportunity to be involved with professional boards in the community as an experiential way to learn about board governance and to network with professionals in the Roanoke community.

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

Summary

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

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

Summary

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

a) What is the process by which Hollins University came to initiate a leadership program?

b) What guided the development of the leadership program?

c) How has the program impacted its participants (2002-2004)?

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

The setting for this study was an all-female university setting located in southwestern Virginia that offers a leadership education and training program. The site was purposefully chosen based on my prior involvement in the leadership program and for geographic proximity. The potential participants were six students from the BLI as well as four administrators and an intern involved in its first year of implementation.
Data collection procedures for this study were interviews, direct observation, and documents. Data were analyzed using the constant comparative method. Results were presented using three initial phases based on codes and then categories emerged from the phases to assist the researcher with making meaning of and describing the process of developing and experiencing the Batten Leadership Institute.

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

Study Conclusions and Discussion

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

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

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

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

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

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

A review of the literature indicated that leadership development in female students should be a crucial aspect of a college’s mission statement, especially in that of an all female institution. A greater investment on the part of an individual college in the leadership development of female
students can result in a greater satisfaction with the college experience (Rogers, 1996). Hanna (2003) called for “academic institutions to serve as the vehicle linking problems and disciplines, to reformat program structures in response to increasingly sophisticated and market-savvy students” (p.26). The Batten Leadership Institute responded to this call in a collaborative effort by Mr. Rugaber, Dr. Walker, and Hollins University and their combined desire to teach young women about leadership and to provide their female students with the tools and skills necessary to make them better leaders thus improving their overall college experience.

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

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

Kouzes and Posner (1995) asserted that constituents do not follow willingly but rather follow those leaders who are engaged in the process. “Without leaders, constituents have no energizer to ignite their passions, no exemplar to follow, no compass by which to be guided” (p. 30). Dr. Walker and Dr. Schnurman-Crook have been motivated and engaging leaders from the beginning and students willingly followed even during tentative times when they did not fully
understand the process. Dr. Walker believed, “you have to constantly increase your understanding of yourself and of other people and how you can contribute and what you can bring out in others. It is not a solitary enterprise” (Interview 7, p. 104, lines 41-44).

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

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

Dr. Walker wanted to assist students in the development of their inter- and intra-personal skills and make her program different from others. Dr. Walker’s idea about teaching
interpersonal skills and utilizing a comprehensive approach is consistent with Sashkin and Sashkin (2003) and Witzel’s (2005) study. Witzel proposed the following response for current requirements of effective leaders:

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

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

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

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

The first conclusion related to research question three is that the BLI student participants improved their leadership skills through interpersonal feedback, positive female role models, and
broadened definitions of leadership. The second conclusion related to research question two is that leadership can be taught.

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

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

Belenky, Clinchy, Goldberger, and Tarule (1986), stated that women typically value affiliation, growth and development. They usually are guided by values and make choices that have meaning for others as well. Their ways of knowing are often intuitive, subjective, and personal. Many women value achievement and competency but at the same time want to find meaning and satisfaction in their work. They find reward in caring, respectful relationships. For most women, leadership models, programming, and activities must be based in this context.
Consistent with Belenky et al. and their beliefs about the value of relationships, the BLI was structured to not only provide students with theory and a basic skill set, but more importantly with a better understanding of other people and how to have meaningful, respectful relationships. The BLI leaders believed, and it was concluded from the interviews that these relationships and interpersonal skills improved leadership skills and abilities.

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

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

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

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

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

The faculty has to approve anything that may be curricular, which can be a very long process. At the time Dr. Walker planned the BLI, the faculty was not involved. It was only after the first couple years of the program did the faculty become involved and discussed the BLI going curricular. Dr. Walker did not want the faculty involved during the initial planning stages when the program piloted. She stated, “I do feel like a new program needs a little protection when it takes off. Too much input or negativity in the beginning can be problematic” (K. F. Walker, personal communication, February 20, 2007).
The administrators involved with the planning were “amazed” with how the BLI came together in the end. Dr. Ridley noted “I was amazed at this program…to see what Katherine had put up and instituted. I was just astounded at how well it fit together, how much sense it made, the fact that these students were not getting paid, not receiving credit, and loving the program” (Interview 2, p. 20, lines 40-43). They believed it would take a longer period of time to plan the program, work out any obstacles, and get the program up and running.

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

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

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

Recommendations for Future Leadership Programming

1. Ensure hands on experience and experiential learning versus providing lecture and
   readings only.

2. Create a program using a holistic and comprehensive approach. This would include
   not only theory, ethics, and skills training but would have a strong emphasis on
   personal growth and development.

3. Utilize positive role-models, a necessary component when training young women
   about leadership.

4. Provide a curricular component. If the university wants to demonstrate that leadership
   is important, a curricular component is imperative. This also helps in recruiting and
   retaining students.
5. Design an inclusive program and allow anyone who has a desire to improve their leadership skills to participate. Leadership has traditionally been exclusionary. To combat this, a program must subscribe to the notion that leadership can be taught and include all students who are willing to participate.

6. Actively recruit and retain diverse students. If a group model is being used, diversity ensures that students will be challenged. Group needs to be difficult to encourage students to fully understand themselves. Diversity includes race, religion, socioeconomic status, and sexual orientation.

7. Ensure that the person facilitating the group has a passion for what she is doing. If a program is handed down or if someone is forced to run a leadership training program, it will not be as successful. The program must be the individual’s primary focus.

**Recommendations for Future Research**

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

1. A study to research emotional intelligence in students before and after their participation in the Communication Skills Group or in the BLI as a whole.

2. A study to measure how students deal with conflict using the Conflict Dynamics Profile.

3. A Leadership Skills Study-a comparative analysis comparing the leadership skills of the BLI students with students from other area universities in leadership training programs.

4. A Leadership Skills Study-a comparative analysis comparing the leadership skills of the BLI students with non-BLI Hollins students.
5. A comparison of the BLI with other women’s leadership programs to determine program effectiveness and preparing students to be leaders.

6. A comparative analysis comparing the leadership skills of the BLI students to an all male leadership program.

Researcher Reflections

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

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

Dr. Walker is one of the most intelligent, dedicated, and motivated women I have ever met. She is passionate about this program and demonstrates incredible skill and knowledge in women’s leadership. However, I believe Dr. Walker was truly in the right place at the right time
and that a huge leap of faith is what first guided the BLI and its success. My intention is not to
give the impression that starting a leadership program is not without obstacles. I do hope this
case study will provide rich description, the goal of qualitative research, to other institutions
wanting to implement a leadership training program.
References


APPENDIX A

Batten Leadership Institute
Application

Name: ___________________________________________ Hollins Phone Number: ________
Hollins Address: __________________________________________________________________________
Home Address: _____________________________________________________________________________ Home
Phone Number: _______________ Email: ______________ Current GPA: ______________
Planned Major: ___________________________________________ Student Year: __________

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

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

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

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

Batten Leadership Institute Schedule *
Monday, September 4, 2006 4:30 – 5:30 pm Orientation

Below are three required components students must attend fall semester
1) Skills Seminar (everyone must attend this weekly seminar)
   Mondays, September 11 – November 13, 2006 4:30 – 5:30 pm Skills Seminar

2) Communication Skills Group (must pick one of these groups to attend weekly)
   Tuesdays, September 12– November 14, 2006 5:30 – 6:30 pm Group 1 Meeting
   Wednesdays, September 13 – November 15, 2005 3:00 – 4:00 pm Group 2 Meeting
   Wednesdays 4:00 – 5:00pm Group 3 Meeting

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

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

I, ___________________________________________, agree to attend Orientation, Skills Seminar, Leadership Lab, and one Communication Skills Group weekly. I understand that I am making a three-
year commitment to the program. I have also attended the group interview and information session on April 26th from 5:30 – 7:00pm in Ballator Gallery or made alternate arrangements with the Director.

________________________________________
Signature
Please Return to Abrina Schnurman-Crook in West 130
Hello _____,

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

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

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

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

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

Sincerely,

Jennifer J. Slusher
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Informed Consent for Participants
in Research Projects Involving Human Subjects

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

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

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

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

III. Risks
The researcher will protect the confidentiality of the research participants, and all possible measures will be taken to eliminate the minimal risk associated with the participants being students. The participants may be asked to describe and discuss their experiences while participating in the BLI that could possibly cause discomfort if an unpleasant experience is being described. The participants will be able to stop an interview or line of
questioning at any point. All participants will be offered the opportunity to read their own cases in the study and provide feedback to the researcher.

IV. Benefits

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

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

V. Extent of Anonymity and Confidentiality

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

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

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

VI. Compensation

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

VII. Freedom to Withdraw

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

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

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

IRB Approval Date Approval Expiration Date

IX. Subject's Responsibilities

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

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

X. Subject's Permission

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

______________________________ Date __________
Subject signature

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

**Investigator(s) Telephone/e-mail**
Jennifer Slusher 344-6141 jslusher@vt.edu

**Faculty Advisors Telephone/e-mail**
Dr. Gerard Lawson 231-9703 glawson@vt.edu
Dr. Penny Burge 231-3986 burge@vt.edu

**Departmental Reviewer/Department Head Telephone/e-mail**
Dr. M. David Alexander 231-5642 mdavid@vt.edu

**Chair, IRB Telephone/e-mail**
Dr. David Moore 231-4991 moored@vt.edu

Office of Research Compliance
Research & Graduate Studies
Subjects must be given a complete copy (or duplicate original) of the signed Informed Consent.
APPENDIX D

IRB Approval

DATE: February 25, 2005

MEMORANDUM

TO: Gerard F. Lawson ELPS 0302
Penny L. Burge ELPS 0502
Jennifer Slusher

FROM: David Moore

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

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

Virginia Tech has an approved Federal Wide Assurance (FWA00000572, exp. 7/20/07) on file with OHRP, and its IRB Registration Number is IRD00000667.

cc: File
Department Reviewer: M. D. Alexander
APPENDIX E

Interview Guide

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

1. What was the process by which Hollins University came to initiate a leadership program?
   a. Tell me about what prompted you to design a leadership program for Hollins?
   b. Tell me about the steps involved to get the program running?

2. What guided the development of the leadership program?
   a. Who were the key players at Hollins who assisted in the development of the program?
   b. How did they assist in the development of the program?

3. How has the program impacted its participants?
   a. Tell me about the changes you have observed in the students who participated in the program, positive and negative.
   b. What feedback have you received from the student’s regarding their participation in the program?

4. What are the perceptions of the involved administrators, faculty members, and students of the leadership program on the impact the program has had on the campus?
   a. Tell be about the feedback you have received from administrators, faculty regarding the development of the program.
   b. Is your feedback different now that the program has been in existence for 3 years? If so, how?
c. What is your personal philosophy about leadership?

**Interview Questions for Faculty and Administrators**

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

**Interview Questions for Student Participants**

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

**Interview Question for the 2002-03 Doctoral Intern**

1. How did you become involved in the BLI?
2. What role did you play in the BLI?
3. Tell me about the changes you have observed in the students who participated in the program, positive and negative.

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

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

6. What is your personal philosophy about leadership?
Conducting Effective Leadership Labs

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

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

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

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

Progress Summary:
At the end of November, you will need to write a progress summary for each of your students. These summaries should be no more than one page that highlights your student’s strengths, areas in which she made major improvements, areas in which you have just begun to see improvement, and areas that require future work. Do not leave a student without something to work toward. Your report should end with a brief review of her strengths and what was positive for you in working with her. The reports are due the Monday after you return from Thanksgiving Break.
We may make minor edits before sharing with the student. Nothing on the report should surprise your student. It should all have been said during sessions and noted on checklists. Please refer to the Sample Summary on Page 5.
Body Language (Describe each of the following.)
Posture  Erect, but head was often down, looking at notes
Eye contact  Difficult b/c of over reliance on notes
Gestures  Animated, sometimes effective, sometimes distracting, betrayed nervousness

Voice (Describe each of the following.)
Tone  Excellent
Rate  Quick, need to slow down
Volume  Perfect

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

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

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

Other important feedback:  You have such excellent ideas, and your content was terrific. Working on increasing your public speaking confidence will help. You also could try relaxation exercises before speaking and visualizing yourself confidently.
delivering an eloquent speech. Memorizing short speeches and practicing will also help.
Great work! I appreciated your speech! Maybe you should run next year!

**Leadership Lab Goal:** Increase presentation confidence through visualization and relaxation exercises.
Leadership Lab Summary for Sandra Connor
November 2005
(SAMPLE)

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

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

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

Sandra appeared more confident each time she engaged in a simulation exercise and has made important progress while practicing her leadership skills. I enjoyed my time working with her and improved in my own leadership development through my experience with her. Sandra’s hard-work, intelligence and natural connection with others served her well in lab and will continue to do so as she continues in her leadership development.
Leadership Lab Simulation #1
Commitment #3 Envision the future

Role #1
You are an owner of a small magazine for university and college women in Virginia. Among other qualifications (which all the applicants you plan to interview have), you are looking for someone with a vision for expanding your magazine’s distribution into all colleges and universities across the country. You also have some ideas of your own that you need to communicate to the applicant during the interview to see if you can work together to make this enormous transition. For this simulation you can focus on either magazine content or marketing. Consider your observations of current trends, your experience, and your perceptions of the future for this population to generate ideas for a general 3 – 5 year plan for expansion and communicate those to the applicant.

Role #2
You are interviewing for a job with a small magazine for university and college women in Virginia. Among other qualifications (which you have) the ad in the newspaper stated that they were looking for someone with a vision for expanding the magazine’s distribution into all colleges and universities across the country. For this simulation you can focus on either magazine content or marketing. Consider your observations of current trends, your experience, and your perceptions of the future for this population to generate ideas for a general 3 – 5 year plan for expansion and communicate those to the magazine’s owner during the interview.

Leadership Lab Simulation #2
Commitment #4 Enlist Others

Everyone has the same role:

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

Consider:
Your own personal convictions
Martin Luther King’s “I Have a Dream” speech
The common aspirations of the Hollins student body
Animating you vision so that others can touch, hear, taste, see and feel it.
Use powerful language: use of metaphor, examples, anecdotes and stories
Convey the energy of possibility
Leadership Lab Simulation #3
Commitment #5 Search for Opportunities

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

Role #1
You are the newly elected president of the student body here at Hollins University meeting with the outgoing president. The purpose of the meeting is for her to tell you about the general procedures at Hollins University. Identify something that you think needs changing at Hollins University you plan to work on as the new president and get input from the outgoing president about what she thinks.

Role #2
You are the outgoing president of the student body here at Hollins University meeting with the incoming president. The purpose of the meeting is for you to tell the incoming president about the general procedures at Hollins University. You also have some ideas based on your experience about what changes she can implement next year. Identify those ideas and communicate them to her.

Leadership Lab #4
Commitment #6 Experiment and Take Risks

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

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

Consider the following ideas to help jump-start your thinking:
Organizing a fundraiser for a cause you believe in
Advocating for cause you believe in
Joining a local board
Starting a new club on campus
Taking a leadership position in an existing club on campus
Beginning a small entrepreneurial project
Teaching elementary, middle school or high school-aged students in an area of interest
Developing something new
Leadership Lab Simulation #5  
Commitment #7 Foster Collaboration

Role #1  
You have successfully started an organization on the Hollins Campus. After a year of hard work, planning and recruitment your organization is actively underway. You recently requested funding and received disappointing news that another organization that began about the same time is perceived to have a similar mission. The mission of your club involves “encouraging engagement on campus through first-year recruitment.” Your vision is to have every first-year involved in at least one extra-curricular activity on campus before the fall semester comes to an end. It was requested that you meet with the president/founder of the other organization and work out a way to merge the two. You are very committed to your organization, its vision and its mission and have concerns that the other organization’s mission is narrower in scope but recognize that some sort of partnership or merger needs to happen in order to get the funding you need. The simulation is the meeting between you and the other president/founder.

Role #2  
You have successfully started an organization on the Hollins Campus. After a year of hard work, planning and recruitment your club is actively underway. You recently requested funding and received disappointing news that another organization that began about the same time is perceived to have a similar mission. The mission of your club involves “encouraging political activism on campus through first-year recruitment.” Your vision is to have half of all first-years involved in at least one political activity on campus before the fall semester comes to an end. It was requested that you meet with the president/founder of the other organization and work out a way to merge the two. You are very committed to your organization, its vision and its mission and have concerns that the other organization’s mission is broader in scope but recognize that some sort of partnership or merger needs to happen in order to get the funding you need. The simulation is the meeting between you and the other president/founder.

For this simulation consider:  
Finding common ground  
Use of “we”  
Focus on advantages of partnership  
Consider your needs and those that you perceive are the needs of the other party  
Use of reflective listening  
What are you willing to give up?  
Who will be the new president of the organization?

Leadership Lab Simulation #6  
Commitment #8 Strengthen Others

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

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

**For this simulation consider:**
“Exemplary leaders make others feel strong” (Kouzes & Posner, p. 181).

The five leadership essentials of sharing power:
Ensuring self-leadership
Providing choice
Developing competence
Assigning critical tasks
Offering visible support

**Leadership Lab Simulation #7**
Commitment #9 Recognize Contributions

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

Apply this thinking to one of the following scenarios:

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

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

Projecting into the future and thinking about your potential project, you are to develop and present a plan to a BLI colleague to improve morale and increase member investment in the organization, club or group that developed (or already existed) in relation to your project.
Leadership Lab #8
Commitment #10 Celebrate the Values and Victories

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

BLI Model and Working Plan

THE BATTEN LEADERSHIP INSTITUTE at HOLLINS UNIVERSITY
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## OVERVIEW

### MODEL

#### PERSONAL GROWTH

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Direct Support
Senior Students +
Tamara Futrell

Program Director
Program Director
Doctoral Interns
Doctoral Interns

Program Director
Doctoral Interns

Doctoral Interns

Students Peers (facilitated by Program Director)

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

Senior Peers + Community Leaders + Program Director
SUPPORT TEAM

DIRECT PROGRAM CONTRIBUTORS

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

Senior Students
Responsibilities: Recruiting Freshmen
Mentoring Sophomores
Student Board Membership

Community Leaders
Responsibilities: Leaders’ Forum
Advisory Board Membership
Mentoring Juniors

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

Career Center Staff
Contributions: Assessment
Individual Leadership Project
Career Calling Program

CONSULTING CONTRIBUTORS

Faculty
Contributions: Skill Seminars
Mentoring
Board Membership
Individual Leadership Development Project
PROGRAM DESCRIPTIONS

COMMUNICATION SKILLS PROGRAM

PURPOSE

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

GOALS AND OBJECTIVES

Goal 1: Students will effectively give direct feedback to others.
Objective 1: Students will reduce any anxiety associated with giving direct feedback.
Objective 2: Students will consider the implications of their observations before giving feedback to others.
Objective 3: Students will verbalize feedback using approaches that are clear and maximize receptiveness in others.

Goal 2: Students will employ feedback from others as a leadership growth tool.
Objective 1: Students will reduce any anxiety and defensiveness associated with receiving direct feedback.
Objective 2: Students will process feedback from others.
Objective 3: Students will absorb feedback they deem helpful to their development as leaders.
Objective 4: Students will make changes based on productive feedback received.

Goal 3: Students will increase their awareness of their non-verbal behaviors.
Objective 1: Students will understand the impact of their non-verbal behaviors on others.
Objective 2: Students will demonstrate congruent verbal and non-verbal behaviors.
Objective 3: Students will use non-verbal behaviors to help them communicate consistently and maximize receptiveness in others.
Objective 4: Students will use non-verbal behaviors to encourage open communication from others.

Goal 4: Students will accurately interpret the non-verbal behaviors of others.
Objective 1: Students will describe non-verbal behaviors of others and what those behaviors communicate.
Objective 2: Students will identify incongruent verbal and non-verbal behaviors in others.

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

SCHEDULE

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

STUDENT REQUIREMENTS

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

GENERAL DESCRIPTION

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

EVALUATION

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

Students will evaluate the program using a brief form with ratings and narrative.
SKILL DEVELOPMENT SEMINARS PROGRAM

PURPOSE

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

GOALS AND OBJECTIVES

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

Objective 1: Students will explore opportunities and seize investigated prospects.
Objective 2: Students will experiment and take risks.
Objective 3: Students will envision an uplifting future.
Objective 4: Students will enlist others in a common vision.
Objective 5: Students will foster collaboration.
Objective 6: Students will strengthen people.
Objective 7: Students will set examples for others in conducting their daily life.
Objective 8: Students will achieve in small steps.
Objective 9: Students will recognize individual contributions.
Objective 10: Students will celebrate team accomplishments.

PROGRAM SUPPORT

The program director will teach the skill seminars.

SCHEDULE

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

STUDENT REQUIREMENTS

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

GENERAL DESCRIPTION

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

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

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

PURPOSE

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

GOALS AND OBJECTIVES

Goal 1: Students will apply ten leadership skills to a simulated problem.
Objective 1: Students will practice leadership skills.
Objective 2: Students will review and process performance in simulated activity.

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

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

PROGRAM SUPPORT

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

SCHEDULE

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

STUDENT REQUIREMENTS

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

GENERAL DESCRIPTION

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

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

Each student will complete an evaluation form with narrative and rating responses.
SEMESTER LEADERSHIP IN ACTION PROJECT

PURPOSE

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

GOALS AND OBJECTIVES

Goal 1: Students will develop and present a Semester Leadership in Action Proposal to their peers.
Objective 1: Students will use leadership skills learned to gain support for support for their projects.

Goal 2: Students will apply communication and evaluation skills during the peer proposal process.
Objective 1: Students will give feedback about proposals and presentations.
Objective 2: Students will approve or request a revised proposal with recommended amendments.
Objective 3: Students will make difficult decisions about how to deal with unsatisfactory proposals.

Goal 3: Students will assume a leadership role in a project they have designed for one semester.
Objective 1: Students will experience leadership.
Objective 2: Students will improve their leadership skills through experience.

Goal 4: Students will effectively communicate their experience to peers.
Objective 1: Students will demonstrate personal growth through their experiences.
Objective 2: Students will demonstrate reflection upon that experience and implications for future leadership experiences.

PROGRAM SUPPORT

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

SCHEDULE

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

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

GENERAL DESCRIPTION

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

EVALUATION

Students will evaluate each other’s performance.

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

PURPOSE

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

GOALS AND OBJECTIVES

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

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

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

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

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

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

PROGRAM SUPPORT

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

SCHEDULE

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

STUDENT REQUIREMENTS

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

GENERAL DESCRIPTION

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

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

Students will evaluate the program using ratings and narrative.
INDIVIDUAL LEADERSHIP DEVELOPMENT PROJECT

PURPOSE

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

GOALS AND OBJECTIVES

Goal 1: Students will identify their leadership strengths and weaknesses.
Objective 1: Students will complete the Individual Leadership Worksheet.
Objective 2: Students will complete a battery of leadership related instruments.

Goal 2: Students will maximize their leadership potential.
Objective 1: Students will identify personal barriers to maximizing their potential.
Objective 2: Students will remove barriers to leadership potential maximization.
Objective 3: Students will build on identified strengths.
Objective 4: Students will identify available resources.
Objective 5: Students will use available resources for their benefit.

PROJECT SUPPORT

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

SCHEDULE

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

STUDENT REQUIREMENTS

A leadership evaluation battery will be administered and a Leadership Development worksheet. A meeting with their assigned doctoral intern early in the fall semester will be required. Students will be expected to arrive to that meeting with a completed Leadership Development Worksheet, which will serve as the foundation for the Leadership Development Plan. Students will also be required to meet with an intern once before Thanksgiving break and at the beginning of the Spring Semester. Students will keep a weekly journal and write a two-page reflection paper on their experience. Student will be
encouraged but not required to share their reflection paper with members of their Leadership Resource Group. Students will determine how much time they put into this program.

**GENERAL DESCRIPTION**

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

**EVALUATION**

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

PURPOSE

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

GOALS AND OBJECTIVES

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

Goal 2: Students will apply communication and evaluation skills during the peer proposal process.
Objective 1: Students will give feedback about proposals and presentations.
Objective 2: Students will approve or request a revised proposal with recommended amendments.
Objective 3: Students will make difficult decisions about how to deal with unsatisfactory proposals.

Goal 3: Students will assume a leadership role in a project they have designed for the academic year.
Objective 1: Students will experience leadership.
Objective 2: Students will build on their leadership skills through extended experience.

Goal 4: Students will effectively communicate their experience to peers.
Objective 1: Students will demonstrate personal growth through their experiences.
Objective 2: Students will demonstrate reflection upon that experience and implications for future leadership experiences.

PROGRAM SUPPORT

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

SCHEDULE

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

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

GENERAL DESCRIPTION

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

EVALUATION

Students will evaluate each other’s performance.

Project evaluation will be a part of the final student presentation.
LEADERSHIP LAB CONSULTING PROGRAM

PURPOSE

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

GOAL AND OBJECTIVES

Goal 1: Students will use the Leadership Lab Consulting Program a resource to address issues that arise in their Leadership in Action Projects.
Objective 1: Students will use the lab as an opportunity to practice multiple skills as applied to project requirements like speeches, meeting facilitation, and decision-making.
Objective 2: Students will use the lab to practice leadership skills in need of further development.
Objective 3: Students will use the lab to gain insight into problems that arise during their leadership in action projects.

PROGRAM SUPPORT

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

SCHEDULE

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

STUDENT REQUIREMENTS

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

GENERAL DESCRIPTION

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

Students will receive ongoing feedback during the consultation.

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

PURPOSE

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

GOALS AND OBJECTIVES

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

Goal 2: Students will ask questions, seek suggestions, and discuss solutions to problems that arise in their Extended Leadership Projects with community leaders.
Objective 1: Students will learn from information related to them by established leaders.
Objective 2: Students will apply that learning to their experience.

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

PROGRAM SUPPORT

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

SCHEDULE

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

STUDENT REQUIREMENTS

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

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

EVALUATION

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

Students will evaluate the program’s effectiveness through ratings and narrative.
Communication Skills Group
Semester Evaluation
December, 2002

BLI Student: “Sarah”
Group Leader: Jennifer Slusher

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

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

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

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

Contact Summary Form

Contact Type: Site: __________

_____Informal Personal Contact Contact Date: _____

_____Scheduled Interview Today’s Date: _____

_____Phone Call

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

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

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Information</th>
</tr>
</thead>
</table>

Other information:

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

Concerns/Follow-Up

Contact Summary Form

Contact Type: Site: **Hollins Univ.-Distinguished Visiting Fellows Series**

- _____ Informal Personal Contact  Contact Date: 4/05/05
- ___X__ Scheduled Group Observation  Today’s Date: 4/09/05
- _____Phone Call

What were the main issues or themes that emerged from this contact?
The DVF group was for the juniors participants. There were 7 students and the 2 BLI leaders present. Dr. Walker introduced, Bittle Porterfield who spoke about his leadership experiences. Issues included his thoughts on private education, his need to contribute to the community, his retirement and different types of leadership skills used in different settings.

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

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues related to 2 themes-a comprehensive approach and expanded definitions of leadership.</td>
<td></td>
</tr>
</tbody>
</table>

1. comprehensive approach- Dr. Walker’s design included the DVF to provide positive role models within the community who could talk about their leadership experience.  
2. expanded definitions of leadership-students definition of leadership expanded as a result of their experience which included listening to the experiences of others.

Other information:

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

Concerns/Follow-Up:  
Few student participants this particular day.
Contact Summary Form

Contact Type: ______ Informal Personal Contact        Contact Date: 4/11/05

______ Scheduled Group Observation

_____ Phone Call

Today’s Date: 4/12/05

What were the main issues or themes that emerged from this contact?
The advisory board group was for the senior participants. There were 10 students and the 2 BLI leaders present. Students rotated leading the board meeting each week. The BLI leaders were only present to observe and answer questions as needed. The meeting agenda consisted of program announcements, exploring the BLI as a curricular option, committee reports, and announcements.

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

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues related to 4 themes—-a comprehensive approach, a holistic approach, expanded definitions of leadership, and personal transformation.</td>
<td></td>
</tr>
</tbody>
</table>

The Design of the BLI was comprehensive and holistic. This was evident in this meeting designed for seniors which provided them with the opportunity to learn about board governance. The experience as a whole, including the board meeting contributed to expanded definitions of leadership and their personal transformation.

Other information:

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

No questions currently—just observations

Concerns/Follow-Up:
None
Contact Summary Form

Contact Type: ___Informal Personal Contact    Contact Date: 4/13/05

___X__Scheduled Group Observation    Today’s Date: 4/15/05

____Phone Call

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

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

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

Other information:

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

No questions currently-just observations

Concerns/Follow-Up:
None
Contact Summary Form

Contact Type:  Site: **Hollins Univ.-Leadership Resource Group-2\textsuperscript{nd} part**

_____ Informal Personal Contact  

___X__ Scheduled Group Observation  

_____ Phone Call

Contact Date: 4/13/05  

Today’s Date: 4/15/05

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

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

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Information</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

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

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

Other information:

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

No questions currently—just observations

Concerns/Follow-Up:  
None
APPENDIX J

Document Summary Form

Site:______________

Document:______________
Date received:______________

Name or description of the document:

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

Date:

Significance or importance of the document:

Brief summary of the contact:

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

Document Summary Form

Site: Hollins University-BLI office

Document: The BLI Model and Working Plan
Date received: July, 2002

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

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

Date: July, 2002

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

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

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

Site: Hollins University-BLI office

Document: The BLI Application
Date received: January, 2007

Name or description of the document:
The BLI application was designed to gather background information on the BLI applicants.

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

Date: January 2007

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

Brief summary of the contact: n/a
If document is central or crucial to a particular contact (i.e. a meeting agenda, newspaper clipping, ...)
Site: Hollins University-BLI office

Document: The Leadership Lab Manual
Date received: January, 2007

Name or description of the document:
This manual was designed as a tool for the senior participants to assist with the lab functions and mentor the sophomores.

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

Date: January 2007

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

Brief summary of the contact: n/a
If document is central or crucial to a particular contact (i.e. a meeting agenda, newspaper clipping....)
Document Summary Form

Site: Hollins University-BLI office

Document: Progress Summary
Date received: Fall, 2002

Name or description of the document:
The summary is an example of how students were evaluated in their Communication Skills Group.

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

Date: Fall 2002

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

Brief summary of the contact: n/a
If document is central or crucial to a particular contact (i.e. a meeting agenda, newspaper clipping, ...)

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Supplement 1

Transcriptions

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Interview One

Interviewer = J
Anna = A

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

A Yeah.

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

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

J Nope, sorry, no money (laughs).

A Here

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

A Right.

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

A Sure.

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

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

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

A Well there were a number of practical reasons why it appealed to me. One was that it was in the Roanoke area so I didn’t have to go to Blacksburg. Um, that was a practical reason, another was the fact that it was a leadership wellness program, that it was helping young
women in particular, develop their personal growth skills, as well as leadership skills and that was very appealing. Plus, I knew of Katherine Walker, I didn’t know her well. I had met her and um, so I was, you know, I wanted to work with her. Plus I knew the reputation of Hollins too.

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

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

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

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

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

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

J Okay, that’s fine.

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

J Okay.

A And they were the only ones in the program and the program evolves or has evolved so that it’s sophomore, junior, and seniors. So, this is the third year for the program. Anyway, so they had, um, their learning communication skills, and they had a seminar which Katherine Walker presented once a week. And then based on those seminars, they had to practice different skills and each week they had a different kind of assignment to do and so they came to the leadership lab and they were video taped, doing whatever those things were. So, basically, auh, I would set that up and then be there with them while they were doing it and then critique them afterwards and go over them with them.
A Sometimes, um, we might do it over again. Not very often did we do that because their time was very limited, but if they felt like they wanted to do it again, then we would video tape it again and we would actually watch the video tape together at that point and critique it. So, that was a powerful experience for them because a lot of them, well I don’t know, I was going to say a lot of them hadn’t been video taped so they were kind of not used to being video taped and to see themselves, um, was a good learning experience for them. So, basically they, I, it was the critique giving them feedback on what they were doing and talking with them about that. And, that was one particular, um, duty or role that I played. The other role was, um, a group experience and this was, um, this was all in the fall that this happened of the first of the year and it was a, um, a leadership group, and as I remember, I was the leader of the group and it was based on, um, a Yalom, auh Irvine Yalom’s type of leadership, of auh, personal growth where we didn’t necessarily have, it wasn’t a structured group, so it was for them to learn to give and receive direct feedback. That was probably the most, um, rewarding part of the experience for me to be, be a part of that. And I learned a lot, personally, because that, this was, um, I was an intern, I was having, this was my clinical internship as part of my doctoral program.

A so I was learning new skills as well as they were, so it wasn’t like I was a total expert in this.

J Sure, you were learning as well.

A Right, I was learning as they were learning. So encouraging them, um, to give feedback to each other we had some really auh, I started to say serious, and I think they were serious issues that came up during the group, and um, people were able to reveal things about themselves that they may have never revealed to anyone else. So it was a powerful experience for them and some of them kind of seemed, as I remember, resent the group at first. Um, and, but as time went on, I think that they started growing closer together. One thing that I learned about the group is that sometimes people wouldn’t come and because they had, um, these young women are very busy and have rigorous schedules and when they didn’t come it really was a break in the group, and you know, one thing I learned about groups, in particular is that you really do need that consistency.

J Right.

A for groups to really grow together. And then if someone didn’t come and then, um, they don’t know what happened before and to catch them up and all of that. So, that was, I really see, I had read about that in books and knew about that, but to see it in action was really a powerful experience.

J Were you able to address that within the group, as far as those people who didn’t show up or how important that consistency was?
A Yes, I did do that. Um, and I think that those members of the group who didn’t show up really missed a lot. And, um, you know, and as the semester went on, it seemed like people wanted to come more and more. It’s also interesting to see that some people dominated the group more than others, I mean it typical of any group and to bring out, and it, there was such a good diversity, it was just amazing the diversity in the group. And, I’ve really enjoyed that a lot, um to see the, you know, the different cultures that people came from, auh, we had international students, bi-racial students, um, different sexual orientations, it was, it was quite auh, a good experience.

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

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

J Right.

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

J Right

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

J Sure

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

J Okay.

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

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

A Um, well we worked on, it’s interesting one person was having trouble buying a car, they didn’t have enough money, and we talked about um how to do that and you know, that was real interesting. Um, we talked about someone had, auh, a friend who had an eating disorder and we talked about how to deal with that. Um
J So were you counseling them?

A Basically, that, it was counseling. Um, so it was really, and what you find is that leadership is um, was not just leadership and being, you know out there kind of in the public, whoever you are inside has an affect on your leadership skills and how you interact with other people, so um, that’s basically. Oh and then another role I had was to meet with my, with the director once a week for supervision.

J Okay.

A And I taped, um, sessions with the students in the group and we would go over those and I would get feedback on how that went.

J So this was a requirement through Virginia Tech, not Holland’s, not for the Batten programs specifically

A Right.

J but for your role as an intern through Virginia Tech.

A Exactly.

J Okay.

A I think that’s the way it was, um, I know that we did it and didn’t know we had to do it

J Okay.

A So, and then there, we had other goals where um, we would, were part of more campus wide kinds of things, um, there were different um, events that we took part of, part you know, um I’m trying to, there was a leadership for, this was in the, oh, oh I didn’t talk about the spring

J Okay.

A Um, as each semester changed the program changed and we didn’t do the leadership skills anymore.

J Okay.

A Um, basically, we did the weekly group but it was different. Instead of being more of a process group it was each student had to do a leadership project for their leaders and I’m remembering now (end of side one) One thing that I forgot before going to the second semester was that, part of the program in the second semester of your sophomore you, you do a personal leadership project, or the students do, not me, and so we start working on that in, um, our group or and all the students have to approve each students leadership project before
they can go ahead with it, so it’s like you are getting feedback in consensus from the other members and those leadership projects might be taking part in a club on campus where you do a leadership role, or um, all kinds of different things that could take on campus or be off campus. Um, so one of the things that Holland’s does every year is they have a leadership program for high school students and I think it’s for juniors. I don’t know if it’s juniors and seniors, but it’s at least juniors and they come from all of the Roanoke Valley or even beyond that I think from, from the local area, and um, they have a different kinds of things that happen during that event. Well at, this year, two of the well I’m getting ahead of myself here

J That’s okay, you can always go back.

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

J Oh, okay.

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

J Like a meet and greet kind of thing?

A Right.

J Just to learn about the programs?

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

J Okay.

A And um, people could, recruiters, I’m just trying to remember that term

J Your fine, yeah, I’m sorry to look at the tape
A the recruiters, um, were there, so that was an interesting event. And, it seems like there were other events that we took part in too, which I can’t remember

J Random events on campus and things that related?

A Right. We did have a luncheon one time where we had and I don’t remember if that was part of Batten where we had the publisher of the Roanoke Times come and talk. And that was quite an event. So there were all kinds of leadership events for the students from um, to kind of meet and different leaders. I think it was basically a board of trustees of Holland’s

J Okay

A was there and we had a lunch for that and we got to participate in that. So

J Okay. You had a lot of roles.

A (Laughs) a lot of roles.

