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A Case Study on Leadership Identity Development of Tutors in a Learning Center

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by

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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work at Lindenwood University and that I have not submitted it for any other college or university course or degree.

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Abstract

The effectiveness of a tutor training program is often only measured by student results rather than tutor outcomes (CRLA, 2016). Experiences in college, such as on-campus employment, greatly contribute to the development of students (Savoca, 2016). However, little research exists on the leadership development of tutors (NADE, 2016). Having a better understanding of how tutoring experiences, learning center environments, and leaders of tutor programs influence tutors' leadership identity development offers the potential to help learning center professionals and other on-campus employers as they design programs to impact employees as future leaders. In this study, leadership identity development of tutors working at a learning center with a tutor training program certified by the College Reading and Learning Association (CRLA) was explored. A qualitative, case study design was selected for this study. The Leadership Identity Development (LID) model was applied as the study's conceptual framework (Komives et al., 2009). Interviews with eight tutors employed at a learning center in a Midwestern community college were conducted. Data analysis resulted in the emergence of four major themes: Working in a family environment, working with diverse others, leadership empowerment, and tutors as leaders. In this study, tutors exhibited interdependent relationships, and tutors with higher levels of CRLA certification reflected leadership perspectives in line with higher stages of the LID model than tutors with level 0 or 1 certification. Based on the findings of this study, learning center professionals can intentionally create an empowering work environment to stimulate the personal and professional growth of tutors and sustain the culture of the learning center through mentorship and training programs.

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Chapter One: Introduction

Many learning centers offer tutor training programs that aim to further student success by developing tutors' cognitive and affective skills (College Reading & Learning Association, 2016). Tutoring programs are typically evaluated by measuring student success, rather than the effect the training programs have on tutors themselves (National Association for Developmental Education, 2016). No matter what tutors' career aspirations are, developing leadership is an important factor for tutors' future success (Guthrie, Bertrand Jones, Osteen, & Hu, 2013b). However, little to no research has been conducted on the impact a tutor training program can have on leadership development (NADE, 2016). The aim of this study was to explore tutors' perceptions of leadership and how working at a learning center has influenced leadership identity development.

In this chapter, an overview of the purpose and rationale for this study are discussed. The background of the study is presented along with the explanation of the conceptual framework. The statement of the problem is given, and the purpose of the study is explained. In order to understand the direction the study will take, the research questions for the study are stated. Key terms included in the study are defined, and finally, the limitations and assumptions of the study are delineated.

Background of the Study

The National College Learning Center Association defined a learning center at institutions of higher education as, "interactive, academic spaces which exist to reinforce and extend student learning in physical and/or virtual environments" (Frizzell, 2014, p. 1). Learning centers have been in existence for more than 50 years (Toms, 2014). While learning centers vary considerably in the type of services offered, tutoring is one of the

most common supports given (Toms, 2014). Boylan, Bliss, and Bonham (1997) found programs with tutor training were more likely to make a difference in student first-term GPAs at both two-year and four-year institutions than programs without tutor training. Students who received support from programs with tutor training were also more likely to have a higher cumulative GPA and were more likely to be retained at four-year institutions (Boylan et al., 1997). It has also been noted the amount of tutor training received is significant (Casazza & Silverman, 1996). Sheets (1994) found tutors who had 10 or more hours of training were able to respond appropriately in a variety of tutoring situations, while those with fewer training hours were not.

Tutoring is good preparation for becoming a teacher, and many tutors become determined to pursue an academic career subsequent to becoming a tutor (Alsup, Conard-Salvo, & Peters, 2008; DeFeo & Caparas, 2014; Sutherland & Gilbert, 2013). Tutoring programs are mutually beneficial in they meet the needs of teacher development while providing services to benefit students (McLoughlin & Maslak, 2003). While teaching is not historically considered a formal leadership role, it may be argued it is an important non-formal leadership position (Hofmeyer, Sheingold, Klopper, & Warland, 2015). In addition, many academics take part in additional administrative and supervisory work (Sutherland & Gilbert, 2013).

It is likely even if a tutor does not pursue a career in academics, he or she will still need to develop leadership skills for success in his or her career path (Guthrie et al., 2013b). Tutors have reported training programs have helped them develop professionally in several ways including improving communication and leadership skills (Sutherland &

Gilbert, 2013). The professional skills tutors learn are transferable to any career path (DeFeo & Caparas, 2014).

The College Reading & Learning Association (CRLA) and the Association for the Tutoring Profession (ATP) emphasized in their tutor certification programs the importance of tutor training programs for student success but did not discuss the impact of training programs on tutors (CRLA, 2016). The National Association of Developmental Education (NADE) accreditation for tutoring programs includes baseline and comparative data for mandatory components and two optional components. However, only two out of 15 possible criteria for the optional components and none of the required components are related to the impact tutoring may have on tutors' development (NADE, 2016). There is a significant gap in the research on the effect tutoring has on the tutors themselves (NADE, 2016).

There is a national calling for higher education to produce socially responsible leaders (Guthrie et al., 2013b). Komives, Owen, Longerbeam, Mainella, and Osteen (2006) found, "students held hierarchical views of leadership when they came to college" (p. 412), but those views of leadership shifted during key transitional experiences. Both academic and non-academic settings have the potential to contribute to student development (Weidman, DeAngelo, & Bethea, 2014). In fact, Dugan and Komives (2007) found, "experiences in college accounted for 7% to 14% of the overall variance in leadership outcomes" (p. 14). Learning centers may offer the environment, culture, and experiences to either stifle or stimulate leadership growth (Sutherland & Gilbert, 2013). This case study was designed to explore leadership identity development among tutors at

a NADE accredited, CRLA certified, tutoring program located at a two-year public community college in the Midwest.

Conceptual Framework

The Leadership Identity Model (LID) developed by Komives et al. (2006) is stage-based, where students progress through one stage before beginning the next (see Appendix A). Developmental patterns are not strictly linear (Baxter Magolda & King, 2012). Rather, the stages are cyclical and continuous; meaning development within each stage proceeds in a circular manner (Komives et al., 2009).

The first stage of the Leadership Identity Development (LID) model is awareness (Komives et al., 2006). In this stage, a person develops awareness of leaders who are external to their self (Komives et al., 2009). Examples of influential leaders include parents, teachers, and coaches (Harter, 2015). An early understanding of a leader touts positional leaders as the person in charge who gets things accomplished (Sessa et al., 2016).

Next in the LID model is the stage exploration/engagement (Komives et al., 2006). A period of immersion in group experiences influences development (Hancock, Dyk, & Jones, 2012). Some examples of group activities include joining organizations such as boy or girl scouts, a sports team, or a church choir (Komives et al., 2009). Youth organizations are initially sought for opportunities to make friends and engage with others (Horstmeier, 2007). However, participation in extracurricular activities also provides opportunities to experience leadership (Hancock et al., 2012).

The third stage of the LID model is leader identified (Komives et al., 2006). One becomes aware of the hierarchical structure of leadership within organizations (Haber,

2012). Leadership and leader are viewed as interchangeable terms (Sessa et al., 2016). Leadership is perceived to be the actions of the positional leader of a group (Komives et al., 2009). An individual with a formal role of a leader is perceived as an authority (Sessa et al., 2016).

In the LID model, the focus of the fourth phase is on leadership differentiation (Komives et al., 2006). Leadership and the leader are perceived as different concepts after observing leadership exhibited by non-positional group members (Sessa et al., 2016). One may view leadership as a shared group process rather than a hierarchical, positional role (Shelton, 2013). Leadership is a process which results from interaction and is influenced by multiple perspectives (Sessa et al., 2016). With this viewpoint, leadership is everyone's responsibility (Hofmeyer et al., 2015).

The fifth stage of the LID model is generativity (Komives et al., 2006). One believes all people are potential leaders in this stage (Shelton, 2013). Rather than focusing on their own leadership, one makes a commitment to developing leadership in others (Hofmeyer et al., 2015). An individual also has a passion for issues or group objectives which the person wants to influence (Komives et al., 2009).

Lastly, the sixth stage of the LID model is integration/synthesis (Komives et al., 2006). An individual recognizes he/she can lead without a title or formal positional role (Sessa et al., 2016). He/she also discovers their personal capacity for leadership in diverse contexts (Komives et al., 2009).

Within the stages of the LID model, the five categories which influence leadership development: "broadening view of leadership, developing self, group influences, developmental influences, and the changing view of self with others" are

further explored to help delineate each stage of development (Komives et al., 2006, p. 403). Stages of development may repeatedly be experienced, with each occurrence enhanced by a deeper and more complex understanding (Kegan, 1994). Movement through the stages is influenced by environmental factors, student perceptions, and student interpretation of events (Komives et al., 2009).

Transitions signal the end of one stage and the beginning of the next stage (Komives et al., 2006). A vital transition in the model occurs at the end of Stage Three: Leader Identified, in which students transition from being a dependent in a group to valuing interdependence with others (Komives et al., 2009). During this change period, students redefine leadership as process relying on trust, collaboration and sharing authority, rather than defining leadership as a hierarchical construct with only the leader holding authority (Cohen et al., 2013).

Statement of the Problem

There has been increasing attention and pressure on higher education to develop leaders (Guthrie et al., 2013b). King (1997) asserted "helping students develop the integrity and strength of character that prepares them for leadership may be one of the most challenging and important goals of higher education" (p. 87). Komives, Lucas, and McMahon (2007) defined leadership as "a relational process of people together attempting to accomplish change or make a difference to benefit the common good" (p. 21). Viewing leadership as a collaborative process is essential for social change to occur (Komives, Owen, Longerbeam, Mainella, & Osteen, 2005).

A learning center provides many of the developmental components that influence leadership development including changing roles of peers, opportunities for involvement,

and reflective learning practices (Komives et al., 2009). The tutoring program within the learning center provides opportunities for tutors to practice leadership in their relationship with students (Derrick, 2015). In addition, tutors learn new skills from modeling observed behaviors by other tutors and trainers, which is important for changing consciousness about self and moving into more complex identity stages in the LID model (Komives et al., 2006).

The impact tutor training has on student success has been well researched. (Bowman-Perrott, Davis, Vannest, Williams, & Greenwood, 2013; Boylan et al., 1997; Casazza & Silverman, 2013; Casazza & Silverman, 1996; Sheets, 1994). However, the impact tutor training has on tutors themselves is limited (NADE, 2016). The environment of a learning center and its training program may have an impact on tutors' leadership identity development, thus providing a trajectory for future roles and positions where these skills are cultivated and valued (Sutherland & Gilbert, 2013). The LID model may be used as a framework to design leadership development opportunities within a variety of educational constructs (Komives et al., 2009).

Purpose of the Study

The purpose of this study was to explore, describe, and analyze tutors' perceptions of leadership and their own leadership development. Tutors identified characteristics, skills, or traits they believe leaders possess. Upon expanding on their concept of leadership, tutors exposed their understanding of leadership either as a process among people who work together or as behaviors of individuals in positions of authority. The intricacies and complexities of tutors' conceptual understanding became illuminated

through an exploration of experiences tutors attribute to their growth in leadership capacity.

How the tutors' perception of leadership may have changed over time was explored. Of particular interest was whether tutors' perceptions of leadership might be different according to the amount of training the tutor has received as indicated by the level of CRLA certification achieved by the tutor. Experiences tutors described as influencing their development within the context of working at the learning center was useful in determining how this particular environment affects growth.

The LID model advanced by Komives et al. (2006) was utilized to examine the results. While the intention was not to place tutors in boxes within the LID model, the model was used to better understand the relationship between the tutors' leadership identity development and the learning center environment. The results of this study bring an increased awareness of leadership development in this unique, collegiate environment and have the potential to lead to more purposeful training experiences which will further the development of tutors as leaders.

Research questions. The following research questions guided the study:

What leadership characteristics do tutors perceive themselves as possessing?

1. What are tutors' current perspectives on leadership?

2. What aspects of the tutoring experience do tutors report as being supportive or prohibitive in developing leadership qualities?

3. How have tutors' perspectives on leadership changed since starting the tutoring program?

Definition of Key Terms

For the purposes of this study, the following terms are defined:

College Reading and Learning Association (CRLA) certification level. Within a College Reading and Learning Association certified tutoring or mentoring program, tutors can earn levels of certification (CRLA, 2016). Each program contains three levels of certification (CRLA, 2016). Certifications include 25 actual hours tutoring, level-specific training topics, and a minimum of 10 hours in training (CRLA, 2016).

