The Symposium of the King Abdullah Bin-Aziz Foundation for Developmental Housing

Best Practices for social and economic programs aimed at combating poverty

Creating leaders to combat poverty in the MENA region

Introduction

The need for skilled and effective leaders is considered by some to be one of the highest priority needs in many organizations and in many countries (House et al., 2004; Kouses and Pozner, 2002). In the U.S., student leadership development programs often go beyond the curriculum to develop leaders through community service projects, campus organizations, workshops, and mentoring (Dugan and Komvies, 2007). Some estimate that 98% of leadership theory comes from the U.S. (House and Aditya, 1997). However literature on such programs outside of the U.S., especially in developing countries is sparse. Yet the need for leadership development may be greater in developing countries with high illiteracy, unemployment, and poverty.

How then can we develop leaders to address the development needs of much of the world? How can we develop leaders who can lead effectively in various cultural settings, with people from different cultures? What qualities should we seek to develop in those leaders? What are we preparing leaders for, the culture that shaped their grandparents and parents, or the culture of their country's future, undoubtedly a more globalized one? Attempts to establish culturally endorsed leadership characteristics at the national, regional and global levels (House, et al. 2004) give us a target toward which to aim our leadership development efforts. Existing leadership programs in the U.S. also give us tested structure and best practices for effective leadership development albeit in a U.S. cultural context, not a globalized one.

To develop leaders who can and will address the poverty, illiteracy, poor sanitation, hunger, disease and other development needs of much of the world, we can adapt the leadership theories and practices form the U.S., using emerging knowledge about national and regional cultures. To define our targets – the characteristics, competencies, skills, and values we want students to gain in our leadership programs - we can again adapt leadership develop models and theories from the U.S., using recent research on regional and global leadership.

This is the purpose of this paper, to overview the leadership development literature, models and theories, largely from the U.S., overview recent research on regional and global leadership, and show how both have been used to create a student leadership program in Morocco that builds service and change oriented leaders. This paper seeks to answer the following two questions: how can we develop leaders who can and will address the development needs of much of the world? And what kinds of leaders should we develop to meet those needs?

Research on leadership development in the U.S. – best practices and main models

<u>Best Practices</u>

In an early study of the effectiveness of student leadership programs in the U.S., Zimmerman-Oster and Burkhardt (1999) found that exemplary programs used a range of leadership development approaches including workshops, guest speakers, community service projects, mentors, and

participant involvement in running the program. Table 1 (see Appendix A) presents these findings. As a result of these leadership programs, they also found increased commitment to service/volunteerism, personal/social responsibility, and civic/social/political activity. Table 2 (see Appendix B) presents these findings.

In a follow-on evaluation of exemplary leadership programs at U.S. universities and colleges, funded by the Kellogg Foundation, Zimmerman-Oster and Burkhardt (2001) described the hallmarks of these exemplary programs. These hallmarks can serve as best practices in designing leadership programs. The hallmarks include: skill building through seminars and workshops, service learning and servant leadership, and community involvement (see Appendix C).

Repaski (et al. 2005) benchmark nine exemplary college leadership programs. Their assessment details the logistical, educational program, and student development aspects of these programs. Additionally, they provide the Council on Academic Standards (2003) standards for evaluating college and university leadership programs (see Appendix D). Repaski (et al. 2005) summarize the value of leadership programs well.

> "Nonetheless, to some degree, all leadership development programs seek to develop leadership skills, team building skills, and a sense of honesty and integrity in their students. Ultimately, it is the hope of colleges and universities that such programs will attract a higher caliber student and in turn produce a competitive new professional who is increasingly employable and who is able to creatively meet the challenges and hurdles of today's society. Therefore these programs create the long lasting effect of strengthening the backbone of the nation's leadership structure while serving the greater public good." (Repaski, et al, 2005, p.12)

Main Models – targets for student leadership development

From this research and others, there are several widely used leadership development models. These models influence the characteristics of leaders that leadership programs are aiming to develop in their students. These programs include transformational leadership (Burns, 1978; Bass and Avolio, 1994), servant leadership (Greenleaf, 1990), social change model (Austin and Austin, 1996; Higher Education Research Institute, 1996) and leaders-developing-leaders (Komvies et al. 2006).

Transformational leadership seeks to grow students into leaders who lead with a strong moral dimension and "transform" their followers into better (more human, healthier, more moral) people. Transformational leadership has four components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass and Steidlmeier, 2004). Idealized influence is charisma. It "sets high standards for emulation" often with spiritual and moral dimensions in the influencing process (ibid. p 179). Inspirational motivation "provides followers with challenges and meaning for engaging in shared goals and undertakings" focusing on the best in people (ibid. p 180). Intellectual stimulation creates openness to assessing the situation, forming the vision, influencing and implementing decisions, and helps followers to question assumptions and generate more creative solutions. Individualized consideration provides "coaching, mentoring and growth opportunities" to develop followers into leaders (ibid. p 182).