J I appreciate you breaking them down, that makes sense when you can, when you can break it down like that, I appreciate that.

A So, it was working directly with the students one-on-one, working in the group, um, every now and then meeting for counseling if they felt like they wanted to do that. Maybe we did that all to talk. I can’t remember.

J Okay.

A I think it was that we auh, maybe it was to talk about whatever was going on or maybe it was to talk about their leadership project, but I do remember meeting, yeah I met with all of the students, now that I remember, um

J My guess is that it was probably to talk individually about their leadership projects and roles?

A And some of them I met more times with than I did with others.

J Okay.

A As they needed it.

J Okay, thank you.

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

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

J Right.

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

J Right.

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

J Okay.

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

J Okay.

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

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

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

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

J (laughs)

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

J Sure.

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

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

A Right

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

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

J Okay.

A that age a little bit more.

J Okay. Any other ways that um, or think that you feel you personally got out of the program for your own leadership?
A Um, I wish I could remember, I’m trying to remember, it was really good, I really particularly liked working with Katherine Walker and seeing her leadership style. I think that that was a real positive, auh, thing that I got out of the program. And,

J What was it about Katherine’s style that, that you liked?

A Well, let’s see, I’m trying to remember, I wish it were two months ago rather than two years ago.

J Because this was, this was over two years ago for you.

A Right, yes, it was two and a half years ago. Um, yeah I guess it was just, you know, she knew how to ask for what she wanted, but yet she knew how to temper that with, auh, praise, and making people want to do what you wanted. I don’t know how to say it in any other way. Um, you know, learning how to be assertive in a giving way, that sounds kind of a (laughs)

J No

A an oxymoron, but um, to you know say what you want but be willing to give something in order to give what you want. Do you know what I’m saying?

J Yeah, I do, I do.

A That um, you know, it’s not my way or the highway, it’s, you know, this is what I want that I’m willing to work with you in some way.

J People were receptive to her.

A Right. Very receptive to her. Um, she knew how, her leadership style, and particularly with the students, she, her leadership style was very, um, she was very engaging with them, she knew how to make them feel good about themselves, um, but yet she didn’t really let them take advantage of her in any way. She maintained her hours, auh, her boundaries, but yet she was available when she needed to be.

J Okay.

A And I think that a leader needs to know all those things. How to be available, but how to set boundaries.

J Okay, she had a good balance?

A Yes, she did.

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

J Right, okay, okay. What feedback did you receive from students about the program, just on an ongoing basis.

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

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

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

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

A No,

J Okay.

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

J Sure.

A There’s going to be

J that natural personality conflict when there’s a lot of people working together

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

J Right.

A or the administrators I guess you would say, that that never really got out of hand or paralyzed anything or stopped anything.
J Okay. Okay. So looking back what would you change and what would you keep the same about the program?

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

J You personally in the leadership lab?

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

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

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

J Okay. Okay.

A Um.

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

A Yes

J it was a powerful experience.

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

J Okay.

A of my time and theirs.

J Okay.

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

J Okay.

A and maybe it’s changed since then, I don’t know.
J So, would you change the leadership lab piece?

A No, because I think that they need to learn those public speaking skills and I think they need to think about those different things that, that were there. I mean I thought that the, well I don’t know if they are doing the same things, I thought that all of those things were good, I guess I just felt frustrated when they didn’t come prepared.

J Okay.

A You know I felt like it was a waste of my time.

J Okay.

A You know.

J So you may reiterate more, how important it is to come prepared?

A Right.

J Okay.

A You know, because I’m there giving up my time and how are they going to get anything out of it if they are not prepared?

J Okay.

A So, that was frustrating for me. Um, I know now that the seniors are actually running the lab.

J Right.

A And, so I think that they, I think that’s an excellent idea. Because they have been through it, they’ve seen the development of it, and maybe they can emphasize how important it is.

J Okay, okay. Anything else that you would change or think that, stick out that you would keep the same because they were beneficial?

A I wouldn’t change the process within the fall, I think that that, giving direct feedback and receiving it is very powerful and it’s a unique opportunity that we don’t always have. I would not change that at all. Um, I don’t know if I really would change anything. I think the thing in the spring, you know if I were going to do it again, I would have, you know, hind site is always, you know if you have the insight of that, if I had known more about that I think I would have emphasized that everyone get started a little sooner on whatever their project was. Because I think some people kind of waiting until the last minute on that too. And you know, you have to understand that these people are full time college students.

J Sure.
and, in a rigorous academic situation and they don’t, it’s not like a full time job that they are
doing this,

And this was not, um, from what I remember, a requirement, it’s a co-curriculum activity.

No, you get no credit for this.

Right

I don’t know if they do now, but they didn’t, it was all volunteer. So, you know my high
expectations might not always be their high expectations.

Okay.

And maybe that’s something you have to learn in being a leader, is that people don’t always
have the expectations that you do.

Okay.

And to learn, you know, maybe that’s what they learned from me.

The expectation part?

Right.

Okay.

You know, that my, what I think should have been, is not always what happens.

What always happens, okay.

(laughs) And learning to get that across or how to motivate people to do that is auh, part of
leadership.

Well that leads very nicely into my last question, which is, what is your personal philosophy
about leadership?

Um, well that’s a good question because I haven’t had a lot of experience myself in being,
you know, an administrator or a leader or an executive, so, um, I know the way I would like
it to be. I haven’t been able to put it into practice

Okay.

Um, but I would like somehow to give, to empower people to do things themselves. I don’t
want to be hands on kind of thing, or I don’t want to be a micro-manager is what I mean.
Um, because I feel like if you stand over people then they are not going to have the chance to be creative. So, but I do think that leaders need to motivate and to figure out what motivates people. You know a lot of people work for money but that’s not the real motivating factor in leadership. You know, to have a common goal or mission or philosophy and to be able to impart that to other people so that they are all on the same team, um, I see the leader as one who does that.

J Okay.

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

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

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

J Modeling, good modeling.

A Right.

J Okay. All right, thank you!

A You are welcome.

J very much, I appreciate it.
Interview Two

Interviewer = J
Alison = R

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

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

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

R Auh huh.

J and then you left and came back, right?

R Right.

J So what was your role then?

R Oh boy.

J Take your time, think back.

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

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

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

J Yeah, probably.

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

J Okay.

R It would make more since if it was during my time as chair of the faculty, I would think.
Okay, and which, what was the other one.

Auh, director of general education.

Katherine might remember

She might well, I just, hum.

So you, you’ve had many roles here at Holland’s?

Yeah

Then and now.

Right.

Okay, so you became involved in the development, just basically because you were a part of that discussion

Right

eyear on.

And I was only involved a very preliminary level, just having that, that original brainstorming session with Katherine, but then I was not involved in the subsequent discussions of what is now BLI.

Okay.

As I understand it, Katherine really developed that idea on her own and put it back. I think she put it back the year that I was gone to Georgia Southern which was 2002.

Okay, that was the fall that it was implemented, was that fall.

I believe so, yeah. So I’m thinking that that discussion I told you about probably took place a full year prior to the, to the implementation

Okay.

at least.

So probably sometime early in the mid 2001

2001, I think.

Okay. Okay
R That’s about right.

J Did, thinking back, can you remember anything that you thought might be a challenge or might not go over well for students here at Holland’s with you know knowing that this might be an actuality.

R My only concern all along is that at some places the term leadership gets watered down and um, I remember in that initial discussion, my, my own ignorance about what leadership studies is.

J Right.

R And, um, I remember thinking that Katherine was, was very well versed and had some interesting ideas. And so, I would say that my personal concern was a) that people wouldn’t understand what leadership studies is, including myself, and that we not create something that would just be, um, sort of how volunteer work has become in high schools now

J Right.

R where it’s just, it’s something that you’ve got to do, so that’s why they do it. I really was interested in hearing about something unique that students would do because they wanted to do it, not because they had to do it.

J Right.

R And I know that sounds really weird about the volunteer piece but it does seem to me these days in high school that, sort of an oxymoron that you are required to do service learning types of things.

J Exactly, to promote yourself for college and things like that.

R Right, and then, the, the, um, the spirit of it kinds, kind of gets lost. And that’s what I didn’t want to have happen with some kind of a leadership program. That it wasn’t, everybody is a leader. That it had some unique type of a, of um, definition to it.

J Auh huh, so the fact that it started out as um, people applying and being accepted

R Auh huh

J versus something that was a requirement, that’s something that you liked?

R Yeah I, and I have to say after the fact, because that initial discussion wasn’t that in depth at all.

J Right, do into detail
R  You know we didn’t get into, exactly.

J  Okay.

R  But yes, I think that was a smart, a smart thing to do.

J  Okay. So how do you feel if it were to every become part of the curriculum or something that was required, does that change your view?

R  I, I think it should never be required, um, I think that it could nicely have a curricular component

J  Okay

R  but again, and I said this to, to Katherine and Abrina, it would have to be something unique again. Um, it can, I don’t think it should be just leadership studies 101 for instance,

J  Right.

R  because this program is already so unique we’d have to figure out a curricular component to it that was equally as unique. So that again, it’s not just kind of watered down leadership studies.

J  It loses some of it’s meaning.

R  Absolutely, and, and, you know, Katherine and Abrina have something very special here and what ever direction it takes, curricular or continued co-curricular, they are going to have to be careful not to sort of succumb to that, you know, we can do this for everybody type of thing.

J  Exactly. Exactly, okay. Um, I know that you were gone for a while and you weren’t part of all the discussions

R  Auh huh

J  but can you think a little bit about your perceptions then compared to now if there is anything to expected that has is not what you thought it would be or vice versa?

R  I’ve got to give you my gut feeling. I was amazed at this program when I came back from Georgia. To see what Katherine had put up and instituted, I was just astounded. I was astounded at how well it fit together, how much sense it made, the fact that these students were not getting paid, not receiving credit, and loving the program. Flocking to it.

J  Auh huh.
Um, so surprised, I was surprised at how incredibly good it was. I’m very pleasantly surprised.

R: Because one, I remember when we had that initial discussion, I thought how on earth are we going to put together something that’s going to ring peoples bells and be different and, and that’s what she did, so

J: Auh huh.

R: I, I don’t know how she did it, but, but when you look at the structure of the program, it makes sense. It’s exciting, it really teaches students things and brings them out of themselves and um, I have nothing but auh, high, high praise for, for Katherine

J: Yeah

R: putting this together, so, um, what surprised me was a) she pulled it off and b) that she did it so impeccably well.

J: Yeah. Well and I, as you know, I was part of that first year, um, and it definitely went very smooth compared to what could have happened.

R: So when you think about any new program you expect some pretty significant bumps in the road and you would know this better than I would but it seems to me that all in all it went very, very smoothly. And um, it is a unique kind of a program where the students are helping to develop it as it’s developing as well, which I think gives it even added credence because they, they feel ownership for the program and

J: Do you know much about the specifics of the program, do you know much about the components of it and can speak to what parts of it that you feel are more beneficial than others?

R: Auh huh. I’ve not seen any of it in action.

J: Okay.

R: I’ve just talked to students who have participated and had long discussions with Abrina and Katherine about the different components. Um, from what I hear the leadership lab piece of it, that sophomore year program is really critical. Because it seems to be there, where they really find out if this, first of all if it is something for them, and secondly how they can build on that. And then from there um, so I, so I do think that that really is the critical piece, or was the critical piece

J: Right.
of course it’s still being developed. And then the juniors that the, the other piece about it, that I really like, and I’m seeing very positive things come out of it, are the projects the students have to do. Um, I’ve had a couple of students, I’ve suggest projects. For instance, the Scavis project that Aaron Adams has done, that has taken off and has saved computer services money, personnel time, um, and has imbued a group of students with a skill set that will be invaluable for them later on.

I’ve only heard some bits and pieces of that so I didn’t know all that.

And it seems to be working very well in fact in the computer science course this term some of the students are offered extra credit, if I’m not mistaken, to go through the Scavis training to go and debug peoples computers and then they get extra credit in their class.

Okay.

So, um, that’s worked very well. There’s one group of Batten students, um, that’s helping me to develop the big sister program for next year, so there are some really important things coming out of those projects. And um, you know big ideas

Big projects.

that they are willing to, to see through. So, I think that that component of it, and I believe that bridges sophomore to junior is that right?

Auh huh. Right.

And than I, I’ve heard wonderful things about the um, the visiting, um

Distinguished Visiting Fellow.

Thank you.

I can’t remember that one very much either. The DVF.

The DVF, thank you, um, that the students have really enjoyed and felt like they’ve learned things from those speakers. I couldn’t say whether consistently they’ve been happy with it, but I do know that some of them have come forward and said, you know, how lucky they are to be able to listen to leaders out there in the real world

Right.

And to be able to sort of identify that this is what they might want to be doing. And then the senior year component, as I understood it from Abrina this year, has been a little bit bumpy along the way, and, and, again, I’ve not been there, auh, but from what she told me, I think they got a little bit of a slow start getting their mission statement and their goals and
their committees set up and she had told me that she wished that that would have happened earlier so that they would have really become board members earlier on in the fall.

J Right.

R And I know there are some other issues with the senior component. I think in theory, the senior component is very, very good. Um, and very important in terms of the mentoring the seniors do for the sophomores. One of the things that I’ve found to be really unique about this program, it’s just not, not just learning about leadership, it is, being a leader, learning how to be a leader by leading

J Exactly.

R and so that kind of experiential component to it is, I think, really critical to it’s, it’s success. And I hope that it will build on that. We’ve been talking about introducing a first year program component of the program where Katherine and Abrina are thinking about having the juniors than mentor the first year students.

J Okay.

R So, it has this kind of cyclical helping structure, which I think is very important for retention, very important for building leadership skills.

J Okay. Growing.

R I think it has tremendous potential for

J Okay.

R um, for mentoring, for retention, and many other things. And it may lead into some natural type of curricular connection. I just don’t think we’re quite there yet.

J Okay. When you mentioned you talked with some students briefly, of course you don’t have to mention names, but

R Sure.

J can you tell me a little bit about what you are hearing from them positively and negatively and it doesn’t even have to be the Batten girls,

R auh huh.

J Um, students in general, have you heard, um, from them what they like and what they don’t like?

R I’ve only heard positive things from students directly.
Okay.

I’m hearing some rumblings about ahh, people being unhappy about the amount of the attention that Batten is getting which really is unfortunate, and for instance, there was some controversy about the fact that a Batten leader was chosen to give the Founder’s Day talk. And at first it was the seniors that were upset because they thought that traditionally a senior had to be the person that spoke. And we, you know, talked with them about the fact that no in fact the tradition was not that at all, but Holland’s was who could chose the speaker and that didn’t have to be a senior, it could be anybody. But that, I think left a bad taste in some peoples mouth, mouths. Why Batten, why not somebody else?

Right.

type of thing. And the thing that is so ironic about this is that the Batten Leadership Institute, more than any other program I can think of is for the students, by the students, run by the students.

Exactly.

So, the people that are unhappy about that, are either saying that they don’t want students period to be the speaker at Founder’s Day or they don’t understand what Batten Leadership Institute is.

Okay.

Because there is not an exclusive group. Anybody can apply.

Right. Right.

So, it sort of, it’s unfortunate and it really is an irony that they are upset that this group got chosen over another group when that group is all inclusive.

Okay.

If people want to take advantage of it.

So, they might be speaking out of not really understanding and, the Batten make up and what’s involved.

Perhaps. And I’m sure that some students would say, “well, I’m just not interested in leadership studies” or you know, “I don’t want to join that kind of a group” so you are being exclusive because you have to be a leader

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

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

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

J Right.

R And um, I also think that there are some students who says, “I’m a leader” who will look at BLI and say, “well I’m already a leader, I don’t need a leadership institute”. So, I, I really like the fact that it’s open right now.

J Okay.

R Um, I think if it became more exclusive, you know, for instance, recruiting all the ones from high school who have done a leadership position and so forth and so on, I worry that it might create a type. Um, and what I think is so nice about it right now is that it, it brings in all types of leaders and gives them a common experience but lets them express it in very different ways.

J Exactly.

R I think that’s wonderful.

J It’s not cookie cutter.

R Not at all. I mean the components of it are similar, they have to be, you have to be some structure, um, but what these young women make out of that experience is completely up to them. And you might have one doing a project on big sister and another one um, working on an organic community garden.

J Okay. Exactly.

R And, and so their, their own personalities manage to come through. It’s not just, “I’m a Leader 101” type of thing.
J Exactly. So any of the rumbling that you have heard has been indirect things, it hasn’t been from any of the Batten girls directly?

R No. I, you know, I’ve heard from Katherine and Abrina that some of the seniors are unhappy about the prospect of the Batten going curricular ultimately. I’ve not had any direct discussions with any of them about that. Um, I’ve, I maybe have been sheltered but I’ve talked to a lot of Batten Leaders who just absolutely love the program and so, so that is what I’m hearing.

J Right.

R And I, I think that the rumblings outside are, are unfortunate, I don’t know if it comes out of not really understanding the program, or feeling threatened by the program or whatever it might be, but I would hate to see something this successful and this unique be damaged in any way by people not understanding it.

J Right. So, if you were, if you were to run into the Batten and you became um, Katherine

R Auh huh

J and you were the director, can you think of anything you might change personally or it sounds like, like you like it the way that it is. I don’t hear that there is anything but

R I’m not, to be quite honest with you, I’m not a particularly creative person. So, to me the structure just seems incredibly unique

J Okay

R and special. Um, and it seems to be working. I think they need to do some tweaking at the senior level. Um, but it has the potential to really, I do think that that mentoring circle, that has to be instituted completely for the program to be completely success in my opinion.

J Right.

R Because it is, um, learning to lead and then lead it. Auh, so that component is key. And it’s not just doing your own project, it’s teaching somebody else how to bring themselves up so that they can do their own project as well, that, that kind of thing. Um, no, and I am very much a proponent of, it’s not broken don’t fix it, you know

J don’t fix it

R And that’s been some of my hesitation with talking about instituting a first year program. I, I think that we need to do that, because I think it’s going to be a good recruiting tool. I
think it will help some students who are looking to get connected early to be able to make that connection with Holland’s before it’s too late. Before they start thinking about transferring. But, my hesitation is that, that first year program has to be as unique as the other three years and it also has to fit in succinctly with what’s going on in the other three years.

J Exactly.

R So, I felt bad in some ways because I was sort of pushing this first year program, um, but I do know that it’s hard, it’s going to be hard for Abrina and Katherine to come up with something that makes sense, but fits that is going to flow.

J Right. The flow is key.

R Right and so that, they’ve got something in the works and they’ll tell you about that if they haven’t already.

J Auh huh.

R Um, which I think would work, and I just asked them to think very carefully about whether they are happy with how it fits with the rest of the program.

J Okay. Okay. Yeah, I haven’t met with them yet, but I’m sure I will hear all about that piece of it.

R Auh huh.

J Um, so what is your, and I know early on you said that you, you know, you mentioned something about leadership not being, you not knowing as much about that, the study part of it, but what is your personal philosophy about leadership? I mean, you’re a leader, you’re a leader here on campus, you know, what is it that you feel is important for you to be able to connect with the students, let me put it that way. Change it around.

R (laughs) oh my goodness.

J That’s a tough question.

R It is a tough question. Well, the first thing that comes to mind for me is leading my example in what I do everyday. And auh, I’m not sure that this is really answering the question, but trying to demonstrate to students that you need to think things through carefully before you react, that you listen well, you do believe that that is a good leadership quality. Um, what is my philosophy?

J Or just, you know, what makes a good leader. You work, you work with other leaders and I’m sure you’ve worked with leaders whom you don’t feel are very good leaders.
R Yeah, well I do think that the listening piece is very important

J Auh huh.

R piece personally. If you are not listening to what people are saying around you than you are losing out tremendously. I mean the best ideas that I’ve ever had have come from other peoples ideas being put together and then coming up with some kind of a collective proposal.

J Right.

R Or, me coming up with an idea and being able to go out to my team and say, “hey, I have this crazy idea, how can we make it work?”

J Right.

R So, I think that part of that is helping people to feel engaged in the process, like every person in this, this group is as valuable as the next person, and the best idea may come from Anna. It may come from Joe. And then we’re going to go with that. And the leader, I think, is the person who is able to identify those ideas and able to bring people together around the ideas and make them work. So there’s that piece of it. Um,

J That’s fine, I mean that’s what else do I do? Um, but I do think that the leading by example one is, is big and is something that I wish that I were imparting better to some of these students here

J Okay, it’s hard.

R It’s very hard because they’re not necessarily listening and they’re not necessarily watching. So that, that is part of the challenge as well. How do you get them to make sure that they’re really thinking carefully about what others are doing. Are they looking at other people and saying, “what makes Allison a good leader or a poor leader,

J Right.

R and I don’t want to follow that.”

J Right.

R So, I’m saying to lead by example hoping that people will have noticed that when I’m sitting talking to them, I’m listening carefully, I’m trying not to let anything they say get by
me because any little point might be important and I’m responding and I’m engaging and
doing those things are they, I can do it till the cows come home but if they are not paying
attention to that then, then they are not really anything

J then it doesn’t matter, right, it doesn’t matter

R Right, but I’m going to keep doing that because that’s what I think is the best thing.

J Right. And that’s what you are suppose to be doing.

R Right, right. I guess so.

J Okay. Okay.

R Anyway, you know, and I still don’t know very much about the theory of leadership. I’ve
done a little bit of work on servant leadership when Janet Rossenson was the President
here, she was very much into that particular theory

J There are so many theories now.

R So, but again I have this sort of common sense approach to leadership that works for me.

J That’s important, common sense is, you know, underrated.

R So, I don’t know if that

J No, it’s fine, that’s fine. Um, is there anything that, um, I didn’t ask that, that, I could have
asked or anything, um, just about um, the Batten that you want to say or add?

R Well, I think the curricular piece of it is a very important question. And, um, I know that
Katherine and Abrina feel that it really needs to go curricular for it to be all that it could
possibly be. Um, so, I think if I were you, I would do a little bit more probing in that area,
but I’m sure how far you’re going to get.

J Right.

R because it’s one of those sticky things where, and especially in a liberal arts institution
where it’s going to receive a lot of resistance from faculty unless it is very, very carefully
put together with faculty input which should always happen anyway, but it’s going to have
to be something that makes sense. So, that in my mind is the piece that’s missing. I’m not
convinced that it’s absolutely necessary, but I think we’ve got to look into it very carefully.
So, I don’t know if, if that’s something else you can explore with Abrina and with
Katherine, especially with Katherine

J Sure
because I think she’s had this idea all along and, and she has some interesting information also from, um, the consultant that came in, auh, Robert Bernstein, I think is his name. And auh, he gave an entire report of things that we could do curricularly

Okay

for this program.

Okay.

Again my hesitation on the curricular side is that you run into the same kind of problem that you could end up watering it down, so back to the whole thing about how do you do what Katherine’s already done on a co-curricular level and maintain that curricular in terms of originality and uniqueness

uniqueness

so

Okay

I think that’s the, the only remaining question mark in my mind, is how the curricular piece would fit

Okay.

and if it’s going to be even possible.

If it’s going to happen, how’s it going to happen.

Auh huh.

And what’s the response going to be.

Right. And, and, and, a lot of that will have to do with how it’s presented, how academically grounded it is, how collaborative it is

Sure

and so forth and so on.

It will be interesting to see.

Absolutely. So, that’s what we’ll spend a good part of next year looking at.

Okay. Well that’s all I have. Thank you!
R Thank you

J I appreciate it very much.
Interview Three

Interviewer = J
“Rita” = R

J Okay, we’ll try this again. Today is April 13, 2005 and I am meeting with “Rita” who is a sophomore in the program. And, um, basically what I wanted to know first is what prompted you to apply to the Batten program and or what drew you in?

R Um, when I was first applying as a first year student I was concerned about how much money I was going to get because financial aid couldn’t afford the 30 thousand dollars here and auh

J That’s a lot of money.

R Yeah. They were telling me that there was this leadership scholarship that from hearing about my experiences in high school that I may be eligible for it that it was a full ride and that it sounded like I was a good candidate for it, um, so I had heard about the Batten program and sort of these abstract terms and I, it turns out that you have to have a certain GPA to be part of the Batten scholar but I didn’t, I met the GPA, I didn’t meet the SAT scores, so I didn’t even get asked to compete for the Batten Scholarship, (laughs) Batten Scholarship

J Okay

R But um, leadership was always something that I did a lot of in um, high school and so when I got here my mom was really encouraging you know get this leadership certificate that we heard about, you know, do what you can, so, I applied to the program no really knowing what I was getting myself into, I missed the meeting, the briefing meeting before hand

J Right

R so I just filled out this application and turned it in and um

J so there was a meeting in advance that

R Auh huh

J talked about the program and what it was about.

R Yeah, but I didn’t get to go, so I didn’t, I really had no idea what I was getting myself into at all, and I mostly did it because um, leadership was something that I had done a lot of and had a lot of problems with and you know, had grown a lot and learned a lot about leadership but thought that a program helping me to become a better leader would, do me good.
Okay. So, what kinds of experiences did you have, like in high school?

Um, I was captain of the cross country team and long distance track team two years in a row. I basically started a youth group in my church from the ground because it had fallen apart the year before and I picked it back up and started it again, um, got it involved in the church, in the rest of the church, a youth lead Sunday um, a youth lead service. Did a national, um, a district conference at the church that I organized pretty much all by myself, um

Wow.

I’m sure there were other little things, like I was involved in other clubs and had

Okay, so you already had experiences you just wanted to kind of fine tune some things a little more.

The, the running that youth group at church I ended up leaving that church because it was just, it had gotten so out of control. I made a lot of mistakes because I was young, I was a freshman and sophomore in high school when I did it, so I was really young and didn’t really know what I was doing, and for a lot of reasons ended up leaving and that was sort of, it sort of soured me on leadership and I knew it was something I really liked to do, but I knew that I had made a lot of mistakes and that

Like you said, that is awfully young to take on a task like that, so, okay. What were your first impressions of the program once you kind of or excepted or the application process was finalized. What were your first impressions once you learned more about it?

Like when we started.

Auh huh.

I hated it actually, I hated it. Thought that it was a waste of my time, I didn’t think it was going to teach me anything I hadn’t learned already in my experiences in leadership. Went to Katherine, said, “Katherine, I don’t think this is helping me, it’s wasting my time, what can you tell me that I don’t already know” talked to her about it and she basically said, “stick with it for a couple of more weeks, you know if it’s really not working come talk to me again we’ll, you know, we’ll work with you and try and make it work” and the whole term, last term, I was just like this is stupid, I, this is all stuff I know already, I’m not getting anything out of it, and then probably about three quarters of the way through the term I was talking to my mom on the phone and auh, I was like, “yeah well I learned in Batten yesterday” and then as soon as that came out of mouth, I was like, oh my God, I am learning something new, this is all coming together, it all like, and as soon as I said that, I started realizing how much it really was impacting my life and the way that I was leading things and so, then on it was a little better of a relationship.

Okay.
R But at first I hated it.

J Can you think of anything specific that, other than that conversation that might have been a turning point?

R Um, I remember, I’m, I’m, I’m heading up a, the HUUUYA group here on campus which is Hollins Unitarian Universalist Young Adults and it’s, it’s the same religion that I did the youth group in back in high school and now I was trying to start up a campus ministry here of that, um, and I started it with another girl who was a Batten and ended up quitting for the same reasons that I almost quit, and um

J But she did quit?

R She did quit, yeah

J Okay

R um, and we were running it together and there was, we were talking about, in our seminar thing that we do, the Monday night thing,

J Right

R how we were talking about having goals for your group, and my group, the HUUUYA group was struggling, it was floundering we couldn’t get people coming and it had been active for two terms and we could never get more than three people to show up at a meeting, and it was getting really frustrating and still is frustrating for me but um, we were talking about having goals and you know if you have a goal and then you can motivate people towards that goal and that’s what good leadership is and I was like, “that’s our problem, we don’t have a goal” so that’s been my, my, besides this whole mentoring thing that I’m doing I also have this, this, youth group on the side that I’ve now created a goal and have been working towards the goal. And we still don’t have a lot of people, but there’s more energy in the people that are there.

J Right.

R So, that, that was a big turning point too when I realized that I could apply what I was learning to this group that I was in charge of.

J That’s what I was going to ask you, if the, the, formulating a goal is something that the Batten

R Yeah

J taught you
oh yeah, It was one, it was one of the seminar things. It was really one of the only ones that I actually remember. I mean there was some other little things, that I still sort of remember but the goal, like having it written down on a piece of paper for me saying Good Leadership is Coming up with a Goal and Motivating Everyone to That Goal. It had never been defined like that for me. And I was like, “oh that makes so much since”. it clicked, it clicked. Can you tell me a little bit about your experiences in the specific groups that you all had first year as sophomores, I know you had the communications group and then you had skill seminar, were those the two big things?

Yeah, yeah, um, communications group I felt like I was in group therapy. Thought it was stupid most of, for probably about half of it, um, didn’t really, my goal was a very serious one, my goal was, um, that I have a problem with not being able to delegate very well. I feel like if I don’t do it, it won’t get done right, and I over commit myself. And um, that was my goal, was to be able to ask for help when I needed it and to know when to say no. And it was a very serious goal that I had but I didn’t see how the group was helping me at all and I didn’t like, didn’t really get what we were suppose to do for most of it, and I don’t think anyone in our group did and our group dynamic I don’t think you saw so much today, but it was, it was really weird. Katy and I were the only people who really talked at all. Everyone else was really quiet, so Katy and I would just like talk about our lives. How many people were in there, six, five six. There, there was two more people than you saw today. Okay. Six to eight okay. Because one of them quit and then Ally wasn’t there. Okay. But auh So the two of you kind of Lead the group. lead the group.
And when Katherine left we, none of us felt nearly as comfortable with Abrina as we do with Katherine and so it could the dynamic got even weirder. And there was a couple instances where Abrina said things that upset people in group, I mean she attacked, well not attacked but said something that really offended me once and said something that offended Alex once and so none of us really liked going to group after that.

Um, but, in the end we talked about it, I guess, three weeks ago, about how suddenly now that we don’t have it anymore we all kind of miss it. (laughs) it’s funny how that happens, yeah. Um, but it wasn’t. I think it helped for me to have, I was saying to Katherine just yester, when we talked about it that the group sort of gave me a chance one a week to focus on my, like my personal goals or to make myself a better person which I don’t normally have time to do. And I think that is what made the group so powerful is that now I am doing this HUGS program and I’m not having any trouble saying Ally go do this, Nicole go do this, I’ll do this, because I can’t do it all and I’m sure you guys are completely as capable as I am of doing these things.

So that feels different for you?

Yeah, it, it’s very different and I’ve been a lot better about saying no about things this term, which is really good, cause, it would have been an overload, overload, yeah. Um, and I just, it, it generally now I see that it helped a lot, at the time I had trouble seeing how it was going to help in any way.

So, it’s more in retrospect?

Yeah.

What about, um, the communications skills group?

My, that was communications skills group, then the leadership lab

Leadership Lab, that’s right.

Leadership Lab for me was completely useless and it was not the programs fault at all, it was my senior leaders fault and my other partners fault. Um, for whatever reason none of us could ever show up for group on time or all at the same time, all together ever. I think we did maybe three of the eight labs because we just could not show up. So, I mean I didn’t get anything out of it. And I saw the potential of it, but something for me, because I saw the potential of being able to get something out of it, but because my senior leader never showed up or my other partner never showed up, we didn’t get anything out of it.
R I mean I think I to change twice, and I’m not, I’m fairly strong in public speaking and I know I can use a lot of improvement in it, but that didn’t help me, there wasn’t enough feedback for me to get anything out of it.

J Not enough that you could speak to it. Okay. But there was a third component and I’m forgetting what that was. Skills seminar?

R Yeah, the skills seminar is the speech thing every Monday night for the lecture every Monday.

J But that, that’s separate from the personal growth, I’m calling it personal growth group because that’s how I remember it to be.

R Okay.

J But weren’t there three things?

R Yeah, there was the personal growth group, the Leadership Lab and then the seminar.

J The seminar, okay, okay.

R And the seminar is where I got all the, the stuff about um, making a goal and

J Okay

R That sort of thing.

J Okay, and the personal growth group is what you said at first you thought you didn’t like, but now you miss.

R Have you ever seen Bad Boys II?

J No.

R Okay, well in it they have, they have all these like clips, it’s a really good movie, you should see it, but they have these clips that are um, of them going to group therapy and the therapist keeps saying, you know, when you feel stressed just rub your earlobes and say, woosaw and it’s making fun of group therapy and for the entire first probably month of group, of the group thing, I just had to like hold that

J Had this need to do that.

R Woosaw I felt like it, it just felt really silly to be in group therapy when none of us were you know, there seeking out

J counseling
Okay, okay. Tell me a little bit about how you have changed if at all, you’ve touched on this, um, since participating in the BLI as a leader and personally.

Well, um, I’ve gotten much better at controlling what I get involved in and what I find important. My pri, I’ve always been good at time, time managing but my priorities sometimes get screwed up and I’m not really sure what’s the most important to me and I don’t know what to say no to and what to let drop, um, and Batten has really helped with that a lot and that’s communication skills a personal growth thing um, that helped me with that I think.

Is that it’s made me much more concrete in what I want and what I need to do to get there and how much help I need to get to get myself there. And um, it certainly made me more aware of what I do as a leader and kind of how to go about getting where I want to go and how to motivate. Other people there and I’ve noticed an extreme change in my leadership tactics since I started the program, extreme change.

Good. Good. Um, let me rewind a little bit, as far as groups now, that you all have part of the second semester

And I think a lot of that has to be just being in a different environment as well and like being two years in college and I’m sure that I would have gotten, you know, made progress either way with or without Batten but I, it’s been a really, really great kind of sounding board and base for me to jump up in leadership.

Good. Good. Um, let me rewind a little bit, as far as groups now, that you all have part of the second semester

Auh huh

Um, you have, what you all had tonight, kind of Leadership Resource Group, and then it, which, appropriates your project,

Auh huh

And is there another piece?

Well we meet with Stacy twice for the personal

For the individual

thing yeah.
Okay. Okay. And how, how would you say those, um, those are going for you as far as, a fit for you?

Well the, the things on Wednesday nights are really, they are really helpful because it gives me, like what I did today in group, I was like, “alright guys I need your feedback, does this sound okay with you” because I’m planning this program for the entire school and I can’t make decisions for the entire school and even if it’s only five other people that have an opinion at least it’s not just me. And I feel better about making the decision.

So delegating for this is not a problem

Yeah, and it’s, I’m just really concerned that the way I see this program is not how the rest of the school is going to appreciate the program and um, having, having that outlet to kind of talk to people is really helpful. And seeing other people go through struggles similar to mine is helpful as well.

Okay.

Um.

And when you meet with Stacy is it an extension of like what we talked about tonight, or is it a little more personal?

It’s a little more personal, I think, um, I’ve been talking to Stacy about my issues with HUUUYA just because, um, my other project seems to be going fine, because HUUUYA is a constant struggle for me. I can’t

Can you tell me again what HUUUYA stands for?

Hollins University Unitarian Universalist Young Adults

Hollins University Unitarian Universalist Young Adults

Yes

Okay, Thanks. Sorry go ahead, so you’ve been talking to Stacy mostly about that

Yeah, um because I can’t get people involved, I can’t get people motivated and I’ve tried everything and I don’t know what to do and I’m just sort of starting to lose faith in the idea that this will work at all, um and I’ve been talking to her about that and she has been helpful, um, right now, like I told her in this last group basically that HUUUYA was dropping lower on my priority list as exams got closer and this HUG thing, I have so many acronyms in my life. (laughs).

I got the HUG thing though, but the HUUUYA that was a new one.
Um, the HUG thing is getting close to like, we have four weeks to get 250 people signed up for this program. (laughs) so I mean

A lot of people, that’s a lot of people

It’s going to be intense and so, I mean we only have two more, we only meet, we meet every Sunday, and um, there’s only four Sundays, we will probably only meet three because the other one would be the week before mid terms, or finals and nobody is going to have time.

Exactly. Okay

And so, it’s sort of moved down, and she’s been really helpful in that kind of giving me a sounding board to talk to as far as

Okay. So as you wrap up your first year of your program, I know you have a lot more to go,

Yeah

um, how have those first impressions changed and how have they stayed the same?

Um, well I certainly don’t hate the program anymore at all. I think it’s a fantastic, fantastic opportunity for me. Um, I am really into the recruiting of first years. I have a really good friend who is in charge of Out Lab which is the DLTB Community hear on campus.

Auh huh.

And she is a first year and suddenly got roped into this Leadership Program, this Leadership position of a club that’s kind of dying, which shouldn’t be because we have a really large DLTB population on campus

Right, right, that’ surprising.

Um, the club is kind of floundering and so I’m really encouraging her to get involved in Batten because it helped me so much with my leadership that I’m sure that it will help her and you know this time last term I was just like, “I hate this program, this is stupid, I’m only doing this so that I can get the, the leadership seal on my certificate on my graduate, on my diploma

Auh huh

so I can get the job, there’s no other reason, you know, and like that was, it is not at all the way I feel now
Okay. Do you think people who knew you in high school um and saw you lead, if they saw you now, would be able to say, Rose is doing, has changed and grown and developed.