Leadership development. Komives et al. (2006) noted "leadership development involves engaging with learning opportunities in one's environment over time to build one's capacity or efficacy to engage in leadership" (p. 402).

Learning center. The NCLCA defined a learning center at institutions of higher education as, "interactive, academic spaces which exist to reinforce and extend student learning in physical and/or virtual environments" (Frizzell, 2014, p. 1). Services may include but are not limited to: tutoring, study skills or learning strategy workshops/courses, supplemental instruction, organization of study groups, academic coaching/counseling, peer mentoring programs, first-year experience programs, and/or summer bridge programs (Toms, 2014). Learning centers may be affiliated with academic or student affairs; within specific academic divisions, colleges, or schools; or in other locations (Toms, 2014).

Tutoring program. The tutoring program refers to the actual tutoring along with participation in tutor training (Sheets, 1994).

Tutors. Peer tutors begin as students who are carefully interviewed and selected on the basis of content knowledge and performance criteria (Sheets, 1994). For a College

Reading and Learning Association certified program, tutors are required to have earned an ‘A’ or ‘B’ in all classes taken in their subject area, a faculty recommendation from their subject area, and be in good academic standing (CRLA, 2016). For this study, the term *tutors* was used synonymously with peer tutors.

Limitations and Assumptions

The following limitations were identified in this study:

Sample demographics. The case study only examined one CRLA certified and NADE accredited tutoring program in one learning center at one two-year public community college. Because of the diverse nature of tutoring programs in terms of structure and services offered, the findings of this study may not apply to all tutoring programs. In addition, experiences prior to employment as a tutor may have influenced initial leadership development.

Instrument. The instrument in this study was created by the researcher. A draft form was tested by novices, trained tutors, and tutoring experts before being presented to study participants. Self-reported data is inherently a limitation when collecting self-reported data (Yilmaz, 2013). Responses to personal reflection may be quantifiably different based on perception (Yilmaz, 2013).

The following assumptions were accepted:

1. The responses of the participants were offered honestly and without bias.

Summary

This chapter began with a background of learning centers and the student-centered outcomes tutoring programs have had success with as a result of tutor training (CRLA, 2016). The assessment of tutor training programs in learning centers was found

to inadequately ascertain the effects such programs have on tutors themselves (NADE, 2016). Tutors have self-reported benefits in their professional development as a result of tutoring, but the research remains unclear what impact, if any, the environment of the learning center has on the leadership development of tutors (Alsup et al., 2008; DeFeo & Caparas, 2014; Sutherland & Gilbert, 2013). The LID model developed by Komives et al. (2006) provided a framework for exploring tutors' perceptions of leadership and their own development of leadership capacity.

In Chapter Two, a review of literature is presented. The study's conceptual framework, the leadership identity development, are expanded. Then, leadership development is further explored, and growing leadership capacity through socioeconomic conversations and mentoring relationships is discussed. Lastly, the reciprocal relationship between environment and identity is investigated.

Chapter Two: Review of Literature

National organizations who work with tutors stress the importance of tutor training on developing student success (ATP, 2016; CRLA, 2016; NADE, 2016; & Toms, 2014). However, little research has been conducted on the importance of the training on developing tutor success (NADE, 2016). As potential future leaders, peer tutors' leadership development is important in a burgeoning society (Guthrie et al., 2013b). This case study is designed to investigate tutors' leadership identity development in a CRLA-certified learning center. The LID model developed by Komives et al. (2006) will be used as a guide to examine the results.

In this chapter, a review of literature pertinent to this dissertation is included. The conceptual framework utilized in this study, the LID model, is thoroughly examined. The history of leadership development, its role in higher education, and key practices for developing leadership are explored. Lastly, the connection between environment and leadership identity development is discussed along with an exploration of college, communities of practice, and workplace environments.

Conceptual Framework

The LID model was created based on the grounded theory study on leadership identity (Komives et al., 2006). All the participants of the grounded theory study held leader-centric views prior to attending college (Komives et al., 2006). As a result of college experiences, the students in the study described "their leadership identity as moving from a leader-centric view to one that embraced leadership as a collaborative, relational process" (Komives et al., 2005, p. 593). Wielkiewicz (2000) found "individuals think about leadership process along two uncorrelated dimensions that were

labeled Hierarchical Thinking and Systemic Thinking" (p. 345). Hierarchical thinking as it relates to leadership is characterized as a leader-centric approach whereas systemic thinking is characterized as a collaborative approach (Haber, 2012). The theory developed by Komives et al. (2005) extended Wielkiewicz's (2000) findings by indicating hierarchical thinking develops before systemic thinking.

The key transition from leader identified to leader differentiated in the leadership identity model mirrored Kegan's (1994) shift between the third order of consciousness, socialized, and the fourth order of consciousness, self-authoring. In both models, this transition involved students' recognition of their interdependence in relationships (Komives et al., 2006). The LID model is also "closely aligned with O'Conner and Day's (2007) observation that leadership expands from the individual, relational, to collective identity levels" (Komives et al., 2009, p. 21). Leader identity shifts from dependent, to independent, to interdependent as part of the developmental process (Sessa et al., 2016.

A six-stage developmental process emerged from Komives' et al. (2005) grounded theory study. In these stages, individuals defined leadership and saw themselves as leaders in increasingly complex ways (Beatty, 2014). The six stages in the leadership identity model are awareness, exploration/engagement, leader identified, leader differentiated, generativity, and integration/synthesis (Komives et al., 2009). The stages increase in complexity with each transition (Shelton, 2013). However, development rarely unfolds into smooth transitions (Baxter Magolda & King, 2012). Kegan (1994) described development as a helix in which stages may repeatedly be experienced. Students are likely to exhibit behaviors of multiple stages concurrently and

may recycle to an earlier stage when faced with a challenging situation (Komives et al., 2009).

Each transition within the LID model indicates a shift in thinking where one must let go of old ways of thinking about leadership and try to view leadership in a new manner (Komives et al., 2006). Similar to Kegan's (1994) assertion that a new identity follows crisis, Komives et al. (2009) found "development occurred in the crises that characterized the transitions between stages" (p. 23). According to Baxter Magolda (2012):

> As individuals cycle through various phases of the developmental journey and realize that this way of knowing has its own limitations, they are motivated to step back from it, critique it, and then reassemble it into a revised way of knowing, perspective, or habit of mind. (p. 8)

Growth results when a student experiences something which does not fit within their existing understanding and chooses to modify the existing structures to accommodate the new information (Wagner, 2011). The transitions result from students' reflection on their roles of doing leadership and their expanding views of leadership (Shelton, 2013).

Komives et al. (2005) stated "developing a leadership identity was connected to the categories of developmental influences, developing self, group influences, students' changing view of self with others, and students' broadening view of leadership" (p. 593). These categories vary across each stage of development in the LID model (Komives et al., 2005). Developmental components including the role of adults in their life, the changing role of peers, opportunities for involvement, and time spent in reflective learning contribute to students' development of leadership identity (Komives et al.,

2009). The categories interact with each other in such a way development in one category will influence growth in another (Beatty, 2014).

Developmental influences. Essential developmental influences include adult influences, peer influences, meaningful involvement, and reflective learning (Komives et al., 2005). At the earliest stages of development, adults are particularly influential as role models (Renn & Bilodeau, 2005). Family plays a critical role in leadership development in providing early building blocks of support and in developing self-esteem and self-confidence (Manyibe, Manyibe, & Otiso, 2013). A positive perception of parental support of adolescent extracurricular involvement leads to internalization of personal leadership skills (Hancock et al., 2012). Other important adult influences include teachers, coaches, and leaders of organizations (Harter, 2015). Komives et al. (2005) found "the dimensions of adult influences ranged from being affirmers, models, and sponsors in the early stages to being mentors and ultimately to being meaning makers and colleagues or friends (p. 597).

Peers of the same age serve as friends, and older colleagues served as role models in the early stages of the LID model (Komives et al., 2005). In the later stages of the LID model, peers served as followers, teammates, and eventually collaborators and peer meaning-makers (Komives et al., 2005). Leadership often evolves as a result of involvement in group experiences which help students learn about self and develop new skills (Hancock et al., 2012). Involvement in team-based activities, such as formal or informal sports, is particularly valuable due to the support network and sense of community that is built (Warner, Dixon, & Chalip, 2012). Reflective learning, such as journaling, role-playing, and meaningful conversations with others, help students process

their experiences and further initiate growth (Guthrie & Bertrand Jones, 2012; Odom, Boyd, & Williams, 2012).

Developing self. The components of developing self include developing self-awareness, building self-confidence, establishing interpersonal efficacy, applying new skills, and expanding motivations (Komives et al., 2005). Self-awareness begins with labels given by significant adults in children's lives which are internalized as personal characteristics (Harter, 2015). Self-awareness deepens from a vague sense of self to an affirmation of personal strengths and weaknesses (Odom et al., 2012). Once a student acknowledges leadership or the potential to be a leader, they begin to incorporate leadership identity into their concept of self (Komives et al., 2005). Experiences feeling different or working with people who are different help students develop new interpersonal skills which help develop harmonious relationships with others (Odom et al., 2012).

Through practicing leadership, students discover their behaviors affect group dynamics and realize they have the ability to influence their environment (Godinez & Leslie, 2015). When in positional leadership roles, students experiencing latter stages of the LID model shift from directive leadership styles and approaches to more of a facilitator role (Komives et al., 2005). Students' goals in joining groups and organizations also shift from personal motivators, such as making friends, to a deep sense of commitment to a change or a passion (Komives et al., 2006).

Group influences. The categories of developing self and group influences interact with each other (Komives et al., 2005). According to the theory of social learning, development is influenced by social relationships and interactions within group

contexts (Hancock et al., 2012). According to Komives et al. (2005), "the category of group influences includes the properties of engaging in groups, learning from membership continuity, and changing perceptions of groups" (p. 602).

Meaningful experiences working in groups and teams within a classroom may provide experiences which enable students to build leadership skills (Coers, Lorensen, & Anderson, 2009). Youth organizations also seek to provide experiences which shape adolescents into leaders (Horstmeier, 2007). In particular, programs with youth-run activities promote growth in knowledge, skills, and self-esteem (Horstmeier, 2007). Youth demonstrating a commitment to their organizational involvement gain meaningful life skills such as citizenship, leadership, and communication (Allen & Lohman, 2015). While groups are initially seen as a collection of friends, groups are eventually seen as an organization with structure and roles, in which there is responsibility for the development of new group members (Komives et al., 2005).

Students' changing view of self with others. College experiences coincide with a period of transition in which students reconsider their role and responsibility in the world (Baxter Magolda, 2014). Students change their view of self with others as a result of the interaction between developing self and group influences (Komives et al., 2005). In early stages of leadership identity development, students hold a leader-centric perception of leadership (Komives et al., 2005). In a leader-centric viewpoint, a member of a group is either a leader or a follower, looking to the person in charge for direction (Sessa et al., 2016). Awareness that group participants are interdependent with each other leads to a key transition to a more differentiated view of leadership (Komives et al., 2005).

Students' broadening view of leadership. As students change their view of self and relationships with others, students also broaden their view of leadership (Komives et al., 2005). The concept of leadership begins with the concept of someone who is external to ones' self (Komives et al., 2005). A leader is seen as the person in authority who is responsible for organizing and accomplishing tasks (Sessa et al., 2016). Engaging with others in interdependent ways leads to a shift in perspective from the concept of a leader towards the concept of leadership (Fischer, Wielkiewicz, Stelzner, Overland, & Meuwissen, 2015). In the later stages of development, generativity and integration/synthesis, leadership eventually becomes an integrated part of the student's identity (Komives et al., 2005).

Leadership Development

Leadership is a complex topic which has undergone several paradigm shifts and generated a voluminous body of knowledge which continues to grow each year (Day & Antonakis, 2011). Hofemeyer et al. (2015) defined leadership as "traits, characteristics, and behaviours that focus on a clear vision, action, modeling the way, ethical relationships, congruence, trustworthiness and collaboration" (p. 182). Conventionally, leadership is viewed as a characteristic of individuals in specific positions such as a president, supervisor, or CEO (Wielkiewicz, 2000). In the trait-based perspective of leadership, personality or dispositional characteristics differentiate leaders and non-leaders (Day & Antonakis, 2012).

Leadership development traditionally focuses on skill development (Galli & Müller-Stewens, 2012). According to Getha-Taylor, Fowles, Silvia, and Merritt (2015), leadership skills are organized into three categories: technical, conceptual, and

interpersonal. Technical skills refer to a person's knowledge and proficiency to perform tasks necessary to complete tasks and oversee people (Getha-Taylor et al., 2015). Conceptual skills represent the ability to see the organization as a whole and create a vision or plan for the organization (Getha-Taylor et al., 2015). Interpersonal skills denote an individual's capacity to understand other people and to work effectively with others (Sogunro, 2015).