Servant leadership seeks to develop students into leaders who work to help the group meet its goals and also grow the members-followers into healthier and more effective people. Servant leadership involves ten principles: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community (Spears, 2003.)

The social change model of leadership seeks to increase self-knowledge and leadership competence so that student-leaders will facilitate positive social change to help the institution/community function more effectively and humanely (Austin and Austin, 1996). This model seeks to develop seven critical values in students that are intended to serve as foundation for facilitating change. These values are: consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, citizenship, with change as an eighth but underlying value (Austin and Ausitn, 1996).

Embedded in the transformational and servant leadership models, is the model of leaders-developing-leaders that influences student leadership development. Komvies (et al. 2005, 2006) identify stages by which students develop identity as leaders through leadership development programs. Development to the final stages (generativity, and integration/synthesis) involves, in part, a concern for developing leadership abilities in others. This leaders-developing-leaders model seeks leaders to head leadership programs who develop leadership capacity in students who will then mentor and develop leadership in other students, and develop leadership capacity in their followers in community service projects (Camplin, 2009).

Desired characteristics of leaders - In their review of research, Hogan, Curphy and Hogan (1994) discuss the relationships between leadership and personality factors. The "big 5 personality factors" (i.e. surgency, emotional stability, conscientiousness, agreeableness, and intellectance) are supported as influencing leader effectiveness. But the perceptions of leader-like qualities that others hold influence leaders' effectiveness. "People are seen as leader-like to the degree that their characteristics (i.e., intelligence, personality, or values) match other peoples' preconceived notions of what leaders should be like" (Hogan, Curphy, Hogan, 1994, p12). These implicit notions of how leaders are and should be (implicit leadership theory) are influenced by external factors including culture.

Implicit Leadership Theory - In the Project GLOBE cross-cultural study of culture and leadership in sixty-two countries, implicit leadership theory was examined at the levels of country societies participating in the study, regional clusters of culturally similar countries, and globally (House et al. 2004). Project GLOBE examined the way leadership is currently practiced in the participating countries and also the way it "should be" practiced – what people in those countries want in their leaders. Characteristics of a globally validated implicit leadership theory (ILT) were found along with regional and cultural ILT. The significance of this work for leadership development is twofold. First by defining culturally appropriate targets for using leadership development models created and practiced in the U.S. to develop leaders in other parts of the world (e.g. Morocco, Saudi Arabia). Second, the global ILT gives us a set of desired leadership characteristics for developing our students into leaders that are seen as effective in many parts of the world. Table 1 presents these universal positive and negative leader attributes. While the regional and country-cultural data help define the current (as is) leadership practices that our students may have already internalized, the desired

(should be) leadership values serve as context and motivation for what we develop our students to be as leaders.

Table 1: The universal positive and negative leader attributes found in Project GLOBE study. (Dorfman, Hanges and Brodbeck, 2004. Pp. 677-678.)

Universal positive leader attributes	Universal negative leader attributes
Trustworthy	Loner
Just	Asocial
Honest	Non-cooperative
Foresight	Irritable
Plans ahead	Non-explicit
Encouraging	Egocentric
Positive	Ruthless
Dynamic	Dictatorial
Motive arouser	
Confidence builder	
Motivational	
Dependable	
Intelligent	
Decisive	
Effective bargainer	
Win-win problem solver	
Administrative skilled	
Communicative	
Informed	
Coordinator	
Team builder	
Excellence oriented	

From this research, these universal leader attributes form the following global culturally endorsed implicit leadership dimensions.

1. Charismatic/value based
2. Team oriented
3. Self-protective (negatively related)
4. Participative
5. Humane oriented
6. Autonomous

Regionally, the Middle East cluster of countries in the GLOBE study included Morocco, Qatar, Turkey, Egypt and Kuwait. Table 2 contrasts the globally endorsed leadership dimensions between the Middle East cluster and the Anglo cluster (including the U.S.). This suggests some of the cultural "gaps" or differences that must be adapted to for leadership programs developed in the U.S. to be effective in the MENA region.

Table 2: Culturally Endorsed Leadership Characteristics for Middle East and Anglo Regional Clusters. (Dorfman, Hanges, Brodbeck, 2004)

	Charismatic/ Value-based	Team Oriented	Participative	Humane Oriented	Autonomous	Self-Protective
Middle East cluster (includes Morocco)	**L**	**L**	**L**	M	M	*H*
Anglo cluster (includes the U.S.)	**H**	M	H	H	M	*L*

H or **L** (bold) indicates highest or lowest cluster of the 10 regional clusters into which the 62 countries were grouped; *H* or *L* (italics) indicate second highest or lowest cluster.