I think so.

Whether it’s teachers or other students or whom ever.

Yeah, I think so, um,

Okay.

When I left the, the youth group that I, I moved to another youth group that I actually held a leadership of sorts that because I was new it wasn’t quite as strong, I didn’t get there until my senior year of high school and most of them had been there since their first year so it was a more awkward thing. But the group that I left they used to, you know, tell me that I was far too controlling, that I needed to relax, and that was, that was the issue is that I would go into, into the youth group room and be like, “alright we need to get this done” and they would be like, “we just want to screw around, can you relax” and I’d be just like riding every one too hard and that was the lesson I learned. And I think that they would see that’s not so much the case any longer.

So, what would you change about the program? You’ve mentioned the things that, that you like, but if you had to change some things, what would they be?

Actually, the meeting you walked in with Katherine when I was talking to her about what I want to do with my life. We actually ended up talking about what I would change in the program for a good half hour. And I was talking about how um, I felt like the program, you didn’t, the program wasn’t as accredited as it should be on the campus. Um, people don’t know that all of these projects that are happening on campus are Batten projects. Um and so nobody knows the work that we are going into and what we are affiliated with. Um, I was also talking to her about, how you know in elementary school when you do the physical fitness test, you get the participation or you can get this, you know, one award or if you do really well you can get this reward

Right, president something or other

Yeah. I was saying that um, Batten should work that way, so that you, oh you get the seal on your diploma no matter what, um, because we were talking about how the program should be credited, you should get credit for it,

Right.

and I was saying that if I had, if I got credit for it, there is no way that I can do it. Because I’m already taking 22 credits. I’m like, I can’t, I cannot take any more, I have to pay for it.

Okay.
So, I wouldn’t be able to take it if it was credited and I, I was talking about how I felt like a lot of people would be lost, but that there should be some sort of reward at the end, besides just this generic seal that everybody gets no matter how much effort they put in, because I feel like, I’m putting in, I feel everybody is doing equally important things,

J Auh huh

R But the time and effort I’m putting in, I feel like is a little more than some of the other people and that’s fine and that’s their choice but if their was some sort of you know, this is the participation award and this is what you get by showing more effort than that and if you show really great effort you get this really great thing

J Okay, so don’t think that it should be curricular

R Auh huh

J but a different level of a reward in the end.

R Yeah

J Versus just one flat seal.

R Right

J Okay, okay. Other things that you might change about it.

R Um, when I first applied I was, I thought that you know only eight to twelve people would get in and then everybody got in that applied and I really was not really, didn’t feel so great about that, I was well what makes me special that I got into this and as I’ve gotten further along the road and seen people drop out, I sort of realized that it’s a self selecting process and that’s why it’s not exclusive and so, it’s, I still sort of struggle with being, with it being exclusive people 35 people is a lot and I feel like there’s no connection with the rest of my group and that’s another thing I’d probably change is that there is more interaction with the other Batten students because I don’t even know who’s a Batten.

J Right.

R Um, and I think being exclusive would help that, but I don’t think it’s worth it to be exclusive from the program. You see the benefits of both.

J Auh huh, okay. Other things? Anything else?

R Not really, those were the two big things.
Yeah, okay. Is there someone from Hollins who has had a significant impact on your experience, your Batten experience or your leadership experiences?

Well, um, you heard, well I don’t know if you heard me mention today that I said that um, I don’t remember if I said this today or not,

Okay

But that I’ve always fallen through the mentoring cracks and no matter

I heard you say that.

Yeah. Um, it’s true in all aspects, you know, academic advisors, everything that I’ve ever had an advisor or a mentor set up for me, I don’t connect with them very well which is always strange because I connect with people really well, like that’s one of the things I do best at, is connecting with people and reading people. It’s part of why I’m majoring in psychology like people is what I do best

Right.

but I don’t connect with my mentors ever

It’s the mentor type connection

ever, yeah. But actually Katherine has been fantastic. She is probably the first mentor that I’ve ever had, like that I would actually, you know you have to write, who has inspired you, who’s your mentor

Right

write a five page paper, like she would be the person I would write it on and she has been fantastic for me.

Can you identify things that make her fantastic?

Well, like when I have this panic attack about what I’m going to do about my life, and you know, or with my life and how I’m going to get into a doctorate program with no research experience and no time to do it and all this and I emailed her and was like, “Katherine, I’m having a panic attack, I just want to talk to you about doing psychology” and she just is so, she made me feel like I was the only thing on her priority list. Not just the top of her priority list but the only thing. Which I know isn’t true, I know she’s just as busy as everybody else but she just is so focused on, she was just so focused on me when I was in the room and so

until I interrupted you all.
Well even that, I mean, Abrina kept coming in and interrupting us too but, you know we were brainstorming and she was like, “Rose these are great ideas” and she was just really engaged in me.

Yeah, because we even talked about that while I was there, we started to talk about some of your

Yeah

some of your goals

She’s just, she’s every that I aspire to be in a person. Just that she is so, so engaged in every single person that comes in contact with her.

Okay. Okay. Anything else.

Not really, no.

Okay. So what is your personal, this is going to be a tough one. What is your personal philosophy about leadership?

Oh, God. Don’t we have to write this our senior year in the Batten program?

You probably do. So, your, your, you know, the seniors will have an advantage for this question, but based on what you’ve learned um, it doesn’t have to be anything, you know, real special, just what’s important to you.

Well, it’s important to me to have, make sure that the people I’m leading, leading are enjoying the maximum amount of time that they are spending on whatever project it is. Um, one of the big things that I’m working on at HUGS is that I want to sell this program because I think it’s going to be so much fun and I want people to enjoy the fun as much as I think I will. And um, I think that’s a really huge part of leadership, is to make sure people are enjoying it and make sure that there’s a lot of communication on what they are enjoying and what they are not. So that you know, when they are not enjoying something that has to be done, you can explain why it has to be done.

Right, right.

And that they feel comfortable coming to you.

Not forgetting the fun.

Yeah.

And communication
R Communication is a huge part of it
J Okay
R Huge part.
J Anything else?
R Well I’m sure there’s more
J Those are the two big ones, okay, okay. Can you think of anything that I didn’t ask you that you feel is important based on what I’m doing for me to know.
R Um,
J Or just anything you want to say in general about your experience in the Batten?
R I don’t think so, no.
J You can’t think of anything.
R It’s been a great experience. It has definitely changed my life.
J That’s a pretty powerful statement.
R Yeah, it’s very powerful.
J Okay, well I appreciate you meeting with me?
R No problem.
J Thank you, very much.
R Yep.
Interview Four

Interviewer = J

“Bonnie” = B

J Okay, today is April 14, 2005 and I’m here with “Bonnie” who is a junior, right?

B Correct.

J in the Batten program. Okay Thank you very much, by the way for agreeing to do this. I know you all are slammed.

B Auh huh.

J But, I appreciate it. Um, I’d like to start off by just getting you to talk about what prompted you to apply to the Batten program.

B Um, actually it was one of the few times that I found out through, a lot of people on my hall were talking about it um, several people do the emerging leaders program from my hall.

J Okay.

B You’re inviting, I don’t remember how people were selected for that, but um

J That’s a freshman program?

B That’s the, that was a first year program they had when we were first years, but it’s no longer in existence. Um, but it was, it was kind of a once a week or once a every other week where they got together and did little activities um, but, some of them applied, auh, heard about the Batten Institute and picked up applications and so then I kind of checked it out and everybody on the hall was doing it and seemed kind of interesting, I was pretty skeptical, because I did a lot of 4-H activities and I held a lot of leadership positions and was very involved before I came to Hollins and so I looked at it, I thought about it, was a time commitment but I figured that I could back out of it if we needed, they did kind of specify that. And I figured if I don’t learn anything, then it’s not the end of the world, if I do, than that’s great. And most of the time I learned something. At least you know

J Right,

B: Whatever seemed to be the worst three years of my life learning it,

J Exactly

B So but
J But you were willing to give it a chance.

B I was willing to give it a chance and see what it was like and because you never no until you show up there and find out and stuff so I kind of got interested in it and started with it.

J Okay, well you mentioned you had leadership positions in high school. Can you tell me about some of those?

B Um, I’ve basically been in some kind of leadership role since I was nine years old. I started with 4-H and I did 4-H for eight years, nine years um, and through that I did club offices, county offices, regional or district officers um, and had a lot of experience that way. I went to the National Institute on Cooperative Education when I was 16, held the national office of that week long thing. And, in high school I did um, peer mediation, just pretty much a counseling kind of group and I did the Spanish club, I did academic derby captain there, in peer mediation I did all different kinds, I mean, I was President, Vice-President, I held every position imaginable within any kind of organization that you can think of, so, um and in middle school I did SGA and got into that a lot. And then through high school I did art er club which is officers of different organizations that come together – library club,

J Right

B everything you could think of.

J Well, and totally out of curiosity, what, what was it that you think that prompted you to become such a leader at an early age, was it promoted within your family or was it just something in you.

B Um, I really think it was, I think some people can be taught leadership but I think a lot of it is really internal. Some people are just more adapted for it.

J Auh huh.

B And I think one was growing up in the military family, I was very independent and, but at a very early age, I was already telling people what to do. (laughs). At five I was the one in Kindergarten that was saying, “you sit over there, you do this and you do that.”

J Right.

B And so it kind of was a natural progression for me, my parents encouraged me to get involved and my best friends mom actually started the 4-H club and my mom became the assistant leader or so and that’s how I kind of got into the 4-H aspect of it. And 4-H really helped me to identify that I did have the qualities to be a leader and why it did and you know, I was a dependable person,

J Okay
B: able to step up and I think that probably was the one thing that got me going on it, at an earlier age, I mean even in class rooms I was more outspoken and I was the one raising my hand and all that kind of stuff, so, I definitely something that I think been a part of me since I was really young. I mean I can watch family tapes and I’m like, Oh my God, I’m so bossy (laughs).

J: You can laugh about it now.

B: Yeah, it’s kind of that turning production from just being the bossy little kid to you know, there’s the method to controlling

J: Right, there’s a balance.

B: Yeah.

J: There’s a balance. So, what was your first impressions of the Batten program when you started to get involved and learned more about it, what was your first impression?

B: My first impression, the very first day that we showed up and they gave me the run down of this is what you are going to do sophomore year, this is what you are going to do junior year and this is what you are going to do senior year. I thought, there is no way I have time to do this. Three years is a lot, do I really want to make this commitment. Oh my goodness, what is this stuff that we are going to be doing, and group skills and seminars, and um, projects, and all that kind of thing. So, I was a little bit over whelmed. I thought, you know, I don’t really know if I really, really want to commit to this. But it was one of those things, that again, I kind of stuck in there for a few years, try it out for a little bit, see if you like it, then if it’s not happening for you, then, you know, that’s fine too.

J: So, you were obviously having your doubts, but something was drawing you in.

B: Right. I was a pretty big skeptic, a lot more skeptical then most people do, just because of the experience that I had than I think a lot of um, and a lot of the people that were in our class, our Junior Batten class basically, um, I didn’t really recognize as leaders. A couple of them, you know, but, for the most part they weren’t the personality that I recognize as, “oh yeah, well that person does this and they talk out” I mean, the characteristics that I find important in leaders, so, I felt that was a little how was this program going to turn these people into you know, leadership quality. And so, that was kind of my first impression and then the um, the Seminar programs, I really liked being formal teaching, they presented posers the ideas because I really related to a lot of the things that were going, it was just a formal, I didn’t realize that people had written down these things and it was actually, you know, a whole theory

J: Well what natural to you is this huge

B: Yeah, is this huge studying people, you know are, doing all these, written down what I have been doing for 15 years now, so. That’s what really appealed to me is the, well, you
know, this is something I try to do all the time, and, this is something I don’t do so well but I recognize that I don’t do it so well but its

J Right,

B: something you need to focus on. And the group skills seminar was really hard for me at first. It was very difficult because I don’t have a problem talking at all, and so the biggest challenge for me was not that I don’t mind awkward silence, I don’t mind silence at all, it doesn’t bother me, I, I very rarely get uncomfortable, but I made myself be uncomfortable by not wanting to speak up or not speaking out when other people wouldn’t speak up. Because your first few times, I mean, you sit there sometimes and people won’t talk or and I just keep thinking in my head, “why don’t people just say something, it’s not like we’re going to hurt them,” or you know I was going through all these auh, just something that I found I did a lot in life. People are really struggling, or I can see that its really awkward for them to not talk or to talk and then I’m like, okay, I’ll just talk, instead of maybe being quiet and letting them work through it and really listen to what they have to say.

J You may be rescued a little bit.

B Yeah, I, because it was hard for me to watch people sit there and be uncomfortable. I mean, most people it’s hard to sit there and watch other people be uncomfortable when you know that we could just (snaps fingers) in one second start talking and it would be fine. So, that was definitely the biggest, um, struggle for me as far was, as that goes in time. Being quiet because I especially we had a group that was, I think our, the, opposite group from us, had a lot more people but we kind of had a, the quiet type, more exclusive. So that was hard for because I was in a group of different personalities just completely different so, I really pushed the, I learned a lot because I made myself learn a lot and I felt like people, some people didn’t get as much out of it because they didn’t really push themselves to talk or, really only say anything, Katherine pulled them to say, direct question and even then it was, you know, a couple of word answers and I just thought, “I’m being quiet, just try and talk”

J Just wouldn’t open themselves up?

B Yeah.

J So, what were your first impressions of that group specifically when you heard this is what we’re going to be doing?

B I had no idea.

J Okay.

B I mean, like even after, this is what we’re going to do, we’re going to talk about just, you know, different things and whatever comes up, comes up and we can talk about whatever
you want to, and I thought, “okay, what do I want, I don’t really have too many problems I need to get solved, and”

J So, it took a while to involve.

B It took a while, I think for our group to really get to the point where we accomplished, so I mean it took a good two or three sessions before, because people, we had such the quiet reserved group, it was, takes a lot for people to trust, I mean, I don’t trust people but I don’t mind telling them, you know, anything about my day or if it’s not really emotional, I’m the non emotional type

J auh huh,

B so that was when I finally, I mean, the very end of it, the semester, I got into it with a bit of emotion and talked about my experience, because I hoped it would help other people draw them out a little bit too. I mean I’m not really comfortable talking about this but I trust you guys enough and I want you to hear this, so let me, and you guys can tell me where you’re coming from too.

J Right.

B So, but I, I have no idea what it was suppose to be.

J Okay.

B And I still think it’s one of the hardest components of the program to really justify, because people, I mean just try to be like this group therapy, well I don’t really feel that it’s necessarily group therapy, it’s a lot of individual therapy too, because you are working through a lot of stuff while you are there by yourself, I mean, and it’s one of those things that either you come and you are committed a hundred percent or you come and you show up, and you just show up.

J It’s what’s you put into it.

B It’s what you put into it, definitely what you get out, in my personal opinion. And that was frustrating for me because I put a hundred and ten percent in the things that I do and I don’t understand and I can’t, I mean still it’s hard for me to identify with people who don’t have that same kind of mentality, it’s hard for me to be like, “well why aren’t you really into, if you are here taking time out of your day, you might as well really commit yourself to it” but I probably won’t ever understand that because that’s not how I am.

J Right.

B So, but its, I don’t know if its, I wouldn’t call it group therapy, I think it’s just a lot of communication, I mean it’s called communication skills seminar. And I wouldn’t even have thought of that until later on that it really is learning how to communicate with people
and having to really listen and understand what they are saying, and having not talk
sometimes too.

J  So sit back.

B  Auh huh.

J  Well when you think back to your sophomore year and the different requirements of the
group, of you all, can you tell me a little bit about what, or some good experiences, like
what were some of the things that benefited you the most, and some of the things,
requirements that maybe didn’t.

B  I think the group skills definitely benefited me a lot and so did the um, the, the seminar
group. The Leadership lab wasn’t as big of a help for me. I didn’t really um get very much
into that, it was pretty, pretty much a piece of cake. I thought it was really, it was scenarios
that you know, you work out with somebody and it was a lot of common sense for me, just,
and having yourself paid to be able to communicate that’s not something that I’ve had a
problem with because I’ve done public speaking, and I think as far as communicating that
way, I’ve never had a problem with that. So I didn’t really get much out of that.

J  Could you see that being a benefit for somebody that had never done any of that?

B  Yeah, if you haven’t done any kind of, really any kind of experience with leadership, or
just the kind of role play and the dynamics um, definitely, but I don’t think there is enough
time to really get a lot out of it if you haven’t had the in depth experience.

J  Okay.

B  Does that makes sense?

J  Auh huh, auh huh.

B  And the second semester the leadership resource group, it was a, it was a good way to get a
little bit of feedback from people in our class about what ideas they like and what they
didn’t like, um, but I think it was not really structured in a way so that you knew that you
had a chance to talk about your project every time. And some peoples projects got more
attention than others, which is okay because some people need more help, but um, I don’t, I
don’t know if there’s a way to fix maybe that. And I, I guess it just depends on the group of
people that you are with too.

J  Right.

B  And some people um, obviously had more issues to talk about than others, because they
were dealing with as far as their leadership experiences and, so. Or maybe dividing the time
thing, “we’re going to talk about this” you know. “Each person gets 10 minutes to talk”
kind of thing. Or, and then if we, if it’s a really important issue that we feel we need to talk
about more, than we can all say yes we want to keep going on with this, or we already feel like it’s dead in it’s track and we need to go on to the next person.

J Right. Okay. What were, what was beneficial

B about?

J the sophomore year?

B Um, definitely the communication skills group, I mean, and it was, it was really beneficial to spend so much time with different, with our group.

J Auh huh.

B It was really nice because than you got to know people, especially in our group and then the second semester in our leadership lab um, you had contacts and then you had other people that kind of know what you are going through and so that was really helpful was to getting to know people that way. Because I don’t think in the, the skills seminar you really get to know people very much. I mean, you see everybody in your class, your Batten class, but, it’s not really an in-depth class, it’s not kind of, it’s a little bit unfortunate because I would have liked to really get to know a little bit more about other people and cause it’s kind of a separation there. You’re there for a year. It’s just like a class you don’t really get to know people very much in a class but if you have a group project outside of class with them, then you get to know them better and you work together.

J Right.

B So

J Okay

B Maybe mixing it up a little bit.

J Having more interaction with everybody.

B Having more interaction with everybody.

J What about this past year? What has been um, positives and, and, other things that maybe have not been

B Um, I was one of the few people that turned in a leadership action report and or a semester project report and it was really, um, I think it was a disadvantage to not have, we didn’t meet or anything like that and have everybody talk about their project. At least if we knew about what people were doing and we could say “hey, I know you’re working on this project, I have an idea for you” or, um, even if it was once a month or something like that. Because with the, the luncheon, I didn’t go to the luncheon last semester, even though it
was on campus, because I had a class or not time frame, so I kind of feel like I missed out there also, because there are a lot of people that I would have liked to have heard from during the luncheons but I couldn’t. And it’s kind of, it’s kind of an awkward transitioning period, because you go from really being involved and really hands on, and talking to a lot of people and getting a lot of feedback to no feedback and no real interaction cause, I mean as juniors we’re getting a little bit busier. We have more traditions and we’re into our majors so we have just a little bit more classes but, and we’re more split up. Really as sophomores and first years, you’re living in the same area, I mean you are in the same dorm building, so you get to spend more time with your friends that way, and people from programs. But when you are, once you move to your junior some people are in your apartment some are all over campus, that’s where you kind of find

J Naturally you’re not going to

B Naturally you don’t have that interaction, because you’re not down the hall and you can just

J Right

B go to the persons room. So, that was a real um, that was hard, because I would have liked a lot of feedback and help with the project that I was working on and then it’s frustrating when your, somebody that actually turned in a sheet and did it and other people didn’t.

J Was that last semester or was that both semesters that’s continuing?

B Last semester.

J Okay.

B You do a different one. You start a different one.

J Okay.

B And I don’t if we were suppose to do in this semester.

J What was your project this semester?

B I did the um, SGA technology issues.

J Okay.

B So, basically I worked to establish a permanent position in SGA because there was this reoccurring problem that surfaced every year, was we have this website but it’s basically non functional. People, it’s not update with information, people don’t use it as a resource and we had a lot of technology issues that were coming up with printing and the office, the office in SGA had a lot of technology issues, computers not working, printers not working,
and it’s always kind of been just somebody who is a little more technology savvy that kind within round table that steps up and this, this semester, this past semester it really turned into another position and it was a big time commitment to get it established and so, I really felt something permanent needed to be put in place so that it wasn’t a reoccurring problem and we weren’t starting from scratch each year because that’s what had happened. Instead of inventing the wheel every single year, you know, you invent the wheel and get other people to keep it rolling.

J Exactly.

B So, that was really my main goal, was that. And then it did pass with it the beginning of this semester and so there is a new position there.

J Great.

B Um, and the website is much more, I mean, plus we looked at numbers and in the month of August, 300 some people we had over 300 visits to the website, which is individual people and if that many people are looking at it and it’s crap what does that say about our organization, I mean we can’t get information out to students. And communication is always a huge issue that’s brought up. We don’t communicate well enough in SGA to the students, and I thought that was definitely one way to alleviate a lot of. And a lot of people don’t quite have the, have the, some people didn’t buy into the really forward vision that I was trying to get that this really needs to be a place where students can go and find anything they need about SGA. It’s like you look, any of the other, people visit the Hollins site everyday on campus, we really need something like that so students can become that kind of a society. We’re a computer based society

J Sure, sure.

B To be that far behind doesn’t speak very well for our organization. And a lot of people had a lot of issues, were we going to be able to fill the position, and I said, “I don’t think we’ll have a problem with it”. We’re appealing to a completely different and you’re allowing students who maybe don’t normally get involved with SGA to kind of really flourish in there.

J Auh huh. So, you feel like it was a success?

B Auh huh.

J Good, good. So how have you changed? Since, you’ve had two years pretty much in the program

B Auh huh.

J how have you changed as a leader and personally?
As a leader I’ve become a lot more aware of how to deal with women. I came from a military background so dealing with men, I mean the, the institute has really, really helped me with, because when I got here and when I become sophomore president, it was a big, I mean it was huge misunderstanding. Cause, I was used to being in an environment where as a leader and even in 4-H a lot because of the structure, it was very structured and when you tell people this is what I need done, and people step up to the plate and they get it done, and you know and things get solved. I was not used to answering the question, “why”, all the time. And I got here and started doing class stuff that was, “well I need this done, and this done, and this done, we need to do this” and it was “why?” “What do you mean, ‘why’ everybody just normally does it when I”

Right, you’re suppose to just do it.

So, that’s, and I think that’s a huge difference between men and women. That I never really had the opportunity to deal with, even though everybody in our 4-H club were girls, it was a co-ed program so I dealt a lot with guys but we are also, I guess it was just because we had grown up that way and we knew, oh, okay well this is what this job entails and these are my responsibilities and this is what I do. I step up and, and um, so that is something that I definitely, definitely helped me to understand that people, you, you can’t always, that’s not going to work all the time. Which was a hard thing for me to work on and get used to was, “okay well this is why, let me say” (laughs) and really get people to buy into what you are saying. I’ve never really had to sell myself or my ideas or the vision of the group, it’s always been a kind of just, given. That, you know, and probably

You’re just going to do it.

Right and a lot of it too is I’m sure respect or you know, general knowledge that built up that okay, “well she’s done this for a while, she knows what she is doing, we trust her” and that trust wasn’t there when I just jumped into it, you know, when you get there in the first place, so, that’s another, I’m sure another issue that came into play. But um, that’s definitely been a huge area, is really dealing with women, cause I’m not an emotional person, I’m very rational, I’m very, um, I’m an optimist, but I have very realistic exceptions, expectations of what can get done and I’m able to look at things from both sides and really detach emotion from a lot of things and say, you know, “well” and that’s not always been a favorite for students because its, I understand where the administration is coming from, I understand where students are coming from, this is kind of a middle ground and a lot of people are like, “well then you are fighting for them and you’re not fighting for us” and so, it’s a hard line to walk but it’s appreciated by people that are farther along in

who understand that

who understand that in faith.

Right, right.
B So, that was a big challenge. And that’s something that I’ve had to deal with. But personally I think it, it’s helped me deal with a lot of emotion, I, I don’t know about emotion, but it’s helped me deal with talking about my emotions to other people. Because it’s not something that I normally, I’m the put together person that’s very strong and I don’t like people to see my weaknesses very often at all. And, that’s something that Katherine has kind of pushed me on a lot and um, that’s been really hard for me, but personally I can see where it can really help sometimes because I hold a lot of stuff in. My mom’s really the one that I talk to and say, “look”. And it’s been very helpful in identifying the more successful part because it’s something that I actually talked with Katherine recently about this how to deal with developmental purpose for me, personally from just bringing something that’s really hard for me to deal with is making close friends that stay for, that stay my friend because you get to that point where you are successful and you can be successful but you can’t be too successful. So, then it crosses that line and that jealousy starts to build up and, and I’m okay with that, I’ve gotten to the point where I’m fine with that because that’s pretty much how my life is, I’ll have a close friend for a couple of years and then it’s, “oh well now you’re kind of, well we see that you’re a little bit, you know, too successful, we” they, they draw back slowly and

J They become intimidated or

B intimidated and

J insecure

B That was something that I wanted to work on a lot, develop personally. That was my goal in group seminar was to be less intimating and I kind of came to the realization and understanding that there really isn’t much more that I can do and it’s just something that I’m going to have to accept and deal with and I try to be as accessible and I am, I think it’s just that I don’t engage in a lot of the gossip and the little, the other things that draw people in.

J There’s certainly benefits to not engaging in that.

B and, but in it’s hard to sit with people, you know, if that’s what they want to do, and then so if you’re not in that kind of mentality then it’s much different. But I’m okay with, I’m really okay with change which is something that, I’ve made me, the program has helped me realize that I’m much further along then I really thought I was. I can deal with a lot more than I originally anticipated and it’s really helpful and it’s been a great relief to understand this and know that there are other people in my position that’s been the most part of personal that validation that says you’re not really alone, we understand what it’s like to be because leaders can, it can become a very lonely spot and that’s something that, um, when you’re talking to Katherine and you kind of knowing more about Nora when she was here and some of the, one or two of the distinguished visiting fellows. Um, but a lot of just the leaders that we’ve talked about in general, that’s been something that’s been very helpful to me, is that.
J Just to hear their stories?

B Yeah, it, you know, it is harder to talk sometime.

J It can be lonely.

B It can be very lonely and if you, but if you, it’s all on what you are willing to sacrifice.

J Right.

B What is important to you.

J How much balance you can find.

B How much balance you can find.

J So, looking back at your beginning and your impressions of the program and how you feel about it now, have those first impressions changed.

B Oh, completely.

J In what way?

B I think I’m a complete, um, I went from being a huge skeptic of the program and what can this do for me and you know, just really not sure about this program to a full blown advocate (laughs). I think I’m very, I feel very strongly about it now and I’ve really feel the need for others to really kind of, even just if people don’t give everything they have to it, at least they have a little bit of an understanding of what it’s like and it’s helpful in a lot of ways. Because nobody, not everyone that participates is going to get everything out of it, they’re going to get different things, but just being at an all women’s school and having an opportunity like this where women aren’t in leadership positions and in, in much of the world, and because I really, I didn’t understand that that’s what the world was like until I got here. I didn’t realize the extent of how much women still don’t do and really didn’t identify with why women don’t speak up or why they aren’t leaders or that, because that’s never been a part of my experience.

J Right.

B So, really to push those people to kind of break the stereotypes and, I mean because I’ve never had an issue with it not being a truth and so
Interviewer = J
“Holly” = H

J Okay, Today is April 15, 2005 and I am here with “Holly” who is a Junior

H Sophomore

J Sophomore in the program. Okay.

H Yeah.

J Okay. Okay. I think, I think that is close enough to us. Um, why don’t you tell me a little bit about what prompted you to apply to the BLI, what was it that, that was appealing to you?

H Well, throughout high school I’ve always, I was always involved in um, leadership positions, auh, student government and I was President of the National Honor Society and French Club and I’ve just always been interested in taking the initiative and getting things done. I’m the type of person who um always has to be busy and I don’t like to sit around and be idle and I have a task and I get it done as efficiently as possible. And I just, I, I have some, when I was a first year, last year I met some upper classmen who were in the Batten Leadership Institute and they really loved it. They loved the um, the first year the group sessions, um, this, the hour long session once a week and where we learn leadership skills, it was kind of like a classroom setting.

J Right.

H And um, I, we got great handouts from that, that, and we were just all together and we could do interaction and that was the communication group, I really liked those because we got to talk about our personal communication problems. And I know that’s a big um, problem that I need to overcome, talking, having like confidence and courage and knowing what I have to say and getting it out, or, is like two different things for me.

J Right.

H So, that was something that has really helped me, um

J It’s interesting because a lot of; I’ve heard a lot of different takes, not just from the people that I’m interviewing, but in general, you know, the different feelings about that group.

H Yeah

J Some people really thought, “this is, it’s not doing anything for me” and other people talked about how powerful it was.
H Yeah.

J So for you it was something that you felt was beneficial.

H Right.

J Okay.

H Because I had my goal which was, there are many parts of my goal, but one of them was in like classroom settings I would know an answer but I would be so nervous that when I raised my hand and I would be called on, the words would be jumbled or what I was trying to say wouldn’t come out because I would be nervous or I’m not confident enough that my answer was adequate. So, I would think about my goal during class and I’m like, “okay, I need to focus and I need to raise my hand because I know I have something that I need to say” I just need help practicing on getting it out. Like I’m fine public speaking if I have, if I have something rehearsed, but if it’s just something

J Off the cuff

H off the cuff, yeah, so it helped me because I was thinking about it more often. I knew that I would have to go back there in a week and discuss my, my auh, goals.

J Okay.

H That really helped me.

J What were some other um, just being a sophomore you haven’t had, you know, a whole lot of experience yet, um, other things that were helpful for you, or not even helpful things that you felt were beneficial about the first semester

H Auh huh.

J other than the communication skills group? I know you all had leadership labs and

H The leadership, oh, they were great. Um, I didn’t know my other, my partner, and we got to be really good friends. And my senior in the group, we got to be really good friends with her too. And, we, we, didn’t really, we kind of just prepared what we were going to say like a half hour before we were being video taped and then we always came together so it, it really helped the other sophomore and I when we would talk to each other and have, like when we were doing interviews skills or if we were suppose to even just give a single person speech. Like we didn’t like to just sit there and look, it was easier for us, we were both people who liked to talk back and forth, um, so that helped us with our, the communication. I mean this is, it was mostly communication for me.

J Okay.
Um, but in like the big group session that’s when I learned about more of the holistic things of leadership, leadership skills.

Okay. What about the auh, skills seminar?

That was the skills seminar

That was the skills

the big group session

Okay

Um

and then you had um, so you had skills seminar, and you had leadership lab, and then you had the communication skills group

Yeah

Okay, which of the three did you feel were the most beneficial?

Um, auh, well I got the most information in the group, what was the group, the other group called again.

I believe it’s skills seminar, but it could have changed.

The skills seminar, we got the most information, the most diverse information at, like, I was always there to look aback on and I did, I did learn some things that I, I tend to um, get more from a situation when I’m engaged so I like the communication group because we got to, I learn, I learned about other peoples problems in, I learned from them and with the leadership lab we, we had like situations that, like we had little proposals we’d have to write, like speech proposals and that helped me a lot. Um, because I had an internship in January where I needed to um have confidence in my communication skills and also be able to write, talk in point some speeches, so those, I was constantly thinking back to the leadership lab and communication skills.

So, you could actually apply it which is good.

oh yeah, yeah

Okay, um, before you became involved in the program, you know once you decided to do it and you heard all the information about the program, what were your very first impressions of the Batten?

Um, I, I wanted to, I really didn’t know what it was at all.
J: Auh huh.

H: I was just like, this sounds like it would be good. So, I just, I just signed up and I went into it and I was really intimidated by what type of a commitment it was. I don’t think I knew about that whenever I, when I signed up and I agreed to be in, be in the program. Um, because it is a huge commitment and now as a sophomore and I’m working on my leadership project, I mean.

J: What is your project?

H: I am trying to set, I want to have a hand bell choir at Hollins University.

J: Cool.

H: And it’s a huge, huge cost to buy a set of hand bells, like $20,000. And I’m trying to find out if I could set up a fund, whether I can find some alumni who are willing to help me start this fund or maybe we can start in the music department and the music department can finance some and it can be a music class or something through the religious life, um department, so that’s what I’m working on right now.

J: Excellent. Sorry to interrupt you.

H: It just takes, it takes so much um time and extra effort because it’s like a real project for class, I mean I’m putting more work into it than some of my class projects and that’s usually, that’s usually, um, I do a, I kind of put like extra curricular things first, but my grades are fine. Um, just because I’m more interested in something, just stuff that I get to choose.


H: So, yeah, it’s a huge time commitment that I wasn’t aware of.

J: So initially you were intimidated by it. How do you feel about that now?

H: Um, well looking back on it, I still would have joined the institute I just would have maybe not have gotten involved in so many other things. So, I could be more committed to this, to the institute.

J: Okay. Okay Um, how do you think you’ve changed, personally and as a leader?

H: I’ve, communication is a huge thing. With, I had an internship over January with the Lieutenant Governor of Pennsylvania and I did a lot of phone answering, I was so nervous. And like talking with constituents the beginning of the, um, like the first week of my internship and then I started to relax and I started to look, auh look beyond like my nervousness and all, is this the right word to say, I started to be myself and come to and get
out what I needed to get out and that, I learned that a lot from my focus and all from my
communication group and focusing on in my class and I’ve also been able to have more
confidence and raise my hand in class. So I’ve seen that change. And also, just taking
initiative and because we have a task, if I’m in any type of group and we have a task that
needs to be done, I usually have a lot of things to do so I like to be very efficient and so I
keep, I found myself, I feel like I’ve always been like this, but, I feel like just from the
leadership seminars I’ve, I’ve learned like new ways to approach situations and motivate
people and delegate responsibility and be a leader, be a leader, like not, like someone who,
I don’t know a different word but like bosses people around, but makes, takes charge but
also makes people feel like they are doing the work too.

J Not controlling.

H Right, like a group effort that I’m just kind of like pushing them, pushing us all to go
together. So.

J Okay. If someone in high school who worked with you, um, whether it was a teacher or
student, were, you know, in a position to work with you now, would they see that, that
Hope has changed, would they be able to say, “she’s different”?

H Auh huh. Um,

J Or even freshman year of college.

H Yeah.

J You weren’t in the BLI then.

H Auh, I’m not sure. I would say that they would see more confidence in me and because
coming to Hollins I’ve learned, I’ve learned to be, not, not necessarily just from Batten
Leadership but just to be more open and more accepting of new things and with that, when
I’m more comfortable with different situations and being able to get out of my comfort
zone then I’m able to adjust quickly and get um, the project done that needs to be done.

J Okay.

H Auh, and, I mean communicating was a huge thing for me so, which I’m still working on.

J that was a key for you.

H Yeah,

J Okay, okay. What would you change about the program?

H Um, I think, I don’t know if this is too much to ask but I think it would be really neat if we
could get like one, an academic credit for it. Because that, I feel like everyone is doing hard
work but if we would work, if we would get a credit for it, I feel like we would work so
much harder and we would allow time to allow ourselves more time to do the job. Um, and
I just think that would be really good. And to, to get more involved in the project. Like
some of us don’t take it as seriously as we should, just because it’s kind of like an extra
curricular thing and we take notes here and there but if we were really focused and knew
the this, we’re going to get a credit for this, I mean, I don’t know, it’s kind of like bribery
but

J No, it’s, it’s a motivation factor.

H Yeah

J Does that mean that you think that the program should go curricular?

H I think, I think that would be really neat. Cause I think it would be so beneficial. But I think
it should be, it should stay being selective. I don’t know how you can do that though.

J So you think there should be a cap on the number?

H Yeah. And that you should, I don’t know if you could still offer academic credit and have
them apply because, because, it’s, I feel like it needs to be a group of people who are really
motivated and willing to work hard. Because if not, then you can just like bring the other
people down and because we’re all, everyone’s stressing out and everyone wants to take
advantage of what is going on and if we just had someone who is not like that, I don’t
know

J It loses something.

H Yeah.

J It loses something. Would you recommend the Batten to others, or let me rephrase that, if,
if you were to promote the program to somebody else, what would you tell them?

H I would tell them that I have made auh very close friends and I feel like I have made
connections with people and learned so much from, it’s just another opportunity to meet
people. I mean, then you get involved more in with campus. You’re meeting new people
who are going to be your friends. Um, hopefully for a long time. And, you, it’s a good time
to take, because you don’t usually sit down and make goals for yourself. I mean some
people do, but I never did. And it’s a good opportunity for me to set up these
communication goals and say, “I need to work on this, I need to work on this” and then
come back every week and talk about it. It, it helps me a whole lot. If you, if you know that
there, if you want to be a leader and you want to learn these skills and you want to, or just
like that extra boost of confidence that this, this is the program because there is so much
information

J Right.
And, like Abrina and Katherine are so supportive and they are always positive and they want to know how we are doing and it just makes, makes, I know it makes me feel good and makes me want to work harder and be with them and trust them, because they have so much information.