Despite decades of leadership research, the concept remains elusive (McCauley-Smith, Williams, Gillon, & Braganza, 2015). Traditional perspectives of leadership have been challenged by alternate views that embrace nonhierarchical perspectives (Wielkiewicz, 2000). Allen, Stelzner, and Wielkiewicz (1998) defined leadership as a process "that emerges from individual actions and interactions which influence systems both inside and outside an organization" (p. 72). Emerging leadership theories support the notion individuals in pivotal positions need to facilitate broader participation in the decision-making processes (Wielkiewicz, Prom, & Loos, 2005). According to Allen et al. (1998), organizations with systemic thinkers are more adaptable than establishments dominated by hierarchical thinkers.

Leadership training is considered an important factor in the development of leadership skills (Getha-Taylor et al., 2015). In the past, training has focused on developing individual skills and abilities of a leader (McCauley-Smith et al., 2015). When leadership is viewed as a collaborative process, preparation needs to shift from the individual to the development of social awareness and skills (McCauley-Smith et al., 2015). The distinction between leadership and leader development is important for creating effective leadership practices (Day, Fleenor, Atwater, Sturm, & McKee, 2014).

Leadership education. Since the 1990s, there has been increasing attention on college student leadership development (Dugan & Komives, 2007). Leadership development occurs during ongoing adult development (Day, Harrison, & Haplin, 2009). Thus, the study of leadership often overlaps with student developmental theories (Day et al., 2014). Socially responsible leadership is currently considered a critical educational outcome (Dugan, Kodama, & Gebhardt, 2012).

Dugan and Komives (2007) estimated there are currently over 1000 leadership education programs in higher education. Both formal and informal leadership education in college plays an important role in developing future leaders (Coers et al., 2009). King (1997) asserted, "helping students develop the integrity and strength of character that prepare them for leadership may be one of the most challenging and important goals of higher education" (p. 87). The increased attention on the role of higher education in developing leaders is due largely in part to the changes in the workplace and the evolution of leadership as a field of study (Brungardt, 2011).

The social change model of leadership development, designed by the Higher Education Research Institute, was created specifically for college students (Dugan & Komives, 2007). The U. S. Department of Education touts the social change model of leadership development as the desirable model because it promotes leadership as a collaborative process grounded in relationships which promote positive social change (Shelton, 2013). Collaborative approaches to leadership acknowledge individual autonomy and utilize distributed leadership (Jones, Lefoe, Harvey, & Ryland, 2012). In the social change model, leadership qualities are identified in all students regardless of whether or not they hold a formal leadership position (Komives & Wagner, 2016). There

are seven critical values assessed by the social change model: "(1) the individual values of Consciousness of Self, Congruence, and Commitment; (2) the group values of Collaboration, Common Purpose, and Controversy with Civility; and the society/community value of Citizenship" (Komives & Wagner, 2016, p. 11).

Komives et al. (2005) developed a relational leadership model of leadership based on the social change model of leadership development. The term relational referred to the perspective of leadership which focuses on leadership as a mutual, collaborative process (Komives et al., 2007). To accomplish goals and/or promote positive social change, relational skills are necessary to develop (Patterson, 2012). Relational leadership development focuses on the quality relationships with an emphasis on teamwork (Dahinten et al., 2014). Effective leaders use social processes to empower staff to actively engage with their work (Dahinten et al., 2014). There are five components of the relational leadership theory: empowering, purposeful, process-oriented, inclusive, and ethical (Komives et al., 2007).

As the concept of leadership has shifted further from the concept of a single leader, college leadership education has shifted its focus to developing leadership as a process (Shelton, 2013). The social change model is now the most applied model in college leadership development programs (Dugan, Bohle, Woelker, & Cooney, 2014). Educational leadership programs must now concentrate on developing soft skills required to work collaboratively with others (Brungardt, 2011). According to Komives et al. (2006), "Leadership development involves engaging with learning opportunities in one's environment over time to build one's capacity or efficacy to engage in leadership" (p. 402). Underlying this theory is the assumption leadership is a collaborative,

interdependent process in which any student can develop leadership skills regardless of holding a formal position (Shelton, 2013). The relational leadership model eventually led to the development of the LID model, which also focuses on leadership development of college students (Komives et al., 2006).

College marks a time of transition marked by identity exploration and opportunities for life transformation (Baxter Magolda, 2014). As age increases, leadership skills do not automatically improve (Ogurlu & Emir, 2014). Students entering college oftentimes have a narrow view of leadership that champions the leader as being the person in the position of authority (Fischer et al., 2015; Komives et al., 2006; Wielkiewicz, Fischer, Stelzner, Overland, & Sinner, 2012). Sessa et al. (2016) found most college student leaders held more hierarchical than collaborative views of leadership and believed leadership is a characteristic of a person rather than a process. However, students can and do increase their leadership skills during college (Dugan & Komives, 2007; Komives et al., 2005, 2006; Hughes, 2014). Sociocultural conversations and mentorship relationships are among several key practices which develop college student leadership capacity (Priest & Clegorne, 2015).

Sociocultural conversations. In a multi-institutional study of leadership, Dugan and Komives (2007) stated, "engaging in discussions about socio-cultural issues was the single strongest environmental predictor of growth" in self-efficacy for leadership (p. 17). Sociocultural conversations include formal and informal dialogues about differences as well as interactions across differences (Priest & Clegorne, 2015). Understanding others and understanding self is necessary in order to create positive change (Priest & Clegorne, 2015).

Sociocultural theories of development focus on the importance of collective relationships and social networks (Carrino & Gerace, 2016). Socialization processes influence attitudes and behavior (Hancock et al., 2012). Individuals construct knowledge through direct experiences and interactions (Stoszkowski & Collins, 2014). Self-concept is formulated through an individual's environment and their interpretation of the environment (Guthrie et al., 2013b).

Leadership is a socially constructed concept and is directly influenced by other social mechanisms (Dugan et al., 2012). Interaction between others is influential in developing leader identity since leadership involves social processes (Hancock et al., 2012). Interpersonal skill development enhances leadership capacity (Odom et al., 2012). Individuals are better equipped to construct meaning from experiences when reflecting on experiences through social interaction (Stoszkowski & Collins, 2014).

Education and identity development are linked as classrooms are social spaces (Kaplan & Flum, 2012). Identity emerges from social interaction (Blatt, 2013). Interpersonal relationships and social experiences greatly shape identity (Stapleton, 2015). Multiple social identities are formed for each individual, composing their self-concept (Guthrie, Bertrand Jones, Osteen, & Hu, 2013a). When developing identity, individuals need their identity to be recognized and affirmed by others (Flum & Kaplan, 2012). Understanding oneself in relation to others is an important component in identity development (Dugan et al., 2014).

Social perspective taking, which allows an individual to empathize with others while maintaining individuality, is an essential component in intellectual and moral development and plays a critical role in the development of leadership related skills

(Dugan et al., 2014). Student conversations across diverse peer groups, touted to be one of the most effective strategies for developing leadership capacity, increase the ability to take another person's point of view and infer their thoughts and feelings (Guthrie et al., 2013a). Through dialogue about differences, students develop the capacity to actively listen to multiple perspectives and strive to create spaces for growth (Cohen et al., 2013). Working with others with different backgrounds leads to an understanding and deeper appreciation of diverse points of view (Odom et al., 2012).

Mentoring relationships. Mentoring can be described as "an interpersonal relationship that comprises of a series of purposeful, social interactions" (Ambrosetti, 2014, p. 31). There are essentially three components of mentoring: the relationship between mentor and mentee, an activity in which the mentor imparts wisdom, support or assistance, and a developmental process for mentee growth (Priest & Donley, 2014). Quality mentoring programs positively affect mentees socially, emotionally, and academically (Felton & Moore, 2013).

Mentoring can exist in formal and informal capacities (Bynum, 2015). Formal mentorship programs follow a more traditional apprenticeship model in which a mentor-mentee relationship has been assigned between an experienced professional and a person new to the field (Priest & Donley, 2014). In contrast, informal mentoring happens by chance, without structure, schedule, or agenda (Bynum, 2015). Both formal and informal mentoring is valuable for both professional and personal growth (Bynum, 2015; McNamara et al., 2014).

Most research in higher education conducted on formal mentorship programs focuses on the relationship between faculty advisors and student mentees (Campbell,

Smith, Dugan, & Komives, 2012). However, mentoring does not always take place between a more knowledgeable professional and a person less practiced in the field (Bynum, 2015). Postsecondary peer-mentoring relationships are also common, especially among target populations of students such as first-generation and minority populations (Hodges, Payne, Dietz, & Hajovsky, 2014). Peer mentoring is typically used as an intervention to assist student academic success and decrease student attrition (Lin, Lai, Claire Chiu, Hsieh, & Chen, 2016). In peer mentoring, two individuals of similar age and/or experience form a relationship in the pursuit of personal and/or professional growth (Lin et al., 2016). Astin (1993) found the most important environmental influence on student develop is their peer group. There are numerous advantages to peer mentoring for mentees, including higher levels of self-confidence, thorough reflection on experiences, and more focus on the approach to personal and professional growth (Bynum, 2015).

Mentoring in college exists more abundantly in informal capacities with peers, student affairs professionals, and employers (Campbell et al., 2012). For example, some college students are likely to seek assistance from senior students as a source of information or support (Lin et al., 2016). Other college students may feel more comfortable connecting with a peer from their class (Holland, Major, & Orvis, 2012). Compared with senior mentors, peer mentors are able to draw on more recent and/or relatable experiences to meet their mentee's needs (Holland et al., 2012). Informal mentoring relationships have an impact on students' interpersonal relationships and identity development (Li et al., 2016). In some cases, mentoring relationships which occur naturally can be stronger than formal mentorship relationships (Holland et al.,

2016). McNamara et al. (2014) found some individuals prefer informal mentoring because they feel more connected to people with whom they work more closely with.

Mentoring has been positively linked to leadership efficacy and capacity (Augstine-Shaw & Funk, 2013; Bynum, 2015; Campbell et al., 2012; Dugan & Komives, 2007; Hudson, 2013; Komives et al., 2005; Priest & Clegorne, 2015; Priest & Donley, 2014). In particular, mentoring is among the strongest predictors of leadership efficacy in the social change model of leadership development (Dugan & Komives, 2007). Mentoring relationships allow students to practice leadership roles while receiving feedback from their mentors (Priest & Clegorne, 2015). Mentorship programs have been utilized by many professional organizations, which have found participation in mentoring programs increases pursuit within the same field as well as facilitates the development of new leaders (Blood et al., 2015).

Mentoring is mutually beneficial for mentors and mentees (Ambrosetti, 2014; Barnes, 2014; Bynum, 2015; Hudson, 2013; Lin et al., 2016; Vaill & Testori, 2012; Vatan & Temel, 2016). What the relational aspect of mentoring contributes to is the idea mentorship is more of a shared journey (Ambrosetti, 2014). Mentors and mentees empower each other personally and professionally (Vatan & Temel, 2016). Mentees benefit from mentors sharing their experiences, successes, and methodologies with them (Vaill & Testori, 2012). In return, mentors benefit from self-reflection of their own teaching practices upon observing new strategies from mentees (Hudson, 2013). Both mentors and mentees report development in patience and compassion as a result of their mentoring relationship (Lin et al., 2016). Mentors report the mentoring role to be professionally and personally rewarding (Hudson, 2013). As mentors devote themselves

to the mentoring relationship, they raise their self-awareness and further construct their self-identity (Lin et al., 2016).

Both mentor and mentee benefit from growth in leadership development (Barnes, 2014). Mentors assume a leadership role in a mentoring relationship, while mentees engage in leadership learning and develop leadership skills (Priest & Donley, 2014). Individuals learn what to do largely in part by observing mentors and emulating role models (Brown & Treviño, 2014). Thus, there is a major emphasis on the effective use of modeling in mentorship relationships (Arora & Rangnekar, 2014). By modeling leadership behaviors, mentors influence a mentee's leadership capacity (Campbell et al., 2012). Concurrently, mentors enhance their leadership ability to meet the needs of their mentees (Lin et al., 2016). Furthermore, Barnes (2014) found college students who mentor "demonstrated a higher capacity to engage in socially responsible leadership along all eight scales of the" social change model of leadership (p. 71).