A small body of research is emerging from Project GLOBE and other studies, that examines country/culture differences in management and in leadership. Smith, Achoui and Harb (2007) examine similarities and differences in managerial styles in Arab countries. They found support for both regional studies of management and leadership as well as country/culture level analysis. Kabasakal and Bodur (2002) use GLOBE data to examine the Middle East cluster. Figure 2 presents the "as is" of leadership practices and the "should be" of leadership values for this cluster.
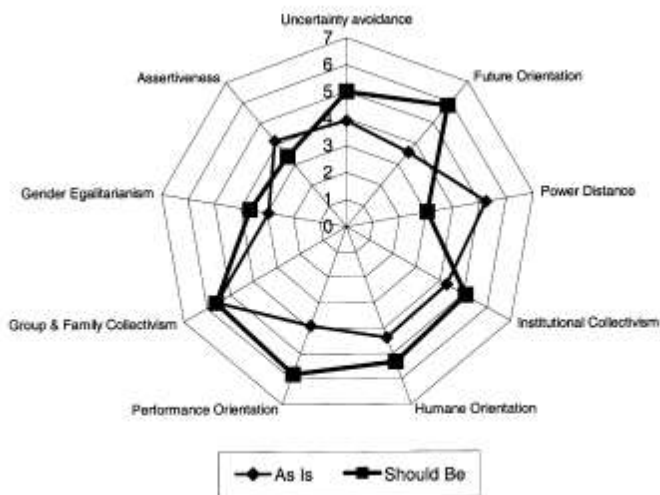

Fig. 2 Arabic cluster's societal culture scores.

Shahin and Wright (2004) examine differences in leadership between the U.S. and Egypt and argue for adjustments in using Bass and Avolio's (1994) transformational leadership model for leadership development in other cultures. Neal, Catana, Finlay, and Catana (2007) compared leadership among European and Arab women and find support for pan-Arab Implicit Leadership Theory. Marmenout (2009) presents preliminary findings from two studies of the Women Leadership Initiative in the Middle East identifying culturally influence constraints on developing leadership skills in professional women in this region. Abdella and Al Homoud (2001) also argue in support of regional Implicit Leadership Theory in the Gulf states citing similarities in Qatari and Kuwaiti leadership traits and behaviors.

Adapting the models to the ILT – the AUI model

The AUI leadership development model adopts best practices from U.S. leadership programs to the cultural context of Morocco. For example, families in Morocco are not accustomed to pay for higher education. So the AUI Leadership Development Institute (LDI) program is free. Students seek distinction yet many are not willing to take on additional challenges. So the LDI program is a year-long weekly series of workshops that require no preparation from the student yet give the student a certificate at the end. Culturally, AUI students do not plan, communicate, or manage time well.[i] So the AUI leadership program builds these desired leadership skills from the beginning. The AUI leadership development model is illustrated through the two main components of our program described in the following section.

AUI leadership programs

Leadership Development Institute

After a year-long pilot where skill focused workshop design was developed and tested, the Leadership Development Institute (LDI) was launched in September, 2009 at Al Akhawayn University in Ifrane (AUI) Morocco. With student leadership development as its focus, the LDI is a year-long program consisting of weekly skill building workshops, a speaker-discussion series, a service project to help build leadership capacity in the community, a mentoring program, and student involvement in running the program. After satisfactorily completing the requirements of the program, students earn a "co-curricular" transcript which is part of their permanent academic record at AUI. The LDI adapts leadership development models and best practices from universities in the U.S. to the skill development needs of Moroccan students.

Workshops - The skills developed in the workshops have been identified as needed by students and include:

- Ethics and integrity
- Interpersonal communication
- Public communication
- Event planning
- Emotional intelligence
- Stress management
- Conflict management
- Fund-raising

The workshops are usually two-hours long and incorporate highly experiential learning techniques with very little lecture. In the workshops the students are asked to use the skills in leadership focused activities immediately after the skills have been introduced. For example, in the workshop on planning, the students are shown how to use a GANTT chart to plan and manage an event. Then in the same workshop they plan the "Leader of the Year Award" project that they will begin the following week. There is very little theory or research presented in the workshops. They are not classes. There are no tests to take or papers to write. There are no grades. These leadership skill building workshops are very similar to those offered to working professionals.

Speaker-discussion series - Through the speaker-discussion series, students are able to interact with different types of leaders from the President of AUI to Morocco's leading disabled triathlete. Culturally in Morocco, speakers usually talk for the whole time allotted taking a few questions and answering them all at once at the end. And students sit passively and listen to the "lecture". Through the LDI speaker-discussion series, the speaker only makes some opening remarks to frame the discussion to follow, then the students ask questions and engage the speaker and other students in a discussion of leadership. Through such interactions, students are able not only to gain insight into what real leaders do and what they struggle with, but also insight into what they as students can do to meet the needs in the world around them.