So your impressions about the program have definitely changed as far as

Yeah

I don’t know that it’s an impression, but just that you’ve become involved, you’ve obviously just naturally better understand the program, um

It’s really going from not knowing what’s going on to knowing what’s going on and liking it and learning from it.

So no regrets

Oh no

that you did it? Okay. Is there someone from Hollins that has had a significant impact on your experience, anyone in particular person?

Um, I’m not sure. There have been lots of people. I know last year when I first came to Hollins and I got to know Laura Casabell I thought she was so amazing. And so like she, she was always so well spoken and always so motivational and so nice to talk to. And I’m like, “I want, I want to go to school and I want to continue my education and learn so much and be a wise and wonderful as her and be able to come to the school and really push for women’s education like she did” um, she is amazing. And also Katherine Walker, I think that she, one of my goals in life, well I call it my biggest goal in life is to be a mom and the way that she is balancing her career and being a mom I think is so, um, so neat and I’m learning a lot from her how she can have this awesome career and also be a mom. I know her kids and they are just so wonderful. And, it’s, at the same time she is dedicated to her job and she is so smart and she’s such a people person. People are just, I feel like so attracted to her just because she’s herself and she’s down to earth. But she has leadership skills and she knows, and we know that she, we, we have like a respect for her. But yet she can come down to our level. It’s just like a, a neat, a neat way that she is, her life is balanced.

The balance, right.

Yeah.

Okay, okay, good. Um, what’s your personal philosophy about leadership? Tough question.
H Yeah.

J What is a leader to you?

H Yeah

J A good leader.

H I would say someone who is motivated for a cause and who wants to be involved to make a difference or to get a project done that will make a difference in the, in the organization or on campus, or for a business or the government. Um someone who is, can communicate well, can, is a people person who, auh, can delegate responsibilities and be able to work well with others and just be, be um, available to, um, invent, auh I forgot what I was going to say

J That’s okay, that’s okay.

H make decisions

J Lost your thought?

H Yeah.

J Yeah, lost my thought, Okay, good, good. Can you think of anything that I didn’t ask you, that I should have or anything about the Batten that you want to say in general about your experience, things about the program you, that we didn’t really touch on this and I don’t know if it’s because of our, there’s not that many things that you don’t like, didn’t like, you mentioned a couple of changes about academic credit but anything negative that you may change?

H Um. I’m naturally not a negative person, I don’t like to criticize. Um, but

J Well, and I don’t want to put it out there, if there is something negative, there might not be for you.

H There’s really not. I just take it, I, I do all that I can to make it the best for me and I always try and put a positive spin on things. Um, but you know, like the other students who are in my communications group, and who we get into argue, well not arguments, but disagreements and it’s just, I feel like it’s so real life because, no matter what atmosphere your, like work atmosphere there’s always going to be people in your, who you work with who are always disagreeing or who are always want to do something a different way and they’re other students like that in my communications group. And if you get, like that really set a real life situation and I think it’s pretty neat because we have so many different personalities all together

J Oh yeah.
So it learns, it teaches, it teaches us to learn to work with all different types of personalities.

That’s really neat. I know like the lectures that we were, that we um, that Abrina and Katherine um gave to us, that, I mean I always have those notes.

Anything else just in general that you want to say that I didn’t ask about.

Um, I don’t think so.

Okay.

I think we covered it all kind of out there.

Okay, great. I appreciate it very much.

No problem.

Thank you for your time.
Okay, today is April 15th, 2005 and I’m meeting with Abrina Schnurman-Crook, Associate Director of the Batten Institute, who is laughing at me right now. Um, just tell me about your involvement, how you became involved in the BLI. How it all began for you personally.

Katherine called me on several occasions, and let me know that she was looking to find some form of replacement for herself as she was about to make plans to leave the country and I declined politely (laughs) a couple of times because it, it wasn’t in my immediate family plans but then she invited me to campus to just give me a little more information about it, so I did, I came to campus and I heard about the program and how it had come to fruition and started being interested and then a few months later I had an interview.

She scheduled an interview and I interviewed with a few members of the cabinet, and I (coughs) excuse me. was hired, so that’s that.

So what were the steps involved to get you on board any other steps other than just that?

No, we had to do contract negotiations, we did that a head of time because like I let her know what I needed which was virtually what I was, just about what I was making in my other job and so we did the money negotiations and then we did the, the negotiations of, some sort of guarantee that this wouldn’t be a temporary position that, because I’m a sole bread winner of my family that I needed a, a stable position and beyond that she took that she took that back to Wayne Markert and Alison Ridley and, and that was pretty much it.

Okay.

And then I gave my job six weeks notice.

Okay, okay. So what were your first impressions of the program?

My, before I actually became part of it, when I was just learning Right when you

or when I started
J Right when you were learning of it, and right when you started and started to see how things were lined, what did you think initially?

A Initially it seemed like a wonderful wellness model, with a lot of wellness counseling built into it. And, it seemed like a truly empowering model for a women’s college and a women centered program so when I started it, it seemed a little, a little overwhelming because I was trying to run it and catch up into, and jump disciplines and even though some of the groups, the communication skills group was a format that I’m dealing with because it’s some, some counseling centers stuff that goes on there, other than that, it was, it was all new and I was trying to catch up and do, prepare lectures for the next day or things like that, um, material that I truly didn’t have any sort of competency at that point. But I think after I had a, a semester in it, then I was, I’ll feel much more comfortable this next year.

J Okay. Have your impressions after your first year of the program stayed the same or have they changed? Or how have they changed?

A Truthfully, my impressions the first semester was more of a misconception on my part that the young women seemed to have a since of intolerance as they approached what they did and then I came to understand that, you know, what the tendency, what it means to be a non curricular program. And we have to understand and respect that their academic focus comes first and that it, you know, if they forget or don’t show up at certain meetings that, that we have that I, I have learned to not personalize that and have learned to embrace their individual struggles and understand that by-in-large most of them are putting their best foot forward and are endeavoring to try and make the, their involvement in the program that that’s that they can do at the time and so instead of having a, a single standard of excellence within the program, I’ve learned that as a non curricular program the institute is going to have a continuum of more and less devoted members and so that, the development of that flexibility from my perspective has helped me tremendously.

J Well I may be reading too much into that, but is that to say that maybe first semester you felt like people who weren’t as committed in your mind you agreed to do that you should be committed and you should follow through.

A It, it was frustrating because not, yes, because my mind, but view from my own in past involvement with, with academia, you know, said if you’ve got meetings you show up for them, if you have something scheduled and you’re saying you’re committed you have an attendance policy now we’ve developed these things, yes you should show up, you should do this, and being able to be must more flexible now has helped me sort of relax on that some. Especially I think it’s going to be most helpful in the coming years because beginning next year we’re going to have a multi level sort, certification. We’re going to have a stamp for distinguished service, versus, you know, just regular participation. And that seal will go on their certificate and so those who endeavor to distinguish themselves in every component of the program along the way, they will get recognized. And the other ones will participate to the degree that they can and are willing and that sort of helps things equal, equalize in mind.
So it gives a little more incentive to the people who are working harder and so their not to feel resentful to those who are not pulling their weight.

That’s right. I think that that um, I big relevant factor all the way around, the mere perceptive and from my perceptive.

Okay. Have you had any leadership experiences before coming to Hollins? I know you are in the counseling field but any, any times where you could specifically say, “yes, I was leader”

And we’re talking in academia?

In anything.

In anything.

in anything

leadership experience

Just leadership experience or which is pretty new for you.

Let’s see. I did food service and retail for seven years, I did retail for seven years before going to college and I was a buyer and a district manager for an apparel company. That was, you know I twenty employees underneath me that I was responsible for, you know, a fairly sizeable fiscal budget and staying within those guidelines and overseen fashion shows and things like that. So, in merchandising and I held other management positions in other sources, so yes, I think in that respect I, I did have leadership responsibilities but they were minus the leadership education that I think should always be a prerequisite to good leadership. I was a terrible leader in retrospect knowing what I know now and having gone through counseling education and having learned in my short time here a great deal about leadership education, so I was, I was very transactional and I’ve really come to understand and appreciate the importance and subservient information of leadership

Okay

So, I’ve had leadership positions, um, when I shouldn’t have, probably.

Okay. Do you feel in some way that you are almost one of the students this past year and have kind of had to learn as you go.
Without a doubt. It’s a parallel process I think. I felt just like a freshman and but, but one that has just grown exponentially since I’ve been here. I don’t feel like I’ve been here just since September, however many months that is, seven, eight months.

Auh huh.

I feel like I’ve been here, you know, two or three years, I think at this point, because I’ve had to change so much and we’re, we’ve revamped and so I’ve learned and learned and learned and as I’ve learned we’ve figured out what can be improved upon and we’ve gotten increased feedback from, especially the seniors but from students at all levels. And so all the components are being revamped and I’ve been in the process of that and developing program manuals and so as I’ve learned the program we’re changing the program, so it seems like it’s been very much of a whirlwind and I’ve been caught up in, in you know, gaining my education right along with the sophomores.

Right. What has been some of the positive experiences for you, some of the things that jump out as the most positive?

In my time here?

Auh huh.

Or with the leadership institute.

With your, in your time here, since September.

Some of my most positive experiences here, the easiest experiences have been in my time with the counseling and in my teaching, because I got to teach two classes and students just seemed really excited and motivated and great for when I see them consistently and in, and have, being able to be a part of a curricular program just, you know, in those respects is, it’s easier because you, there’s, it fits in the ties and you can quantify when someone is making progress and they can quantify that for themselves and they really measure themselves pretty stringently, the demands are more, they, they meet those demands. So those have been easier rewards for me to access ego wise. I think it’s, it’s been more difficult for me to, to really feel any, some measures of successes because I’ve really been with the leadership, with the institute because I’ve been he new, the new women on campus and I’m, I’ve really been in a position where I’ve been tested having to forge my way and um, students, many students have accepted that and some students prefer to, to auh, continue to go to Katherine and that’s fine, that’s completely normal and natural and in the same circumstance I would probably do the same thing.

But it’s had to have been a challenge?

It’s been very challenging.

Especially when she’s gone.
Yes. Well and even now that she’s back, they’ve, some of them don’t see the value in needing to come to me at all. That’s okay, in a way, my ego really isn’t in it to that degree but it complicates things in fact not really the design that Katherine envisioned in that so it becomes a complicated factor.

Okay. You, you’ve had to kind of jump in and do, like, more like when I meet with the students, if they are a sophomore I can ask them about their sophomore experiences, their junior experience and their senior experiences. You’ve been running groups and things for all of them pretty much. Um, so let’s just start with like sophomores

All right.

Um, what would you say would be a benefit, the most beneficial of all it’s requirements to them, the most beneficial.

Clearly for me I’ve seen that the most beneficial is the, their own personal groups, the communication skills group. And I’ve seen it most profoundly with there have been several students, um, who have said last term, this term they are much more focused on their projects but last term one student completely changed the focus of, she changed her major, she changed her career focus and she attributed the confidence to be able to do that and confront her parents on that to the support of the group, and giving her on, you know, open and honest support and feedback throughout the classes, I’ve, I’ve seen many students who, you know, um experience growth in that process. And, that’s more of a counseling orientation because we know how powerful group, the group process can be, very little to do with me, a facilitator.

Right.

Um, but I think that’s been the most profound component for all of them, with out a doubt..

What about, um, the juniors, what would be something profound you think for them? I know there’s not as many requirements as you go on

Right, the juniors, the only thing that I had personally had contact with it was that by the time I came on and Katherine left, they had already submitted what their projects were going to be so only in passing have I come to understand or when I seek them out, you know, “what’s your project” because I won’t know that until we get summaries on that, so otherwise, so far this year juniors experience with me has only been sitting in the luncheons for the seniors visiting fellow series and it’s a completely different group this term than last term because they were abroad and then vice versa. So, you know, it was, you know, close to a dozen students I guess last term and then six students, or seven students that come this term and so far we’ve sat there and listened to the speaker and the speakers have all been different and many of them have brought wonderful and profound messages that I hope they are carrying out. But there’s been no real measure of them
having one meeting without a DVF next week and then that’s it. So, next year I expect things to be very different because we are going to start staggering. Having a distinguished visiting fellow and then the next week we’ll have a process group about that, so we’re trying to build in interpersonal skills group and a process group in the sophomore, junior and seniors component. So we’ll keep staggering those, um, every other week we’ll have a process group about the message. Um a little more focus processed group so then I’ll be able to track what’s profound and impacted them for the juniors. Along this far its kind of been a wash me.

J So that’s the part of what you all were revamping is to get them to be able to have more contact with you all and one another?

A And for the, yes and additionally a Virginia component since we are adding on a non Batten, it’s Batten sponsored a first year component that we’ve been asked to do. The juniors will serve as mentors on two or three occasions for the freshman.

J Okay.

A And then those freshman at the end of their year who’ve transitioned in their sophomore year to be Batten then the juniors will turn into seniors who will mentor again so that experience in the mentoring component that additional involvement inter class wise, I think should really help my contact with the juniors and help them grow on that level.

J Okay. What about the senior class?

A What about.

J What has been um, something, a requirement for them that you feel like has been um, had an impact on them, a positive, a positive experience for them? There, either less requirements for the seniors and I know it,
Katherine and myself packets of things that they were concerned about in the
program, things that they didn’t like at all and wanted revamped and so over the last
month we have done that and that’s how all of these changes to the different components
of the program um, have, that’s where they responded and so I hope that the seniors leave
with an appreciation of the legacy they truly are leaving behind and as a result of all the
changes that they’ve had a very direct hand in.

Okay. I have a feeling that the seniors have probably been the most challenging for you,
would that

Sure

be true, false.

That’s absolutely true. And it’s natural. Because they had only one person, Katherine,
and then they had the interns, you were one

Auh huh.

And they got very attached. And so the program, they were the pioneers of the
program of the inaugural class. And so it really was something that they attached strongly
identities to. And then I come in, in their senior year and their beloved goes away for a
few months, it, it must have been very difficult I think for some of them to make that
transition and some of them came around and were willing to make room and some of
them um, had too much going on to, to decide that they were open to and producing, and
that is absolutely fine because they’re here and they are cutting their teeth in, on all their
various leadership projects. And, it’s, it’s almost kind of a wash that I wasn’t, it’s
unfortunate that I wasn’t able to forge stronger relationships with more of them but the
fact is I didn’t have time to devote just to them.

They were ?????? and independent entities in what they are suppose to be doing so I’m,
I’ve been much more of a spectator on their level.

Okay. As a whole looking at all the students together, what do you think would be um,
some of the biggest changes you’ve seen in students personally just from being a part of
the Batten? How do you think they’ve, they’ve changed.

That’s going to be really hard to accurately measure and quantify because their changes
are qualitative as a result of their entire academic experience so I can’t tell, there is no
way to really tell truly what’s attributable to Batten and otherwise. But those whom I’ve
seen progress in the groups, what I’ve really seen as how the groups That they’ve been
able to stick with for two semesters even though the second semester was much more
focused on their leadership projects, they have been able to open up to peers in ways that
they report they are not able to even with their friends. But when they are with their
friends they don’t have the honest conversations they don’t challenge each other on that level and who of us do

J Right

A by-in-large. So that’s the constant, the groups become a really wonderful forum for them to do that. So, I’ve, I’ve just been around the sophomores um, the same group for the two semesters and that’s just not been the case even with the juniors or seniors for me, it’s been different groups of seniors and different groups of juniors. So even the seniors many of them are not able to make the advisory board meetings last time. So sophomores really are more that I can speak of and that’s where I’ve seen growth where they have been able to challenge some of their mechanisms and reconstruct them.

J Okay. What feedback have you received from the students um regarding um their experience in the Batten and you know just people saying, “this was something that I didn’t think I would do, and now I really love it” or people you know, the drop out rate and those kinds of things, just student overall experience, what they say about it.

A By-in-large many of the students are very, most of the students I think are very in love with Batten and they’re proud to be associated with it. At the beginning with the awkwardness that naturally comes with the communication skills group and we’re going to try to do as a side line a much better job in interviews to underscore that even more, how ambiguous it is and how you sort of have to stay with it and how sort of not to pull the rug out from under you and knocks you off your feet in order to progress but that has, that proved to be an arena for which students who felt they were going to leave, had to further challenge themselves and I challenged some students to stay and don’t, you know, I think the ones who are most proud of their progress are the ones who were very upset on some level at times about being in those groups, but who were courageous enough not to exit out of fear. They stayed anyway, they confronted their discomfort and they pushed through it and that was really wonderful.

J Okay. Okay What other perceptions to the best of your knowledge, um, are the administrators, other faculty members

A Oh can I do that

J Yeah, please

A Cause it just occurred to me that neglected to answer some of the. As far as attrition goes we’ve only lost two students this whole year as a result of them thinking that they didn’t gain enough out of it. And they were, these two students were best friends so, you know within a couple of hours of one contact the other contacted us and that was very expected. But all the others we lost maybe five or six others, since the beginning of the year, one transferred out of those and all of the rest of the others indicated that they left because of the time commitment not because they didn’t want to be involved in Batten, or they thought Batten had nothing to offer them. And that’s an important augh, thing to realize
that, that they consider Batten so important that, um, they have to prioritize their lives and um, otherwise I think they would have stayed. So as far as attrition goes, I think attrition is

Pretty low.

is low

pretty low, okay. Um, what are the perceptions of administrators other faculty um involved in the leadership program as far as the impact it’s had on the campus, any feedback you’ve received from those.

There’s no real way for me to know the scope of that. But administration seems to be very fond of the program from my perspective. The Board of Trustees seems to be very fond of the program and I think they see it as an excellent recruitment tool as they ask us to speak um on behalf of the institute at all of the auh, as many as we can for the incoming scholarship candidates, etc. The um, retention task force values the program to the extent that they see us as a retention tool and that’s why we’ve been asked to instill a first year ??? (mumbling could not understand)

Okay.

Otherwise, um, it has been my experience that the individual faculty members that I have encountered have expressed some part positive feelings towards our efforts for the institute. Otherwise I am aware that we don’t have faculty backing to the point that they are jumping up and down to have us go curricular at this point. I don’t know what’s, what the total scope of that is. Faculty is ???

Sure

And I don’t, I can’t speak for what direction that’s going to go. I haven’t had direct negative feedback from faculty members.

Have you had, just whether it’s direct feedback or rumor or if you had to speak to um the negative side of the Batten program, um,

Okay

or just, just grumblings of things that the people don’t like about it. Could you speak to that?

Okay. If this answers your question. What comes to mind when you say that is that the perhaps I have heard that at one time that their, there was some faculty and when I say faculty I’m speaking of just maybe one person, maybe a couple of people, um, talking about the fact that we are, you know, that it’s, the implication that it’s too counselor like,
it’s too touchy feely or my interpretation of faculty hesitancy is similar to maybe what the
struggle they went through with on this campus to get a women’s studies department. Is
that it’s not, it’s not a hard science. It is soft in the eyes of those who um, get behind only
the hard sciences and so it seems to carry less legitimacy as, as a study. And um,

J Sure, okay. What about the students. Non Batten students. How do you think they view
the Batten program?

A I have heard from several students about their regret that they were not able to participate
in Batten that maybe they didn’t know about it in time to get in on the ground floor and
now they are juniors or seniors and they wished that they had been aware of and been
able to take advantage of those opportunities. I have less directly and I’ve never heard of
a student directly, but I have heard because I read in the paper in the Column

J Auh huh.

A students not connected with the institute who don’t, who maybe have some
misconceptions about who we are, what we do, and finding only um, I guess they have
heard it from others saying “Batten, Batten, Batten” and perhaps what I read seemed to
indicate that one student at least was frustrated at hearing it so much. But then it’s a
double edged sword because this is the third year in the program that for the first two
apparently the complaint was we don’t know about it, it’s such a great program, but
nobody knows about it and now we’ve arrived to the point that it seems by-in-large many
people do know about it so

J just students are getting sick of hearing about the Batten girls

A Just that or indifferent

J Okay

A Yes and I, I don’t know because the Column sited one student and that’s, you know I
don’t think one student can be a representative of, of the whole.

J Okay. Okay. So what would you, I know that you and Katherine have talked about
changes in the program, um, and whether you all discuss this or not it doesn’t matter, but
what would you personally if you had control of that, um, change about the program?

A Philosophically or real technically?

J Whatever comes to mind.

A You mean for next year or in the ideal scope of

J In the ideal scope
A entire future of the program?

J Ideal scope

A My ideal scope of the entire future of the program is that this program would go
curricular with out a doubt. Because there is just a chip of a fingers nail worth of
information that I can impart to students regarding leadership theory and so much of
leadership education is theory based and other programs around the nation are really
focusing on theory, theory, theory, go out and do some internships and service learning
but and do a leadership project

J Auh huh.

A They don’t do what Katherine brought in, what Katherine brings to it which is the jewel
of the program, the heart of the program, is the interpersonal relationships, the
interpersonal communications and understanding in how to asserted ones self effectively
and confront effectively. And to do all those communication skills challenges that that
those aren’t taught in other programs. And so if you combine in a curricular program a
broad scope of the 9 to 12 theories that would be great to teach and be able to give tests,
we are giving tests next year, but we can’t grade them. And give tests and require work to
be done at a higher level and challenge

J And combine it with that interpersonal

A people and combine it then you get the whole picture, you get the whole shebang, it’s a
wonderful package that no one else does and the leadership lab where you video tape, I
mean she’s paying, she just, you know, someone paid thousands of dollars for her just to
go for a few days, a couple of days, the Center for Creative Leadership in Greensboro and
they do very much the same thing that we’re doing and we’re doing it for free to the
students, I mean it’s just an unbelievable opportunity in its, you know, at it’s best and so
if you could impart all the wonderful information, a leadership studies program could be,
then we really could truly could market ourselves and be synonymous with women and
leadership because all the research says there just isn’t the skills, the interpersonal
relationship skills, people aren’t’ bringing that to the work force and in our globalized
economy it’s absolutely what is necessary. You can’t just be a patriarchic model, task
oriented direct approach any longer. That’s not working. It’s not working interculturally
it’s not working even with in companies and with downsizing you have to, you’re asking
people to work harder.

(turn tape over)

J So, obviously you’re, you feel pretty passionate about making it curricular.

A I really do. And it’s where my forte lies as well because it allows me to set, I’m pretty
achievement oriented myself, so, it, it is much more inline with my natural desire to want
to operationalize things and set standards and set criteria and have people meet those or
not meet those and take away all the gray area of trying to just be flexible when, you
know, when they, they show up for meetings or don’t show up for meetings or for classes and in part put information, because right now it’s incumbent upon me to learn it and teach them when I could teach them in 50 minute or hour long skills seminars but they don’t have anything else to take with them because they are not reading on their own, their not, you know, it’s just not as demanding as it could and should be for them to walk out of here and say they really have leadership education.

J Right. So you feel pretty strongly about that.

A Yeah. Plus it would work better for my life too as clubs stretch early morning to late night depending on administrative meetings and clubs and organizations have to meet at night, competing for auh, time, protected time at this university and probably all others is a chore and you can only do that so many nights. You can only stretch that so many nights.

J I need to check to tape really quick, hang on. So, given your past experiences and given everything that you’ve learned personally and professionally at Batten, what, you’re going to love this question, what is your personal philosophy about what a good leader is?

A I could probably come up with a better statement about how I had lots of time to hone it down

J I’m putting you on the spot, I know.

A On the spot in some rambled form. My best definition of what a leader is someone whose very transformational and servant oriented in their focus, they’re very conscious, they are aware, they are mindful, they are not wrapped up in their ego, and they truly want what is best for the collective whole and something that extends beyond themselves. And I think it’s very important for leaders to help people in a very transformational way aspire to be the best that they can be and help them always continue to grow and involve and change and not let things be stagnant for too long and someone who is kind and compassionate and very much embodies all the things that I personally value.

J Do you think people can learn those things that you just said?

A Yes. I think that comes from being around people putting themselves intentionally around, in the space of other people who value that and practice that and I just think just like valuing one’s life, valuing, learning to set your priorities in a different way and learning to value whatever we value comes through life experience and none of us are born with that and the only way that many of us learn that is to step outside of our integrity and I think that can help us be better leaders but this is about and because it’s in some ways we all, students included, they are all stepping outside of integrities, they’re cutting their teeth and finding where their parameters are and set learning to consciously set those in a, in a real mindful, intentional way and challenging apathetic stances because even apathy is a choice.
J: Auh huh.

A: And being around people who constantly challenge and question and support, I think is a wonderful thing for a leader and for students to be able to face themselves and learn that.

J: So would you say there are some people who are born leaders more so than others? Can it be innate?

A: Well, the research seems to fall on both sides of that. Yes, I think, I think just like anything, like, like, exceed, excelling in academics. Some people are born with inherent ability, but, it takes the environment to nurture that and that can even be nurtured in people that aren’t born with it or haven’t been placed in the environment and by-in-large the, the leaders that come to lead either they’ve, they’ve gone in one or two of directions they’ve either been held up and supported by a network of, others there, there whole lives or they’ve excelled in spite um, difficult environmental circumstances. And, so, so, yes maybe some people have natural tendencies and by that though, I mean the way is more easily paved for them because in our westernized culture um, having an internal locus of control while you have an extraverted personality just seems to make life a little easier when you’re connecting and relating to other people. But I think by-in-large everything we are teaching everyone can improve and everyone can be a leader in their own right and there are just as many strong quiet stable leaders and they’re just as effective as there are extraverted over, over the top.

J: High energy

A: high energy and high motivation leaders. But I do think that to some extent leadership would, should have to come with internal motivation and to aspire and to some extent people do seem to be more internally motivated than others sometimes.

J: Sometimes there has to be that drive

A: Yeah, there at least has to be a drive

J: Okay.

A: Sure

J: Okay. My last question, um, is there anything that you would like to say that I or anything that I should have asked but I didn’t or anything you would like to say um, about anything, or do you think we’ve covered it.

A: Well I think sometimes, sometimes I think about what we are trying to do in the program and it seems to me that at the very least, leaders whether they have an inherent sensibility whether they um are being pushed by someone else, by either mean they are coming on
their own by friendship relationships, whether they just want to learn to communicate in, in better ways and refine their leadership skills, it seems to me a lot of what we do whether we’re trying to foster people who are going to be at the front end of things or who prefer to behind the scenes in leadership roles and leadership happens in a variety of ways, you’re not at the front always leading. Leadership happens where ever there’s a desire to improve upon circumstances. At the very least what we are trying to do is build smart consumers. And if you yourself choose not to lead that’s fine, but it’s important to understand the quality of a good leader so that you know who to follow.

J Right.

A And you can mindfully select those and in that way, I think the program is inherently helpful to anyone who wants to associate themselves with Batten.

J Okay. Anything else?

A No.

J Okay. Thank you maim, I appreciate it.

A Thank you.
Interview Seven

Interviewer = J
Katherine = K

J Um today is April 18, 2005 and I’m here with the big cheese, (laughs) Katherine Walker

K The big cheese.

J Yeah the big cheese, don’t you love that? Um, this is kind of broad, so if we need to break it down we can.

K Okay.

J But what I want to know first is why Hollins initiated a leadership program, and I know there is more to it than just Hollins deciding to initiate

K Right

J the program. So I guess kind of the steps in how it came to be.

K Yeah, I can, I can tell you those. When I was, when I was finishing up my dissertation process at Tech I became interested in women’s leadership and I think I became interested because I had just had a baby, finishing, well had, had a baby, had a one and half year old or two year old at the time, well maybe one year old at the time and recognized that I had not been as intentional in my career and my own leadership as I wish I had been looking back because I’m start to see time, you know trying to divvy up the time between parenting and career and school and

K Right

J so I became really interested in women’s leadership and just started researching it on my own and became fascinated with what I was learning and didn’t know exactly what I was going to do with it but I had mentioned to my husband that, that I would love to somehow teach a class at Hollins or do something with this interest of mine and he, the, you know, “yeah you know you should go out there and talk to them”. Well he happened to run into Walter Rugaber who was the interim President and asked Walter who would be the best person for me to approach. That I had become very interested in leadership and so he said, “who is in charge of women’s leadership?” and Walter said, “I’m in charge, “

J Oh.

K have her come talk to me” So I met with Walter in a very informal, very informal meeting just telling him sort of where I was and he said that teaching a class, actually adding a class which I just wanted one class a semester just sort of as an adjunct

J the adjunct position
he said that was a much, much, much, much, much more difficult than, than doing something non curricular and he said that they had this Batten scholarship that Frank Batten had, and his wife, Jane Park Batten, had funded that had money in the endowment that was not being spent for programming and he was very concerned about the programming for the Batten scholars, the leadership programming, because it hadn’t fallen under one person and it had sort of been piece mealed and he was very uncomfortable with that because at the time of that donation it was the largest donation in Hollins history. Also because Walter was the former publisher of the Roanoke Times, he worked for Frank Batten, Frank Batten and some, he, he, he ran head of landmark corporations and media, you know print media, tv stations sort of

Yeah and sort of the weather channel. So he, he really wanted a program that he felt like really reflected what the Battens would have wanted sort of really a, a strong leadership program for these Batten scholars.

So just to clarify, the Batten money that came from the Battens was designated for

K Batten, for scholarships.

J for scholarships

K an endowed scholarship fund, so there was, there, there was money there also to run a program.

But that had not happened?

But that had not happened.

Okay

Um, and I’m not sure if was specifically designated for a program or if there was money that was not being used that could be designated. I, I don’t know exactly the financial part of it.

Okay. Okay.

But he felt like a program needed to happen and there was, there was funding for it, from this endowed scholarship. So what he asked me to do is design a program and the only, the only thing that he was, that he really, the only aspect of the program that he really wanted his input on was that he wanted the students to run the program, and he, so then he arranged subsequent meetings with Wayne Markert who was then Vice President for Academic Affairs who is now our provost. Alison Ridley who was chair of the faculty at the time who is now acting dean of students in active dean in not in acting dean but the
dean of academic services. And Brenda McDaniel who is in charge of donor relations that’s
in our ??? department so he arranged meetings with different people so that we could
discuss what we, what the programs that they wanted or what they really wanted to see
happen and get some ideas from me about what I was thinking. We had a series of
meetings, meetings and I think Wayne was very clear that he also wanted, he really wanted
training, that, that, along with this leading the program, that there should be a strong
training component. And that’s all they gave, that’s all they said. And

J  So you were so in the right place at the right time.

K  So in the right place at the right time and given total freedom to design what ever program I
wanted to design. And so, I left, designed a program, in the, made sure that we had that
leadership component in the senior year that Walter had, I think actually brilliantly come
up with. I think that would not have happened without his input and it, it, while it’s been,
just implemented and worked the more difficult parts implement, which actually makes
since.

J  Auh huh.

K  It’s I think a very, very important component.

J  What, in what year was this? In 2001, cause the program started in 2002.

K  Yes, so that would have been 2001.

J  So a year before it started is when it evolved

K  Year before it started is when we were designing it.

J  Okay. So how long did it take you to design the program.

K  I think from, from the final meeting to actual design, I want to say a month, six weeks.

J  So you dove into that.

K  Dove into that. Just did it. And couldn’t stop doing it. It was, it was almost not like work.

J  So what went into, back up a little bit, what went into the design, what, what kinds of , how
did you know what to do?

K  I looked at other programs at other Universities and kept thinking, just doesn’t seem like
people are grasping or hitting the fact that college age students are very much in late stage
adolescents in general, traditionally age undergrads. Particularly early in their college
careers.
And their really looking at identity development and if you get, and leadership, helping people identify themselves as leaders and looking at personal growth and looking at their, their identify formations, what an unbelievable time to really have them become leaders in a full sense of, of the word and I knew I wanted to take holistic approach and certainly my counseling background is all over this program

That interpersonal piece.

Interpersonal and intrapersonal. I mean the role is a self awareness, it, it and that just made sense to me even in looking at the research on leadership. I mean in the end, it’s yourself as the leader, you, the best person that you bring to whatever leadership challenge you have, the best person that you can bring to that is the best person for the job, so lets look at it holistically and help students bring, bring out the best in themselves

Okay. So, you did research, you designed this program, and then you brought it back to this group? Or did they

I had to approve it. I, just heard, I haven’t actually talked to Walter about this, but auh, it was Anna, I think Anna Lawson who was the at the time the chair of the board, the board of trustees here, said that Walter and Wayne were expecting that I would come with some rough ideas and we would talk about it and then I would go back to the drawing board. And I came with the

Full program.

a working, right, I think I called it a um, working plan.

you did, auh huh.

and it was just all spelled out, goals, objectives, and I expected, so they expected this rough piece of work and what I expected was to hand this to them and have them trash half of it and then I would have to go back to the drawing board or not, I you know, I didn’t know but I did not expect what I, what happened which was, “go for it” just “take the ball and run” “what do you need” and they, Walter found an office for me, it was a dorm room, I walked in and there were two beds in there it was

So they, they took care of the financial piece and told you how much you had

Gave me a budget, auh huh and so I had that summer to recruit, I had the spring and summer, it was the very end, April probably before I could even speak to any students. So I
really on met with I think one or two groups of students, the students accept leaders and
maybe one other group and presented the idea and then I wrote letters, I got um, the titles
of these groups, the two positions that I, the two people that I talked to their positions are
no longer a part of Hollins, one was um, Associate Director for Diversity or something and
the other was, the head of first year and sophomore programming. Those two people
referred everybody to me.

J Okay.

K So I, I couldn’t recruit from the entire class of 05 I had this targeted recruiting because I
wasn’t on campus.

J So you had to start initially with a more selective group.

K I did. I had to start with people that, that, they had recommended and anybody that signed
up, signed up. And I had a few people who straggled in who hadn’t been recommended and
just sort of heard about it and wanted to do it, I think I had two students that did that, but
everybody else came for that class through a recommended.

J Okay. So what were your biggest challenges from, from the time you met with Walter to
the time it was implemented before it even got off the ground, what would you say your
biggest challenge was? Okay, I had asked you your biggest challenge from after talking to
Walter to getting it started before the students actually started to participate.

K Recruiting the students.

J Okay.

K That would, that would have been the biggest challenge. Trying to get students engaged in
something that was merely an idea.

J So how did you do it? How did you get them engaged? I mean

K I think having he referrals helped because we still use them, I’ve got the letter sitting on my
desk right now that say, Alison Ridley recommended that I contact you about joining the
Batten Leadership Institute she believes you have what it takes to be an outstanding leader.

J Okay.

K So it was flattering and I figured at the worse case scenario they at least know that
somebody thought of them in this, this, someone saw some leadership potential in them. So
that’s, that’s how we did it and then I talked, I talked to at least one persons parents on the
phone to explain, because she was saying you know my daughter is over committed I want
to really make sure that this is something she really should do, she’s, she said at this point
I’m more interested in this than she is but, she just had some questions and then later I
talked to that student. So that was, that was the recruiting it was just letters and an outline
of what the program was.

J Okay.

K But I think almost any senior you talk to would say, I had no idea what I was signing up
for. Because it’s an extremely difficult concept even now for us to communicate.

J Right. Do you think it’s because of that intra/inter personal piece?

K And it’s so individualized. And it’s very hard to explain what happens in a group and it’s
very hard to explain how an individual is going to develop through the program because
they, they to a large extent determine how that’s going to happen.

J Okay.

K So I did the recruiting cause the design, the other part of the design it was difficult, was
dealing with the fact that some of these students go abroad and, and, I didn’t realize that
when I first designed it and then before I started recruiting and as I was recruiting I realized
or somebody told me, maybe it was even a student said you know when we go abroad,
what do we do with that, and I thought, oh, I don’t know. So we had to, we’ve had to make
that junior year more flexible.

J Okay. So at this point, you are in there and you’re implementing the program and all the
folks involved, initially, Wayne, Walter, Allison, they are pretty much removed

K Auh huh.

J It’s just

K And Allison the first year of the program was not here so she had gone to another
university that year.

J Okay. So, did you, I know the answer

K But Walter was gone too

J Right

K He, he

J So they both left.

K Right.

J Okay. Okay
K So we implemented the program when Nora was just starting.
J Okay. And this was the fall of 2002?
K Auh huh.
J Okay. And obviously I know the answer to this question because I was there but you, you had two interns to help you run the program.
K Two fabulous interns
J Well of course, how did that come to be, what did you put that in the design?
K That was in the design and it was in the design because I, I felt like that the program was going to require more than I could give, more than one person could give and that doctoral interns have enough counseling experiencing to really be able to contribute to the program while still developing their own skills. Whereas a master’s level intern may not have any counseling experience and running those groups would have been extremely difficult for someone who had never run a group before or never, had never done any counseling would have been overwhelming. Because the kind of groups that we lead are, as you know, are complicated. It, it requires a, a, a, it requires a lot of skill.
J It, I think it requires more skill than people observing would even know. I think, you could watch and think the leaders not doing a whole lot when they really are.
K Exactly.
J Very much a skill.
K It’s very, it’s much more difficult than a structured group
J Right.
K It, I would think at a minimum you need a doctoral student or a master’s level therapist to do those groups. So, so, and I thought, you know, free labor.
J Exactly. You didn’t have to use any of the money, which probably wasn’t really there.
K Auh huh.
J To pay anybody.
K Right.
J And so, and then
And then the other side of it was also being a doctoral intern at Tech and having to design my own internship and that was difficult and thinking that this could really fill the niche that it wasn’t available it was completely unusual environment to work in terms of not being at a university but working, not, not using your problem oriented system, so it was a wellness system where you are taking people to a whole another level of functioning and that would be the idea.