Environmental Factors of Leadership Development

Development of self occurs both within the individual and within the context of his or her environment (Baxter Magolda & King, 2012). Environment and self-concept are inherently linked, as individuals assess their relationship with their environment and how they are unique because of it (Guthrie et al., 2013a). As individuals construct meaning of their experiences, they are influenced by the cultural and environmental systems in which they interact (Baxter Magolda, 2014). Identity is an integrative concept connecting the self and aspects of the environment (Flum & Kaplan, 2012). Shifts in identity may occur as adults engage in social practices and relationships (Kriner, Coffman, Adkisson, Putnam, & Monaghan, 2015).

According to Dugan et al. (2012), "Leadership represents a socially constructed phenomenon and as such is directly influenced by other social constructions" (p. 174). The concept of leadership varies according to the social surroundings of an individual's environment and his or her perspective of said setting (Guthrie et al., 2013b). Growth in leadership identity is not just dependent on environmental factors, but driven and shaped by the interaction between the individual and their environment (Guthrie et al., 2013a). In particular, transitions in the LID model are influenced by environmental factors, such as group membership, learning about leadership, and interaction with mentors (Beatty, 2014).

Developing leadership is intertwined with personal development (Odom et al., 2012). Self-awareness and learning how to distinguish one's self from being an object within an environment is paramount for personal growth and development (Guthrie et al., 2013a). Gaining self-awareness through engagement in reflection and interaction is a key component of developing leadership (Cohen et al., 2013). The act of thinking is influenced by the context of the environment in which learning takes place (Guthrie et al., 2013b). Through self-awareness, individuals learn to self-regulate their thinking, behavior, and emotional expression (Wagner, 2011). According to Komives et al. (2006), it is only when a person thinks of oneself as a leader outside of the extrinsic definition of a leader that one is able to transition from stage three to stage four of the LID model.

Leader identity and environment. Leader identity refers to a person's own theory about who he or she is as a leader (Guthrie et al., 2013a). A person's behavior is likely to be in sync with his or her personal identity; therefore, self-identification as a

leader causes a greater display of leadership behaviors (Stapleton, 2015). Environment is inherently linked with identity since identity is socially constructed from the environment where experiences are gathered (Guthrie et al., 2013a). Identities are the result of negotiating, constructing, and conceptualizing a person's self and their relationship to the world (Van Compernolle & Williams, 2012). Identity formation is a lifelong process (Flum & Kaplan, 2012). Social practices with others, recognition from others, and relationships with others greatly shape identity (Stapleton, 2015).

Leadership development is dependent on growth in identity (Guthrie et al., 2013a). Sessa et al. (2016) found "leader identity develops before understanding of leadership" (p. 26). Knowing oneself is a necessary step before one can effectively work collaboratively to influence change (Komives et al., 2007). Day et al. (2009), recommended incorporating development of identity into leadership development programs, arguing individuals with a solid leadership identity demonstrate more consistent behaviors, priorities, and goals.

How identity is viewed impacts which activities and learning opportunities are chosen to engage in within the environment (Guthrie et al., 2013a). Interpersonal relationships lead to the acquisition of new skills and development of identity (Odom et al., 2012). Observing and interacting with others affects interpretation and understanding of leadership behaviors (Guthrie et al., 2013b). Identity is strengthened when others affirm an individual's identity (Blatt, 2013). Leadership capacity is increased by reflecting on and conceptualizing social experiences (Odom et al., 2012).

How the concept of leadership is perceived affects leadership development (Guthrie et al., 2013a). If the environment dictates a conventional definition of a leader

solely as being the person in a position of authority, the likelihood of self-identifying as a leader is decreased (Komives et al., 2006). Whereas, if the concept of leadership is perceived to be based on behaviors anyone can learn, the likelihood of observing leaders and adopting these behaviors are increased (Shelton, 2013). The distinction between 'I am a leader' and 'I do leadership' is an important shift in the leadership development process (Olive, 2015).

There is a strong connection between identity and practice (Stapleton, 2015). Choosing to engage in leadership is a reciprocal relationship with leadership development (Guthrie et al., 2013a). As leadership skills are developed, people also develop their self-concept as a leader (Guthrie et al., 2013a). In particular, a person with a strong leader identity is more likely to seek experiences which lend to developing that aspect of self (Sessa et al., 2016). When individuals begin to think of themselves as a leader, they tend to consider situations from a leader's point of view, which causes them to take on more leadership roles (O'Conner & Day, 2007). Gaining self-confidence as a leader strengthens identification with the leadership role (Murphy & Johnson, 2016).

College environment. College life is an important stage for many student development theories including leadership development (Manyibe et al., 2013). Oftentimes, this period of a students' life coincides with opportunities to explore identities they may otherwise be unaware of (Mason-Innes, 2015). Higher education practices influence the development of students' identities (Kaplan & Flum, 2012). In college, students are exposed to different perspectives which may challenge aspects of their identity (Karkouti, 2014). Autonomy and decision making also contribute to identity formation (Karkouti, 2014). For many students, college is the first place they

"develop the capacity to understand and learn from one's experience," which allows them "to make intentional choices about what to believe and how to act" (Baxter Magolda & King, 2012, p. 3). Dugan and Komives (2007) found "experiences in college accounted for 7% to 14% of the overall variance in leadership outcomes" (p. 14).

Students entering college have a wide variety of attitudes, beliefs, expectations, and assumptions about their role as a learner (Baxter Magolda & King, 2012). Varying environments within classrooms, in which students are not accustomed to, can be disorienting for incoming college students, which helps them modify the way they understand themselves and their relationship with others (Godinez & Leslie, 2015). Many modern classroom environments include leadership experiences, such as working in groups or teams (Coers et al., 2009). The shift from traditional, lecture-based classrooms mirrors the change in leadership education from the individual to the team environment (Coers et al., 2009). In these types of higher education environments, college students must learn personal responsibility rather than depend on authorities for guidance (Baxter Magolda, 2012).

College students also gain leadership experience through co-curricular opportunities which occur outside the classroom (Patterson, 2012). Involvement in academic activities has been linked to higher GPA and a positive perception of students' overall college experience (Webber, Krylow, & Zhang, 2013). Numerous campus-based experiences, such as involvement in campus clubs and organizations, have been found to stimulate leadership development in college students (Dugan & Komives, 2007; Fischer et al., 2015; Patterson, 2012). Students who engage with higher levels of involvement in

college organizations are more likely to develop strong leadership skills (Patterson, 2012).

Holding a positional leadership role in a college organization has a positive impact on developing leadership capacity (Dugan & Komives, 2007; Patterson, 2012). College student experiences in leadership roles prompt identity exploration and refinement (Barber, King, & Baxter Magolda, 2013). Meaning-making is valuable in enabling student leaders to better understand leadership in context (McCauley-Smith et al., 2015). Students develop more complex ways of thinking about leadership after new experiences conflict with their current concept of leadership (Sessa et al., 2016). Changing leadership roles from one organization to another increases adaptability and diversity (Sessa, Morgan, Kalenderli, & Hammond, 2014). Developing as a leader and practicing leadership "reflects movement into the generativity stage of the Leadership Identity Development Model" (Priest & Clegorne, 2015, p. 77).

Communities of practice. A community of practice, attributed to Wenger, involves groups of people who share a common interest and develop their knowledge and expertise through sociocultural practices (O'Brien & Bates, 2015). While groups of people with common interest exist in a variety of formats, communities of practice differ from other knowledge groups in they typically have low formality and high connectivity between members of the community (Hoadley, 2012). Communities of practice combine three elements: a joint enterprise, mutual engagement, and a shared repertoire (Hägg-Marinell, Hult, Henriksson, & Kiessling, 2014). The joint enterprise is the collective understanding of what the community is about; mutual engagement binds the community

together; and shared repertoire is a collective set of resources (Brouwer, Brekelmans, Nieuwenhuis, & Simons, 2012).

The process of gaining membership in a community is often linked to changing identity (Morton, 2012). Members of a community of practice contribute to the community; establish relationships; and share goals, methods, and values (Hägg-Marinell et al., 2014). Four key components of communities of practice include community; practice; meaning and identity; and brokering connections (O'Brien & Bates, 2015). Leadership development occurs within a community of practice as members engage in social groups, or communities, and develop interpersonal skills (Lovell, 2015). Communities of practice also enhance professional development and expand professional growth opportunities (Reilly, Vandenhouten, Gallagher-Lepak, & Ralston-Berg, 2012). Engaging in communities of practice allows members to develop a range of soft skills including self-confidence, leadership, communication, and critical thinking (O'Brien & Bates, 2015).

While communities of practice originally referred to naturally occurring communities, some workplaces and educators have embraced communities of practice as a model for formal programs (Morton, 2012). Classrooms are often referred to as communities of learners with the conceptualization of learning as a socialized process (Kaplan & Flum, 2012). In conducting research on nursing students, Hägg-Marinell et al. (2014) found "students experience a professional growth when the community of practice accepts them, and competent and enthusiastic supervisors give them opportunities to interact with patients and to develop their own responsibilities" (p. 15). Through social interaction, students are better able to construct meaning from their experiences

(Stoszkowski & Collins, 2014). Student-led communities of practice have been demonstrated to influence the development of professional identity, which in turn contributes to success in their profession (O'Brien & Bates, 2015).

Work environment. The environment of the workplace influences learning and personal development (Evans & Kersh, 2014). A positive work environment is linked to greater employee satisfaction, attitudes, and behaviors (Laschinger, Wong, & Grau, 2013). Employee subjective well-being is crucial for increased effort and productivity (Krishnan, 2012). Positive workers who are engaged in their work achieve higher levels of job performance than those with lower levels of workplace engagement (Alessandri, Borgogni, Schaufeli, Caprara, & Consiglio, 2015).

Leadership within an organization is one of the most significant factors affecting the happiness and well-being of employees (Krishnan, 2012). Organizational leaders, such as supervisors or managers, significantly affect the environment of the workplace (Krishnan, 2012). Many workers leave or stay at their job based on leadership practices and their relationship with their leader (Laschinger, Wong, Grau, Read, & Stam, 2012). Relational leaders build trust and create healthier work environments by facilitating higher quality relationships (Wong & Laschinger, 2012). In distributed leadership, leaders and workers have shared responsibility and work collaboratively to ensure better organizational outcomes (Dahinten et al., 2014). Distributed leadership at all levels within the organization leads to improved workplace culture (Paterson, Henderson, & Burmeister).

There is a strong relationship between work environment and workplace development opportunities (Kersh, 2015). Workplace professional development results

in increased self-efficacy as individuals acquire new skills (Murphy & Johnson, 2016). Learning in the workplace includes formal and informal learning, some of which take place through social interaction, work activities, and experiences (Evans & Kersh, 2014). Methods for training delivery may include seminars, courses, workshops, and/or webinars (Reilly et al., 2012). Training programs provide opportunities for personal development as a byproduct of professional development (Haber-Curran & Stewart, 2015). In addition, some organizations intentionally infuse lifelong learning, personal development, and social engagement into workplace learning opportunities (Evans & Kersh, 2014). Workplace learning is enhanced when organizations incorporate experiential learning, provide feedback, and include peer and colleague relationships through mentorship, fellowship, and/or learning communities (Reilly et al., 2012).

Workplace empowerment. Positive leadership styles ensure organizational structures which allow employees to be effective in their work (Laschinger, Wong, Cummings, & Grau, 2014). Organizational structures impact employee work attitudes and behavior (Laschinger et al., 2013). Empowered workers perceive greater support from leaders and believe supervisors value their contributions and care about their well-being (Dahinten et al., 2014). The results of workplace empowerment for employees include greater self-esteem, increased self-efficacy, and identity development (Zhu, Sosik, Riggio, & Yang, 2012). Individuals with higher self-efficacy are confident in their abilities at the workplace and more likely to remain focused in pursuing their goals (Hu, Wang, Liden, & Sun, 2012).

Workplace empowerment involves structural and psychological empowerment (Krishnan, 2012). Structural empowerment refers to workplace organizational structures,

such as resources, support, and opportunities, which are in place to enhance work effectiveness (Dahinten et al., 2014). Resources include information needed to do the job; knowledge of the mission, values, and policies of the organization; and skills to be effective at work (Laschinger et al., 2014). Support includes feedback and guidance received from supervisors as well as emotional support from colleagues (Wong & Laschinger, 2013). Opportunities provide space for employees to learn and grow (Laschinger et al., 2013). Psychological empowerment refers to employees' positive psychological responses to working in empowering environments (Wong & Laschinger, 2013). Employee perceptions which reflect workplace empowerment include meaning, impact, self-determination, and competence (Dahinten et al., 2014). An empowered employee experiences more intrinsic motivation and self-determination (Zhu et al., 2012).