Mentoring - The LDI mentoring program allows further leadership development for students who have completed the one-year LDI program. Mentors are LDI alumni who are still on campus, who meet regularly with current LDIers to discuss how to apply the skills learned in the workshops to their leadership opportunities in student clubs, service or class projects. Again this is an interactive program. The mentor shares experience and perspective from having already been through it, but both explore ways they can use the skills to be more effective leaders. More senior student leaders mentoring and developing more junior student leaders is one of the best practices identified in high quality student leadership programs (Zimmerman-Oster and Burkhardt, 1999). And it helps implement the "leaders developing leaders" component to the LDI model.

Service and experience - LDI students are expected to be involved in leadership opportunities on campus and in the community. Such opportunities include involvement in student clubs, involvement in the university's service requirement, involvement in class projects, and involvement in student government. Through these opportunities, students are expected to apply and practice the skills from the LDI so that they become more effective leaders. Additionally, the LDI conducts a "Leader of the Year Award" (LOTY) to identify outstanding leaders in local associations in the surrounding community. This project involves students in recruiting nominations, selecting awardees, presenting the award and fundraising for the award. It is an opportunity for each LDI student to practice all of the skills learned. Also it provides service to the community by raising the visibility of effective leadership in the community.

Student involvement - Finally, LDI students have several opportunities to participate in the administration and development of the program. Two student representatives to the LDI Advisory Board are elected each year along with one representative of LDI alumni. The LDIers run the Leader of the Year Award project and are consulted regularly on program development and implementation.

The LDI incorporates transformational, social change, servant, and leaders-developing-leaders models of leadership in its program and through the following objectives.

- Seek to transform the students from narrowly focused to broader community and humanity focused, where the needs of others, and of those who suffer most are central in action and life purpose
- Seek to motivate and inspire students, through modeling behavior as well as words, to use their privilege to the advantage of those who have little privilege.

- Seek to build the skills and values and confidence that are needed for students to make positive change in their community, country and world.
- Seek to consistently exemplify the highest integrity and ethical standards in the development and administration of the program, thus serve as a role model in developing students into leaders.

<u>Leadership class</u>

Though several courses at AUI touch on leadership (e.g. Organizational Behavior, Social and Organizational Psychology) there is only one course offered on leadership – Leadership and Management. As the main curricular component of our leadership development efforts, the Leadership and Management course focuses primarily on leadership (versus management for which there are several courses offered). This course takes the view that leadership and management are not the same, but are complementary. Confusing leadership with management is common in the literature and in leadership education but does not help students learn leadership. Leaders have followers who are largely free not to follow. Managers have employees who are not so free. This distinction creates a different dynamic where leaders must motivate through inspiration, articulating an effective vision, being a respected role-model, and other means, rather than the more coercive means available to managers. All of this is introduced at the beginning of the course and various theories of leadership are examined in subsequent weeks. However, this course also has a significant service learning component.

Service learning - Since learning to be an effective leader cannot be accomplished from lectures and books alone, the students in this course are required to initiate and complete a 45 hour service project in the community. Students contact local associations that might need some help. From these discussions, the students identify the needs and develop projects they can do to help meet those needs. The students are expected to complete three hours of service every week for the 15 weeks of the semester. Projects for this class often involve teaching language, or computer classes but may include projects like providing administrative skills training for association staff and boards. A key requirement is that students have "followers", colleagues in the associations or clients in the community whose cooperation students must gain and maintain in order to complete the project. And the students have no power or authority over anyone beyond their social status as AUI students. The students are volunteers and their followers are volunteers, thus are free not to follow. Leadership is learned and practiced through gaining the cooperation of others in working together to accomplish the group's goals.

To help drive learning from the service project, students are required to write a weekly journal where they reflect on the application of the more theoretical material discussed in class with their experience in their service project. The idea here is that "theory" should help us understand our experience and experience help us to understand, modify or develop our theory. The journals ask students to use one to better understand the other – and thus learn leadership in a deeper way.

Leadership development and Developmental Housing - How develop leaders to serve the poor and low income in the social surroundings

To apply the discussion in this paper to the focus of this symposium, several possibilities suggest themselves. First, initiate student leadership development programs at a few key Saudi universities.

The AUI model might serve as a template for this. Student service learning projects can be done in partnership with the developmental housing program. Second, over time build these student leadership development programs into more universities and into key Saudi high schools to generate a larger pool of transformational, servant, social change and leaders-developing-leaders for future Saudi and global contexts similar to the AUI model. Third, initiate strong leadership development programs for members of developmental housing communities who are interested. Build the leaders locally to help address the local issues. Existing student and professional leadership programs can be modified to accomplish this. And there may be other models (e.g. grass-roots development) that may be useful here as well. The key is to develop the leadership skills, motivations, values in members of the community, and also empower them to lead the change the community wants. Finally, partner with a few corporate and government leadership development programs which have strong service and action learning components, in conjunction with developmental housing programs, to provide service oriented action-leadership experiences for working Saudi professionals. For example, professionals volunteer time working in projects needed by developmental housing communities in exchange for their own professional and career development in the corporate or government leadership program. Existing professional leadership development models (not discussed in this paper) can be adapted to this end.