Right.

And that that would be appealing to some people, and, and for those for whom it was appealing may not be an easy thing for them to find.

Okay.

So there was that other side because I had just come out, well actually I was still, when, when I defended, I defended right when the program began early in the fall of 2002.

It was all kind of going on at the same time.

Right

And then the second year you ran the program by yourself. You didn’t have any interns. There was no one available.

That’s right.

And then last you had an intern for half the time.

Right, for this semester.

Do you find it more helpful to have interns?

Much more helpful to have interns.

Okay. And then of course now you have an associate director.

Right.

Which is very necessary for other reasons which we’ll get into.

(laughs) in a little bit.
J So, what was it like, um, here you are in a brand new, new school for you, in a new position that you’ve created given all these freedoms, what was that like, I mean, here you get here and then all of a sudden you have all these students ready for your program, how, how did you feel, what were you thinking?

K Well, there was a complication when I first started which was, that we had been on vacation and had returned and my son, I was pregnant, I was seven or eight months pregnant and my almost two year old had contracted a very serious form of e-coli and was really very, very sick and we were under strict quarantine. Nobody could come into our house, so I couldn’t have any babysitting and I also because they didn’t want to create panic in the community about an e-coli outbreak, we couldn’t tell anybody what Jackson had. So here I was brand new not able to be at work in the time frame, you know, that I had expected and not really able to explain why and that, that was pretty, that was very very stressful period, but somehow we worked through it, because only my husband, only my husband or I could talk care of him, there was nobody else that um, that could even come in the house or get near him until we had enough clean blood tests.

J So you just managed and said, “my son’s sick I have to, you know, do this”

K Auh huh.

J “do that” met with the interns they were doing things and getting things going

K Yes, because so you had started when,

J I remember when Jackson was sick but I didn’t know

K Didn’t know

J yeah all the circumstances.

K Auh huh.

J So, okay.

K So, that part, I think being new and everything being so new and trying to make first impressions and not being there was a little difficult

J Well yeah.

K So, that, that was that affected the first two or three weeks

J Okay

K of the program. But miraculously it somehow was okay.
How did the, what was the student response or how were, how were they responding when actually becoming involved?

Initially, I had a lot of, I had a lot, initially I had more complaints than enthusiasm particularly about group because they came in this field like a therapy group, I don’t understand, they felt knocked off balance, um, it was just a very uncomfortable experience for them and I just told them to bare with me that it would all make sense towards the end of group and when it could for them it would really, really work. And that was a difficult period for me too because of course it’s a new, you know it’s a new program, it’s a new model in terms of applying that to leadership and

You’re trying to still sell it

I’m, right, and I’m still trying to make it legitimate and, and, still be very forthright and honest and was a little concerned myself whether it was for that, whether it was going to work or not. Although I really believed, it, it made so much sense to me, that the way that it lined up but I really did believe it would work but I could never give anybody a guarantee and I never did give any body a 100% guarantee. And then about four or five weeks into it there was a complete turn-a-around. And the students just became maybe, probably about four weeks, extremely invested. Extremely invested.

ey they could start to see the difference

Auh huh, auh huh. But it, it took some time.

What was the feedback from them after that first, either that first semester or that first year? You don’t have to. I won’t get you to go into all the different components of each year, because I know what those are, have had other people talk to that, but, after they went through everything you designated for the sophomore year

Auh huh

What was their response at it, at the very end?

Well auh, we, we collected some data. The favorite part, the part that rated the highest was the group. Which is very interesting because it was often the part they complained about the most and then the leadership lab, the second and third was the skill seminar and that makes sense because it’s the most liked class for them which they have ???? you know they have that. And the other part of that is that half the students because of scheduling issues, that was the biggest, the biggest challenge of implementing the program were scheduling. By a mile that was the most complicated part of it. But for, for those students who couldn’t attend skill seminar, they had to watch a tape which is

Not ideal
K: Worse then sitting in class.

J: Yeah, not ideal.

K: And it was set up like a class and that, that part of the program ?????

J: Okay. So you obviously got to know these students very well. There weren’t many that first year you became very involved.

K: Auh huh.

J: with them personally, um, what do you see is the biggest positive changes in them?

K: In the students as a whole?

J: Auh huh. And I guess, let’s look at that as just in general looking at all the students in the Batten not just the first years. Could you name a few things that you, that you see it as a biggest changes in them or is that too difficult to do because of the individuals.

K: No I think, I think I can speak collectively, why it may not apply to every single student, I think in general, I think in general there are shifts that I can see that the more difficult part of teasing out whether that’s from maturing or from the program. But I, I do think the program has facilitated to certainly part of the goals that we’ve set. And I, I think they understand themselves, why, over time they understand themselves much better because they get to understand themselves in a group context, individually, they see themselves on video tape, they have a lot of information coming in about how they operate and how others perceive them. So, it’s not just reflection, it’s, it’s observations of others and observations, self observations on video tape. Very few people get 10 weeks of looking at themselves on video tape.

J: Auh huh.

K: So, they have, they have a much greater awareness of themselves and their strengths and also what they don’t do as well. What they’re not as good at, what they need to improve and also what they my need to partner with somebody else, that somebody else can bring to the table. I think through the challenges in the group, I, I think they, I see a more of an openness to other peoples, and the way other people do things and a recognition of the value of that. That is, that as leaders there isn’t just one right way of doing things, that there are lots of different ways to do it and everybody has their own way. So I think, see that, I think that’s a set of development. I also think that they are more interpersonally sophisticated. I think they can deal with the challenging situations, um, the challenging interpersonal situations and be a little more in depth and a little more intentional because of their experience. Because they’ve had to.

J: Sure, they’ve been forced to.
They have, they have.

And these things could probably even happen after that first year, doesn’t mean you have to go through all three years.

Absolutely. Absolutely.

Okay. Any other

And I think they are confident. I see a big change in their confidence. And again that could be developmental. It makes sense a sophomore may not have the same level of confidence as a senior, but I do see, I see those senior Batten Leaders and they are very clear on themselves, what they have to bring and they feel confident about what they bring but don’t think that they’re the only people that can do it. I think they have a lot of respect for their peers as and for their colleagues that they, they have a lot of respect. Then the way they do it.

Sure. Any negatives? Anything that has come out, not about the program itself but about the outcomes from the students specifically that you were surprised to see?

One of the things that surprised me, this, this, somewhat about the program, was the desire on many of the students part to make this exclusive. To make this not just open to anyone. And sort of the desire to be special and there’s been a little bit of tension with my belief that the program is special because the people, because people are willing to put the hard work in to develop themselves and that way and that is, is exclusive because of the number of people who would be willing to do any kind of word, and it’s exclusive in that, if you’re not willing you wouldn’t do it.

So you could have 30 people in the program and it’s special for those people that do the work

Right.

Versus just having 12 who

Right,

Okay

right, it’s self selecting. And that, they are special, but they are special because of what, how they perform and what they do and they’re special because of who they are, not because the director of the Batten Leadership Institute picks them from a group of people and I, I’ve really tried to focus on that as opposed to, on the idea that, that it’s the work that’s put in and not, you know, Katherine Walker making some random selection among students. I, I can’t pick who has the most leadership
J Well, you can pick somebody who looks good on paper
K Right.
J and then surprise you when you, you know in it, they might be better than what the paper says or you might be disappointed or somebody might not look that great on paper but has tons of skills.
K Right.
J So, I guess you really can’t make that call
K The other thing is if we knew we do have students that have, are developed, we have students who are firm leaders than others and I don’t mind that spread, I don’t want just the strongest leaders because I think in interacting with each other and having to deal with each other they are learning from each other and if I just have strong leaders, it doesn’t seem to work as well. More of the spread is, is, is helpful to the program in many ways, also I don’t really necessarily care where they are beginning. I want to see how far they’ve traveled and that can, I feel very comfortable when I look at the students in the program and think about where they started and think about where they are, and that they’ve traveled some distance.
K And that’s what I’m much more interested in is that distance.
J Are they buying into that, the ones who wanted to be exclusive?
K I think so. But I mean, but it’s something that keeps, it props up periodically but I would say most of the people in the program are comfortable with the way we do it now.
J Higher numbers.
K Auh huh.
J So what feedback do you receive from, from the students about the program?
K Well, initially the group gets complaints, it’s just inevitably, they are uncomfortable, first the communication skills group
J I still call it personal growth group, I don’t know why, I know it’s not, but I know what you mean, communication skills.
K The skill seminar is pretty neutral. Lab, the seniors now run the lab
J Right.
K So we haven’t been able, we do not have the consistence leadership of labs when we had the interns. When we had the interns that lab was run well and consistently well and the students, while they made them nervous they felt like, they all felt like they got something out of it. So the lab reaction now that the seniors run it is not as consistent. And, and the ones that had what they would consider a weaker lab leader have all said, I can see how it would be really beneficial and it was beneficial just to see myself on tape, but because their lab leader wasn’t as strong that they didn’t feel like they got quite as much

J quite as much

K as their colleagues who were clearly getting a lot.

J Right

K And that’s one thing we’re looking at, how, how do we create more consistent leadership in labs.

J What about the, I know we’ve spoken most about the sophomore year, I don’t want to leave the other years out but what about the juniors and seniors of the groups and requirements of them? How are they responding and what kind of feedback are you getting about what they do? Start with the, start with the juniors

K Last year we had a great response from the juniors. They really loved the series and they took it very seriously. And

J The series the distinguished visiting scholars

K visiting scholars series. One thing they missed was interaction with each other. And the students are a broad, that’s a strange year any way because we have half the students out one semester and half the next, some stay, some go for the whole year.

J It’s hard to be a cohesive group

K It is, it’s very hard to be a cohesive group, but they felt like they got a lot out of it in general of that junior year. This year hasn’t been quite as dynamic. We’ve had to work a little bit with the students to be more interactive with the speakers, we’ve had to work with the students to be a little more professional during the groups. Things that we didn’t have to deal with last year. And we have decided based on feedback again this year feeling disconnected similar feedback that we got from the seniors, from the seniors. But actually got more this year than we did last year. So we, we’re going to do next year is we’re going to have this series but alternate weeks and then on the weeks that we don’t have a speaker, have them discuss their project and integrate what they’ve learned from that leader into their labs and I mean hey can process what they’ve, what they’ve learned and talk about it and say what meant the most to them, we can, we audio taped the leaders so we can play a clip, discuss what that meant to them
J Okay.

K So, we’re hoping to structure it so that it’s more integrated

J Instead of just coming in on a weekend and that’s it

K Right, right.

J Okay.

K So, I think that will be a positive change, so while that program has worked well, I do think we can address, address that with the addition of the group. It also provides some continuity from year to year as opposed to, I think the way it was originally designed with the three very distinctive experiences and it’s evolving based on student feedback and also research that we’re doing, it’s evolving into this, this process that each year is a little more related to the other and we take a string, that group string into the second and third years

J Right.

K And I think that will, that will help make the program more consistent and relevant

J So the sophomore year is obviously the most intense

K That first semester in particular

J Okay. What about seniors and their, they don’t have as many, um, obligations, requirements their senior year. How, what have they said about how it’s gone and what they’ve liked and haven’t liked.

K They, they’ve had a difficult year. This, this is the year for them to take leadership as a program and because we hadn’t done it before, I wasn’t as clear on how much, how much freedom to give them. How much direction they needed. And I erred on the side of less and they needed more. They have accomplished a great deal. They have set up their admissions statement, they’ve come up with goals, they’ve set up committees, they have completely built a board out of nothing. They have started with a recommended development to start a Batten Fund, they are, they have set an attendance policy. They have set auh, let’s see, representation statement, I see that they’ve done a lot. They did not feel like they had accomplished a lot and I think part of it is not being experienced with board and how much a board does. Because a board does a fair amount of talking and policy studying and they’re not in there implementing. Staff does that. And so they’ve had a good lesson in what that means. They haven’t liked what that meant necessarily but, but they understand. I also think they weren’t getting the depth of the experiences they were getting from the other two programs. And so we’re, again, we’re going to do those alternating piece where they have a leadership, we’re calling it the leadership integration group where they start transitioning their leadership out of the program they work with each other to be role models to the, how to be the best role models they can be to the students coming behind
them and we’re going to process lab, we’re going to talk about lab and the leadership in the
lab and their mentorship.

J Okay.

K So they have a lot to discuss in those groups, um, that needs, and that needs to happen, I
mean, that, we’ve actually already implemented it. We have our second group tonight. And
already, it’s, it’s I think it’s given them an anchor in that

J So they feel better about this change too

K Yes, auh huh, I think I wish it had happened earlier because now they don’t have much
time but they were able to relate to each other the way they are used to relating and on a
board they’re not relating to each other on a way that they are used to relating, they’re not,
they’re dealing at a task level and not at a personal level. And not that those are mutually
exclusive, but they really were crying out for more of that interpersonal connection. So it’s
very, I think it’s really interesting paradox that the part that got the most complaint initially
and it does every time a student starts the program, the one thing they complain about, and
I say complain, the one thing they are uncomfortable with and come to my office about is,
are these groups.

J And now they are wanting them.

K And then it becomes, and then it’s the thing they claim they liked the most. Because once
they get used to that, it becomes a vital part of themselves and they don’t want to let go of,
of, continuing that challenge of that development. They really, I think it says a lot about
them, that they want to stretch themselves.

J Right, right. What, what are the perceptions of administration, faculty, people who are not
involved, um, in Batten? Whether you heard this directly, could just be, you know, the
rumor mill

K Right.

J or just in passing people might tell you something, what do you think they think about
Batten?

K I think the board of trustees is very supportive of the program, I think upper administration
is extremely supportive of the program. I think the students in the program in general are
very excited and feel, auh, grateful to be a part of the program and I’m grateful to be a part
of the program to have this experience. I think students outside the program are either
neutral, most of them are, most of them are partly neutral it’s just one thing that they
decided not to do. Just like one of my students may be neutral about fencing or golf or you
know whatever, um, but because it’s a leadership program, you do, the students set them
selves up a little bit to be under more scrutiny. That’s just part of being a leader. So there’s
probably more there’s probably some more critical or skeptical, some more critical or
skeptical thinking about the program from out, from outside, that’s really as it, as it should
be. They, I believe if you participate in leadership programs you probably should be held at
higher standards to a certain extent. So there’s that and I then I think there’s also, there may
be some resentment in terms of the, the students in the program are accomplishing a great
deal and probably every time you turn around there is, you know, a project going on
whether they are working for the relay for life or starting a new clubs or, I mean so many
things that’s been Batten projects, so many student initiatives have been Batten projects
and a lot of Batten students end up in SGA, so

J So it’s kind of been known this is a Batten girl, this is a Batten girl, this is a Batten girl

K And there was a quote in the paper that said, “If I hear the word Batten Girl one more time”

J Right, I remember that.

K And that’s normal, I think. I think that actually says, the programs at least making a
difference on campus. Hopefully, hopefully the difference that we want to make and you
know, it’s in our mission statement to serve the campus, not to be recognized by the
campus so, what I hope is that people feel like in general that this program contributes to
campus and that’s what we want.

J You didn’t mention faculty.

K The faculty, I do, don’t have a clear read on the faculty. I don’t know them as well, I think
in general they think what a nice for students to do who are interested. But I don’t know
that the perception is, is all positive in that, Abrina’s taught a couple of courses and I think
while that was appreciated and was helpful, the idea of a, I think there is a concern that we
would start going into territory that’s not ours.

J Well the faculty have a lot of, from what I am gathering they have a lot of say in a lot of
things.

K They have a great deal here.

J So, I don’t know if they felt that they were being threatened in some way by this outside
kind of thing

K I think if the idea was that we would stay a non curricular program, I think they would be
fine, but all we wanted to, the complication is that I do believe that the students would be
better served through a curricular program. That’s not my decision whether that happens, I
just, I believe we could better serve them in that capacity. Ultimately, the faculty are going
to have to make that determination. So they are going to have the job of making, of seeing,
if it’s, you know, if it fits in with their mission as faculty, if it’s academically rigorous
enough, if it’s worthy of being curricular, whatever determinations they need to make. And,
there are probably very few faculty at this point who are ready or would be supportive of us
going curricular. The time isn’t, isn’t right. So that makes, in that potential, that, we have
been very open about, that I think that, but that’s where the complication comes in with the faculty.

J Okay. Do you think that the only people who are supportive that you mention, do you think their feedback when the program started would be the same or different than it is now that the third year is about to come to an end?

K The people like administration?

J Administration, um the board, do you think they’ve been pleasantly surprised?

K I think they are more supportive.

J Okay, so they, they, there are no regrets.

K I don’t think, no, I think they are more supportive and I think, think they have come to reply on me a little bit, just sort of count on it. I think some of them see it as actually an important part of what Hollins is and is becoming. So I feel like over time that support has grown. I mean we’ve had a fair amount of change in administration so

J Right.

K with the Presidents so this has been very fortunate, cause each time I wonder, is this person going to be a supportive? You know is Nora going to be as supportive as Walter who made sure this happened

J And now

K and she was and I felt like Wayne, when he was acting President, of course he was very supportive so I felt pretty confident that he would be, but as it was he actually made some really hard decisions and he really made sure the program could go to the next level, took a big risk and made tough decisions and gave us funding when it was a very difficult, when it was a very difficult thing to do, so he’s, he’s really put, he really made decisions that, that, that he didn’t just give us verbal support, he, he really backed it up with action.

J Wayne did?

K Auh huh. Auh huh

J And everybody has been supportive?

K Auh huh

J just you know, ????

K Yes
J Okay. So what’s to come, I mean, I was going to ask you but you answered it about how you felt about going curricular and whether there should be a cap.

K Auh huh.

J And you, you know, you talked about that, but what are the changes that, that will take place next year?

K The big changes are those two, the implementation of those two groups the junior year and the senior year to provide the continuity

J To have a little piece during that sophomore year

K that sophomore year in there and to help them, you know, help me, if you look at, these are, hopefully they are having transformational experiences and they do need to bring it all together, and this is a place where they can keep bringing it together and keep building and building, and building. Auh, so that’s a big change, the other is that there will be more structure to, the senior year there’s more structure to it. There will be a chair for the whole year where as before we had each person chair a meeting so they get that experience, they, this experience taught us and the students have said we need one clear leader from our group or two, a co chair. There will be a secretary and a historian, so there will be two offices for the board, there will be training, the board training we did as the board went a long for the first part we are going to have a separate board training, a couple of days devoted just to board training. So that when they start their board meeting, they are ready to roll. And that we are not doing this training ad hoc, we’ll probably have guest speakers and some more development along the way

J Right

K but we’re not going to have the hard core training spread out, we’re going to have it at the beginning. And I think those will make tremen, those will really have a major impact. Plus, this board now has a board book, will have a board book from the current board, this junior, the rising seniors will have a board book

J This was the hardest year to be a senior.

K This was the hardest year to be a senior.

J They were guinea pigs.

K They were guinea pigs. What I hope is by having to build a board from the ground, I mean, from zero, that they really, they get an experience that no other group will get. But I don’t think they call it fun. Like big yellow’s going to have a better time.

J Right, right. So the sophomores won’t see a lot of changes.
K No, we are adding, we’ve historically just used Kouzes and Posner’s theory, we are adding, um, Transactional and Transformational Leadership and Servant Leadership.

J So Kouzes and Posner that’s the book, they were the book that you based the program on.

K Basically the skills.

J The skills, right. Okay. And you’ve added transformational and transactional, is that what you said.

K Transformation, transactional, which I think Kouzes and Posner’s some people categorize them under transformational and then we’re also adding servant leadership. That we keep, we keep changing it, that’s the hard part of the program for us, the most by class, and they’ve had five classes, they are tired of class, they like the other part, but we also have information that we just need to impart they have to know some of this stuff.

J Stuff that you all learn along the way.

K Auh huh. The theory and they need to know a little bit of theory and they need to know some basic skills and they need to, they need to have some basic conceptual understandings which is the very best and the most we can provide as a non-curricular program.

J Now then this, this was the first year having an associate director and that, um, did that come about mostly because of your time away from the program?

K It came about because it was two things, that I was going to be leaving, it was also very clear I couldn’t do it by myself because I had done it a year or so myself.

J Right

K And then we had this huge class of sophomores coming in, so I think even, even if I had not been going away we would have had to have done this.

J You would have needed

K Auh huh

J So what will be, now that you’ve gone through your first year of having, um, someone else, what will be both of your all’s roles next year.

K I, Abrina is going to be more responsible for the day-to-day operation of the program. And I’m, and I say more responsible because we both do both, but in general that, she, she’s the administrator and that I help develop new programming, she, she has ideas about refining the program and certainly when you implement it you can see what’s working and what’s
not working. But ultimately it, it, the structural issue to the program is my problem, if it’s a, if it’s a problem of implementation, it’s her problem.

J Right.

K And I say that, it’s not that neatly divided. But in general that’s how the rules shake out.

J Right. What’s it been like for you to kind of step back and allow somebody else to take on the roles that you were used to for the first two years, you know?

K It, it, it’s so clear to me that, that I can’t do everything and that I am more conceptual, I’m better at the beginning, I’m better at getting something started, getting it running, getting it off the ground, designing it. And Abrina is a better person to implement, to make it more effective, to deal with the details, to hold people accountable, to recognize problems with the ways it’s running and some ideas about how to make it run more efficiently. And so, you know we hired somebody not to be me, because we don’t need more of me.

J Right.

K We needed somebody to different from, be different than I am

J To provide that

K To provide balance, and another, another, likes there’s a lot of different ways to lead and they, you know, they, they get a more dimensional prospective, I think of the leadership. But, in terms of letting go, it’s interesting the seniors haven’t really completely let me let go. Because, and that, there’s no way for them to become attached to a new person in the same way that they would when I, and I say attached loosely in terms of the program director. But it’s interesting as, if you go down the line and you look, you look at sophomores they are much more connected to Abrina and that feels good. And, to me the biggest failure would be if the program didn’t work without me. Because then it’s about, it’s a personality and not a program. And it’s a model that’s not effective if it’s just about the person.

J Auh huh.

K So, for me what’s the most important is that the model works and that the model can work under different leaders.

J So those most attached to you from the beginning have had a harder time with having a new person that they have to go to.

K Auh, it seems, what I’ve noticed is they just, now that I’m back they come to me,

J So it’s like, “okay, we can see Abrina while you’re gone, but now that you’re back”
K Right. And they do, and then they talk to Abrina too but I’m what’s comfortable and I’m also the person that they only have a few weeks left with and I think, you know I think Jennifer’s quote, Jen’s quote about sort of having the attention all to themselves, this is not just, see for a time it was you as the intern and me it was also ?????? and now over time, there are all these other students in the program and there’s less of me, but that’s still who there, that’s been the consistent person over the three years.

J Right, right. Okay.

K So I, I mean I think it’s, and I think Abrina recognizes it, that, that she can be helpful, supportive, and they can go to here if they need her, but first their default person is going to be me.

J And she, yeah, I understand it’s natural.

K And for the sophomores the default person is going to be her.

J Right. And that, I think even after you know the seniors and the juniors are gone, no one will know any different.

K Oh no.

J They’ll just know it is both of you.

K Exactly.

J No one would have had just one of you which will make a difference

K Right, will make a big difference

J in two years.

K it will make a big difference

J Sure

K And the juniors in some ways it will be interesting because the juniors had just me their sophomore year,

J Really

K I did everything. So

J That was a year.

K The seniors, the current seniors did their lab
so they had some of that same inconsistency in lab leadership. The best lab leadership we had was when interns did it, I hesitate to say that but

Do you think you’ll get interns again in the future.

I hope so, but we can’t, the problem, what we realized is that one year we can’t build the program relying on that because we don’t have a reliable source of consistent interns. If we could be guaranteed interns every year,

Not everybody has that interest, you got lucky that first year that there were two people

Yes, we got lucky not just in two people but two people who were really good. That, that’s the other thing with interns, they have varying degrees of competence and levels of maturity

maturity, right,

So were you all both, will you continue to use the seniors to run the labs

What we are trying to do is up their, increase their training

Right, training and supervision.

But in the end, it, it’s still not going to be as consistent

Then it was that first year. And we just have to accept, I think that’s just part of what we have to expect. As far as the leadership development of the seniors. It’s phenomenal experience for them having to give that feedback every week. It’s a huge part of their learning, so there is a part of me that wouldn’t want to take it way at all. We have talked about having, if we have the intern capacity, intern doing some super, supervision of supervision, a supervision of the labs

and making that more a part of what an intern did and maybe even sitting in

So you always welcome interns

Auh huh
J but you can’t base it on

K We have plenty of work for interns.

J Okay. Most people do, that’s what interns are for. Um, what, you’ve talked about leadership and the theories that you all use so what is your personal philosophy about what a good leader is? It’s a tough one.

K Auh huh.

J Putting you on the spot like, what, you know, Abrina’s answer was well I could write out a nice answer it would be different but, putting you on the spot knowing you can’t have this perfect idea of leadership.

K To me a good leader, a good leader has to understand who she is and how she can contribute, she has to understand how to work with other people effectively and how they best can contribute. She has to know how to communicate with others, she needs to know how to inspire others, she needs to know how to get, get things done. And a good leader has to have just some very basic skills under her belt. But a great leader calls on something even beyond herself and can inspire others to be more than they ever thought they could be and while we hope to help people become great leaders I think just having, you know, the program itself can, it focus’s on good, good leaders having those, that basic, that basic success. Um, and a good leader also has to constantly grow, they have to constantly be looking at what can be improved, what they learned from this situation, what they learned from that situation, that sort of learning, moving on, making it happen. Learning, moving on, making it happen. And it’s arduous work, it’s not, it’s not the easier way and it’s always shocking to me that people, so many people sign up for this. Because it isn’t easy. And the program isn’t easy

J Auh huh

K and it shouldn’t be. Because I think if you had an easy leadership program, you’re setting people up.

J Sure

K Because there is nothing easy about it and

J You have to be challenged

K You have to be challenged and you have to be, you have to, you have to constantly be increasing your understanding of yourself, increasing your understanding of other people and increasingly aware of how you can contribute. What you can bring out in others. It is not a solitary enterprise.

J Nope.
And, and I think they do get a taste of that. I don’t think anybody comes out and says, “oh it’s just fun” I think they definitely say there is a lot of work right, definitely see that. Do you feel like you’ve changed? Auh huh. What you do, what do you, what would you say is the biggest change in yourself? Well I think, I think, you know, I have to, I have to put myself through some of the things, some of the processes that the students are going through and I have to constantly challenge myself and evaluate myself in how I’m doing in my leadership role. And that, this environment makes it easier for me in that this, it’s set up for that, of course I have to be doing that. I think the part that, that a bit more specifically has helped my development is just the amount of feedback students give. And students give a lot of feedback. And they have very high expectations Auh huh. and I’ve become very adept at taking probably fairly difficult feedback from most people um, and being able to integrate that and make changes accordingly or understand the context from which it’s given and be open to it. So, I think that the biggest change for me has been being able to adequately to productively deal with difficult feedback. Are you surprised in anything you’ve learned about yourself that kind of evolved other than that that you never thought. Something that you either were working on improving or just something that’s kind of changed in you that’s surprising? I think the strength of that, and I think the, I think that, I would have said I’m more sensitive to what other people say or think than I am now. And when I say sensitive I don’t mean that I’m not open and aware of it, but that it doesn’t shut me down. You don’t take it personally I don’t take it more, I take it as helpful and really try to open myself up to it. And that, I think that’s been surprising. I think that, I think the other thing that’s surprising, knowing that on another side is that, the work and family balance and Hollins is a great place for that
and I work part time that I don’t know that I expected the feeling like I was constantly disappointing because I’m not here five days a week. Having to say, “what days are you here, oh Monday thru Wednesday” and then hearing, “oh it must be nice” you know, that kind of, I think the work part has been surprising.

J you get that a lot, “it must be nice”?

K yeah, not from the students as much, students are more, well you know

J Right

K they want you when they want you

J Right

K like children, I mean they’re not like kids but

J Can you see yourself full time, or do you think there is a need now that you’ve kind of

K There was a need for full time, and Abrina is filling the need of full time, there’s definitely, there was a need for full time from the beginning, but part time is what I had to give.

J Right.

K And that’s the other part of it. I mean for two years I was giving part time knowing that it really required full time

J Right. Trying to balance, trying to balance

K And that was surprising, I think that’s surprising how difficult that was.

J So, looking back at this whole process, what kind of globally, what would you do differently?

K Auh, what would I do differently.

J What would you?

K No, there are definitely things I would do differently. I would structure the senior year more carefully. In some ways though, I don’t know if I could have known how to do it with out the student feedback, but certainly it would have gone, it would have been better for them if it had been structured a little bit more. I would have tried to open the recruiting up that first year I think we’ve had to recover a little bit from it not being available to everybody in that class. I would, these are two, these are probably two, two biggest things.

J Well then again those things when you design a program and you implement it
K Auh huh.

J you have to learn

K Right

J from

K Well it’s been and I think part of why. (next tape) I think understanding what I would do differently in a broader sense is somewhat difficult because the, it has been a fairly organic process of implementing the program, getting student feedback, and tailoring it based on that feedback or looking at more research and tailoring it based on the research and what, so a lot of what I would do differently, I’m doing differently. You, we are, the program moves as the student moves and while we have leadership and make those ultimate determinations based on guiding principles that we have, the structure itself has had to change surprisingly little. But it still has had to change and adapt to what students want. So, many of the things I would do differently, we’re doing differently.

J Right.

K And, and we

J You’ve had to do it know it.

K right, right, right,

J That makes since.

K So, we, I think we had a, we had a, we had a nice beginning structure and from there we’ve stayed flexible and moving forward making changes along the way that, that need to happen and keeping the process somewhat organic. It’s like I told the seniors who so much want this experience to be exactly what they had and I’ve told them there is no way that any other class is going to have there exact experience just like if they looked beside them the person next to them did not have the exact experience of the program that she had.

J Right.

K So, they have to make decisions that move it forward because either moving forward or moving back there is no, there is no hover, hovering pattern

J it’s not going to stay

K it’s not going to stay the same, it’s, it’s pretty organic. And I do think over time, the change has become more, more in terms of defining instead of general structural changes. So it’s a process of refining, but there will always be that process of refining and tailoring
J Right.
K to each student.
J Do you feel like the majority of the girls who will finish the Batten program not just seniors
but I guess anybody
K Auh huh
J right now at this point are advocates of the program and would recruit and give positive
feedback and say “yes this was an awesome experience”?
K Yes, I do. I think, I just can’t imagine someone staying in and going through all this if they
don’t see any value in it. It would be crazy.
J What’s been the um, attrition? How many people have, do you know how many have
dropped.?
K We had a lot, we’ve had a lot more attrition this, among the sophomores which we
expected because we had just a large number and I think we’ve lost we may have lost as
many as 8 students. Now some of those though, some had to transfer out
J Right.
K had nothing to do with the program. Financial issues, they have to work and they can’t do.
A lot of, they can’t do this and their school work and you know, the
J time commitment
K changes and really financial, we’ve had a couple of those and I think we’ve, I think in
terms of just, and then we have a few initially who just get in the program and realize, it’s
not going to work for them. We had a couple of those. And then we’ve had a couple
recently the first two that we’ve had quit just because it wasn’t, it wasn’t for them and
they’d been through the first semester, that’s happened for the first time this year. And we
had, we lost two that way.
J Okay.
K So we really don’t have much attrition
J not a lot
K just for attrition, just for the program is not working for them anymore. Usually there is a
very specific reason.
J Right

K Barring those two that I’m thinking of that, you know they went through that first semester and then

J Decided it just wasn’t for them.

K Right.

J Okay. Well can you think of anything that I didn’t ask you that I should have or anything that you feel like is important that you just want to say in general about your experience or the students or anything that we didn’t cover?

K I don’t know, I don’t think so. I do think it’s interesting and I don’t, well I don’t experience, I don’t have any experience developing leadership in, with entire groups or with men and all my experience is with women, but it, it does seem to be that being in a single sex environment has been very beneficial to these student leadership development. There’s this larger context that, leadership development that was happening well outside the Batten Leadership Institute here at Hollins anyway and that the program really and almost like, it’s almost serendipity because I didn’t come from Hollins, I came from outside that the, that the program formalizes what was happening in the larger context here of students really finding their voices and being interpersonally connected and um, you, building a very strong foundation where they have to speak in class and they have to take on roles that they may not have taken in another environment, so, I, I do think that a lot of the success of the program is related to the context of the program.

J At a single sex school

K yes

J it’s, I don’t know if easier is the right word, more conducive

K It’s a real natural fit, but then there’s another part of me that says gosh it may be at the coed university than a specific women’s program

J More of a challenge and not more of a challenge but challenges in different ways.

K Right

J Because of the research and what it says about women and how they learn in a single sex school versus a coed school

K Right

J and how that would be like to jump in there with the men
Right, but I mean just to jump in with the men meaning, being surrounded by men and have to still do what there is required of them.

But it would be very interesting to me to see this model in a coed context and how it would work. but continue with just women.

I think it would be, it would be interesting information for somebody else’s dissertation (laughs) or maybe one day you’ll move on from Hollins and go to a coed school

It’s a nice place to be You never know, you never know. Anything else.

Okay, thanks.

I was trying to think, what would be something (turns off tape.)
Interview Eight

Jennifer = J
“Amy” = A

J Okay. Today is April 20th 2005 and I am here with "Amy", who is a senior in the program.

A Yakama

J I know she’s thrilled. Um, kind of a broad question but just start off by telling me what prompted you to apply to the Batten program.

A Auh, actually I got a letter over the summer between my Freshmen, Sophomore year and it actually we were in between a move at my house and the letter got shifted about so I never actually read it until almost the end of the summer um, mostly because I wasn’t a hundred percent sure I was going back to Hollins, um

J After your freshmen year, after your first year?

A after my freshman year, I had applied to a bunch of other schools and I was very much considering transferring, so much so that when I came back to Hollins, I was, I was, I was an R.A. and I didn’t unpack my, my boxes in my room except for my sheets for almost three weeks, because I wasn’t a hundred percent sure I was staying.

J Wow.

A But, anyways, um, I got the letter over the summer and I didn’t know if it was someone had nominated me specifically or if it was just some sort of thing they send to every student at Hollins because the Hollins seems to do that, um, so I figured if it was, if it did end up being someone specially nominated me it would be very sad if I didn’t at least pursue it, um, and, also because I do consider myself a leader, maybe not so much my freshman year, I did very few things but um, I’m very interested, I was and still am interested in becoming better at that because I think it’s something that’s marketable in a way that other things aren’t. I mean you can say that, “I played on a varsity sport, or that you speak another language” and there are ways to, I mean everything is, there is a way to prove everything but I think there is something that, there’s something more to a, a leadership training that they, that people recognize and they would be very impressed um, as a resume builder at least something else.

J Sure.

A But um, that you can state concretely like, “look I majored in this, but I also have this Batten Leadership Institute where I took classes specifically for leadership training and it wasn’t for curricular reasons it was for, you know my own personal reason” and um, so I did it in case if, so I wouldn’t let somebody down if it was for that reason and also so that auh, I would have something else on my resume and I wasn’t 100% sure what it was, but none of us really knew what it was and I’m not sure whether we really do now anyway.
A: But I figured it wouldn’t hurt to send it in and see because I could always turn it down, it wasn’t like I was committing anything.

J: Right.

A: Originally it was just um, assuming it would be a good resume builder and see what happens from there, I figured I could ask questions as a matter of fact, see if it was a reason to stay.

J: Okay. So what kinds of experiences in leadership had you had prior, Freshman year, or high school or anything?

A: Um, in high school I was just the same that I am now, um, I was in 10 different clubs in high school and I was the head of five of them. Um, so, I guess most of my leadership was, was on a club basis that I, I volunteered and I did a lot of coordination through um, national honor society and through key club and that sort of thing where I was working on a outside community basis as well as for the school but, um, I’d say most of my leadership position was like mainly school based activities. I worked a lot in high school so ah, I tried to keep it, I mean, I was usually not at school pass, between 7:00 a.m. and 8:00 p.m. was usually when I was there before I went to work um, so between 4:00 and 8:00 is usually when I would do leadership type things or volunteering and then when I came here my parents kind of asked me to not do um quite so much, so I took a lot of credit when they didn’t know that and I did some um, see I was on the varsity sports um which my sophomore, by second semester of my freshman year I became um, the co-captain of that sport, um before taking captain and coach sophomore, junior, senior year and I was senate representative and um, I did a lot of clubs, I wasn’t in so many leadership positions my freshman year just because I was feeling things out and um, and I kind of made commitment to myself to see where academics fell because you always have these rumors of, of college life being ridiculously hard and so I wanted to make sure I didn’t slack off in my academics and that trenchant period that my siblings had warned me about that actually never happened but I mean, I didn’t have the problems that they did probably because I didn’t have a co-ed temptation that the way that they described their binge drinking life of college.