Leadership plays a role in establishing empowering conditions in the workplace (Laschinger et al., 2013). Supportive leadership behaviors are associated with improved work effectiveness and job satisfaction (Dahinten et al., 2014). In particular, relational leadership styles are associated with greater levels of employee empowerment (Wong & Laschinger, 2013). Leader empowering behaviors include "fostering participation in decision making; facilitating goal accomplishment; providing autonomy or control over work; and removing bureaucratic barriers associated with powerlessness" (Dahinten et al., 2014, p. 18).

On-campus work environment. Many on-campus jobs are purposefully designed to provide high-impact experiences for students (Savoca, 2016). Even though working during college can have a negative impact on student success, particularly as the number

of working hours increases, resiliency skills and academic engagement gained from work experience has been shown to have a positive impact (Martinez, Bilges, Shabazz, Miller, & Morote, 2012). On-campus employment develops transferable work skills in several relational areas such as receiving feedback and dealing with difficult situations (Empie, 2012). Student employment offers co-curricular environments which connect knowledge acquired from college courses with practical applications (Athas, Oaks, & Kennedy-Phillips, 2013). Students who work on-campus are more likely to spend time in other academic activities and socialization than students who work off-campus (Lang, 2012). Developing time management skills is a byproduct of juggling work and school commitments, which aids in academic success (Empie, 2012).

Studies have found positive correlations between on-campus employment and leadership development (Astin, 1993; Athas et al., 2013; Lane & Perozzi, 2014; McFadden & Carr, 2015; Salisbury, Pascarella, Padgett, & Blaich, 2012). Despite the limitations of involvement in other college experiences due to work obligations, a student's work environment can positively impact the development of leadership skills (Salisbury et al., 2012). Student employment engages students with the college community, connects them to resources, and exposes them to sociocultural conversations (Lane & Perozzi, 2014). Students working on campus are also more likely to connect academically and socially with faculty, staff members, and peers (Lane & Perozzi, 2014).

There has been a push for campus departments to provide learning opportunities and intentionally develop leadership capacity of student employees in student work environments (McFadden & Carr, 2015). On-campus employment in student affairs has been shown to provide co-curricular learning opportunities which initiate cognitive,

moral, and psychosocial development (Athas et al., 2013). Studies have shown positive correlations between leadership development and student employees employed within student affairs, in general, and within specific student affairs areas such as dormitories, college recreation, and student unions (Athas et al., 2013; Hall, 2013; Lane & Perozzi, 2014; Lewis & Contreras, 2009; Martin & Blechschmidt, 2014; McFadden & Carr, 2015; Watson, 2013). Employment opportunities challenge students to apply lessons learned in the classroom initiate growth in interpersonal and practical skill acquisition, academic self-efficacy, and self-awareness. (Athas et al., 2013).

Learning center environment. Learning centers exist, physically or virtually, to increase student learning (Frizzell, 2014). A variety of support services is offered at learning centers, with tutoring being the most common service provided (Toms, 2014). Tutoring has long been recognized as a necessary service to help students acquire the skills needed to succeed (Sheets, 1994). The types of tutoring vary from institution to institution as well and may include drop-in, small group, one-on-one appointments, supplemental instruction, online asynchronous, and/or online synchronous tutoring (Toms, 2014). Learning centers are most often affiliated with academic affairs or student affairs, though they may also be located within specific academic divisions, colleges, or schools (Toms, 2014).

The academic environment of a learning center lends to the personal and professional development of its student employees (Sutherland & Gilbert, 2013). Students who gain work experience in their field of study during college have higher levels of engagement during their college experience (Salisbury et al., 2012). Employment as a tutor affords opportunities to apply knowledge in their field of study

and develop new skills in a variety of areas (Alsup et al., 2008; Bowman-Perrott et al., 2013; Sutherland & Gilbert, 2013).

Experiences tutoring other students have been found to enhance leadership skills (Astin, 2013). Tutoring incorporates elements from teaching, mentoring, and counseling, all of which provide opportunities for tutors to practice leadership with their students (Derrick, 2015). Experienced tutors also have occasions to act as a resource for training new tutors (Derrick, 2015). Mason-Innes (2014) found tutors holding supplemental instruction positions reported increased self-awareness, greater cognizance of their leadership, deepened understanding of course content, and increased sense of belonging.

The Council for the Advancement of Standards recommended tutors should receive training to develop their skills in helping students (Sheets, 1994). Programs with tutor training are more likely to impact students' GPA and retention (Boylan et al., 1997). Since 1989, over 1000 college tutor training programs have received CRLA's International Tutor Training Program Certification (CRLA, 2016). CRLA-certification "provides recognition and positive reinforcement for tutors' and mentors' successful work…sets professional standards of skill and training for tutors and mentors…[and] augments program credibility for administrators and institutions" (CRLA, 2016, "About CRLA Certifications", para. 3). Tutors must receive a minimum of 10 hours of training regarding level-specific topics and 25 hours of actual tutoring to achieve each level of certification: regular, advanced, and master (CRLA, 2016).

Tutors have reported training programs designed specifically for their roles have helped them develop professionally in several ways including improved communication and leadership skills (Sutherland & Gilbert, 2013). Training results in increased efficacy

as individuals are provided with opportunities to acquire new skills and achieve success (Murphy & Johnson, 2016). Tutors in a CRLA-certified tutoring program receive ongoing training, mentoring, and other support from faculty and/or learning center professionals (CRLA, 2016). Receiving employer mentoring is a strong predictor of leadership efficacy (Dugan & Komives, 2007). Tutoring is good preparation for a future career in academics, and many tutors become determined to pursue an academic career subsequent to becoming a tutor (Sutherland & Gilbert, 2013).

Tutor training programs encourage reflective practices among tutors which increase capacity for change and personal development (Bell & Mladenovic, 2013). For example, recommended assessment practices for topics within CRLA certification include reflection papers, journal writing, role-play scenarios, and case studies (Schotka, Bennet-Bealer, Sheets, Stedje-Larsen, & Van Loon, 2014). Training which includes personal development is important for leadership development because personal growth often coincides or is a precursor to developing leadership skills (Haber-Curran & Stewart, 2015).

Summary

The conceptual framework for this research study, the LID model, is a stage-based model where development or growth from one stage to the next occurs in the transitions (Komives et al., 2005). Six stages are represented in the LID model: awareness, exploration/engagement, leader identified, leader differentiated, generativity, and integration/synthesis (Komives et al., 2006). Transitions through the LID model occur when students broaden their perspective of leadership as a result of developmental

influences, developing self, group influences, and changing view of self with others (Komives et al., 2009).

The concept of leadership has been challenged by nonhierarchical perspectives of leadership in which anyone can lead from any position within an organization (Wielkiewicz, 2000). Relational skill development is needed for developing leaders who can work in collaborative team environments (Patterson, 2012). Leadership education plays a large role in leadership development in college (Coers et al., 2009). Development of leadership can be greatly impacted by college experiences including sociocultural conversations and mentoring relationships (Priest & Clegorne, 2015).

Development of leadership is also intrinsically related to growth in identity and self-awareness (Cohen et al., 2013). Both concepts of leadership and one's own leadership development are impacted by interaction with environmental factors (Guthrie et al., 2013a). Practicing leadership or experiencing leadership roles while in college hugely impacts leadership development (Dugan & Komives, 2007; Patterson, 2012; Stapleton, 2015). Gaining membership in a community of practice is linked with personal and identity development (Lovell, 2015). Students who work on-campus during college can be influenced by their workplace environment (Salisbury et al., 2012). In particular, leader empowerment behaviors can greatly encourage and support growth in leadership development (Laschinger et al., 2013). Tutoring at a learning center offers support and mentoring within an academic field of study (Derrick, 2015).

Chapter Three includes seven sections detailing the methodology used in this qualitative case study. Following a discussion of the problem and purpose overview, the background information on research design is provided. The population and sample for

the study are explained. A researcher created instrument is described along with the methods used to ensure validity and reliability. A step-by-step guide of the data collection and data analysis are presented. Ethical considerations, such as maintaining confidentiality and anonymity, are explored.

Chapter Three: Methodology

Developing leaders is a vital goal of higher education (King, 1997). Tutor training programs provide opportunities for tutors to develop personally and professionally (Sutherland & Gilbert, 2013). The skills tutors learned as a result of tutoring experiences are transferrable to their future career paths (DeFeo & Caparas, 2014). In this study, tutors' leadership identity development was parameterized as a case study to explore how their experiences affect growth in leadership capacity.

In Chapter Three, the problem and purpose of the study are restated. An overview of research design along with the specific methodology for this study is discussed. Safeguards to ensure anonymity and confidentiality along with other ethical considerations are outlined. The population and sample for the study are detailed. Creation of the instrumentation for this study is recounted. Finally, procedures for data collection and data analysis are described.

Problem and Purpose Overview

The impact tutor training has on student success has been well researched. (Bowman-Perrott et al., 2013; Boylan et al., 1997; Casazza & Silverman, 1996, 2013; Sheets, 1994) However, the impact tutor training has on tutors themselves is limited (NADE, 2016). College experiences have been noted as influencing leadership identity development (Dugan & Komives, 2007). Leadership identity development is an important factor of future success as tutors are often on career paths as future teachers and/or leaders in their specialty field (Alsup et al., 2008; DeFeo & Caparas, 2014; Sutherland & Gilbert, 2013).

The purpose of this case study was to provide an arena to investigate the growth of tutors' leadership identity development in a CRLA-certified learning center. Tutors' perceptions of leadership were examined along with how their concept of leadership may have changed over time and level of CRLA certification. The LID model developed by Komives et al. (2006) was used to determine if tutoring experiences have an impact on tutors' leadership identity development.

Research Questions

The following research questions guided the study:

1. What leadership characteristics do tutors perceive themselves as possessing?

2. What are tutors' current perspectives on leadership?

3. What aspects of the tutoring experience do tutors report as being supportive or prohibitive in developing leadership qualities?

4. How have tutors' perspectives on leadership changed since starting the tutoring program?

Research Design

The design of this research study was qualitative. A case study was chosen for this research because the research was exploratory and existed within the boundaries of a tutoring program (Creswell, 2013). In this case study, patterns were uncovered, and an understanding was gained of the leadership identity development of tutors in a learning center (Yin, 2014).

Qualitative research is often thought of, or defined as, a research methodology which is not quantitative (Creswell, 2014). However, using a quantitative concept to define a qualitative term does not give justice to the key characteristics of qualitative

research (Yilmaz, 2013). In broadest terms, qualitative methodology refers to research that produces descriptive data (Taylor, Bodan, & DeVault, 2015). According to Yilmaz (2013), qualitative research may be defined as the study of people, cases, phenomena, or social situations which are characterized by a naturalistic approach, revealing personal descriptions based on perceptions of experiences.

Qualitative research produces contextualized information based on participant responses (Kawabata & Gastaldo, 2015). In particular, qualitative methods aim to answer questions about the 'what,' 'how,' or 'why' of a phenomenon (McCusker & Gunaydin, 2015). Evaluation of qualitative data may be used to focus on the effectiveness of a program, the meaning of a program for participants, or it may seek to empower or educate those in a program (Lub, 2015).

In contrast, quantitative research is utilized for testing objective theories (Creswell, 2014). The aim of quantitative research is to "classify features, count them, and construct statistical models in an attempt to explain what is observed" (McCusker & Gunaydin, 2015, p. 538). A quantitative researcher collects numerical data and tests hypotheses using statistical measures (McCusker & Guynaydin, 2015). A quantitative methodology was not chosen for this study because the objective of this type of research is exploratory in nature (Taylor et al., 2015). McCusker and Gunaydin (2015) asserted qualitative research is more appropriate than quantitative research if the goal of the research is to understand how a community perceives a particular issue. In addition, qualitative research is especially useful when little research has already been done on the topic (Creswell, 2014).

The qualitative researcher seeks to understand social phenomena through the individual's experiences and perspective (Taylor et al., 2015). Typically, in qualitative research, the researcher does not have a particular answer in mind prior to beginning the study, but questions are produced during the early stages (McCusker & Gunaydin, 2015). Researchers use inductive reasoning to discover concepts, insights, and understandings from collected data rather than collecting data to assess preconceived hypothesis or theories (Taylor et al., 2015). Researchers endeavor to see how social experience is created and given meaning in their subjects' lives (Yilmaz, 2013). Empathizing and identifying with the people they study helps the researcher understand how participants view things (Taylor et al., 2015).