Abstract/Summary

This paper calls for student leadership development programs in the Middle East North Africa (MENA) region to help meet the development needs such as poverty, illiteracy, and poor sanitation. It reviews best practices in university leadership development programs, largely from the U.S. To answer the question of what kind of leaders to develop, this paper reviews models of student leadership development, and culturally influenced notions of what leaders do and what they should be. To illustrate how models developed in the U.S. can be adapted to cultures in the MENA region, the leadership program at Al Akhawayn University in Morocco is presented. Finally, some ideas for developing leaders to address the needs of developmental housing communities in Saudi Arabia are presented.
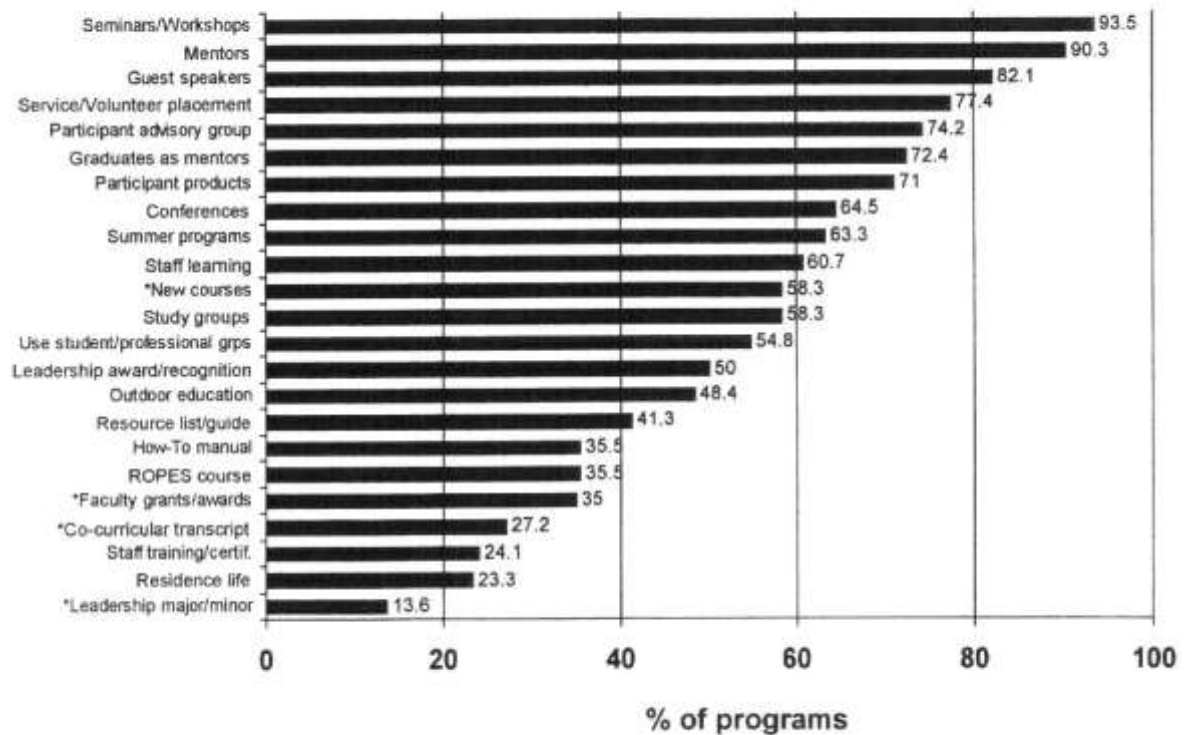
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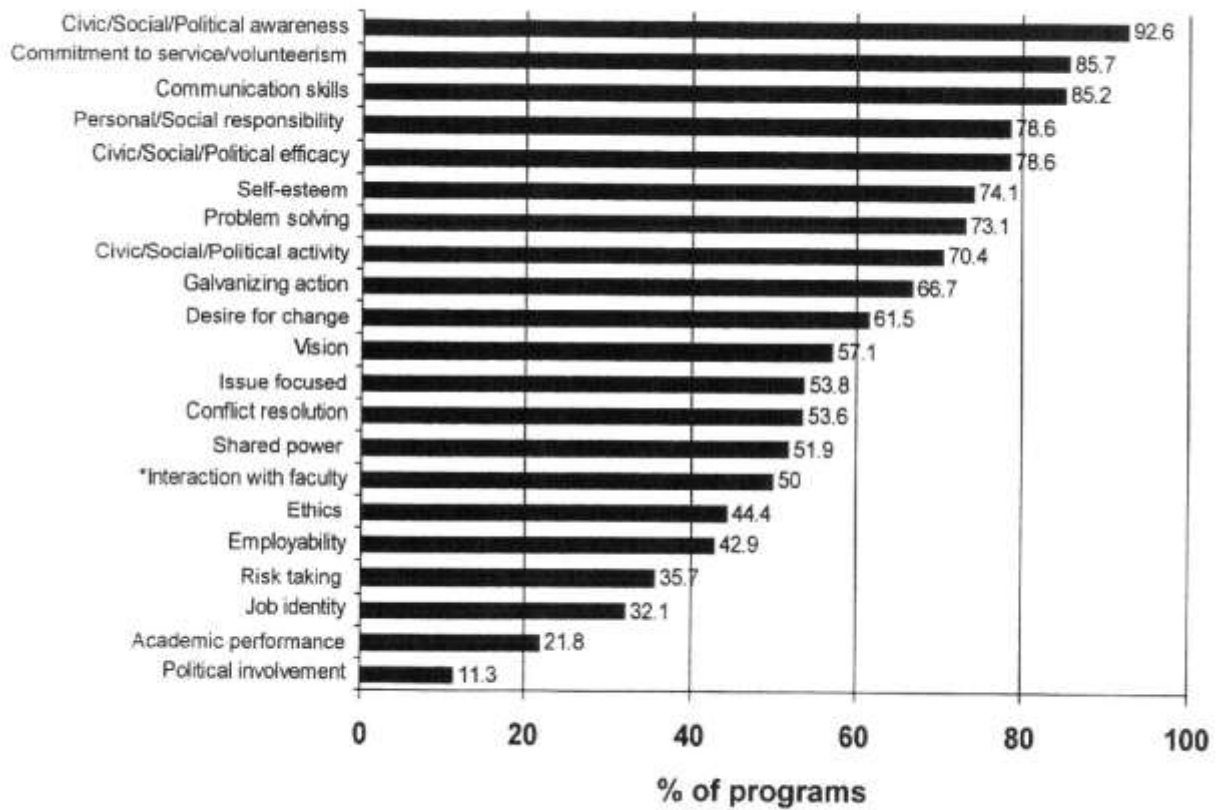
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Appendix A