J: Right.

A: But um, so by second semester I took on more roles but um,

J: So leadership wasn’t anything that was new to you?

A: It wasn’t new no
J It was definitely something that you had, you know, experienced but you wanted to learn more about and fine tune.

A Auh huh.

J Okay. Okay. So, once you learned more about the program, you met Katherine

A Auh huh

J you learned about it an meeting other people in it, what were your perceptions of it?

A Um, hewww my first perceptions of it, I have such a jaded, not jaded

J It was so long ago for you all

A I know, I’m so biased now, um, well I loved Katherine. I feel like there are very few people who don’t love Katherine. She is so charismatic and so outgoing and so happy to see you succeed that it’s very hard not to like her and I think, I changed so much the first year of lab. That was a long time a go. I think at first I was confused as to what, like how would help, I mean, we had these group sessions and we had, and I understand, I understood the basics behind them, why we had these lab sessions where we had to speak and I understood that the process and just practicing makes, makes perfect that sort of thing, but I didn’t know how everything else was really going to fall into place. It was very unstructured and I’m generally speaking a very like Type A personality very structured person and so um, it wasn’t that I was questioning the effectiveness of it, but more so that I was, auh let’s see, I was more, I guess I was slightly skeptical simply because I had public speaking before and I felt that a lot of the hands on active stuff that was really helping a lot of my friends in the program, was the public speaking area that I have a lot of friends who had a very hard time public speaking but I had been in speech club and in drama so I was very used to speaking in public, um, so I was not, that part of it, it was fun and it was a lot of fun doing that, but I didn’t see it as a direct um, such a dramatic improvement the way that other people and so I was very, I mean a lot of work and there was a lot of stuff that came out and we had groups where we were just, at first I was very, very skeptical because they were very, very touchy feely, a lot of emotion and I was, I’m not, like, I’m not a very emotional person and particularly not my freshman, sophomore years, um, I’m a lot more jaded than I, well at least I, I was openly a lot more jaded than I am now.

J Right.

A And,

J So you weren’t sure how all of that fit

A So, auh, yeah, exactly, I wasn’t sure how it worked together and or how it would work together and I was eager to see and at the same time, um, wondering what I was spending my time on, I didn’t think it was a waste of time at all because I really did like going and I met
people there that I didn’t know a head of time, before my freshman year in particular and
now we are still friends and it’s just kind of nice to have that to step on

J Sure

A we went through this random training together

J Right. Well looking back, you know, sophomore year you have the communication skills
group, you had the skills seminar, you had leadership lab, um, and then you met individually
with the interns

A Auh huh

J who were there at the time, um, what was the most helpful and what was the least helpful?

A Um, I was one of the few seniors, I was a sophomore at the time, we were still filling it out
and so we didn’t have, we weren’t sure, we didn’t have a, a timeline ahead of time, because
now students are required to go, like you have to note this is the time it’s going to be and you
have to show up and you have consequences if you don’t show up, but when we started we
didn’t know that there was going to be a certain time every night we had it so I had class
conflicts with a lot of skill seminars and so I had to watch some by video tape um, which
was, I mean I got a lot out of them just because it’s better to have, at least have that as
opposed to just the readings, but it was nearly as much energy as I would have gotten from

J Right

A being there and being able to ask questions, and feed off of the people. Um, I don’t, I don’t
want to say it was the least helpful but it was one of those things that I kind of regret in the
program is that I didn’t have that personal contact

J Auh huh.

A in the skill seminar. Auh, group I would say is what changed me the most. Um, I don’t know,
I don’t want to say it was the most, the thing I liked the most, I don’t think I liked it the most,
I think it’s what changed me the most. So now in hindsight I think that it, what I, what I liked
most about the program is how it affected me

J skeptical about it at first but then

A I mean I was skeptical about it at first

J Everybody was, yeah

A Because we didn’t know what we were suppose to be doing, we were like, um, and I think
that was the point, was that we weren’t suppose to see it, it was very awkward for all of us
because we were so used, I think a lot of the leaders in there were so used to having a
meeting where there is an agenda and this is what is suppose to be done. This was just a
meeting where we would talk about this that and the other and

J Well yeah and I mean I can remember I was there, you know, and I that was the point was
not to explain what you’re suppose to do, for you to figure it out along the way and the
people were kind of

A Yeah and in the end that’s what makes the program a, a lot stronger is that there’s a group of
people having to figure out together along the way and individually as well and so I think as
far as the strongest part of the program I think is that, everybody having their individual
journey and you’re together so you can help each other out but it’s still very individual in
how you progress in what areas you progress. Um, I felt that the speaking groups were a lot
of fun. I used to come in, I mean, you remember I used to come in wearing these particular
costumes and shoot people already know what that is

J Right, that’s alright.

A Wearing costumes and we always, I had a really great person with me and we would feed off
each other really well.

J A lot of energy.

A A lot of energy, it was a lot of fun because of the energy and I think that also depends on
who is in your group, I think that the dynamic changes upon, you know who is in there with
you. But, but it was really nice to have it, and then, and then to continue later and be able to
do, ask that person to teach or to instruct or help whatever in whatever capacity

J That’s right because you all did that junior year

A Yeah, helped as mentors, it was really, it was an excellent part of the program.

J Okay. What about junior year, um, junior year you all had

A projects

J individual projects, well

A Was that sophomore year

J I, I let me back up all of that was sophomore first semester

A That was sophomore year because

J You had projects

A Yeah, I was doing the athletic banquet for the sophomore senior banquet as well as Shannon
J  Right, and that’s when you all had the leadership resource group where we met as a group that was very different, it was more like

A  No, we were all like, whewww

J  Right

A  It was very weird, I think because we all wanted the group from the first semester then we came and we were like yeah we’re going to meet as group, oh no we’re going to talk about our project.

J  Right, right. Any comments on the second semester kinds of?

A  Um

J  They weren’t as intense.

A  They weren’t as intense. And it was kind of sad not to have that personal connection because I think that we, because we had to pull away from our emotional connections to things and we had to focus on a specific project we were all a little more stressed that semester

J  Auh huh

A  with the particulars of it, um, I think I think that it was good to have a difference we were having the same people so we know where we coming, we remember each other from last semester, we knew what was going on, but we know we have goals and we have and I think the great thing about the second semester group was that we do have that background history of knowing where our down folds are and what we’re all likely to screw up on, what we’re more likely to, to lag off on

J  True

A  based on our, like our goals this semester and what we could probably fall into auh negatively and positively as well, so I think the great thing about the second semester group is that we were able to help each other out, seeing almost to the future of, “well this is what you’re probably going to run into because you do this every time, you’ve done it in fact is was all last semester about how you have problems articulating or saying no or um, being tactful etc.”

J  You could point that out to each other. Yeah

A  Immediately because we saw it, oh often times your, the group members would see it before you would and you, you’d have a grasp of it, and we were always constantly working on things, but sometimes we would think we were doing better, people are like ewww, eeee
A: You need to do a little bit better than that. Plenty better than that is not going to help in this situation.

J: Right. Okay.

A: And then our group projects, I think, we all do a different variety of things but mine was typically helpful because I had an athletic banquet that I was planning with no money about $100.00 for an entire banquet of like 100 people or something and so I mean the food alone was costing more than that. So I did some fund raises and scrambled around and then Shannon Curly had her fundraisers her sophomore senior banquet like a week later and so we were able to help each other out on like the essential things, I mean she did my invitations and um, did her some of her catering things and we, we really, even though we were two separate projects, I think towards the end when it was like that scrunch time, right before the banquets, we were helping each other out like mad. It was really nice to have someone I could trust, who I knew was going through the same ideas, I knew simply because we were bad together wouldn’t back down on me so that she had some project to do, like she would be there and I understand that we both were really stressed.

J: Right.

A: And I think that that connection you build, being able to, to talk to someone else about the difficult of being a leadership, a leader in the same type of situation because we both have problems of our committees not showing up and we, we both were really struggling with it and so I think that was, what was a really good part of the program was that and then junior year.

J: Anything stand out and you don’t have to speak to

A: Something, it was so long ago, I was only there for first semester before I went a broad.

J: Okay.

A: Um, and I was junior class president for the first semester with Shannon Curly coming the second semester.

J: That’s right.

A: And, we were so, it was very, very hard to keep up with her and like a broad because she not only was it, I had to keep up with the minutes and make sure that she knew what was going on, but she also had to check her email which she wasn’t going to have to do in Mexico when she was chilling out and she almost didn’t even come back that semester because she was like, “I love it so much here I don’t want to come back” I was like, New Mexico

J: Yeah, exactly.
A: But, I think that we all sort of missed the group atmosphere because we still have these projects going on and we have all this venting space sophomore year and we’d come to each other and be like, I believe my committee is doing this but I can’t make them do what I want, and people would be like, “well it’s not about what you want, it’s what’s best for the club and best for the situation” and so I think we missed having that venting period, venting space in Batten Junior year. So we all still worked and um, I think having that personal fun and having that personal investment is really good about the project and then we had, but I think that’s the year we began doing mentoring for the sophomores.

J: Right

A: in their speech group, the speech labs.

J: Right.

A: Which was good because actually it gave me more practice than I thought it would, and I was able to give them ultimate resources that I didn’t think that, that they necessarily would have had, I mean, I think, I feel like I was bragging about it but, “your, you should be happy that you have me as your lab assistant, or whatever because I’m going to give you all the text you are needing and things to do

J: Right

A: they probably hated me for it

J: Well it was a good thing in the end.

A: But I think that it’s really amazing now to see them, because I, I haven’t really been their mentor in two years because I went a broad right afterwards and then some of them went a broad and um they have their own projects and things to do and I see them now, a couple of years later and their just or a year later and growing in leaps in bounds and it’s really made me to think that on a very selfish level that I had a part to do with that. It’s really nice that sometimes come back and ask me questions. Even though I’m not officially their mentor in quotes anymore.

J: They still may see you as that though.

A: They still have that connection, I think that was um, nice just for fostering cross class communications within Batten. I think that was an excellent way for leaders to build upon leaders and you think so often when you get, we have the luncheons with them junior year what is it when these amazing leaders that come in that we bought in, I think there was great just to feed off them to see where they went wrong and where, what they could do again and what they really thought they did well and how they succeeded and so forth, but it’s also then I have to have someone who is still in your peer group that you can see on a day-to-day basis and be like, “I need help with this,” and “holy crap what am I going to do” and so it’s nice to
have that, I’m glad that, that the juniors were mentoring the sophomores, and I guess now, now it’s just seniors mentoring the sophomores

J  Right

A  Sophomores or juniors

J  It’s confusing.

A  Whatever

J  Whatever

A  Whoever I’m mentoring, the regular people, I don’t remember what class they are, like I never know what class people are anymore.

J  These things all run together.

A  Um, but I really, I think the luncheons were a great part of junior year simply because auh, it’s like watching a part of leadership that might happen to you twenty years from now, or thirty years from now and see how progressive, that people may not necessarily be 100% active in their high school and college years but they get out into the real world and they develop it and. So, it’s really kind of nice to know that, “wow I’ve already done that skill, I’ve already, I’ve already done public speaking, so I don’t have to learn it 30 years down the road when I have some big speech or something, it’s really nice to know that, that these amazing leaders who’ve been in the business for 30 years plus are looking back and be like wow, I wish I’d had this sort of training that you guys are getting right now

J  Sure.

A  because it really would have helped me out.” Knowing that I’ve had this conflict resolution or

J  You’re ahead of the game.

A  Yeah, I feel like I really do and it’s nice to have that reaffirming nature to the program and also you learn a lot from their perspective of things because I know one of the, I can never remember her name, I think it’s Ruby, um, and I think Sadie Tillery and I talked a lot about this and how we had a problem saying no to people. And she by bringing in these different leaders we were able to talk, I mean we had questions we asked every single time, well how do you say no to something when you know you could take, you could do it even if your plate is already full, like how do you say no when you think you’d be really good at it? And this women just told us to put it back in the bucket to carry and by you taking that position just because you can, you think you’d be good at it, you’re depriving it from somebody who is better at it than you and before you realize it who was meant to be doing that role, you’re
just talking it, you know, do you have to, half assed job at it, or even doing a pretty good job at it, but it’s not what you’re dedicated to doing

J There’s no point.

A There’s somebody there who’s, who’s better suited for it than you, and you, but when you step up to do it, you’re not letting that person step up and that they really just need a little extra time to make sure it’s the right thing for them, and you just and if just things like that where you’re, a new perspective on it because where she, where she and I, Sadie and I had been thinking that if, you know, if I don’t do it nobody will, this women came in and was like, if you don’t do it, somebody will and nobody, there will be more invested because they’ll be really wanting to do it as opposed to just picking up the drag.

J Right, good point. What about this last year?

A It’s been a very different year. Auh, again because our year was sort of inaugural guinea pig

J You all were the guinea pigs.

A The guinea pigs

J You’re the guinea pig

A Auh, we scheduled the Batten Board meetings during one of my classes. I have all evening classes mostly. Well I, butt crack of dawn classes and evening classes and had this state oraca between um not my homework but where

J One of the other things you’re doing.

A Work to pay the bill so I can graduate. So the first semester I wasn’t able to go to the board meetings because it conflicted with the class which is very sad so I felt very out of the loop first semester, simply because I heard about everything after the fact, we would discuss it and then like three days later I’d hear it in an email

J You weren’t a part of it

A I was like, “okay” and there was nothing I could really do because I couldn’t, I mean, my classes completely conflicted and there was just no way to get out of it or move it and the Batten Board Meeting couldn’t be moved and so by the middle of this first semester Lydia Johnson auh started coming auh to meet with the three of us who couldn’t go to meetings, June Thompson and myself and we would meet in the rat or whatever it’s like on Wednesday nights at 9:00 or something and we would go over what they had gone over in the meeting on like Tuesday or Monday night I don’t remember what night it was. And that sort of helped so I felt a little more invested because I had a meeting to go to and I felt like we were discussing at least the four of us
J Right

A and then she could take it back but um, things get lost in the email jungle or jumble and there is a lot of discussion that I wasn’t a part of but I felt very confident in the people I left it with because it wasn’t as if I, um, it was you know, just me and so it would have been just me and Abrina and Katherine who left last October but it wasn’t like I was the only student who was on going to be, I really trusted the women who were brought aboard to talk about it, but when I came in second semester I was a little um, disoriented because I didn’t know what was expected of me in it,

J Right

A auh right away I had to, I sort of took a passive role for the first couple of weeks just sort of watching, “okay so where, we’re required to lead this board meeting in which we can discuss with Abrina beforehand and. So it was good that we had this board meeting experience but we did decide to reform it, um almost like many coo, it’s very strange because I was leading the board meeting, myself and Smith Anderson were leading a board meeting and we had asked about old business and then brought the new business up. I remember exactly what goal it was under but all of a sudden it was like, we’re going to talk about changes in the program and la, la, la, la, la, la, la.

J This all came, all came tumbling out

A Everybody had something to say and so we spent the entire meeting talking about how our role was going the senior year and how we were, we thought it was anti-climatic um because of all the work we had done sophomore year and even the work we had done junior year because I think we didn’t draw up two and two together so much junior year because a lot of us were abroad and so we felt like it was a very important year because we were changing, but not at a Batten level more like on an emotional

J Right, right.

A level, um, and intellectual level. But because we had those two very

J The "Amy" I know talking about changing emotionally and all. Wow!

A I know, I know, I know. That’s, I mean, even I a cold icicle where my heart should be, has changed because I was in France and I’m much more flexible, flexible and much more laid back as I even possible person

J And we’ll, we’ll get to those person changes, don’t worry. I’ll, I’m going back there.

A Skip ahead, skip ahead, auh, I think that because of that we had this momentum going from sophomore to junior year we also had all these changes taking place. We were visiting a lot, really invested in, had a lot of things to do, a lot of different aspects and angles and then our senior year it was just this Board Meeting. We were like, we only have one
meeting, like towards the month or four times a month of if we were on a committee and we were filling the, we weren’t feeling as invested in our selves

J Right – connected.

A Exactly, as connected and so we all wrote a letter um basically to the program in general, I know we, we sort of addressed it to Abrina and Katherine but I think it was just more a letter to ourselves to talk about where we wanted the program to go because there is talk of it going curricular and none of us were okay with that and because we wanted it to be invested for investment sake and not for academic credit. Um, but we, auh, it’s gotten better we have a more of a group type dynamic on the off weeks when we are not in the board meeting and then we have more official things to talk about. And I think it’s not that we weren’t making differences and we’re making changes within the campus and on the program, it’s that we didn’t see the direct results because as a sophomore and junior we had this project that we were officially working on through Batten and we felt invested in that, even though it was, we could have already been doing, you felt like you had a connection and we were drawing the connections to it

J Sure

A And a lot of us are doing projects our senior year that we, I don’t know, I feel like some people want credit for it being part of Batten and I think that’s silly. Um, I think that’s ridiculous. It’s the most ridiculous argument I’ve heard was that they didn’t think they were being appreciated because they weren’t getting credit for his project they were doing for Batten and I thought it was the most ridiculous

J You mean academic credit or just credit

A No, just like recognition I should say

J Okay.

A Like being patted on the back for a job well done. I was like, the job itself should be a pat. Like you’re not going to be out in the real world

J They were looking for external

A Yeah, they were looking for praise

J praise

A They were looking for praise. And I’m like, There words are going to be like, oh at least you could draw in that project I need for you to get paid for that. They’re not going to be, I feel like it’s just an example of how this challenge was like this giant bubble to me like when people not wanting that immediate gratification they are like, “oh my God you are so
great” and so I found it kind of pretentious just to be like this is the only way I can be a 
leader is if somebody tells me every five seconds how good I’m doing.

J Sure, sure.

A So, I had to watch myself um not that I might find myself not worthy and they couldn’t 
take the opinion, but I would like, pretty tactful about it. So um, I think that the problem 
with the senior year is that it’s maybe perhaps more unstructured than the sophomore year 
was and so we’re trying to, I really want, I don’t, I have less concern and I’ve told everyone 
this about what we do this year as long as we decide what they are going to do next year 
because I don’t want them to run into this school they don’t know what they are doing and 
they’re, they don’t feel productive and useful. I want them to, and not that we’re a lost 
cause to the students, but that I think our main goals as leaders should be ensuring future 
comfort and not so much our own because I think that our class was the class of uncomfort.

J Right

A And I think that worked for us. I think that that dynamic. Our dynamics great out of this 
instability that, that I think helped us grow faster and stronger.

J Yeah because you could look at it as we missed out because it’s not refined and it will be 
later on. But you all have been the key players, I mean there is always something special 
about the people who come through first, always.

A I agree and I think that, that the instability with which we’ve lived to the program is what 
made us. Because we had to adjust instantly and I think it makes us more adaptable in the 
real world in general and I think that they are trying, that that’s what I loved about Batten

J Do what

A I said, not that I don’t love my Battens but they are trying to make it structured like they are 
structuring in our sophomore and Junior year they want it, they want to pull back to that 
structured center and I don’t think that our class is the one to do that. I think that we should 
set up the structure so that they can follow it in the future, but I don’t think that we should 
be relying on finding structure this year and like making it a rigid

J Right

A Program because I don’t think that would work, last two years is not going to work if we 
just suddenly implemented the last 30 days of school. So I think there’s a little bit of a, a 
discord right now in where people wanted to go, I think we’re all inertly squabbling about 
how fare we want the program to go

J Right
A So, we’re doing a lot of, of talking right now about, which is another thing that pisses people off that they are talking about doing, um

J group is an important part of the program

A it’s very important. I think it’s starting to perturb people as they are getting a little more stressed and a little more, figuring out what they are doing after graduation.

J Right

A and I think they, a bit of a work out but I think that the problem now is that we are all kind of, if we’re not squabbling with each other we’re squabbling among ourselves about where we think it should go. What is the best think, what I think is problematic about it is what I like about the program is that it is so individualized and I think that by making it such a structure base you’re trying to make a universal meeting out of it and you’re forgetting the individual that what’s been important to me.

J Well, it’s not over yet.

A It’s not over yet, so, it’s go though that we’re still moving.

J So, in looking, after first impressions through three years of this, looking back, how has, I don’t want to say how have your impressions changed because obviously they have changed but are you pleasantly surprised, I mean you are still in the program so that says something right there.

A You can’t get out of Batten once you are in it.

J Yeah, you know, you are already there, you are still there so what are your, u m, what’s your experience been like, just kind of in a nut shell?

A Auh, I think, It’s been really good. I feel like, I was joking like you can’t get out of Batten, but you really can’t. They won’t let you out.

J They do what they can to keep you.

A We tried. I mean that’s like, sophomore year a couple of us secretly tried to get people out because we didn’t think they were pulling their weight, I’m very serious their, even within their helping out group we’re competitive we’re not, maybe not necessarily against each other on the like who is doing the better project than anybody else, but we want to see who is progressing more, and we’re like, “you’re not pulling your weight, step up to the plate because you’re not,

J Or get out.

A you are not being a leader, you’re making our program look bad
J Right

A So we were kind of vicious the sophomore year we were very serious and I think that’s one of the things that made us the best. And I think we’re the best group that fell through because we were so, so much into making, we were the first ones, we were going to make it right and so it’s really hard to get out, they, they will stick to you and I think they are just a good think, it sort of embraces the different types of leaders because not everybody is going to be gung-ho

J right

A right off the bat but I think that

J So no regrets?

A I don’t have any regrets, to think my only regret is that I wasn’t able to  

J So your only regret is that you didn’t do the skills seminar

A do the skills seminar. I mean I think that the worst part of Batten is not being there um to do every part of it. And I think that I’m probably the only person in Batten who didn’t do everything because I was like random exception who couldn’t make it, but um

J So you can see where it did make a difference obviously.

A Yea. I think that they’re, that’s my only regret from the program is that I wasn’t able to do every, like every step of the way, because I did start to feel like I was like flunking off, me I wasn’t I was still there, I just felt like I was flunking off, and that’s bad. Overall I think the program is really excellent. I think that there should be more programs where there is this big emphasis on leadership and what makes a leader and I think the great thing about this is that it’s not just the, the specific curriculum that we go through, academic credit but, but classes that we go through

J Auh huh.

A But also if I wanted to focus on something else I could go into Katherine and Abrina and be like this is something I want to look into how can I do this with Batten? How can, do you have any outside sources that I can look into. And there are, there are conferences and there’s a conference in Colorado where is a proctor leadership and so it’s very different but it has a lot of the same sections in it so I think there, they are really supportive on different angles of leadership I mean there is people doing suppository learning and there’s people doing um, dance and movement through leadership, there is a lot of different. It seems kind of ?? it’s on the surface for a lot of people but there is so many, and with principal I expect my father, he’s very fruitful to have, it’s not concrete enough so it must not be valid but
there is something very valid at a program that, that allows for different types of leadership
and is eager to help you pursue any avenues that you want

J Right

A But I really am, a very positive.

J So, how have you changed, personally and professionally or as a leadership, not really
professionally as a leader and personally or do they go hand-in-hand?

A They do go hand-in-hand but um, I don’t think I could, they are all separate because I am a
very leadership oriented person, I do a lot of things that involve leadership and even if I’m
not in a leadership position officially, like I’m not president of something, I feel like I’m an
active follower, like I’m a leading follower as well, um, if that makes any sense?

J Auh huh.

A I think that sophomore year, oh God sophomore year, a long time, when you are already in
a transition because you are in college and your changing none-the-less, um, sophomore
year I was in group with and it was actually very funny because people started commenting
because one of my friends, still a very good friend now, “Sarah”, auh, she and I basically
switched roles, um, sophomore year she was very, very quiet and very sensitive and very
emotional and loving and used words like emotional all the time and feeling loved

J Right.

A all of that, and I was very, very, very cold and never used the word emotion hadn’t used, I
mean I went back in journals and I had never ever said I feel for years and years. Like I had
never written it in a journal

J Without thinking I believe.

A Always I think or I know, I’m not even sure I sure I believe that much, it’s mostly things
that I know. Um, but something happened in that random moment, a very stressful
sophomore year I had a lot going on, a lot going on outside of Batten. Um, which could
have affected that I had a lot of emotional crap thrown at me that year. I had a very, very
hard year. But, um, that was the year that I started to use the word I feel and I still use it
apparently. Um, but, I think, and Sadie started to use um, become much more assertive and
she’s become much more assertive, because so it’s very weird but it’s like remorse into,
we’re not the same person at all, it’s just that we, were able to draw from each others
strengths and weaknesses

J Right

A and balance ourselves out because we were both so opposite of the spectrum which she was
very loving caring feeling and emotional all the time crying and I was just stoic, can’t break
me at all, you can’t break, there is no wall there, there is a very big wall but you can’t get
in, I mean, it’s still there, but I feel like I’m a much more balanced person. I know that, um,
there is more to life than just the working side of it and the getting things done and being
100% all the time and um, and that still kind of bothers me when, when someone sees me,
I, I don’t usually cry, like, I think I’ve cried maybe once in a blue moon, maybe once a year
um, but when somebody happens to see me do it or one um, an emotional spot, I’m not
necessarily crying but obviously vulnerable um, it still bothers me when people say makes
you more real, because we hate to think that our vulnerable side makes us a more
believable person because you’re like I’m already a person.

J Right.

A But people say it all the time, because I have this facade of having it all together all the
time and, and I like to say that I do most of the time but there have been some of the time
where I almost definitely don’t have it together and um, I think what’s good about in that
respect is it’s either helped me balance out so I don’t crash completely so I don’t have that
section of like I’m all together all the time or I’m completely falling apart or um which I
think um I never really completely fell apart but um, I would just retreat and you wouldn’t
see me fall apart because I would, that was not part of my facade so people wouldn’t see
me and so they would assume all is fine and then I would just, I would break down and
then I think because I am more intone with the balance between the two because you have
to have both to be an effective leader you can’t just be this authoritative you know dictator
presence which I was sophomore year, I was, I mean, I was very, people are still scared of
me, they’ve been scared of me, and they’d say to me, I have friends now are some of my
best friends are like, I would, you were so scary our freshman year, I, you were so
intimidating and that’s good in some ways and I think that some people will always be
intimidating just because of the kind of presence they have.

J Sure

A But it’s not

J So it’s not about what’s right and wrong

A it’s also negative of an intimidation, it’s not, there’s a distinct balance but I think that
Batten gains, they pick out the negative parts of things that you want to improve on, like
not necessarily what the society or what you think is a negative thing but what you want to
work on personally like I, my two goals are to be tactful, not just to scream at somebody
because they were stupid in my opinion or like being able to recognize people for their
strength and I think it’s about, it’s a balancing out leadership because there are so many,
because in a leadership role you are going to be around people who are not all just like you,
they are not the same type of personality so you can’t preach at them the same way so I
think that these programs are because they are, because of the way you learn and because
of the groups of people you are around you learn that there are different types of
confrontation, a different way you stood to address problems and it makes you by
balancing yourself out you make um, your leadership style auh and your leadership progress I suppose

J Right

A quadruple, um, you can’t be an effective leader if you can’t bring yourself down to somebody else and talk with them like they are people as opposed to talking above them or talking below them, you have to establish where you are and make other people feel comfortable around who’s going on around you and you can’t be a leader

J So it’s not about looking at your alls, your alls things that you needed to change, it wasn’t about right and wrong, it was just about finding that balance of

A Exactly

J the two

A Exactly was right for you

J Right

A And where you need to improve yourself and how, only as much as you want to because you can’t improve more than that.

J Right. So what would you change and what would you keep the same about the program?

A Oh, Lordy. Should have given me some prep questions

J I know, somebody else told me that.

A I think the thing that bothers seniors in general, well some of the seniors in general. Particularly my friends that were super, super, around throughout the program. I think what we wish would change is the personal investment to have because we’re so invested we feel like everybody should be invested. The problem with that is that you can’t force that on somebody and it’s like we’re hoping that somebody or something in the program will jolt people enough that, that they want that, investment and so we’re trying, like we’ve been brainstorming outside of groups and things, trying to figure out a way to foster that personal investment into really meet people, think it’s not just a resume booster which is what we all sort of think of it as, sophomore you actually like, well it’s a resume and nothing else

J Yeah, right.

A Um, I think

J What about the structure of the program?
A Um, I think I would continue to have group, some form of group every year. Um, maybe not that meets every week or but some, even if it’s just open forum to be like, if you guys want to meet, set the time aside, it kind of becomes cumbersome for people who, um, who, who are leading it, who have to sort of wait around just in case, um

J So something that has more of that interpersonal piece

A Yeah, I think that, I think that we get so thrown off by um, and a good way of throwing off, when we get to speak to each other and see where all the problems are and help each other out. I think that, that we can see, learn about a lot about ourselves by analyzing and help the other people out and I think that even if it’s just 30 minutes twice a month, I think just being able to, if nothing else just calling it a bitch section to be like, “this is what is going on, do you guys have any suggestions, real quick, I mean I’m dying” um, I think really would help every one out because when you get into a meeting with all of you, and you, you all have these thoughts and you’re not voicing them it either comes out in another way that’s not productive or um, it doesn’t come out at all which is equally not productive. And I think that just having a venting session where you can be “this is what we need to talk about right now” where there is still structure now that it has a place for it, a specific place as opposed to just bringing it up in a board meeting or

J Okay

A Something of that nature, I think that to me, that to me, that would be a nice thing to have, um, and I think it definitely would be good for the seniors, or if not even, maybe even every year to have some sort of final work that they have to do at the final portfolio that they’ve done that year. I know that we have it on file through the Batten Leadership, I think that they should be required to empower themselves.

J Yeah to have a portfolio with everything that you’ve done

A yeah

J though out their years.

A Yeah, because that way you have to keep track of it and you know it, because it’s so hard to be like, yes, I’ve improved this way and this way and this way and look I know I can see my personality right now I’ve changed because it happens so gradually for so many of us.

J Right.

A And, I mean I remember the day where I was like, “holy crap” but for one of my, for one of my emotional like the break I guess you can call it or whatever. But there are so many times where you just, it’s just so gradual you don’t even notice it and so I think that having portfolios again would make you, it would force you to look at what you’ve done and to really think about it and to write up a final paper analysis to like, this is going on and I
think if it’s not curricular doing that, showing the extra side of investment that you have to
be willing to write a paper at the end of this without getting any credit for it.

J Speaking of. How do you feel about it becoming curricular? If it, if it were to become
curricular?

A I am very ambivalent because on the one hand I think that we can offer more programs and
more breadth of knowledge if it’s a curricular based thing, you could have more classes and
more um, paper and more learning as far as like the depth of the knowledge, um, and I
mean it’s equal in mind, and less people have to invest to learn an adult. But at the same
time I am against it simply because the reason. I like the idea that people do this when they
have all their other work they have 18-20 other credits of classes, but they choose to come
in and do this program because it is such an amazing program, I, I think that it’s really, it’s
a hard choice. Because I can see the good sides, the bad sides of both. So, I’m one of the
least

J So, you are not sure at this point?

A I can see the positives of both and I think it just depends on, on, I feel like in the end it all
depends on who is in it. Because it doesn’t matter how, how much you learn or how much,
how much class the grades you get, it depends on the person and how much they get out of
it, so, I feel like in the long run the best graduates of the Batten Institute will be the ones
who are vested whether they are getting credit or, I mean if they are getting credit that’s
great, but if they are not I think they will be equally

J Equally invested.

A and equally as crafted in the end. So, I feel like

J What about if it stays as it is, being a cap on the numbers because you all obviously had the
smallest class

A Auh huh.

J and it’s continued to grow.

A Yeah, we didn’t like that very much. We really hated the fact, in fact all the seniors hated
how many sophomores and juniors we had, um, not only because you have to take on more
mentees and you have just less person who have to talk to them as much because you have
like six or, but I think, the part that we all hated the size of it, I mean I, I think it’s very easy
for me to say we all hate the size of it, um, because you do, yes you get other peoples
opinions, you get, auh, auh wide variety of opinions, but so, it’s not personal any more, you
don’t get that individual attention, you don’t get, you do get some but, I just feel that the
smaller groups and you get to be around the entire group because our board meetings we
would meet with the entire senior class for Batten a week and it’s really good that way. It’s
a smaller group that you can all talk, but with this group, I mean you can’t have an entire
board meeting with like the 60, I don’t know how many, 30

J 30

A It seems like 60 every time I look at them. 30 students.

J It’s only 30.

A It just seems like you would get no where in a board meeting so you would have to split it
up again and so you don’t get to see each other, you don’t get to feed off of it, I just feel
like keeping it smaller is better. It seems to lead us in some ways but, I feel like it’s okay
that way, I feel

J Okay

A like it should be um a very weak group otherwise, you get people who fall through the
cracks even though a small school, even 30 is small, but, I think that it’s, people fall
through and they don’t pull their weight and it shows and if a group as small as 12 we’ve
had a couple of people who haven’t always pulled their weight but you can check them
right a way and be like, “you need to get in gear because it’s so small a group, you can’t”

J Easier to keep up with.

A You can’t slack off on that, you have to be accountable everybody holds you accountable
so I think smaller is better.

J Is there someone from Hollins who has had a significant impact on your experience in the
Batten?

A Um, at Hollins, definitely Katherine. Um, I think Katherine and as far as students are
concerned Sadie Tillery, Bethany Ewing, and Sherri Curly. Um, were pretty, I think that we
help out each other out because as far as students are concerned because we always, we
don’t necessarily have the same fights but I think we’re all invested equally. We see each
other enough that it’s not where you have to, I mean, enough not to say that the other
Batten’s didn’t help me out but I see them the most as far as like talking about Batten

J Right.

A and leadership in general. So, I think that their definitely people who kept me staying in a
leadership position, as far as students are concerned and Katherine, I mean I don’t Abrina
as well as I know Katherine because of the years it’s just not possible that I know her as
long because I’ve known Katherine for two years as opposed to only a semester.

J Right.
A Um, but I think that they are both amazing, amazing women and it’s just and speaking for Katherine only because she’s the one I know better, um, having someone who is a female, who is a leader, who is rarely sad, who is working at school while she was in labor, she was here

J Yeah, I was there.

A Um, you were there, um, just, but it’s so like an incredible mother, and incredible leader and incredible, I mean she’s amazing, she’s done a lot of things that it’s not like, I, I don’t, I feel like through her I don’t have to choose whether I’m going to be a leader or a mother, or a leader or you know work making money or having some money or living in one country or another, I feel like she’s such an amazing example that I, has such a wide birth of knowledge just enough that you, that you can go in there and talk about anything and I’d just came out and meet with her and we’d talked about Mexico and out of school plans and my new nephew, who was born yesterday by the way

J Oh wow, congratulations!

A Thank you! And, I mean or I could go in there and talk strictly business and be like this is what’s going on, so I feel like she appeals to both your emotional and educational levels of the comprehensions of the program, because they do go together.

J Okay. Okay. Um. Can you relate your experience in the Batten um, with being at a single sex institution. Is there connections. Do you think it would have been different if you were at a co-ed institution? Or did it make a difference?

A This, are you asking if the program itself was co-ed or if I were in a single sex leadership institute instead of co-ed for me, if I were, if it’s

J If the program stayed single sex but you were in a co-ed institution,

A Oh

J do you think that would have changed things up a little bit?

A Ew

J Are you could answer it either way.

A I’ll answer it both ways. If the program itself were co-ed it would be very different um, because a lot of the things we discussed sophomore year in our groups I’m not sure any of us would have been comfortable discussing in front of guys because a lot of it was like emotional or hormonal or I mean I know it sounds like you don’t want to talk about that as a leadership role, but I think women’s leadership and men’s leadership is very different and so if I were, I think it would be less of an issue if it were all a single sex group in a co-ed institution than it would be if it were co-ed group in a co-ed institution. Um, and I generally
do not have a problem talking with guys about anything because I’ve never, I mean I have mostly guy friends even at Hollins Institute I’ve had a lot of um, guy friends and I don’t have any problem talking about these things that I know a couple of people in the group who would have been very intimidated having guys and wouldn’t have progressed as much not having that like female camaraderie where you are like joined together because it, it’s a different struggle for women in leadership than it is for men. Um, I think that if it were single sex, if Batten itself were single sex but in another co-ed institution like Tech or UVA or something keeping it close to home, um, I think it would have some of the same effectiveness however it would be different because you would have to cater to multiple sexes and um, I think the style of leadership would change, I think, not to sound like sexist ,but I think the your individual style of leaderships would not be able to form as well in a co-ed institution because I think that when you are spending it on yourself, I feel like women tend to center a little bit more on yourself and your own personal growth as opposed to co-ed, and I mean, I haven’t had my entire life in co-ed institutions, my only experience is with a single sex but I think that your growth is on a personal level than it is in a co-ed where you are trying to interact and be socially

J a focus on other things.

A yeah, so I think that the leadership styles would probably, there is a chance that leadership styles could even be closer to the same things then what we have here. Um because you are catering to the same

J population?