Qualitative research is an umbrella term which may include narrative research, phenomenology, grounded theory, ethnography, and case study (Creswell, 2013). A case study approach is appropriate when the researcher has a clearly defined case with boundaries and seeks to understand the case at great depth (Creswell, 2013). Yin (2014) described a case study as a way for researchers to focus on a case and retain a holistic, real-world perspective. An exploratory case study informs subsequent research, a descriptive case study provides contextualization, and an explanatory case study discovers causal factors (Yin, 2014). A descriptive case study approach was utilized to study the leadership identity development of college tutors in a learning center environment.

Population and Sample

The population for this study was college tutors at a two-year community college in the Midwest. The community college has six locations, three of which are campuses,

two are educational centers, and one is an online campus (Institutional Information, 2017). Enrollment at all six locations totals approximately 14,000 students. There are five learning centers across campuses employing a total of approximately 95 tutors (Institutional Information, 2017). Four tutoring programs are currently CRLA-certified. Each learning center has its own director and unique training program.

Purposive sampling was utilized to ensure the sample participants experience similar structural and social conditions (Siedman, 2012). For a case study, participants are sampled to fully describe multiple perspectives about a case (Creswell, 2013). Three considerations go into purposeful sampling: selection of participants or sites for the study, the specific type of sampling strategy, and the size of the sample to be studied (Creswell, 2013).

Volunteer participants were sampled from the largest learning center site which employs approximately 50 tutors. This learning center was chosen because components of its tutor training program include tutor projects in which tutors take on leadership roles. During these projects, the tutors work closely with their supervisor(s) to design and implement a tutor training meeting. In addition, new tutors spend two weeks shadowing experienced tutors and develop a mentor/mentee type of relationship.

In addition, the sample was stratified to facilitate comparisons of leadership identity development across levels of CRLA certification (Creswell, 2013). In stratified purposeful sampling, participants are grouped according to specific characteristics (Creswell, 2013). Tutors sampled for participation in this study were stratified according to their CRLA certification level of achievement with four possible levels: Level Zero (no level achieved yet), Level One, Level Two, and Level Three. The purpose of

stratified purposeful sampling is to capture variations within a study (Palinkas et al., 2015). Training for each level of certification in the learning center is designed to offer new topics of exploration built upon previous experiences. In addition, tutors in level two and tutors in level three have been given leadership roles which may have influenced their leadership identity development tutors in level zero and level one have not yet experienced.

According to Siedman (2012), there are two criteria to determine the number of participants to study: sufficiency and saturation of information. Care must be taken to ensure there are sufficient numbers for the sample to reflect the population but not so many participants the researcher no longer learns something new (Siedman, 2012). Creswell (2013) suggested four to five participants for case study research. Due to the stratification of the sample utilized in this case study, eight participants were selected to ensure adequate representation in each category.

Instrumentation

Case study methodology provides flexibility in data collection methods (Pearson, Albon, & Hubball, 2015). A semi-structured, open-interview protocol (see Appendix B) was created for this study (Jones, Torres, & Arminio, 2013). The strength of interviewing is the ability to lead the interviewees to tell stories that provide an understanding of social phenomena from the perspective of the research participant (Miller & Glassner, 2016). Interview questions cause people to gain new insights and understandings of their experiences by asking them to reflect on occurrences impressed upon them (Taylor et al., 2015). According to Miller and Glassner (2016), qualitative interviewing produces “intertwined sets of findings: evidence of the nature of the

phenomena under investigation, including the contexts and situations in which it emerges, as well as insights into the cultural frames people use to make sense of these experiences" (p. 63).

In-depth interviewing involves posing open-ended questions designed to obtain an in-depth understanding of participants' experiences and perceptions (Rosenthal, 2016). Siedman (2012) recommended three 90-minute interviews for qualitative research. Due to time constraints, each participant in this study had one interview that contained parts from three recommended areas including focused life history, the details of experience, and reflection on the meaning (Siedman, 2012). The third section of the interview was used as a guide to support participants in reflecting on their experiences within the tutoring program as it applies to the research questions and LID framework, though some elements were naturalistically produced during the other sections of the interview (Siedman, 2012).

All research studies are concerned with producing valid and reliable results (Creswell, 2014). However, validity and reliability do not have the same connotations in qualitative research as in quantitative research (Creswell, 2014). Demonstrating validity and reliability in a qualitative study involves providing adequate evidence so readers can determine the trustworthiness of the results (Merriam & Tisdell, 2015). In qualitative research, validity can be thought of as credibility and reliability as dependability (Creswell, 2013).

Validity. According to Merriam and Tisdell (2015), validity in qualitative research refers to the credibility of the findings. One technique for ensuring validity is through member checking (Merriam & Tisdell, 2015). The process of member checking

ensures the researcher does not misunderstand or misinterpret the meaning of what participants say (Merriam & Tisdell, 2015).

The member checking process does not only serve as a check and balance of ensuring accurate results, but it also includes seeking out the participant's view on the credibility of the information gathered (Creswell, 2013). Transcriptions from the interviews were presented to each participant for review and provided an opportunity for the participant to ask questions or comment before the transcription was finalized in order to ensure validity in the study (Creswell, 2013). Additionally, a draft of the preliminary findings was sent to be reviewed by the participants of the study (Yin, 2014).

Reliability. In qualitative research, reliability refers to the extent results are consisted with the data collected (Merriam & Tisdell, 2015). One technique for ensuring reliability is to refine the instrument used for data collection (Merriam & Tisdell, 2015). The interview protocol for this study was tested with four tutors at a learning center located at a different two-year community college. This pilot site was chosen because its participants had similarities to the population for this study (Jacob & Furgerson, 2012). After conducting the sample interview, each interviewee was asked to rate each question on a Likert scale for its understandability, one for not understandable through five for completely understandable (Jacob & Furgerson, 2012). Interviewees offered additional comments, feedback, and in some cases, examples, on why the question was less clear and/or how the question could be clearer (Jacob & Furgerson, 2012). Subsequently, interview questions were updated for clarity and, in some cases, rephrased to elicit greater depth of responses (Creswell, 2014).

Data Collection

Prior to collecting data, a letter from the Provost of the college was garnered acknowledging the request for research (See Appendix C). Research began once approval was granted by Lindenwood University's institutional review board and the community college where the research took place (See Appendices D & E). Subsequent to receiving approval from both institutions, an email was drafted by the researcher and sent by the third-party interviewer detailing the purpose of the study, the amount of time needed to complete the interview, and plans for using the results from the interview were sent to recruit tutors (see Appendix F). Volunteer tutors were directed in the e-mail to coordinate an interview time with a third-party interviewer.

The third-party interviewer arranged times to meet with the interviewees in a conference room on the college campus to reduce noise interference and other distractions. At the arranged time, the third-party interviewer verbally discussed and obtained the tutors signature on the consent form prior to the interview being conducted (See Appendix G). Audio recordings were created using the program, Sound Recorder. In addition to the audio recording, the third-party interviewer took field notes on the interview protocol during the session as a backup in the case of electronic data loss (Creswell, 2013).

At the conclusion of the interview, the audio and digital files were sent with pseudonyms to be transcribed. After obtaining audio recordings, each interview was transcribed in Microsoft Word. The transcriptions were sent back to the interviewee to be member checked. Once these steps were completed, the data were analyzed, which is described in the next section.

Data Analysis

Qualitative data analysis involves general analysis of data along with steps embedded within the specific qualitative design (Creswell, 2014). Case study analysis includes a detailed description of the setting or individuals followed by analysis of the data for themes (Creswell, 2014). The process of making and analyzing thematic connections for interview data is called coding (Siedman, 2012).

According to Creswell (2013), the core elements of qualitative data analysis are coding the data, combining the codes into broader categories or themes, and displaying and making comparisons. Coding data can be done in a variety of ways, but it typically involves categorizing data to uncover themes (Taylor et al., 2015). Creswell (2013) described a six-step analytical procedure for analyzing qualitative notes: data organization, reading and memoing, describing the data into codes and themes, classifying the data into codes and themes, interpreting data, and representing and visualizing the data.

Creswell (2013) recommended reading each transcript in its entirety before organizing and analyzing data. Paragraphs on each transcription were numerically labeled to provide an easy reference (Creswell, 2013). Upon the second reading, general comments were added in the margins next to each paragraph which lead to the coding stages (Saldaña, 2015).

A code refers to a word or short phrase that captures an attribute for a portion of the data (Saldaña, 2015). Codes are used to summarize, distil, or condense data (Saldaña, 2015). The codes were codified, or categorized, using the LID model as the lens in which the data were interpreted (Saldaña, 2015). Comments in the margins were

color-coded to match colors assigned to each level of leadership identity development (Creswell, 2013). Similarly, coded data were grouped into categories according to shared characteristics (Saldaña, 2015). Generalizations were developed for each category, and themes emerged using categorical aggregation (Creswell, 2013). While some categories and themes emerged during the first cycle of coding, the second cycle of coding methods was needed (Saldaña, 2015). During the second cycle of coding, data were reorganized and reanalyzed to develop a better sense of categories and themes (Saldaña, 2015).

When the data were interpreted, participants were stratified into four categories based on CRLA level of certification achieved (Creswell, 2013). Data were represented visually using a comparison matrix (Creswell, 2013). Matrices are useful for identifying patterns in data as well as displaying comparisons (Maxwell, 2012). This matrix displayed comparisons of leadership identity development across the four categories of CRLA level of certification achieved (Creswell, 2013).

Ethical Considerations

Ethical considerations must be made whenever personal information is shared within a research study (Creswell, 2015). Establishing and maintaining the trust of the research participants is of utmost importance (Fraenkel, Wallen, & Hyun, 2014). According to Creswell (2013), ethical considerations include informed consent, researcher bias, confidentiality, and anonymity.

An important ethical consideration is assuring participants are given ample information in which to make an informed decision to participate (Creswell, 2015; Fraenkel et al., 2015). Prior to participating in the study, tutors signed an informed consent form, which contained the purpose of the study, what the participants'

involvement with the study will entail, including approximate time required to participate in the study, any risk and/or benefits participating in the study, and a description detailing measures taken to ensure confidentiality and anonymity of the study (Creswell, 2013). Participants were informed they may opt out of the study at any time without any negative effects (Creswell, 2013).

Clarifying researcher bias is another important ethical consideration (Creswell, 2013). Due to previous experiences of working as a math supervisor followed by being the assistant director of the tutoring program at the site chosen for this case study, the researcher may have brought certain biases to this study which may have shaped the way the data are understood (Creswell, 2014). In order to bring as much objectivity as possible to the study, a third-party interviewer was hired to conduct the interviews (Maxwell, 2012).

Both the researcher and the third-party interviewer took steps to ensure confidentiality (Creswell, 2013). The third-party interviewer was trained (see Appendix H) and had agreed to and signed a confidentiality statement (see Appendix I). Research information was kept confidential by not discussing or sharing the research information and keeping all data and documents secure by storing electronic data on a password protected computer (Creswell, 2013). The researcher will destroy all documents and data three years from completion of the research project (Creswell, 2013).

Anonymity may be impossible to completely assure in case study research as cases are typically selected because they are unique in some way (Merriam & Tisdell, 2015). Participants were informed no identifying data from the institution in which participants are employed will be shared in the results of the study (Creswell, 2013).

Pseudonyms were used to lessen the possibility of identifying participants (Taylor et al., 2015). Participants were advised there is a possibility one's comments may be recognized even with the use of pseudonyms (Creswell, 2013).

Summary

A qualitative research design was chosen for the study of leadership development amongst college tutors because the study is exploratory in nature (Creswell, 2013). A case study was conducted utilizing in-depth interviewing techniques (Rosenthal, 2016). An interview protocol was designed by the researcher to elicit stories from the interviewees to help the researcher understand experiences from the perspective of the participant (Siedman, 2012). The sample for this study was a purposive, stratified sample of college tutors from a well-defined, CRLA certified tutoring program (Siedman, 2012). Data were collected by a third-party interviewer who provided pseudonyms to the participants (Taylor et al., 2015). Coding methods were utilized to uncover and analyze themes (Creswell, 2013). The LID model developed by Komives et al. (2006) was used in the coding process. Safeguards were in place to ensure anonymity and confidentiality along with other ethical considerations (Creswell, 2013).

A detailed description of the case study followed by analysis of the data collected is presented in Chapter Four. Key categories and overarching themes are thoroughly discussed in relationship with the LID model. A comparison matrix is presented to display findings between each of the four levels of CRLA certification.