TABLE ONE
Program Activites

Activity	% of programs
Seminars/Workshops	93.5
Mentors	90.3
Guest speakers	82.1
Service/Volunteer placement	77.4
Participant advisory group	74.2
Graduates as mentors	72.4
Participant products	71
Conferences	64.5
Summer programs	63.3
Staff learning	60.7
*New courses	58.3
Study groups	58.3
Use student/professional grps	54.8
Leadership award/recognition	50
Outdoor education	48.4
Resource list/guide	41.3
How-To manual	35.5
ROPES course	35.5
*Faculty grants/awards	35
*Co-curricular transcript	27.2
Staff training/certif.	24.1
Residence life	23.3
*Leadership major/minor	13.6

*Activity not applicable to community-based programs   Percentages represent school-based programs only (*n*=22)

TABLE TWO
Observed Improvements in Individuals

Category	% of programs
Civic/Social/Political awareness	92.6
Commitment to service/volunteerism	85.7
Communication skills	85.2
Personal/Social responsibility	78.6
Civic/Social/Political efficacy	78.6
Self-esteem	74.1
Problem solving	73.1
Civic/Social/Political activity	70.4
Galvanizing action	66.7
Desire for change	61.5
Vision	57.1
Issue focused	53.8
Conflict resolution	53.6
Shared power	51.9
*Interaction with faculty	50
Ethics	44.4
Employability	42.9
Risk taking	35.7
Job identity	32.1
Academic performance	21.8
Political involvement	11.3

% of programs

*Activity not applicable to community-based programs Percentages represent school-based programs only ($n=22$).

Appendix C

The Hallmarks of Exemplary Projects

Context
The most successful leadership development programs are embedded within a specific context.
This context includes the following elements:
- There is a strong connection between the mission of the institution and the mission of the leadership development program or center.
- The program's approach is supported across the institution. It includes an academic component, as well as theoretical underpinnings that link curricular and co-curricular activities.
- The program has an academic home above and beyond the departmental level – ideally, under the auspices of both Academic Affairs and Student Affairs.
- There is strong leadership (e.g., a tenured faculty-level director with research expertise in leadership and/or youth development, or a highly experienced member of the Student Affairs community).

Philosophy
Successful leadership development programs tend to share a common intellectual framework.
This includes the following:
- The individuals involved have a commitment to the concept of leadership development for young adults.
- Program leaders have a clear theoretical framework, knowledge of the literature, and well-defined values and assumptions.
- A working definition of leadership is developed at the beginning by consensus of key stakeholders in the program. For example, several WKKF-funded projects have a definition of leadership that (1) focuses on ethical and socially responsible behavior, (2) recognizes that leadership is a relational process, and (3) emphasizes the potential of all people to lead.
- There is a comprehensive, coordinated educational strategy, which includes experiential learning opportunities (e.g., service learning, outdoor challenge courses) as well as intellectual development.
- Participants are encouraged to build specific skills while developing their awareness of leadership theory and issues. These skills include collaboration, critical thinking, systemic thinking, and cultural dexterity.