A yeah, I mean, I just see that there are lot, there’s a very wide range of leadership styles that are in the program now, and I think that a lot of us would feel pressured to, to cater to the stereotype of what leadership over a man is.

J Okay.

A Um

J That makes sense.

A Because it seems like there’s that historical auh difference. And I think, I’m not sure, I, I just don’t know how the dynamics would work at all. Not that I say it wouldn’t work well, I think that

J It should be different.

A it would, it would just be different and so

J Do you regret coming to a single sex institution?
A Sometimes, yes. Um, mainly because the main, I know at Hollins they tell us the top ten reasons to go here or whatever and they talk about how you can speak, a lot of students speak more in class and you know, they’re, “you can wear your pajamas to class” you don’t feel like you are pressured to, to look good or whatever, and I was like, well I wore my pajamas to high school to a co-ed school, both my private and public school and I, you know, I talked back to the teachers as well at the catholic school and I talked back and I spoke up in class so for me

J personally it

A For me personally I don’t think I would have had a problem making my mark in a co-ed and in a single sex in a large school or small school, because I think I’m very adaptable, I think I really easily adapt. I think that um, so I don’t it would have made as big a deal for me going to a single sex.

J Okay. So what is your personal philosophy about leadership, what is a good leader?

A I think a good leader is a good follower. Um, a person who, who can read people enough to know when it’s too much and when, like how much you can ask of a person and how much you have, I mean, it’s not that you want to assume, this isn’t a very good answer at all,

J I didn’t give you a chance to think about it, so it’s okay.

A It’s not that you can assume that you are going to rule over somebody or, or understand what they want, before they do. But, I think a lot of what I’ve learned through it is how to present myself, so that I don’t turn other people off and get what I want done without making it seem like it’s what I want done, and it sounds very, very, very selfish but it’s buying personal investment in something so that it’s no so much that you are leader over them but they are leaders in their own right and so you are

J You help foster them

A You help fostering it and that you are following on occasion and letting them do their own work but you are still a leadership capacity so that you are, I don’t want to say authority figure, but you are higher up than that capacity to lead them and know to guide them into direction that they want to go but you’re still, you’re far enough back that you are letting them grow on their own and do their own thing and, but um, but that you are still there as an over shadowing

J guide

A Yeah I guess a guide and I think that, being a great leader is recognizing when, when you are doing something because you want to do it, and when you are doing something because it’s best for the company or for the group or whatever, because a lot of times you get so excited about something, and I want to do this and this and this, and it becomes less about what is best for the over all thing because it’s more about like how you want to score things
and how you want to play and I think and it gets to the point where you’re getting selfish
and you’re not letting people get into it at least on my side because I’ve done this before
like it’s all about you and what you want to get out of it and you’re stop thinking about, as
a leader you stop thinking about everything that you want and start considering other
people in the program, other people who are around you, who are invested in it and a way
of fostering the message, making them a part of it as opposed to just dictating.

J Okay. Can you think of anything that I didn’t ask that you would like to speak to.

A Um, no but I was curious to know if you asked different questions for each class.

J Um, they same um questions guide me, but I, I have a set of questions for every body, but
because each class is different I have part of my learning process has been when certain
things are said, I go in different directions based on the class, but yes, I have the same set
of questions for every single person, but I definitely get more information or different
information based on who, what class you are in, I mean that’s natural, that’s the whole
part of my learning process is I get so much more from um, you, a senior, and some of the
juniors, I’m realizing how different it is from the sophomores who haven’t been in it very
long but I’m seeing a lot of similar things which is good, which is what I want. Um, but do
you think there should be different questions?

A Um, I mean I guess you have to be similar because sophomores aren’t going to know
anything about the senior program or um,

J Yeah, I don’t ask the sophomores about junior and senior programming, I just ask for

A Well I would be curious to know what they think it is, because I don’t think they really,
because I know when I was a sophomore I had no, we didn’t have any clue what was going
on period,

J Right

A so if you asked us then what we were suppose to do junior and senior we would be like,
ewww I have no clue.

J Right.

A I would be interested to know what they think we do

J Right

A I think sometimes they don’t know

J They might not until they get there.

A Where there are these ideas that these really crazy conceptions of what’s going on,
Right

no

That’s true, that’s true and that, some of that a little bit has come out, so. And if you have any, if you think of anything that you want to say later that you feel is really important for the study, you just call me.

Okay.

Thank you.

You are welcome.

Very much.
Interview Nine

Jennifer = J
“Ester” = E

J All right. Today is April 20\textsuperscript{th} 2005 and I am here with “Ester” who is a sophomore in the program. Um, could you start off by telling me what drew you into the program. What prompted you to apply.

E I actually received a letter saying that I had been recommended by Dr. Polo or Ridley or I don’t even remember who um, for the program, and just, oh I know who it was, it was my RA, “Sarah”

J Okay

E Who is a senior now in the program

J Right.

E Um, and I talked to her a little bit about it and decided to join.

J Okay. So, some people select themselves to do it and other people were referred or recommended. That’s the way that it works?

E Auh huh.

J Okay. What were your first impressions, when you heard about the program, whether it was from Sadie or other people, um, and when you heard from Katherine or Abrina or whom ever about what was to come, what did you think?

E Um, I think it was two years ago actually and a year I should be with the juniors right now, um so it was a while ago but

J So you are a junior but you are a sophomore in the program.

E Right, I went a broad my sophomore year.

J Okay.

E Um, but when I first heard about it, I think I thought what a great opportunity it was. Um, to develop leadership skills, at the time I didn’t see myself as a leader. I was sort of surprised that Sadie had selected me or recommended me I guess is a better word. Um, but I think I saw that there was something I could get from it and saw that it was a good program, um, I thought that it was unique that it wasn’t, you know, cd rom how to be a leader or something you know (laughs) so

J Okay
I think also when I called Katherine to say, “you know I want to apply but I’m planning to go abroad, what do I need to do?” and she said, “well, you know, we would recommend you wait a year because you really need the first year,” I saw that it wasn’t just something that, you know, you step into it at some length of time that it was well planned and organized kind of theories of building blocks, I guess.

Right.

Um, even before I knew exactly what I was going to have to do.

So, you won’t be able to participate in the Senior year of it.

No, actually I’ll be doing both my junior and senior year at the same time next year.

Great! So they have been able to work with you on that.

Auh huh, that’s, well when I called her and asked her, she said, um, “we’ll postpone your sophomore year till your junior academic year, and then you’ll do your junior and senior years together your senior year”

Okay. That’s nice that they can do that.

Auh huh.

Okay. So what has your experience been like, looking back to last semester, definitely the most intense, um, which I know just from knowing people who have been in it but, and you probably know too but you won’t experience that other stuff yet. Um, what do you think has been the most helpful as far as building your skills?

Um, I think maybe communication skills group was the most helpful tied with Leadership lab um, because I had a really great senior for the leadership lab, but, with all those lecture series sort of the big group of us in seminar, I guess is what it was called, there was a couple of interesting and I still have my notes from it, I feel like I learned more from, um, communication skills and my leadership lab, might just be the way I work.

Okay. So any ideas as to why other than it might just be you, those things were different than just the classroom lecture setting?

Well, in communication skills and in leadership lab, um, both of those settings we had a goal that we were working towards, um, and obviously part of me the communication skills had to do with a communication type goal but um leadership lab could be anything in getting more comfortable giving public speeches or how you, um, what I did in the seminars it was just really listening and it was almost more like a, it was a classroom setting

Right
E As opposed to an experiential setting and I, and you didn’t have that goal to work towards. So I think that’s why, I always thought more of the other

J The hands on experience is definitely something that obviously attributed to that.

E Okay.

J What do you, what about this semester. It’s not over yet but you have the, um leadership resource group and I know you have a personal leadership project are those the big things?

E Auh huh.

J How’s that been?

E Um, for myself personally my project is I have a confidential, like I can’t, I’m honor court chair and it has, it’s a lot of my project actually falls as being the honor court chair. And, it’s a confidential, you know, it’s entailed by confidentiality itself and so when I come to leadership resource group, I can’t really talk about my project

J Right

E um, which is, which is really different for me than it is for everybody else. Auh, um, I’m learning a lot from my project and I’m really enjoying it um, but I don’t think that my experience of leadership resource group is quite the same as the general experience. I know everybody’s experience is different

J Auh huh.

E but I don’t, I don’t think my is quite as

J powerful maybe?

E right, because, I mean I’ve seen lots of girls in the group and they come in with this huge problem and we end up talking them though it and it works fine and they come back the next week and they are all excited and they’ve jumped this huge hurdle and I’m sitting here going, “I have tons of problems, but I can’t tell you”

J So is your actual project being in this position or are you doing something with this position that you can’t talk about?

E It’s two. Um be, actually being the honor court chair and all of the hearings and the SPA stuff and all that, that’s confidential

J Right

E I can’t, I can’t talk about, specifically what I do on round table
J Sure

E and stuff like that, but I am also doing um, a booklet where orientate professorates coming in next year about the honor code, ortrition that’s bringing back.

J Okay.

E Which I can talk about but I haven’t really had the inclination yet.

J Most of the things that you feel are still kind of private?

E Well, not even that, I don’t know, maybe I’m, when I presented my idea, um, the group rooted it in but only after 45 minutes of quizzing me on it. Like it was a horrible idea or something and I’m just. When, when they were discussing it and debating on whether to pass it as a project, I got the, got the impression that they didn’t quite grasp the point and so I personally, me – myself don’t feel like me bringing this, my issues of this booklet to the group would be helpful to me, because the last time I did it was not successful.

J Do you feel like you’re getting kind of the short end of the stick?

E This semester, yes. Um, this semester yes.

J Okay, okay.

E Last semester was like, it’s the same group but just really different, a one person click, but last semester was very productive and this semester I feel overly ???

J But you’re going to stick with it and keep going or is this something you’re considering not doing again, the Batten program in general, do you plan to keep going?

E Oh, I’ll keep, I’ll keep doing the program,

J Okay.

E I mean. All the other aspects of it have been great, so.

J Okay.

E Just because they don’t understand the point or the motivation behind the project or the project itself doesn’t mean that Batten isn’t a useful resource or a beneficial program for me.

J Okay. We need to back up a little bit, I meant to ask you this earlier. You had, I believe you had said that you weren’t sure why Sadie chose or recommended selected you. Had you been a leader um your Freshman or Sophomore year or in high school had you had a lot of leadership experiences?
No. Not like I would, not what I would consider, Batten taught me that I can, something I had told Katherine this last time we, but Batten has taught me that I can be myself and be a leader and before Batten I thought that I had to change and become this huge loud public person with, and that’s just not me. You know, I am very introverted and I process internally and um, I’m a quiet leader, I guess that’s what they call them.

And I didn’t realize that was a possibility before Batten. So, in high school you know I, I took responsibility as a senior in my choir or I was the captain of the cheerleading squad for a year, um or I picked up after the captain of the cheer leading squad for a semester which was great squad um, but I never considered that as leadership.

It was just doing what I was supposed to do. And freshman year I was on the, um, I was on the honor court.

Okay. So you see those things now as being more leadership roles than you thought at the time?

When I was doing them, I did not consider them leadership roles at all, except maybe being captain of the cheer leading squad. Um, looking back now, I see them as not, they are not official leadership roles but they’re like an aspect of leadership and what I can do to the roles.

Right. Okay. So, what have you learned about yourself, other than, yes a quiet leader can still be a leader, what things have you learned um, personally and as a leader?

Um, start as a leader

Okay, okay.

Um, as a leader I have worked on and am still working on learning how to take criticism, um that a leader can take criticism and it doesn’t have to be right all the time. Um, that was a big step for me. Um, being a quiet leader thing.

Right.

Um, the leadership lab I learned that when you are speaking from a higher, highest in your who is Semitic about Saudi language um, and so I learned so much about what I was saying, so much about what a leader says with the way we understood the gesture with the hands

All that non verbal stuff.
E: Auh huh. Or how to engage, how to engage a listener or, I don’t know, for lack of a better word, subordinate.

J: Auh huh.

V: whoever, whoever you are leading, how to engage them not only with your words but with your demeanor and everything, um. Auh when Katherine left I learned how to work under, or learned how to work under the leadership of a different personality. How to make that very abrupt change, um, Abrina is great and she did an awesome job, but she’s very different.

J: Auh huh.

E: leadership wise than Katherine and so I learned how to be a leader under a different style of leader than I was accustomed to.

J: Do you think people had a difficult time with that change?

E: I think people did. Um

J: Why do you think that was? What was that based on?

E: Until Katherine left she was Batten. I mean, auh, I don’t know, just people always would say, “I went to Katherine to talk about”, even, you know the first semester when Abrina first came, um, well the juniors and seniors had already spent a year or two depending on Katherine and just Katherine and whatever doctoral intern happened to be there.

J: Auh huh.

E: during that semester so there was a trust element there in the upper classes of Batten and then um for the sophomores I always heard well I went to Katherine and talk about, I went to Katherine and Katherine gave lectures and Katherine sent the emails and it was like Abrina was more of an assistant to Katherine than an actual co-director.

J: Right

E: until Katherine left and then all of a sudden there was this big change to um Abrina is now the go to person and Abrina is now the person who will fix it if you have a problem or who you should talk when your groups not working or um, so I think that’s where the

J: And then her being very different not necessarily better or worse just very different.

E: Just very different, um. Katherine’s very easy going um, but firm when it’s necessary and Abrina is um, very firm and to the point, very direct, um, and so it’s a very different thing when you switch from one way to another.
J Right. Sure, sure, okay, okay. Um, looking back to your impressions of the program, in the
beginning you thought it was a great opportunity, unique kind of program. Have those
impressions changed or have they stayed the same?

E They, they have not changed for the worse. Um, I have, I just sent an entire list of Freshman
off who I think would be great for the program and one of them came up to me the other day
and was like, “somebody recommended me for Batten and I knew you were in it and so I
thought I’d ask you what you thought and if I was right for it” and I was like, “well I think
you are great for it since I’m the one who recommended you”

J Right, exactly.

E And, and we talked about it for a while and there was nothing, I mean, there, it never
occurred to me this day that it’s a horrible program or anything because it’s not. I said, you
know, there’s a time commitment and there are changes that you end up making to yourself,
but that’s, that’s part of what makes Batten, Batten, and it’s not always easy and it is
sometimes very, very much a struggle, but it’s not anything that’s a horrible experience.

J So you would definitely recommend it.

E Oh yes. Definitely.

J Okay, so no regrets.

E None.

J What would you change about the program? Just experiencing the first year you may know
things about junior and senior requirements or talk to people. Anything you would change?

E Um, I have heard from juniors and seniors who wish that there was more of a small group
component in the later years which I think Katherine and Abrina are working on right now.
Um, I’ve heard about some of the changes already, though I’m not sure what they are
specifically, um, and of course every, every sophomore first semester is like, “this is waaaay
too much time” and this

J It isn’t the best semester

E It is a whole, whole lot of work, but I don’t know if I would change it because well about all
of it happening at once. There were so many times um, when I would be in communications
skills, or leadership lab and whoever was facilitating would say something and I would be
like, “oh my goodness we talked about that in seminar this week” or “this is what I’m
working on in communications skills”

J It all connected.
E It all connected and I, I, I think it would take very creative rearrangement for it to work like it does if you changed the first semester, so, um, maybe when I’m a senior I will have more to say about changes that we should be made.

J Sure.

E but for right now, all I’ve heard about is the lack of curricular component and I can see how that could be problematic because you’ve come to depend on the groups just being there, even if you don’t say anything, they’re still there.

J Right. Do you feel like you’ve been able to connect with people whether they were friends or not before the program differently because you are all in the Batten together?

E Yes. Yes.

J Do you think that just occurs naturally?

E Not for me.

J Okay. How did it occur for you?

E Um, I mean I think for, I think I misunderstood your question. I, are you asking does it, does the connection within Batten outside of Batten occur naturally or does the connection occur within Batten naturally because you all are a part of Batten or do you feel like um, there’s something special that has connected people.

J Auh huh.

E Um, our Batten group is really big. I have a connection with people that are in my communication skills group or were in my communication skills group and my leadership resource group, um, not so much with the others in the sophomore group.

J Right, right.

E And I think partly for me that’s because I’m also in a different graduating class so um, I didn’t have the whole, I came into Hollins at the same time as yall and now I’m speaking, I’m on the same level academically, you know, I’m on my second year academically and you’re on your third year, um but I think that Batten does. I’ve watched the others and there is a definite, definite link even between communication skills groups.

J Right, right.

E I don’t personally have, but I have observed.

J You don’t personally have as far as the connection? I’m sorry.

E As far as like, I don’t have, my connection with Batten people
J  Auh huh

E  outside of Batten

J  Auh huh

E  is limited to my communication skills group

J  Okay, I’m with you.

E  But, I have observed people in my communication skills group who has connections outside
of Batten with people in different communication skills groups.

J  I’m with you, Okay. I’m with you. Um, how, I know communication skills group is about
working on a communication goal, but it definitely is the most um, interpersonal, you really
look at your intrapersonal, you really look at yourself and personal issues and emotional
issues come up. Which is different, a different component for a leadership program. What
has that been like for you?

E  hard and sometimes hurtful and the best thing about Batten that I’ve had um,

J  So you say it was, interesting, you said hard and hurtful and then the best thing you’ve had,

E  Yeah

J  tell me, tell me about that.

E  I um, my, I don’t know if I’m suppose to, well it’s confidential

J  you can say whatever you want

E  my communication skills goal was um to receive feedback in the manner in which it’s given
and to um, integrate it effectively, basically, I have a problem or had a problem still is not,
people getting feedback and my automatically assume that they think everything about me is
wrong.

J  You took it very personally?

E  yes and that they mean to be hurtful about it when in reality they’re just giving feedback.
Um, and so a lot of, a lot of personal stuff came up with that because that, that problem or
challenge or whatever is, you know inherently something in your past

J  Right your exactly

E  So, um
a lot of that past stuff came up

So a lot of that past stuff came up and um, I’m different in beyonces of my personality that I didn’t know were there and you know, are they necessarily, are they necessarily good or bad or you know, do I fix them or do I let them develop on their own or how do I turn down my weaknesses and strengthen my strengthens and that kind of thing is hard. It’s very hard not to mention that at first you are in this room full of strangers who you’ve never met before, for me I had never met before in my life and all of a sudden I’m suppose to be talking to them about these very deep personal things that normally you sit in a room with a psychiatrist and talk about

Right.

alone and then you realize that they are all working through the pain and the struggle and the hurt along with you and that inevitably their goal is tied to your goal because they’re really all interrelated. You figure out about the one week before you’re actually finished with communication skills group.

Of course.

And so that’s, I mean, I learned so much working through, salaaming through it week after week even though it hurt and left me frustrated sometimes or

You can now see the benefit

Oh yeah

of how important it is?

It should not go away, ever.

It makes people think and challenge themselves

Auh huh.

to do things differently.

And it’s when you first start looking for real at your strengths and weaknesses, your personality strengths and weaknesses and how they impact your leadership skills.

Right.

Which is so important.
J  Do you think other people would agree with you on that impact that that group has? Or is there still people who are like pointless

E  I know people who got less out of it than others did, because they put less into it, but I have yet to hear anybody say that it was absolutely pointless and that it should be taken out of the program.

J  Okay. Okay.

E  Auh, my communication skills group was in accord when we discussed it and some people said, you know I got left out of it and everything but we all agreed that we wouldn’t be the firm leaders we are if we hadn’t had it.

J  Okay. What are your feelings on the program going curricular?

E  Really.

J  If it were to be curricular.

E  Oh yeah

J  Yeah, yeah, yeah, I’m sorry.

E  Such as it’s a class I can register for?

J  Right, yeah, back up a little bit I don’t want to freak you out. If someone decided later that this should be an actual major, something people register for and offer it to anybody, um if that were ever to happen down the road, what are your thoughts on that happening?

E  I hadn’t really considered it. Um, I guess it’s like my first reaction is no absolutely not. No, never. Um

J  Why did you react that way why does your gut say that, what is it about it that you want to keep small?

E  Well I mean just the example of the junior class of Batten versus as the sophomore class at Batten and already there is this huge dynamic differential. There, they are very much a closer knit group than the sophomore class of Batten will ever be because of the size, the numbers. It’s harder to tie 30 people together than it is to tie 8 people together um, and I don’t know, I mean, I’ve I’m a long ways than a little on the side of the selection process should be a little more selective. Um, and I don’t know where that would have, if it had been selected when I was applying, you know, would I have gotten in? I don’t know that.

J  Right.

E  But, I think 30 is a huge number and
J  So you think a cap, there should be a cap.

E  I think there should be a cap and um, the curricular just, I think what makes Batten special, I mean I know if you sign up for a class, supposedly you want to be there um, but what makes Batten so great is that it’s the amount of work that it is and there’s no credit for it and you do it because you want to learn and you reap such great benefits from it. I mean, how would you grade it. How would you grade

J  Communication skills group

E  Communication skills group, I mean you pass or, I mean what if, I know a girl who never actually met her goal but she took two huge steps towards now would that be a C grade or would that be an above average

J  Right

E  I mean, how would you grade it and

J  It’s very subjective.

E  Yes, and how would, how would the, what was the dynamic be if it was considered academic instead of, I don’t know, I just, I have this like deep reaction

J  Auh huh.

E  a deep negative reaction to seeing it go curricular, I mean, I don’t know.

J  Well maybe, you know, I didn’t give you a chance to prepare for this, so maybe if you had heard which I don’t necessarily know but both sides, if you could hear an argument as to why it would be good then you may have different feelings, but it sounds like its something you haven’t really figured out.

E  Sometimes I haven’t considered before I always just assumed it was Batten is Batten

J  Right. There is the talk about whether it would become curricular or not but that’s not anytime soon. It is down the road and seniors have been very verbal about how they feel about that. So, I’m just wanting to get everybody’s opinion on that. Um, do you feel like your experience in Batten would be different, lets say there would still be all females in Batten that would be a different experience if you were at a co-ed institution?

E  Like at Duke?

J  Sure.

E  They have a similar program.
J Oh, okay. I knew Richmond did, I didn’t know Duke did?
E Duke does, they started it this year. Um,
J Does being at a single sex school makes a difference?
E All the women in the program but at a co-ed school instead
J Auh huh.
E I don’t see for me personally how it would make that big of a difference other than the change from going from a co-ed environment to this single sex environment once or twice a week.
J Right.
E Um,
J What about the opposite. What if it were Batten open to men and women? Do you think it would change your experience?
E I think it would change the experience um just I think bringing men to Hollins would change my experience but um and I think it’s safe in the fact that Batten itself should stay single sexed at Hollins but um,
J How come. What is it about the single sex for Batten?
E I guess it’s sort of the same argument as an old college would use to say you need to stay a single sex here at Hollins, um, by dynamic when you have more than, when you have both sexes but incarnation of ?? in a co-ed classroom to being more reticent than she ordinarily would be if it was just her and a bunch of her girlfriends. Auh, and especially when you are dealing with something like communication skills group where you have to have this trust. I could see how, I could see how bringing in into the Batten program would be, could be beneficial because you know that’s a different perspective on leadership than women have and women have had to sort of work their way towards even thinking about stereotypical leadership positions.
J Right.
E where men have you know, if a man wanted to be the manager or a CEO or Something that was fine
J That was just a given.
E That was just a given, you know if he had what it took to get there, he could be it, um, so he (tapes ends)
J Okay, so you had that different

E That difference of leadership perspective um, but at the same time, if you are working to, to
create strong women leaders than a program that involves, a program is not going to

J Sounds like you can see both sides.

E I could see both sides but I am inclined to say keep between the facts

J men and women have different leadership styles and they learn differently

E exactly, exactly and the style that women would need that Batten provides is not necessarily
what a man would need to learn the same lessons just

J They might need something different.

E Right, like he wouldn’t I mean scientifically he wouldn’t need a communication skills group

J Right

E He would need more like motivational skills group or something

J Right. Okay, that makes sense, it makes sense. I guess I could also. Is there someone from
Hollins who’s had a significant impact on your experience in Batten programs?

E “Amy” who was my senior leadership lab leader and um, Katherine Walker are the two
people who have given me the most direct influence. Um

J What was it about them that was a positive influence? I say positive, I just am assuming

E It is, it was positive, it wasn’t just assuming um, the fact that when I called Katherine to say
I’m going abroad does this mean I could still do the Batten program, she already knew my
name. And she always has. And, um, Amanda who said what needed to be said in a way that
I took positively and effectively for me and she didn’t, like she didn’t hold something back
because she felt that it might be hurtful because she saw that what she might had to say was
useful and needed to be said and

J convey that to you.

E right, but she was also very encouraging and um, she was always on the same team, trying to
figure out what I was going to do for my leadership project and um, she happened to be
Driving the van back from um, an away meeting and I said, “Amanda do you have a minute?”
and she said, “I have an hour and a half”

J That’s good
I was like good, “can I talk to you about Batten?” She said, I was like, “can I talk to you about Batten” and she said, “you can always talk to me about Batten, you can always talk to me about anything” and then for the next hour we talked about Batten and we talked around leadership project ideas and she gave me programs we kind of thought regarding projects and time commitments and everything I just, good resources that she’d found, um, indirectly um, Sadie Tillery and Gwinn Fernandez and Bethany Ewing watching all of them has been, has had an impact.

Their growth or development and what they do on campus and those kind of things?

Auh huh.

So, what is your personal philosophy about what a good leader is? Just off the cuff, everybody else has said, “you didn’t give me time to prepare an answer” just something off the cuff of what you have learned is a good leader.

What I’ve learned is a good leader is someone who, hum, someone who can be themselves whether it, loud or quiet, introverted or extraverted and who stands by what they believe and what their principles are and their style of leadership. ??? (couldn’t hear her) because I think a Leader at Batten ours

Sure

oh

They have to be able to bring everybody to kind of to the plate to do what they need to do. Or to do what the ??? wants them to do.

To do, I think a good leader isn’t so focused on doing it their way, they are focused on doing it

Right

and so, I mean, example, I’m not saying I’m a fantastic leader however, with my honor court, the way I get it done is to make sure that when I’m hearing a case and my board is hearing a case every single person on my board has the opportunity to say what they think is this person responsible, is this person not responsible, why, why not. Um, it gets it done and when their decision is made, it might not be my decision or it might not be exactly the sanctions I would have expect to have but it’s so, a decision and the judicial system works and that’s what my job was

right

as a leader and I was able to remain me and not have to step way outside of myself For what I believed and still able to get everybody to get the job done and on the same side to swing or
Whatever

Right

Whatever you are feeling

That’s just ?????

No, that’s a good example, it makes perfect sense. Um, can you think of anything, um, that I did not ask you that you speak to, anything important about Batten um, you know, I don’t know that I asked you specific or what would you change and you didn’t mention much other than having group your junior and senior years but any negatives or just anything else that you want to talk about?

Um, I guess one thing that this would be that um, I’ve got one thing in mind when they’re, that the facilitator of the group, a large chunk of how the group runs um.

Of the communication skills group?

Right, or the leadership resources group, although it’s part of a learning experience, um, communication skills group the first six weeks Katherine was the primary facilitator. And then the last three weeks she was in Mexico and so Abrina became the primary facilitator and um, she facilitates very differently.

auh huh

Which was a huge change in a group where we had really focused on getting comfortable, it’s you know, just you and those six other people, that’s it, and um,

Was Abrina there for the first few

She was

But she didn’t facilitate?

She did not facilitate. I mean she said a couple of things but she was more like ??? information

Okay

And, and Katherine really facilitated and so I guess that sort of goes a long with learning how to, to become a leader or to lead under different leaders or leadership styles.

Auh huh
E: But that was something I really noticed um in, when the facilitation, you know itself, changed. So then the group changed and our ability to ??????? at an affective pace, level what have you

J: So did it affect the group negatively when it changed?

E: It, I think so, a little bit

J: Just because of the change of

E: Just because of the change and I think, you know if Abrina had been more of an active facilitator throughout the semester, so it wasn’t such a sudden change

J: Auh huh

E: as far as communication skills group goes it might have been an easier transition auh and that would be my only

J: What about with leadership resource group? Did that change?

E: Leadership resource group, I mean I was just, I was kind of thinking of everything that was facilitated

J: Oh all right

E: We had the same, we’ve had the same intern the whole time

J: Stacy

E: Stacy has been there the whole semester

J: Okay, great

E: same person, you know, just the first week when how she was different than Abrina and Katherine.

J: So just having some consistency in the leadership

E: Right, right

J: when it’s facilitated, okay, I’ve got it

E: Right, especially with the communications group because it’s such a, such a pattern or at least in my, my group and this pattern and when we changed facilitators there was a shift in the pattern and it was just different
J: Well it’s personal and there’s not, you know, it’s not like they are teaching information that’s about learning about people individually which is hard to pick up the player.

E: Right.

J: Okay.

E: That would be, I mean, everything else was fine. Those are just some things that I can think of which means if I do they are not important, so.

J: Okay. Anything else in general that we haven’t covered?

E: I don’t think so.

J: Okay. If you were to have anything later, if for some reason you have a wonderful answer to something that is, you know, something exactly um, feel free to um, email me that or call me.

E: I’m going to think about that curricular thing.

J: Okay, well obviously it isn’t something that you all haven’t heard much about and I’m not trying to freak you out because it’s not going to happen soon, but I know that um, there’s been rumblings of, “should this be curricular, should it not?” and if it is it’s not going to happen in the next few years, so you wouldn’t have to worry about it, but I’m just getting some opinions on what they think.

E: I think it sort of sends, I don’t know, I don’t know where the idea is coming from if it’s Katherine all the way or if, if certain students on campus have complained about it and sort of within exclusive groups so if you make it curricular it won’t be this if it I don’t see Batten being exclusive because right now you are?

J: Right, right.

E: Information is out there and if you want to do it you’ll fly and then you know the interview and if you even get in and then and if not if you have the lowest GPA or something or if you’re of this race or if you’re of this class then don’t bother applying.

J: Right, it’s not that kind of a program.

E: I don’t see, I don’t see this but.

J: Okay, Well if you think about it more and you have something else you want to say about it, just let me know. Thank you so much.

E: You’re welcome.

J: I appreciate it.
Thank you.
Interview Ten

Jennifer = J
“Sarah”= S

Okay. Today is April 27th 2005 and I am here with my final senior, um, Sadie. It’s very exciting. Thank you very much.

S You are welcome.

J Um, just start off by broadly kind of tell me about what drew you to the Batten given that you were one of the first in the program and you didn’t have the luxury I guess of other students really telling you about it.

S Right. Um, well I can remember the first paper work I got about Batten which it was in the mail over the summer.

J Okay.

S And I really wasn’t um, that drawn to it. I took a look at it and thought, okay, there is no credit given to this, and um, you know, there was so many things at Hollins in particular that are good in theory but then fizzles.

J Auh huh.

S yeah, fizzles out, don’t ever reach the point of becoming really productive and so I was worried that it was going to be something like that and I also knew that there was um, a first year leadership program.

J Auh huh

S that hadn’t um, I hadn’t heard great things about and so I was worried if it was going to be part of that.

J Was that the emerging leaders group.

S Yeah.

J Okay.

S Um, so I didn’t do it. And then I got back on campus and Tammy Futrell and BE, AJ, were all pushing me to do it and then ??? called her about me and this was when I got that extra push and I thought okay yeah, you know, I might as well do it.
J So you went into it a little bit blind

S Yeah, I did. I emailed Katherine and um, said I’m still interested, I know it’s probably too late, but he’s all my info and she said okay, you’re in.

J Great, go on

S Yeah, let’s do it.

J So, had you had a lot of leadership experiences out, until that point in high school and as a freshman.

S Um, well I played basketball in high school so I was sort of sports captain, um, I was on yearbook as assistant editor my final year. Um, what else had I done, I was on SGA in high school. Freshman year I was a member of the Black Student Alliance

J Oh, interesting, um, given that you’re not Black.

S Right

J Tape recorder maybe doesn’t see you.

S I guess Alee, room, cause Aleesha and I were roommates

J Auh huh.

S and so I just got into it that way

J That’s cool.

S It was cool, um

J So you definitely have had some leadership experiences

S Yeah

J You didn’t float through high school not doing anything.

S No, no

J that wasn’t new to you

S Right, but I was a very quiet leader. I wasn’t, I was more of a follower in big organizations than I was a prominent leader. But I was a member of um, this the honor society, national honor society.
J The national honor society and service club and all these things that sort of go hand in hand with leadership.

J Okay. So once, once you became involved with the Batten and you met everybody and you learned about it and found out what was to be expected, what were your impressions then? Before you really jumped in but when you kind of started to learn about what was expected of you.

S Right. Um

J If you can remember back that far

S Yeah, I know it’s hard. I guess it was an informational session where we went and like introduced. And I remember, I remember I thought that Anna Lawson was Katherine. Cause there was a completely disoriented thing because this whole time I’d thought Anna was Katherine.

J Cause you were late coming in?

S I was, I was late

J ?????

S RA of something or another

J Auh huh.

S Um

J Cause I remember I was there.

S Yeah

J I remember you coming in late.

S We were in Richards, we were wearing shorts, that’s all I remember, shorts on. Um, so I guess, I mean I knew there was going to be this thing we were suppose to go to but I really didn’t have any expectations for what it would be and to be completely honest, which I would be, we’re in this interview um, I, I was a little bit concerned about the other people in the program, because by then I had gotten a list of who all was in and I remember sort of thinking wow (couldn’t understand her) ????????????? got involved um

J Okay
S Stuff like that. So, I don’t ever remember a period where I felt like all of this was going to be expected of me before I started understanding what I was doing.

J Okay. So once you actually started to get involved in all the requirements

S Yeah

J What were your thoughts and feelings about what you were experiencing.

S Right. I think the first, um, communication group, I was just sort of stumped as to what they were doing, um

J Which was the point.

S Exactly. Um, skills seminar like right away I was totally dazed I just loved it and felt like I was getting so much out of it. And lab was really nerve wracking for me.

J Auh huh.

S Um, especially didn’t like watching myself afterwards

J Yeah, that’s not a lot of fun. Looking back at those, those are the three things, and the meeting individually

S Right

J with the intern, um, at the time, looking back on all those things, cause that was obviously the most intense

S Right

J of all the years

S Right

J it was the most intense semester. What do you feel like was most beneficial and what was not?

S I think it was all beneficial. I mean maybe it’s a copout but I don’t know that you can have one without the other. And it sorted of rotated week to week there were some weeks where the leadership lab went really great but the skill seminars were a little long and people weren’t really talking in group or maybe the next week group would be really amazing and then other two, and some weeks it was all really brilliant. It never was perfect 100% of the time, but at the same time I didn’t feel like one of the three more important parts was failing were as the other ones were succeeding.
J Any one more powerful for you personally?

S Um, I think group is probably where I changed the most, where I grew the most and that encouragement I received in group was helping me a lot with skill seminar and with leadership lab. But, I’d probably say that group and skill seminar were more effective than the lab. It was all effective.

J Right, but if you had to choose.

S Yea

J lab was the least.

S Yeah

J Okay, okay. So, after the end of your first semester, um, had your impressions changed, had they stayed the same from the beginning

S Right

J kind of on the outside looking in to actual experiencing them.

S I was just so thrilled to be a part of it all.

J Okay.

S And felt like it was changing me rapidly. I can remember like leaving just feeling completely energized and

J So how, what had changed? I mean, you went into it going eh this is going to, might fizzle, I’m not going to do this, in the end you just said that you are thrilled about it all, what, what was it, what was the key that really changed you?

S It’s so hard to say. I think, I think I just felt like it was working, like I felt it was changing me and I was like oh, I was speaking more, my confidence was coming to me, and I was interesting stuff and it wasn’t a waste. Like my time was worth something. Maybe I think my biggest fear in joining was that it was going to be a waste of time or that I would go rolling my eyes and you know, gosh I’m just not learning anything.

J Right.

S And I got so much it sort of knocked me back.

J So you talk a little bit about how you changed.
Like, my first goal was, my goal that first semester in group was to speak, to articulate my thoughts and um, I, I really remember like the turning point where it happened ahh, I don’t know but for some reason in that group of people I just, was encouraged and started speaking and then I started speaking at skills seminar, it was like I had this safe place to speak. And the speaking didn’t increase in my classrooms until the next year probably.

Okay.

Um, it took me a while to take it outside of that realm. Um, and it was already affecting other parts

More indirectly

of my life, right, it put that ability to speak and articulate has helped me be heard. It still took me a while to get to that point with Batten like it’s faster in the group.

Others ways you’ve changed confidence, encouraged to speak up

Encouraged to speak up. I’ve always been fairly organized um, I think maybe more aware of recognizing other people um,

Well, along those same lines, you said that the interesting about how when you saw the group of people who were going to be in that, in your immediate thought was these people are not leaders

Right

Did you learn anything different about that thought and whether that was accurate or not?

Yeah, I mean I think I saw leadership potential in everyone that’s in the program. They’re obviously still more people than I connect with more than others and people who I think who are more invested in the program than others. Um but it made, it made me see those people, it’s sort of like Batten stripped away all that excess, “she said, she said” um you know, what drama went down in the lunch room and all that and when you come together in that group while it was about discussing what had happened outside we were forced to look at each other and for as leaders not as more

Students

right, right. So I, I, encouraged that I guess for other people in the program that I probably wouldn’t have other wise.