Chapter Four: Analysis of Data

This study was designed to explore the leadership identity development of college tutors working in a community college learning center. The purpose was to discover how tutors' experiences shaped their sense of leader identity and their growth in leadership capacity, as analyzed through Komive's LID model. Participants identified characteristics of effective leaders and identified which features they perceived themselves as possessing.

In reflecting on their tutoring experiences, participants reported aspects of the tutoring program which were supportive in developing their leadership qualities. The difference between a leader and leadership was explored along with other perspectives on leadership. Participants also pondered whether their perspectives on leadership had changed since starting the tutoring program.

In this chapter, the results from interviews with college tutors working at the learning center case study site are presented. To maintain confidentiality and anonymity, tutors self-selected a pseudonym from a list of characters from the television show, Firefly. In order to increase the anonymity of the participants, the chosen Firefly pseudonyms were changed to "Participant" and labeled by number in the final stages of the study. Prior to presenting the themes of the study, a thick description of the case and the study participants will be described.

Demographic Analysis

Volunteer participants were sampled from the largest learning center site at a two-year community college in the Midwest which employs approximately 50 tutors, four subject supervisors, an assistant director, and a director. This particular learning center

was chosen because of its supportive, collaborative environment, and its CRLA-certified tutor training program was designed to encourage tutor development and growth. As a tutor employee of this learning center, tutors are required to earn CRLA Level 1 certification within their first full semester, CRLA Level 2 certification within a year subsequent to level 1, and CRLA Level 3 certification within a year subsequent to level 2. New tutors spend their initial two weeks shadowing experienced tutors in a mentee role.

During the certification for CRLA level 2, the tutors work closely with their subject supervisor to design and implement a tutor training meeting for other subject tutors. Similarly, tutors work with the assistant director to design and implement a general tutor training meeting for CRLA level 3 certification. In addition, CRLA level 2 and 3 tutors serve as mentors for the first two weeks of a new tutor's employ.

Fifty tutors from the case site were invited to participate in the interviews for this study. Of the 50 tutors who were extended an invitation to participate, ten tutors agreed to be interviewed, and eight of the volunteers completed the one to one interviews. Demographic information was not collected for the study. However, the years of employment and the level of CRLA certification was included in the interview questions.

The eight tutor participants were all employed in the same tutoring program at the time of the interviews. Of the eight tutors interviewed, three indicated working one year or fewer years, three indicated their experience to be between 1 to 2 years, and two of the participants indicated their experience to be between 3 to 4 years. One tutor had earned CRLA Level 3 certification, two tutors had earned CRLA Level 2 certification, and three tutors had earned CRLA Level 1 certification. The final two tutors have not yet earned

CRLA certification and were recorded at CRLA Level 0. A short description of each participant follows.

Participant #1. The first participant was a computer information systems major who was employed as a programming tutor. At the time of the interview, Participant #1 was a CRLA Level 0 tutor who had worked at the learning center for approximately eight weeks. His experiences being an eagle scout influenced his tutoring experiences. Participant #1 self-identified as a shy person and reported his coworkers helped him be more comfortable being himself. In the short time Participant #1 had worked at the learning center, he found tutoring to be rewarding and helpful to his own studies

Participant #2. The second participant in the study was employed at the learning center as a contemporary mathematics tutor. At the time of the interview, Participant #2 was a CRLA Level 2 tutor who had worked at the learning center for approximately one year. She also recently became a mentor in the learning center's mentoring program. As the daughter of a military mother, Participant #2 gained social skills through moving around often during her childhood. Participant #2 indicated she aspired to become a teacher and felt being a tutor would help her in the teaching field.

Participant #3. The third person in the study has been employed as a mathematics tutor in the learning center for approximately three years. She was a CRLA Level 3 tutor and certified as a CRLA level 3 mentor. Participant #3 was a nontraditional student who had prior negative experiences with math. She aimed to become a tutor her first semester at college upon finding success with a once difficult subject. Tutoring experiences have primarily impacted Participant #3's flexibility in how she interacts with people.

Participant #4. Participant #4 was employed as a computer tutor. At the time of the interview, he was a CRLA level 1 tutor who had worked at the learning center for approximately one semester. Participant #4 was homeschooled prior to attending college. He saw himself as a future manager of employees or an entrepreneur. Participant #4 expressed tutoring has increased his confidence and fondness for being a leader.

Participant #5. Participant #5 has been employed as a computer tutor for approximately three semesters. At the time of the interview, he was a CRLA level 1 tutor. Participant #5 had dropped out of high school, earned his GED three years subsequently, and went back to college fifteen years after attaining his GED. A positive experience with a student influenced Participant #5 to change his degree path from behavioral science to adult education and special education.

Participant #6. The sixth participant in the study was originally employed as an anatomy and physiology tutor but switched to being a study skills tutor. She has been working at the learning center for approximately one semester and was a CRLA level 0 tutor. Participant #6 was a massage therapist prior to attending college. Her experiences as a student in the learning center influenced her to become a tutor. Participant #6 hopes to open her own business after graduating.

Participant #7. Participant #7 has been employed as a math tutor for approximately three semesters and was a CRLA level 1 tutor. He was a traditional student seeking a degree in math and engineering. Participant #7 also recently became a mentor in the learning center's mentorship program. His experiences tutoring has influenced him to become a teacher at the same college in which he was employed as a tutor.

Participant #8. Participant #8 has been employed as a math tutor for three years. At the time of the interview, she was a CRLA level 2 tutor. Participant #8 was a nontraditional student. She became a tutor shortly after switching her major to math education. Participant #8 has also been employed at another learning center at a different college. She believes the differences between the programs largely have to do with environment and support. Participant #8 aimed to eventually complete a master's degree in mathematics and become a teacher.

Responses to Interview Questions

A semi-structured, open-interview protocol was developed for this study. As mentioned in Chapter Three, the interview protocol included three phases of questions, following the recommendations of Siedman (2012), as described:

- Focused Life History (FLH)
- Details of Experience (DE)
- Reflection on the Meaning (RM)

The interview questions were designed for participant reflection of their tutoring experiences in order to gain an in-depth understanding of their perceptions.

Interview question #1 (FLH). *Tell me a little bit about your background.* Participants reflected a range of background experiences prior to coming to college. Four contributors were nontraditional students, one participant went to college straight out of high school, and one interviewee was homeschooled prior to attending college. The final participants in the study did not indicate their timeline between high school and college.

Participant #5 stated he started college 15 years after high school and "was actually a high school dropout" (para. 1). Participant #6 indicated she returned to school

in order to change careers. Both Participant #3 and Participant #8 returned to college after having kids. Participant #8 waited to go to college until after her children were raised, whereas Participant #3 felt called to college after feeling unsatisfied with her current life. Participant #3 reflected, "[I] found myself in a situation where I was not progressing any further in my life as far as providing for my young ones, my family, with an income, so I decided to go to school" (para. 1).

Interview question #2 (FLH). *Describe any experiences you had with tutoring, mentoring, or coaching prior to becoming a tutor here.* Participant responses included a wide spectrum of answers including no experience, formal and informal tutoring experience, being a tutee, and job experience. Participant #7 was the only participant who indicated no experience prior to gaining employment as a tutor.

Four tutors indicated prior tutoring experience in formal and/or informal capacities. Participant #2 gained experience as a formal tutor in the A plus program during high school. Participant #2 also indicated tutoring her younger brother and her friends in an informal capacity. Participant #8 mentioned informally tutoring family, but in her case, she tutored her kids when they went through high school. Participant #4 gained informal tutoring experience helping with his neighbor's kids with sports. Participant #1 experienced an informal tutoring role during a cybersecurity competition, in which he discovered "the group I ended up being paired with knew nothing about computers whatsoever" (para. 2).

Participant #6 was the only tutor who reflected on experiences of being a tutee in the learning center site chosen for this case study prior to becoming a tutor. She explained, "I had such wonderful luck with them and made such wonderful connections

with the guys down there, and girls, that *(sic)* that's part of the reason why I wanted to pursue it. Because they were so welcoming to me" (para. 2).

Job experience was also mentioned by four of the tutor participants. For example, Participant #4 and Participant #5 both mentioned training people at their jobs as a form of tutoring experience. Participant #8 and Participant #3 had experiences in management/supervisory positions, and Participant #3 also had knowledge leading a team project in her work position.

Interview question #3 (FLH). *What influenced you to become a tutor?* Participants' responses reflected five main ideas regarding their reason for becoming a tutor; a love for their subject and/or learning, instructor encouragement, a concern for helping others, a desire to become a teacher, and a need for campus employment.

One reason reported for becoming a tutor was the love of their subject and/or learning. Participant #1 responded his love for learning and for programming influenced his decision to become a programming tutor. While Participant #3 earned D's and C's in math during high school, she was motivated to become a tutor after realizing she "was pretty slick at math" (para. 1). Participant #8 explained her love for math drew her to help other students during class.

Several tutors mentioned being encouraged by an instructor. Participant #2 indicated she has "always been good at math", but she decided to become a tutor because her "teacher actually recommended me to" (para. 1). Participant #4 was also motivated to become a tutor, because "a teacher suggested it to [him] and it seemed like a good idea to reinforce what [he] know[s] and get paid while doing it" (para.1). After Participant #5

had found himself teaming up with his teacher to help fellow students during his CIS101 class, his instructor encouraged him to become a tutor.

A third reason for becoming a tutor which was communicated during the interviews was a concern for helping others. Participant #1 indicated he did not "want to see my fellow classmates struggling, not understanding the concept" (para. 3). Participant #6 mentioned her helper personality coupled with personal experiences struggling through a math class motivated her to become a tutor. Tutoring seemed like a way to combine Participant #7's love for math and love for helping people.

Tutoring was also perceived as good teacher preparation. Both Participant #2 and Participant #4 mentioned tutoring experiences would look good on a resume/application. Participant #2 also became a tutor in order to gain experiences working with students as preparation prior to going into the teaching field. Participant #4 thought becoming a tutor would "also be a good way to reinforce my knowledge so I can be a master at my craft" (para. 3).

The convenience of a campus job was identified by Participant #4 and Participant #3 as a fifth reason for becoming a tutor. Since Participant #3 did not own a vehicle, she found riding a bus to school while working made her life challenging. Being employed on campus would simplify things for her by reducing the amount of time spent on the bus.

Interview question #4A (DE). *Describe the relationship(s) you have with your students.* Participants spoke primarily about having positive relationships with their students. Participant #8 exclaimed:

> Oh! I love my students. And I have not met very many...that I don't remember…I kinda grow to love them. And then when they graduate, or they go on, and they never come back, you know, it's kinda hard to let go (laughs). 'Cause you do, you grow to love them. You know, and you—their little successes become yours. So. You miss them when they're gone. (para. 4)

Participant #4 and Participant #5 mentioned their interactions with students were friendly. Participant #5 and Participant #3 both spoke about intentionally creating an environment where students are more comfortable and less stressed. Participant #2 spoke about intentionally learning students' names, including a technique where she looks at the log-in information of the student to help her memorize their names for when they return for help on additional dates.

Interview question #4B (DE). *What are some tutoring experiences you have had that stand out to you?* Five out of eight participants responded with both positive and negative examples of tutoring experiences that stood out to them, and three of the participants mentioned only positive examples. Positive examples included student excitement and building rapport. Negative examples were typified by negative students.

Participant #1 said, "I think the best part of tutoring is the moment where you can see that the student has finally understood it" (para. 6). Participant #7 echoed this sentiment, stating people like to hug when excited about finally getting something. Participant #7 also recounted a story where a gentleman in his late 30's was so excited he called his mom to tell her he was doing well. The positive experiences which stood out to Participant #4 involved students who were "very gleeful and appreciative" (para. 5). Participant #3 explained tutoring is "rewarding and fun… [if] they have found that

success through our interaction or found the tools they needed for their success through our interaction" (para. 7).

Tutors enjoyed relationship building with their students. Participant #8 spoke about building such a strong rapport with a student that they still interact after transferring institutions. Participant #8 also recounted an experience in which she built a relationship with football players by successfully tying football to math concepts. After creating a connection over a Spock pin and their mutual love for Star Trek, Participant #2 had a student later become a tutor in the same center. A positive experience that stood out to Participant #5 was helping a student grow from a D in her class to an A and having that student tell him that he was the reason she stayed in the class.