Sustainability
Successful leadership development programs have certain characteristics that help ensure they
can be sustained over time. These include the following:
- Faculty and administrators from across the institution are involved and remain committed throughout the life of the program.
- Process, outcome, and impact objectives are clearly stated and measurable.
- There is a clearly stated evaluation plan, which includes ongoing dissemination of program results to all stakeholders. Evaluation results are used to revise and strengthen the program.
- The program's original design ensures institutional impact and sustainability (e.g., a strategic vision and plan that extends well beyond the initial three to five years).
- The program involves not just individual skill development, but also capacity building for the institution and the community it serves. Thus, culture change occurs in institutions that develop leaders for social change.

Common Practices
Many of the successful leadership development programs share common activities and methods
of providing leadership development. The following list describes these common practices.
- Self-Assessment and Reflection
This includes opportunities to build self-awareness through the use of assessment tests, simulations, discussions, and reflection. Journal writing is often included as a way for students to reflect on their leadership development experiences.
- Skill Building
The chance to learn and practice personal and social skills is frequently provided through a series

of seminars and workshops. These skill-building sessions address topics such as conflict resolution, creative thinking, tolerance, personal efficacy, identity with community, decision making, communication, networking, and a greater understanding of social realities.

- Problem Solving

Problem-solving techniques are often taught through experiential learning. With the use of simulations and discussions of personal dilemmas and social issues, students learn to be more creative as they take their own and others' welfare into account.

- Intercultural Issues

Leadership programs are meant to heighten intercultural awareness, understanding, and acceptance. Issues such as gender, race, class, and ethnicity are explored on both an individual and collective level.

- Service Learning and Servant Leadership

Many programs have a significant focus on self-initiated and self-sustained learning. Both service learning and servant leadership create experiences through which individuals can discover what leadership means and learn to help others through self-directed, community- or agency-initiated efforts. To accomplish this, students volunteer in community service organizations or engage in projects that benefit a needy community.

- Outdoor Activities

Leadership education can be complemented with outdoor activities. Specifically, this includes retreats, physical challenges, team-building exercises, and time for personal and group reflection. These experiences build trust, help manage group issues, and facilitate creative thinking and sharing.

- Student Leadership of Programs

Many programs involve the students directly in their own administrative activities. Participants learn leadership skills as they develop, promote, implement, and evaluate their programs. This enhances the application of workshops and course-related learning to real-life settings.

- Mentoring

This component involves pairing an experienced leader with another student. This relationship gives both parties the chance to grow in their leadership capabilities and contribute to the success of someone other than themselves. Arrangements can include activities from weekly meetings to shadowing experiences or supervised internships.

- Community Involvement

Since leadership is a multifaceted role where inputs from many sources are welcomed, successful leadership development programs often create outreach systems with communities. Involvement is usually reciprocal: students engage in community endeavors while civic service groups, resource agencies, and community leaders test leadership theories and participate in symposia, seminars, and workshops.

- Public Policy

Leadership development programs are proponents of social responsibility, and at the heart of this is personal responsibility. Public policy issues (e.g., health, community, or scholastic issues) are often used to educate individuals in being collaborative leaders as well as participatory followers. Programs frequently select a particular issue and then focus on helping to resolve a related challenge.

- Targeted Training and Development

Many leadership programs provide tailored workshops and experiential learning opportunities to individuals involved in student organizations. This specialized approach to addressing the different concerns and needs of campus "positional" leaders allows students to learn leadership skills in the context of their own groups.

- Faculty Incentives

To initiate and sustain leadership programs and encourage faculty participation, incentives are often developed. (This works especially well for curriculum development.) Although many faculty are intrinsically interested in leadership development, they may need to be offered course-release time from their teaching load or a stipend for course/curriculum revision.

- Student Recognition

Successful leadership development programs create certificates, awards, and activities that provide students with incentives for participation. Celebrating success is a central component of these programs.

- Co-curricular Transcripts and Portfolio Development

Several programs document students' experiences on their transcripts of record and/or have the students create a portfolio. They can then use this documentation for vocational development, entering graduate school, or enhancing their employment potential.

- Capstone Experiences

Capstone events are often used to crystallize students' leadership experiences. These events can take many forms – course work, project governance, mentoring students who are new to the program, or other experiential activities.

Research has shown that each successful program develops within its own context and its own environment. Exemplary programs can be found in institutions of various types, sizes, and locations. Not every hallmark can be found, or will be applicable, in every situation. Therefore, it is critical to reflect on the goals and purpose of the program and its place in the institution, then make plans with long-term meaningful impact in mind.

From: Zimmerman-Oster and Burkhardt. 2001. Pp13-16.

Appendix D

CAS standards for leadership development programs
The Council for the Advancement of Standards in Higher Education (CAS) is a highly regarded organization known for its role in promoting and evaluating various programs in higher education settings (especially student affairs areas), including leadership development programs. The CAS professional standards and guidelines for higher education indicate that student leadership programs
should include:

Mission – the mission statement must be consistent with the mission and goals of the institution.