Okay. So at second semester sophomore year you had the leadership resource group

Auh huh.
J and the project? How was that for you after having been in those intense first semester to a
little bit of a change,

S Right

J what was that change like?

S Um, for me it was a little bit disappointing just because I had gotten so used to it, I’m sort of
goodness anyways and talk on an emotional sort of pulling and my group’s dynamic with the
project sort of changed

J Auh huh.

S um, and also I started feeling, I said this some in the beginning, but um, more so in the spring
that people weren’t stepping up to the plate like they should have been and I felt like that a
lot in group. People wouldn’t show up or all these other conflicts and some people were
working diligently on their projects and some people in that group still haven’t finished their
projects.

J (laughs)And they probably won’t.

S Right. So, I felt, I don’t, by some it was a bit disappointing by me it was unsuccessful,
because it was a great burn for me, in, in fact my suggestion on the student advisory board
this year has been to reinstate it for the senior year. Cause I think having a group like that is
necessary whenever you are doing projects and doing them your junior year too because it
does hold people to a certain accountability that they are going to have to come and talk
about what they are doing

J Right

S Um,

J So not as intense as first semester, still beneficial but a little bit of a let down.

S Right.

J Okay

S I guess much more um, action oriented rather than personal

J Right.

S you basically need spring in both parts of you know ?? in the fall and in the spring such
balance is different.
J balance, okay. What about going into junior year I know that’s a difficult year because a lot of people are gone

S Yeah

J I know you were gone second semester

S Right

J Um the junior year is definitely different. Um, what was junior year like for you? I know you had the distinguished visiting,

S Auh huh

J Okay you had the project, that was the main thing, that was about it.

S That was pretty much it. Um, I liked the junior year so much, just meeting these people was so great and I, I had a unique situation because everyone else in that lunch group had a class right afterward and I didn’t. So I would come and just stay with the person

J And chat afterwards.

S Right and sometimes stay for about 30, 45 minutes just chatting with the person, the person and Katherine you know over a cup of coffee, it was just so great to not only, have that lunchtime, have that time afterwards.

J Yeah you really probably benefited from that.

S Right, and on top of that I decided that for my project I wanted to take notes about the luncheons and be sort of a historian for it. Um, and I think that helped me a lot the process with listening to what they were saying

J Does it um, does it lose any intensity

S Auh huh.

J your junior year

S I think it, some people weren’t there um, um, sometimes people wouldn’t show up, my biggest problem with the program as a whole is that dedication levels are always a little different, um and because it it’s extra curricular, you can’t, reprimand for it.

J But don’t you think it would still be that even if it were curricular.

S Oh, it would be, I know it would be, um, I mean, I didn’t mean to say that, I just, it’s co-curricular ?????
Right and I will ask you that question.

Okay. Coming,

Can elaborate.

(laughing) But as far as losing intensity, um, there are a few things where one we didn’t have enough people to fill the whole room um, because so many were abroad and all that, so we were inviting in seniors, um, who had never, who weren’t members of DLI

Auh huh

to recommend people of the outside, people and then too and um, yeah, I don’t know, maybe it didn’t lose intensity but it was definitely different. It wasn’t just a core of focus

Right

It was more of a relaxed setting and not just our intimate thing with Batten or perceptions that we come from time and other students.

What about second semester you were gone?

I was gone.

So they just allowed for you to just be gone and fizzle out for a little while

Yeah. I mean probably, I mean I was a little bit embarrassed when I talk about my junior year project because it wasn’t like a year long tangible this is what I accomplished. Um, but I was a historian and then I was also the junior vice-president, so I was serving on the Hollins activity board and really doing that capacity and then in England, um, leading yourself through broad experiences of leadership responsibilities

Right, right

And I don’t, I don’t know that I could have done a project over there

That would have been difficult

You know, and I’m not really sure if you look at the write up for the Batten or what ever if it’s suppose to be a semester project or a year. I think it’s suppose to be a year long, but how they, do that with Abroad, I guess, I don’t know how they do it.

Right, there may be some changes with that, so. So, Senior year, this past year, definitely different, it’s almost like it kind of, it’s really intense, for lack of a better word, and that kind of
S: Right

J: Spiraled downward, um, not in a bad way, just as far as that core stuff you’re talking about

S: Right.

J: Um, what’s this past year been like for you?

S: It’s been really hard. Um, more so than any other year before losing a mentor. With Katherine having been gone and Abrina coming in, was really difficult.

J: Auh huh.

S: Because you are dealing with two completely different leadership styles and I thought about where this new component of the program, and it’s sort of like communication group, where no one knew what it was suppose to be exactly, the difference was, it never got better. It just got worse and worse.

J: As far as your alls board

S: Yeah

J: Because you had senior advisory board.

S: Right

J: An advisor or just senior advisory board.

S: An advisor.

J: Okay

S: Um,

J: Did you all have a hard time figuring out what it is you’re suppose to be doing?

S: Yeah that and it was just for me it just felt like we were going through the motions and we never really did anything and ??? for the program and then sort of staring at each other having that committee and then going home. And the other thing that was so difficult but from the get go we were asked to come up with these goals for senior advisory board and they were new mission statement goals for the program and there were two people recommended goals it was me and Bethany and no one else and that whole board of seniors ??? never did anything um, which was really painful.

J: Yeah.
S Um

J Did that ever come up, was anybody ever confronted about that?

S Um, yes and no. I mean, one of my, one of my regrets is that I didn’t nip it right then, and sense then it’s come up. Um so a lot of the weight, I felt like we needed a chair for the board and I felt like that was my participatory thing cause that was something I wanted to do and I had been so invested in prevailing it and that idea never came to fruition now there was some people that supported it but Katherine’s vision was to have a different person chairing the board every time we met.

J Right

S Which is go in theory but looking back on it, it really needed stabilizing force. Whether that was my title or not, the chair was meeting. I was the only one that came prepared to every single one and I took the minutes and um I spoke up and tried to encourage other participation and all that.

J You were invested.

S I was invested. And I, I never got to the point you know so many people got to this, you know, auh, I don’t care, I don’t want to deal with this anymore, I don’t care, but I never meant, you know it always meant something to me and I couldn’t just, you know, I don’t care anymore attitude.

J Right

S So then right before Katherine was about to come back, Bethany and I directed this committee together and we just started, this is it, we can’t keep going like this, something has got to be said. And so we asked everyone to write a letter about how they felt the program was going, good or bad and to most people’s credit the majority of people wrote letters and I wrote a really long letter and Bethany wrote a real long letter and then Bethany and I met with Abrina and Katherine and went over them all. This is, these are all the questions on the program this year and these are what we think should be changed for future years and what was disappointing in the process basically. Um, and looking back on it already I feel like I have gotten stuff out of it.

J So those letters were helpful?

S Yeah

J To get things kind of rolling.

S And they’ve, they’ve already implemented changes for next year based on our suggestions.

J Okay, all right.
Like next year there will be a chair. Um, next year over the summer all the board members will have to attend like two non profit board meetings, so that a regular a couple and a chair will have to read the text and goals, are more board meetings to get an idea for it. There’s also, the other thing that I felt was missing this year is that, a look around the room everyone was doing this huge project, Stephanie is President, I’m doing a Turkish stuff, Shannon is Senior Class President, and we weren’t talking about it. Here we were, a room full of leaders that it was like, not being discussed and we were talking about rather than really talking about our leadership and what we all doing in our personal lives and sophomore year just sort of spoiled me it was just so personal and than I was in this other lab where it wasn’t personal at all anymore. Um, and so I, in my letter particularly I made that recommendation next year should be required to do a senior project and that the off weeks where we are not meeting at the Board Meetings we should have a communication skills group and they have started implementing that the last few weeks.

Okay, and now how has that been?

it’s pretty good, you know it’s hard, I think there’s one, because we took those two week off, but um, I think it, I think it will be really affective when you do it for a whole year.

Right. You can start out knowing that’s what’s expected of you

Right now it’s so of this and everyone said that now but the majority

What other changes, you mentioned a couple of things, what else would you change as a whole about the program?

What would I change?

You have mentioned a few things, just implementing a group, um project

Right

You know, there might not be anything else

Auh huh. I think the biggest change is in just senior year. I think everyone knows about the change. I think for the junior year component to meet more with these people there should be an etiquette part required. Um,

What do you mean?

Well, to put it bluntly, people didn’t know how to put napkins in their lap and stuff and at these luncheons these big prominent people and it was so embarrassing

So they didn’t know how to
S Right, so, I mean we’ve had some trouble this year too, again with the students, teachers and
J Right, just simple things like how to, like which fork to use
S Yeah
J and where does the napkin go
S Auh huh
J Okay. Interesting.
S Um, But I think other than that the biggest concern about the program is just who do I ???
J and that, how do you decide that you ?????
S No. I see a lot of pros for becoming curriculum, if it were to become curricular there could be
J Well and that, that’s part of my question part of my sub question is, do you think that it
S more with theory and you could require more um, people would have to come in order to get
J should become curricular?
S a grade. You, you could then, if Batten was one of your, you know 16 credit classes you
J No, yeah, um
S would have more time to dedicate to it, but I also think that, I just got so much out of it not
J And I, unfortunately a lot of people don’t look at stuff ???
S being a class. Because I knew that if I was going to give three hours of my week to this thing
J Some people want, want a grade
S then I’d better be getting something out of it.
S Right
J Right.
S And I, unfortunately a lot of people don’t look at stuff ???
J Some people want, want a grade
S Right
J non credit
S a lot like tangible
J Right, you are okay with what you got internally?
S Right. Um, but, I don’t think, until a few weeks ago, I didn’t realize how much, like Batten
J No, yeah, um
S had sort of ??? like faculty and stuff. Um and I actually felt like this extra curricular stuff, I
S Right.
Um especially I spoke with ???? over Dinner the other night and the faculty members were just happening about that and

Really

It was really strange

Just questions about it,

well just what, what “who is this Katherine White?”

(laughs) Katherine White

“What is, what is this Batten thing it sounds like a ten step program?” and da, da, da, da, da

Wow!

And, “Why are they teaching, why are they teaching my students to do, and that’s my job” very ??

I’m sure you backed that

Yeah, oh, of course I did. But um, it just made me realize that not everyone on campus is very highly objective

Right, and especially and it takes a lot of pains and students especially my year, if didn’t have any solutions to get, you know, that’s where that article in the paper it came from

Right

??????? where they have been, let’s see there’s um

So you think people are, a lot of people are resentful because they didn’t

Yeah

Okay, well it really opened to everybody later on

It was that next year, but I think that first year, it

They were trying to get it going.

Yeah

A little late in the game
Right and she had to send out invitations and Katherine would be the first to admit that that’s what happened and that it was an idea.

but when you get a program started that late in the year in the summer and you have to kind of do that. Do you think that if it remains like it is, there should be cap on the number of people they let in, because I know this last class is huge.

It was huge. This is really is hard for me because I want anyone who thinks they can benefit from it to be a representative from it, you know I don’t want, how do you, how do you say whether or not someone is a leader, you can’t say that from a resume, because people lead in such different ways and I didn’t think about leadership like that when I first came into it. I think that’s why I had trouble with some many of them on that list because I thought what title are they ?? because they don’t do anything or, but so much of leading is just being in the classroom leading your life.

Not the obvious things people think

Right

big chunk, strong, tough, outspoken leader. It’s not always about that.

Right. I think lesser than not letting people in, I think that people should be not let in because of grades, and that having

higher gap

is an indication of not being dedicated and you shouldn’t go there. Um, and honestly I don’t like having, you know, I think having skill seminar in an auditorium lecture hall, you want something there

Right, something cozy sit around the table kind of thing.

But, um, and my other fear about having so many people is that any year you’re going to have a certain percentage of dead weights, you’re just going to have people that are weighing the program down and that percentage stays the same I think every year, so if you get more people it’s more dead weight dragging the program down, and so I think my biggest thing is not too much getting your numbers down but getting the numbers of people who aren’t dedicated to it down and then

figure out how to do that

Yea

in the recruiting stages
S Right and gain, you know people in the program now that might be brilliant leaders but, you know, to get accepted people start representing Batten, because as soon as you stand up somewhere at a breakfast with someone and start talking, you are representing the whole program, because it’s such a personal thing.

J Right.

S You’re representing me when you get up there and make a fool of yourself, or whatever. When you curse someone out in front of front Quad, you know it’s just. Part of what I did first semester this year is to develop a Batten representation statement where I just talked about um, the students of Batten will have this model and everyone that can accept this program as a whole becomes a ????. I read it to the, I read it to one of the skills seminars and read the statement and all of that and you know it’s all confidential so Katherine can’t come but she’s implemented it.

J Just reminding people that they need to abide by this

S But they, I think there are a lot of people in the program that don’t realize what an honor it is to be a part and that anyone can do it, automatically on it anymore, unfortunately.

J there’s good and bad, you are right, there’s not enough time for that. So you’re, undecided about that?

S Yeah, I think, I think the doing interviews and getting people down, because we’re talking

(END OF SIDE ONE)

J Okay, when someone’s accountable

S When someone’s accountable for coming in for an interview and their not just scribbling out an application but coming in and sitting and looking someone else in the eye and talking about why you want to be a part of the program and asking questions and all that, so it automatically makes people think more about whether or not this is something you want to do

J Right, so that is something new they are doing?

S Yeah, and I think, and I don’t think the interviews should say I know you can’t come in but it is going to be a, you know, prepping people for what would be expected of them.

J Right. Can you relate your experience in Batten to being in a single sex institution and that do you think your experience would have been different if there had been men in the group and or men at the school?

S Auh, it would have been a whole another world, um

J Can you speculate how wide
I, I think you know I didn’t want to come to an all women’s school. But it’s not, it was not in the plan, but, I came and then, just like realized what a wonderful decision it was, and realized not even before than, because you can have the co-ed stuff but it, it was just safe place for you to learn and grow and not worry about men and all that. Um, so I think concern is if men had been on this campus out of ??? seminar and it would have, it would have made, I mean I would have gained something to but it would have been such a total loss. But, having it be an all women, not only sets up a support group of all women and it makes you feel comfortable because it’s all same sex. And it also allows Katherine and you all who taught us to teach towards the female gender, you know men and women learn differently.

Right.

Um, and for that, you know

Most definitely it, it was a positive

Right

in that

in an all women it was very positive.

Okay. Is there someone from Hollins who has significant impact on your Batten experience?

Yeah, you

Well thanks!

Um and Katherine, you know. Just don’t think Abrina and me is huge

Auh huh

Um,

Just speak to um, I would feel awkward if I interviewing

No, that’s fine. Then speak to you

Speak to, speak to Katherine first

Okay.

As to, to how’s she’s been an impact or if you want to walk us together or Katherine has been more a part of your experience here than obviously I was
S Right

J I was obviously an intern for one year

S Auh huh

J Um,

S Well I think you know several departments on campus a really closed knit faculty members, students get a long great with faculty members, students can plop down in their office or chat or go out for drinks or whatever

J Right

S Some of the ?? doesn’t work that way, so when I have something going on in my life or going on in my major, it’s Katherine I turn to for advice or you, but um, and so having someone in your corner like that is just huge. And especially with the full time stuff, this year we’ve done ?????? but I’m involved in this amazing project that ?????? might come on and video produce and you know that I’m meeting all these people and there’s no one chomping at the bit to talk to me about that over there. But you know I’ve got Katherine

J Asking you and

S Asking me and sitting down with me for two hours to talk about it all and process it and, so that kind of support is just knowing that someone is there for you in that way is just neat. And I think other students have that other place in campus and I don’t so

J So you really, she welcome, she made herself available

S Yeah

J and it was something that you needed

S Right

J as well. Okay. Of course she was running the Batten obviously

S Right

J so she would naturally

S have an impact

J but for you it was positive

S Right
J Her interaction was positive

S And I just, you know for so much of my high school experience and then in college I felt like, I was so dedicated and you know, always stepping up to the plate, where as other people weren’t and I wasn’t recognized for it. And that’s, you know Katherine has never and will never say to me, you know, “you’ve given more than your peers” or what, it’s just not the way she works. But I know

J You know, but yet she probably knows it

S Right, and she’s recognizes me as being someone who has given themselves entirely to the program

J Right. Which is validating.

S Yeah.

J So what is your personal philosophy about what a good leader is?

S Um

J Everybody has that response but, and I know you don’t have time to prepare this one but

S No, um,

J Just off the cuff

S The big thing I harp on is that leadership isn’t about title. You know people get this idea that, “I am this President” and then they can just stand up there and dark

J Right

S But for me leadership it’s all about knowing how to deal with people. And you deal with every single person differently and more than that I can, but in order to know how to deal with other people you have to know how to deal with yourself, you have to know how you are going to respond to these other people, I mean I just think about being the project coordinator on this film project and where you don’t deal with the term project coordinator and think, yes she’s a leader but I have to step back and realize you know okay I’ve got to deal with the restaurant and ask people for sponsorships and then say I’ve got to deal with the Turkish Film makers who are visiting and totally culturally off campus in this way, I’ve got to deal with my boss this way, I’ve got to deal with my co-coordinator in Turkey this way and I’ve go to deal with my co-coordinator from the International Leaders Center this way and I’ve got to just stay in the middle

J and grounded
S and keep everything turning, um you know all these jobs and enough, even though I cringe at so many of the leadership um meetings and things on this campus, and the SGA stuff where someone will get up in front of a room full of people and just like hammer it out, hammer out whatever they are trying to say and I’m like, whoa that’s not what this is about, like yeah you do this and you need to have certain side of things dictate with it, that’s not leadership, you know

J Leadership dictator

S Right, right, it’s not leadership and talking down to people is not leadership and um, best leaders I probably am the ??? for people that did not necessarily consider themselves a leader, but I think

J or mentors kind of people

S yeah, auh huh, auh huh, in a sense.

J My last question, um, can you think of anything that I didn’t ask about Batten or something that I should have asked that you would like to speak to?

S Well I think I’ve said it in everyone of them, my answers but it never hurts to say it again, that it’s just been a life changing experience or me and I don’t think that I would live the rest of my life without making these changes you know, I think they would have come.

J Right

S But Batten just accelerated that, I just, Batten is so unusual not only just believing in extracurricular stuff but leading in the classrooms and leading myself in my education, you know Hollins because it’s so small gives you the opportunity to take control of your education and unfortunately a lot of people don’t, you know a lot of people want to sit in the back of the class and be told what to think and told what to read and told what to stuff to take, but if you really get it, you know, you sit up front and you start talking and it doesn’t matter what the professor is saying it’s more of what you learning from your fellow peers and I learned those very principles after the communication group, where, it’s all about you in the beginning because that’s the way we’re used to doing taught

J Right

S You know and then you know like, it’s all on you, group is what you make it

J Oh I can groove yeah, everybody looked in like do something, do something

S Yeah, right

J Purposely having to sit back and be like, you do it
and you know teachers don’t have that kind of restraint so they fill in the ahahaah but Batten has made me achieve an education that I otherwise would not have had and you know for frame stuff it’s not a Batten project that so many of my skills comes from Batten

Sure

And you know my form that I’m making is not a Batten project, but knowing that I have that background and Katherine, you and my other Batten peers to talk to about it helps make that possible and you say oh it’s a life changing program da da da people just, and they don’t understand and perhaps that’s because a lot of people probably haven’t had the experience of it that I have.

Well you get what you get out of it

Yeah

and you gained enough to be able to feel that way and maybe not everybody does

Auh huh

because they didn’t put into it what you have.

No.

So yeah, I can, you know, um, better in the end because of it and you know that.

Right.

You know. Okay, anything else?

I don’t think so.

Thank you, so much.

Your welcome.

END
Interview Eleven

Jennifer = J
Wayne = W

J Today is Monday, May 2, 2005 and I am meeting with Dr. Wayne Markert. Okay, thank you

W Sure

J for meeting with me. This is great. Um, basically what I want to know is, is how you became involved in the development of the Batten program. What was your role and what you did?

W Well, it started out we'd, we'd always been talking about ways in which we can um, to extend the curriculum and do some neat little things at Hollins to make it attractive to students and also to figure out ways to serve students better, as their education needs. And so we had been talking about leadership. At Hollins we'd been talking about leadership kinds of activities for years and years and years.

J Who were?

W Sort of with fits and tries, I think it was, gotten anything auh for them, that was of any consequence auh other than sort of a student leadership group some things like that which are sort of traditional on campus. And Walter Rugaber came on as intern President auh a leadership discussion began again and he is particularly interested auh, in that and so he was the person who in fact identified Katherine Walker someone that he knew and who was interested in developing leadership kinds of activities and he then initiated this conversation with the three of us about what Hollins might do in the area of leadership, so that's how, how it all began. The focus was less than on a co-curricular auh basis rather then a part of the academic program compliments it

J Right, okay. What were your thoughts originally when you heard whether it was Walter talking about this or heard Katherine's pitch on the program, what were your initial thoughts on what she designed?

W Well in what she designed I thought for very positive. She had driven on an extraordinary comprehensive auh view of it and had developed in such a way that it really had some unique features, innovative features which is some of the things that I had thought was most important auh of what we develop a leadership program one of the ways that it be unique and innovation and interesting and also have great facilities for the students. You know when you start talking a leadership you think, oh okay well so and so is doing that, and so and so is doing that, how are we going to do something that's going to be different from them and so then when Katherine came in and brought this prospective or perspectives in it was really very, very encouraging.
I know you are kind of removed from the program, it's not that you are right there running it every day.

Right

Can you think back and remember what is unique about the program from your perspective?

Well, I think, the way it was structured in terms of student involvement, student mentoring, various different stages that they, they would develop though and how students become the student leaders themselves and coordinating activities kind of projects the students would identify that they would take on, I thought seemed wonderfully coherent and also very sort of forward looking.

Auh-huh

And um, in structure and content

Okay, Do you remember any challenges that you all as a university may have faced in just bringing the Batten to Hollins?

Well, financing is always one. Having the resources to do it. Um, the other is sort of linked to the academic program. How do you, how do you link it so that it actually will be a part of the curriculum? And um, one of the big problems with anything that you do in the academic sector with curriculum is with the lag time, how much you have to get involved in finding faculty advocates for it and then go through the processes of getting courses approved, get faculty to, or agree to is a very long laborious kind of process

I’ve heard.

Um, so that, that , that is to a point. I think comes with kind of barriers, is why we decided to do it on a co-curricular basis first and we are still in the process, still haven’t gotten any kind of formal credit bearing portion part of which I think is a limitation

Sure

to the program

So, does that mean that your personal feelings is that it be an advantage to, to go curricular?

I think it should have some curricular component.

Some curricular component.
I think the ideal would be, for it to be a mixture of, that might say involved specific department that might have specifics kinds of leaders activities or content that would be good and appropriate for the Batten Leadership Institute for example like Political Science there might be a program that relates to you know Presidential Leadership or Sociology or Psychology, so figure out ways in which you might draw courses in and then link them to what’s going on in the co-curricular basis where students could at he end say that they completed this leadership program which involved a curricular and a co-curricular component.

Okay, Okay. And that’s what you were talking about, such a long process

Right.

even, okay. The program is about it end it’s third year, um, and I know they are making a lot of changes, but what are your perceptions now after hearing how you know it’s been run the past three years, with how students respond?

Yeah, I haven’t heard anything about the particular changes but I think the auh, the student response has been just wonderful. And I think the success rate of the program has, has exceeded everyone’s expectations. In terms of the level of student interest, on the quality of the students and the kind of projects that they are doing, and the way that they demonstrate their skills and ability to fire the program, the um, external interest that I think all of those things have been terrific, so all of that has exceeded everything.

Any negative feedback that you’ve heard like rumbling from students or faculty?

Not from students, I think the only um, rumblings we have heard have been from some of the faculty about, “what is this thing going on over there”, and you know, “why are you doing that” and “how does it relate to the curriculum” and “shouldn’t we be involved” and things and that kind of stuff.

So it’s more of them not knowing

Right, right.

and wanting that information.

Right.

Do you feel like that’s happening, do you feel like the word is spreading or that the people

I think it’s spreading. I don’t thing it’s, it’s enough yet, um, but I think, actually it’s a good thing, auh, the fact that it’s been successful means that we’re
generating interest and so that, that’s a good thing, and the faculty, “see this has
proven successful, maybe we should”.

“What is this thing going on over there? How do we get involved?”

Yeah, exactly.

Okay.

How do we get a piece of it?

Exactly, exactly. Anything that you personally would change if you, if they asked
you?

Well I think, I think the only thing that I would change is if we had a choice
would be have planned this out so that we could have auh, have done the planning
of both curricular and co-curricular simultaneously.

Okay.

Rather than have

trying to fix it later. Okay

Auh but, more it to get implemented and really get, get the thing started we really
had to move it ahead quickly and auh we just didn’t have the luxury of time and
that, that’s just aspired and then also trying to find faculty who would give up
time and be involved and

Sure, yeah. Do you think the program would be different if it were a coed
institution?

I’m sure it would be different. Um, I don’t know exactly, auh, how, I mean, the
argument would be made, you know about how many men would be involved and
then the opportunities for women and you know that sort of thing and all of what
were, we’re about as an institution is women leadership and that has to be one of
the primary focuses auh, of the program. It could be, and there are an awful lot of
ways of focusing between a coed institution that might focus on leadership
anywhere.

Right, right. Well I guess, just, you know, restated, do you thing that, that it has
an advantage that they are at a single sex institution?

Yes, I think that certainly is the case that it is, priority promoted to women and
leadership um, so I think there is an advantage.
J Very unique needs given that you know men and women obviously lead and learn very differently so it could be tailored

W Right, right.

J tailored for them. Okay

W I took the um, the other part of it is sort of the bigger goal is that by focusing on women and leadership it is trying to then demonstrate to students who may not thing that going to a women’s college is what they want, that this is a real advantage

J Sure

W to the program as well, get them a more, a real substantive, substantial since of why would I want to go to a women’s college and many student don’t want to go to a women’s college.

W I was uh, the academic vice president

J Okay.

W Um

J Everybody’s changed so much, it’s hard to

W When Laura came as President, she changed my title to Academic Vice President to Provost to this last one still the Academic Vice President is still the senior officer to the President of second in charge, etc., but uh this is less equivocation less confusion when you hired the Provost and everybody else is the Vice President “no I was Academic Vice President at the time”

J Okay

W And Walter Rugaber was the Interim President. And of course Walter uh has had long standing interest in women and leadership and promoting women in the industry, etc. and he’s done, did a great job of the newspaper That’s why Wendy????

J Right, that’s what Katherine has told me, I just need to get him, I need to get to the man.

W Yeah, right.
Do you think that is the program stays the same, let’s say it stay co-curricular, do you think that it should be more of an application process where they are picked by Katherine and Abrina or should anybody be able to get in the program?

Well, I think what I would like to see is, is sort of a different tiers or, so that, that it could be, the leadership program that is more application oriented, you know, getting to know all issues of leaders and then stuff like that, but I do think you do have to have some kind of screening process auh, or, but that’s not to say that there couldn’t be other leadership kind of activities that we would do that might be sponsored by the auh, Batten Leadership Institute that might be more broadly based then the first year seminar that focuses on leadership roles all students would take so that then you could be at very different stages depending on your own.

Sure

They can pick and choose the path and I’ve heard all kind of things from the students. You know, I know that the seniors are a little more territorial and they like being special

Right.

and they like to keep it as it is- very small. Um, and the argument to make it obviously curricular is a good one too,

Right.

I think there are a lot of different opinions on that.

Right.

Obviously, you are a leader on campus um, what is your personal philosophy about what makes a good leader or practices that you have as a leader?

Well I think you have define what’ in the context of higher education. What leadership requirements in higher education are very different from what they would be in the corporate world, or, or, or whatever, and I don’t think that people necessarily recognize that that’s true. Um, the one expression that I think is always very, very useful is the, that auh, you really do have to lead by example not by authority. In higher education you really, theoretically I have authority but I don’t really have authority. Faculty,

It’s a relative term isn’t it?
Right, right. Faculty have all the, have all the authority and so you really have to lead by example and persuasion rather than by, by, by authority. Which is good, it challenges you then to figure out auh, things that you should say and do and rationale that you have to develop well to persuade people yes this is something that you want to do and here is why you want to do it, it really is a definition or requirement that you really develop a more of a shared vision, shared sense of direction.

Yeah.

Auh, I think to get on board, not everyone is going to join auh, you really do have spend more time, I think developing that sense of shared vision and rationale purpose and that of course is all about the motion of sharing elements that you have in higher education, but you don’t necessarily have it in a corporate world.

But you hope.

And we’ve all had those leaders who, who have lead by authority and we know it, what that’s like.

Right and in position that doesn’t work in higher education

Doesn’t go over well, well and I’m assuming and you can speak a little more to it, but, you know, what’s it like being a male here at Hollins, where it’s, predom-, you know, obviously predominantly female and, and you being in leadership position, what has that been like for you?

Well, it’s been, it’s been interesting in terms of the um, auh content of leading sometimes of folks participating, auh I’ve often been the only man in the room which is very different experience than many other institutions.

Sure.

Um, and then also, you know, it is sometimes seemed a little awkward to be the person who is sort of spear heading success in institution that is entirely focused on women, but I don’t think that is necessarily auh, a limiting factor, I think it happens to be a, a very enabling factor

Definitely

because you know how society works and or what the restrictions are or how things
J Well and I think the university would be at a disadvantage if it were predominantly female administration, everything. I mean I think there’s a point to having males and females
W Right
J and very different perspectives. But I just imagine that would be different you know, or interesting place to be.
W Right.
J So. Okay. Can you think of anything about the Batten program, your position then your position now that might be relevant um anything you want to share that I didn’t ask?
W No. I think that the, the important part of it was, you know, the content development which I think Katherine really handled very well and there wasn’t much modification that occurred once she developed this concept and we all went over it and talked to her really do much auh, sort of recognized that she did a lot of work which was something like this in the context of, you know, college or university and faculty role and staff and the administrations role um, I think the input of it as well and then the curricular piece, I think that’s the limitation and we haven’t really worked that out and as you say, it’s been three years and we still haven’t worked that out.
J Right. Well it seems like this went very smoothly in the beginning, you know, it was an idea, Katherine did what she was supposed to do, she brought it back, they said let’s go for it, but my guess is it was a very smooth process because it was not curricular. Because it was something that she could do kind of, you know, on the side.
W Right.
J Cause I would hear her talk about it and I thought, wow, that happened really quickly.
W Right. Yeah. And the funding for it Walter was able to figure out in a way to use an endowment for that endowment so all of that was really very ??????
J Sure, do you think that because Walter was here at the time that was a key part of this rolling so smoothly. Because of his interest?
W Oh, yeah, yeah. Because of his interest and also his recognition found that leadership of being an internal president, what things can I get through, through the time that I’m here and, and, gives him a little impetitive he can do other things and I didn’t have to worry about, you know, affect my presidency.
J  He was going to be in and out.

W  Exactly.

J  Well, you know time and place for everything so I guess it was good timing for
him and as well for Katherine for sure.

W  It worked out perfectly. That’s right.

J  One last question, I just thought about one that I didn’t ask. How do you feel
about, um, not Abrina personally of course, but now that there is an associate
director and you know Katherine is away and Abrina is here, do you think that
um, it’s been a good thing to have two people on board?

W  I think there is need for some additional staffing, and justifying the work and the
list of students involved and I don’t think the expectation of having that many
students involved definitely so, definitely some need for additional staffing in the
area I, I think it sort of a little bit of a piece together situation now because of
what Katherine has to do, so it’s actually very good that we have Abrina, someone
as capable as she really is that willing, capable in her own way of being the director
of the program and not as a support staff kind of person so I think it’s fortunate
that we have her to sort of really be the point person and when Katherine is away

J  Sure and they are very different, in their personality and they are different in their
leadership styles are very different, which I think is a benefit to the program.

W  Absolutely.

J  People can see the response that we have. Okay, anything else that you can think
of?

W  No

J  Well then that’s all I have.

W  Well, good.

J  Thank you very much.

W  Good luck with the project.

J  Thank you, thank you, I hope to write up my results and finish in December, if all
goes well.

W  Good.
J  So, we’ll see.

W  Well good luck finding Walter.

J  Yeah.
Curriculum Vitae
Jennifer J. Slusher

EDUCATION

Virginia Polytechnic Institute and State University, Blacksburg, VA
Doctor of Philosophy         May 2007
Major                        Counselor Education
Cognate Area                 Student Affairs

Radford University, Radford, VA
Master of Science            Counselor Education

Longwood College, Farmville, VA
Bachelor of Science           Therapeutic Recreation

HONORS

Chi Sigma Iota, Counseling Academic & Professional Honor Society

LICENSES & CERTIFICATIONS

Hollins Scholarship-Professional Women’s Leadership Certificate Program, October
2006 to present
Licensed Professional Counselor (LPC), Virginia

PROFESSIONAL ASSOCIATIONS

American College Personnel Association (ACPA)
American Counselors Association (ACA)
Virginia Counselors Association (VCA)
Roanoke Area Counselors Association (ROACA)
Chi Sigma Iota, International honor society for counselors-in-training

ADMINISTRATIVE EXPERIENCE

Assistant Dean of Students 8/05 - Present
Hollins University, Roanoke, VA
Responsible for the planning, implementation, assessment, and oversight of the Fall and
Spring New Student Orientation (students and parents) and for Parents Weekend. Hired
and supervise the Coordinator of Student Activities. Manage the Student Activities and
the Orientation programs fiscal budget. Provide academic advising with students on
academic probation to review status and assist with improving academic life. Initiate and
maintain relationships with local employers to assist students with career needs.
Collaborate with Housing and Residence Life to develop student services policy and
procedures. Facilitated Foundations of Leadership, a first-year student leadership
program. Advisor to the judicial system (work closely with judicial chair and faculty advisors), Hollins Sisters Program, transfer and commuter students, and Hollins yearbook. Provide professional feedback and collaborate with the Dean of Students regarding day to day operations. Member of Retention Tracking, Academic Status, Chapel Review, Weekend Programming, and Orientation Committees.

CLINICAL EXPERIENCE

Counseling Coordinator (Part-time) 8/04 - 8/05
Carilion Behavioral Healthcare (Hollins University), Roanoke, VA
Provided individual short-term counseling. Conducted and reported diagnostic psycho-social evaluations. Maintained accurate and descriptive records on students receiving services. Consulted with faculty, staff, and administrators at Hollins and in other community agencies. Provided educational or informational presentations.

Counselor /Consultant (Part-time) 12/03 - 8/05
REACH Employee Assistance Program, Roanoke, VA
Counseled employees with substance abuse, emotional, employment and relationship issues. Provided referrals to other community agencies. Performed on-call duties.

Counseling Intern 8/02 - 5/03
Batten Leadership Institute at Hollins University, Roanoke, VA
Developed student leadership potential, defined and removed obstacles that interfered with student leadership development, and maximized student strengths. Programming included leadership resource group, communication skills program, leadership labs, and leadership development program.

In-Home Services and Mentoring Coordinator 10/00 - 8/02
Blue Ridge Behavioral Healthcare, In-Home Services, Roanoke, VA
Provided clinical and administrative supervision to mental health therapists and mentors in an intensive in-home services and mentoring treatment program for severely emotionally disturbed children and adolescents. Responsible for direct service delivery, crisis intervention, utilization management, community education, inter-agency collaboration, record documentation, and determining eligibility of referrals. Successfully designed anger management and self-control program for children and adolescents. Member of Family Assessment and Planning Team (FAPT), recommending appropriate mental health, mental retardation, educational, and substance abuse services, and residential placements for children and their families.

Mental Health Therapist 1/98 - 10/00
Blue Ridge Behavioral Healthcare, In-Home Services, Roanoke, VA
Provided long-term in-home intervention services to emotionally disturbed children and adolescents and their families. Services included counseling, education, and case management with on-call responsibilities. Implemented individual and family sessions daily. Developed and utilized treatment plans, progress notes, social histories, and
discharge summaries. Responsible for record keeping, resource acquisition, and interagency work.

**Social Worker (Weekends as needed)** 5/00 - Present
**Lewis-Gale Pavilion, Salem, VA**
Communicate effectively with physicians, hospital staff, director, external and internal customers.
Facilitate process group with adults, children, and adolescent populations. Document appropriate information in medical records and complete psychosocial assessments.
Coordinate and facilitate discharge planning; educate families and patients regarding discharge process.

**TEACHING EXPERIENCE**

**Instructor** 2000 - 2001
**Virginia Western Community College, Roanoke, VA**
Taught Freshman Psychology/Communication course.

**Teaching Assistant/Intern** Summer 2002
**Counselor Education, Virginia Tech, Roanoke, VA**
Co-taught Masters Community Counseling Distance Learning Course with faculty member Dr. Gerard Lawson. Supervised competencies and skills of Masters students pursuing counseling degrees.

**Supervision Intern** 8/02 - 5/04
**Counselor Education, Virginia Tech, Roanoke, VA**
Provided clinical supervision to Masters students at a Roanoke-based clinical lab site.
Received supervision of supervision by a university professor and peer group.