Program – the program must be "intentional, coherent, based on theories and knowledge of learning, reflective of developmental and demographic profiles of the students, responsive to special needs of individuals."

Leadership – institutions must appoint, position, and empower leaders of student leadership programs within the administrative structure to accomplish stated missions.

Organization and Management – the program must be structured purposefully and managed effectively.

Human Resources – the program must be staffed adequately by individuals qualified.

Financial Resources – the program must have adequate funding.

Facilities, Technology, and Equipment – the program must have adequate, suitably located facilities, technology and equipment.

Legal Responsibilities – the program staff members must be knowledgeable about and responsive to law and regulations that relate to their respective program or service.

Equal Opportunity, Access, and Affirmative Action – staff members must ensure that the programs are provided on a fair and equitable basis.

Campus and Community Relations – the program must establish, maintain, and promote effective relations with relevant campus offices and external agencies.

Diversity – the programs and services must nurture environments where similarities and differences among people are recognized and honored.

Ethics – the program staff members must adhere to the highest principles of ethical behavior. The program must develop or adopt and implement statements of ethical practice addressing the issues unique to student leadership development.

Assessment and Evaluation – the program must regularly conduct systematic qualitative and quantitative evaluations of program quality to determine whether and to what degree the stated mission and goals are being met.

From: Repaski , et al. 2005 pp 11-12.

Endnotes

[i] Moroccan culture is described in the GLOBE study as follows:

- Fits the prototype of high values scores of Future Orientation, and high practices scores of Power Distance, In-Group Collectivism, and Humane Orientation, but low practices scores of Uncertainty Avoidance and Institutional Collectivism. "In these societies, people may aspire toward future orientation to transform the authoritarian, kinship-oriented and fragmented institutional fabric in their cultures" (Askanasy, Gupta, Mayfield, Trevor-Roberts, 2004, p.311).
- *Low in future orientation as a society practice* (six countries were lower) (Askanasy, Gupta, Mayfield, Trevor-Roberts, 2004, p.304). Future Orientation refers to planning and living for the future (high) versus acting with limited or no planning, accepting the status quo, and solving current problems (low) (Askanasy, Gupta, Mayfield, Trevor-Roberts, 2004, p.303).
- *Highest in power distance as a society practice* (no country of the 62 studied was higher) (Carl, Gupta, Javidian, 2004, p.539). Power Distance refers to the degree to which members expect power to be distributed unequally (Javidian, House, Dorfman, 2004, p.30). For instance, in high power distance societies there is limited upward social mobility. Power is seen as providing social order, information is localized, public corruption is high, access to resources and skills is limited to a few so human development is low (Carl, Gupta, Javidian, 2004, p.536, Table 17.2).
- *High in societal in-group collectivism practice* (five countries were higher) (Gefland, Bhawuk, Nishii, Bechtold, 2004, p.469). "In-group collectivism is the degree to which individuals express pride, loyalty, and cohesiveness in their organizations or families" (House and Javidian, 2004, p.12).
- *Fairly low in uncertainty avoidance as a society practice* (fourteen countries lower) (Brodbeck, Hanges, Dicksin, Gupta, Dorfman, 2004, p.622). Uncertainty Avoidance refers to the extent to which a society relies on social norms, rules, and procedures to alleviate unpredictability of future events. For instance, societies lower in Uncertainty Avoidance tend to be more informal in their interactions with others, rely on the word of others rather than written contracts, less concerned with keeping records or documenting conclusions of meetings, show less resistance to change and more tolerance for breaking rules (Sully de Luque and Javidian, 2004, p 618, Table 19.1).
- *Low in gender egalitarianism as a society practice* (three countries lower) (Emrich, Denmark, Den Hartog, 2004, p.365). Gender Egalitarianism is the degree to which a collective minimizes gender inequality (Javidian, House, Dorfman, 2004, p.30). Morocco is low so gender inequality is not minimized to a great degree.
- *Fairly high in assertiveness as a society practice* (twelve countries were higher) (Den Hartog, 2004, p.410). Assertiveness refers to "the degree to which individuals in organizations or societies are assertive, tough, dominant, and aggressive in social relationships" (Den Hartog, 2004, p.395).
- *Low in performance orientation as a leadership characteristic* but tied with France. Only Qatar was lower (Javidian, 2004, p.269). "Performance Orientation refers to the extent a leader stresses continuous improvement and has high standards of performance" (Javidian, 2004, p 266).
- *Low in visionary leadership as a leadership characteristic*. Just below France. Only Qatar was lower (Askanasy, Gupta, Mayfield, Trevor-Roberts, 2004, p.326). Visionary Leadership reflects readiness for future events, imaginativeness and vision, goal-based planning and action behavior, and ability to inspire and motivate others to work hard (Askanasy, Gupta, Mayfield, Trevor-Roberts, 2004, p.325).