In general, tutors found it more challenging to work with students when the student was negative. Participant #4 said:

> I've had somebody cry on me last semester, but that happens to everyone, apparently…She just wasn't getting it at first and life on top of that. It's usually never the problem that causes somebody to break down; it's everything else that goes along with it. But after she cried for a little bit, we got it back together and got on track. (para. 5)

Other difficult situations included students who were resistant to the tutoring techniques promoted by the learning center's training program. Participant #1 explained some students simply want an answer and would become frustrated if a tutor replied with a question instead. According to Participant #3, it was difficult not to react when a student was nasty or rude in a tutoring experience. Participant #3 explained a difficult situation:

> It happens almost every semester in some capacity. I mean somebody comes in and 'I haven't done any of my homework. I have a test in an hour. I missed the last week of class because I was in Barbados. Can you teach me this thing?' Um, how about I poke my eye out with this pencil instead (laughs). Some of the expectations students come in with are kind of amazing to me. So, I think one of the biggest challenges in handling that situation is handling it—doing what we can to help them with our services without sacrificing the integrity of our services or myself as a person (laughs). (para. 6)

Participant #5 also shared a typical negative experience as being "students who expect us to do their homework or they, you know, come in and think we're their teacher" (para. 6).

Interview question #4C (DE). *How have these experiences impacted your personal or professional development?* Tutors grew personally and/or professionally as a result of their tutoring experiences. Participants reported tutoring experiences allowed them to refine their skills in their subject area. Working with students with diverse backgrounds increased tutors' patience as they adjusted how to work with individual students based on their level of understanding. Oftentimes, students do not just struggle with the subject area; they struggle with outside stressors. Tutoring experiences allow tutors to have a better understanding of the role of anxiety in success.

As Participant #3 stated, "moments like those [of potential conflict with a student] shape, or direct, how I interact with students in the future" (para. 8). Participant #4 responded, "I learn every day at the tutoring center on how to reinforce my good tutoring practices" (para. 6). Working with students allowed opportunities to think of "better ways to approach problems with students…or more tactful ways to use the questions and have

the student more on their own so they can become independent later" (para. 6). Participant #7 reported becoming better at communicating and figuring out how he can help students.

Participant #6 compared helping students in a tutoring situation with helping customers in a retail situation. As a student who did not try very hard at school, Participant #2 had not experienced anxiety while in school. Participant #2 said tutoring "opened [her] eyes to how certain people deal with things…like with stress and test anxiety." As a result, Participant #2 was "a more open-minded person as to how other people are feeling" (para. 7). Seeing students frustrated has also influenced Participant #8. Now Participant #8 looks at failure as "just a failure for that second" (para. 7) and says tutoring has taught her she can approach things differently.

Interview question #5A (DE). *Describe the relationship(s) you have with your coworkers.* All participants responded they had positive relationships with their coworkers. Participants indicated they appreciated the teamwork with their coworkers. Oftentimes coworkers helped with difficult tutoring situations and/or occasions where a tutor does not remember how to do something.

While all participants noted having positive relationships with coworkers, two participants did mention challenges. According to Participant #5, the tutors are all very close to each other. This closeness also brings tension similar to a family. Participant #8 was initially concerned about her role with her coworkers. Since Sir Warwick is older than the majority of her coworkers, she perceived herself as more like a parent to other tutors. However, Participant #8 found the common experience of tutoring brought tutors together despite their age difference.

Interview question #5B (DE). *Describe an experience when you have served as role model or mentor for other tutors.* Participant responses included being a trainer, giving advice, and no experience. The three newer participants believed they were too new to have had opportunities to serve as a role model or mentor for other tutors. Several participants spoke about their experience training newer tutors. According to Participant #3, more veteran tutors are often relied on to train incoming tutors. Participant #5 described this training role as a mentor role in which he was able to pass on his knowledge and experiences.

While Participant #7 had also served as a trainer, he pointed out he set an example whenever he was working for his fellow coworkers. Participant #8 viewed herself as serving as a role model or mentor for other tutors because she was often asked advice for different situations. Similarly, Participant #2 described her job as "answer[ing] questions, whether it's from employees or students" (para. 9).

Interview question #5C (DE). *How has this experience impacted your personal or professional development?* The participants without the experience of being a role model and/or mentor for other tutors described how working with their coworkers influenced their development. For example, Participant #4 viewed some of his coworkers as role models. Participant #4 said, "Any time I can look up to somewhere, I can admire someone for something they did, I think it's a positive thing, especially if you can glean some learning from it, too" (para. 9) Similarly, Participant #6 enjoyed the positivity of her coworkers and viewed them as "an entire team of helpers who are legitimate in their wanting to help" (para 9).

As more experienced tutors, both Participant #3 and Participant #8 viewed themselves as serving as role models and/or mentors for other tutors and helped to build community. Participant #3 believed tutors who have been employed at the tutoring center longer have an additional responsibility to set an example to newer tutors. Sir Warwick explained, "We are a unit. We work together as a unit; we talk as a unit; we speak as a unit… but, we all have individuality" (para. 10).

For Participant #2, her experiences serving as a role model and/or mentor for other tutors helped her grow as a student. According to Participant #2, tutors can go to each other for help, because there are multiple subjects in the learning center. For Participant #5, these experiences influenced his professional growth. Participant #5 reflected his experiences serving as a role model and/or mentor for other tutors has "helped prove to me that I can be a teacher. I can do this." (para. 10).

Interview question #6A (DE). *Describe the relationship(s) you have with your supervisors.* Eight out of eight participants expressed their relationship with their supervisors was positive. Participants described their supervisors as laid-back, polite, not demeaning, friendly, and helpful. Supervisors addressed problems and handled situations. Several participants mentioned an openness and/or willingness to ask their supervisors any type of questions. Participant #8 said, "Anytime that I have a concern, a worry, or if I'm just wanting to talk to somebody, I know their door is always open. And that's a nice feeling" (para. 11).

According to Participant #3, the supervisors played a large role in establishing the comfortable, safe environment of the tutoring and learning center. Participant #3 expressed she was impressed with the mutual respect between the supervisors and other

tutors. Participant #7, said, "you can see that [the supervisors] actually care about us" (para. 13) in their day-to-day interactions. The genuineness of the supervisors creates a nurturing working environment.

Interview question #6B (DE). *Describe an experience when a supervisor has recognized your potential and/or given you special attention or additional responsibilities.* Several tutors noted supervisors made them feel appreciated for extra things they have done such as helping out with a shoe drive or doing a large number of classroom visits. In particular, the learning center awards "Above and Beyond the Call of Duty" certificates to tutors. Two participants described receiving this award as an example of special attention given to them by supervisors. Participant #7 also said supervisors point out things tutors do well during their evaluations.

Participant #3 and Participant #5 described their role as training new tutors as an additional responsibility given to them by their supervisors. Three tutors were also given other additional responsibilities. Participant #3 also noted she has also been asked to give presentations to students on College Prep Day; Participant #5 was also asked to lead tutors in a group project; and Participant #8 was also asked to be an online tutor and help with an ACT prep class.

Participant #6 described a unique experience where she was tempted to quit tutoring because the class she was tutoring for was different than when she took the class at a different college. Instead of allowing her to quit, her supervisor convinced her to switch subjects and become a study skills tutor instead. Through this experience, Participant #6 felt appreciated and accepted.

Interview question #6C (DE). *How has this experience impacted your personal or professional development?* Experiences in which tutors had been given special attention and/or additional responsibility generally made tutors feel appreciated for the work they had done. In return, these experiences gave tutors more intrinsic motivation to do well at their job. Participant #5 said, "It's really nice working for people that recognize your good stuff. It drives you to want to do more and do it better" (para. 14).

Several participants compared their experiences with previous jobs they had held. According to Participant #5, the supervisors at the learning center give recognition and trust to tutors who do additional things for them. Participant #6 also said supervisors at the learning center are more appreciative than her previous employer. Positive experiences with the supervisors of the learning center influenced Participant #7 to respect bosses more because he gained an understanding of their perspectives. Participant #7 said, "it's kind of made me a little disappointed in my other jobs, because of how great the [learning center] is" (para.15).

Both Participant #2 and Participant #8 described their supervisors as being mentors. Participant #2 described her supervisors as being influential in her desire to become a teacher. Characteristics Participant #2 admired in her supervisors were characteristics she wants to have as a teacher. These characteristics include openness, receptive to questions, ability to give advice, and caring. Participant #2 said her supervisors have "helped develop kind of my ideal teaching persona (laughs)" (para. 13). Participant #8 is also planning on being a teacher. Participant #8 looks up to her supervisors, because of their professionalism and their ability to create community.

Interview question #7 (DE). *Describe any opportunities you have had to exercise leadership in the tutoring program in either a formal or informal capacity.* All three newer tutors responded they had not been given opportunities to exercise leadership. The other participants described either informal or formal opportunities. A common experience described was training new tutors and/or giving advice to their coworkers. Some participants also described how CRLA level 2 and level 3 projects afforded them with a more formal opportunity to exercise leadership. In addition, being selected as a mentor for the learning center's mentoring program was noted as a way exercise leadership.

Participant #3 described her opportunities to exercise leadership as being mostly informal. As new tutors enter the tutoring program, it was important to have experienced tutors holding up the standards of the program and demonstrating the tutoring model. Participant #8 also said she mostly exercised leadership by giving advice to her coworkers.

According to Participant #2, as part of the CRLA certification process, tutors were asked to lead training meetings. While Participant #1 stated he had not yet had an opportunity to exercise leadership, he portrayed enthusiasm in creating a project for his CRLA level 2 certification once his level 1 certification is complete. As part of the project, Participant #1 will present to other tutors within his subject area about his project and how it will help students.

Participant #7 described the mentoring program as "a mix between tutoring and informal counseling with students" (para. 19). The mentoring program is one-to-one; whereas the tutoring program is drop-in based. Participant #2 also described the

mentoring program as an opportunity to exercise leadership as a mentor but added the leadership experiences extend beyond work with the students. According to Participant #2, the collaborative environment of the mentor meetings, in which mentors bounce ideas off of each other, was a form of leadership.

Participant #5 had a different perspective in regards to this question. He asserted "there's not really a way to take on leadership as a tutor" (para. 17). While Participant #5 had many of the same experiences of training new tutors and being looked to for advice, he did not internalize these opportunities as being related to leadership. However, Participant #5 differentiated his role as a tutor and his role within the tutoring program. As an employee of the tutoring program, Participant #5 was given a leadership opportunity in which he was asked to lead a project involving the creation of training videos.

Interview question #8 (RM). *What are some characteristics you believe effective leaders possess?* Participants named numerous characteristics for an effective leader, which were mostly distinct from each other. The most common characteristic named by participants was the ability to be direct and clearly explain expectations. Overall, the characteristics described could be grouped into personality traits and skills. Some personality traits described included compassion, patient, level-headed, honest, respectful, trustworthy, confident, friendly, non-intimidating, positive, humble, responsible, good humor, a positive attitude and open-minded. Characteristics which were more skill-based included communication, listening/taking input, good listening, logical thinking, knowledge, experience, and ability to work with others.

Participant #3 differentiated characteristics for a “dictator” (para. 15) style of leadership and an “effective leader” (para. 15). Instead of speaking about personal characteristics beyond good communication skills, Participant #3 asserted an effective leader surrounds themselves with the right people. Participant #3 believed a leader should know the weaknesses of their team and hire based on who can make the team stronger.

Both Participant #3 and Participant #5 referred to the director of the learning center as being an effective leader. Participant #3 said the director seemed to know his own weaknesses and was able to surround himself with people who accomplished things. According to Participant #5, the director had trust in his people to accomplish things and was excited about their accomplishments.

Interview question #9A (RM). *What strengths did you already possess prior to becoming a tutor here that makes you an effective leader?* Prior to becoming a tutor, the most common strengths tutors already possessed involved prior experiences and their ability to work with others. The strengths reported by participants can be grouped into personality traits and skills. Personality traits included assertive, strong work-ethic, direct, level-headed, confident, compassionate, responsible, open, and a positive attitude. Skills-based traits included communication and listening.

Interview question #9B (RM). *What strengths did you develop as a result of the tutoring program that makes you an effective leader?* The most commonly reported strength developed as a result of the tutoring program was working with others. It is interesting to note this was the same strength as the most commonly reported strength tutors had prior to becoming a tutor. In general, many of the strengths were repeated in

this section including personality traits, such as confident, patient, direct, and good humor, and skills such as communication, listening, and experience. Other strengths included detail-oriented and confrontation. Participant #1 was the only tutor who reported no change as a result of the tutoring program due to only being involved with the tutoring program for eight weeks at the time of the interview.

Tutors indicated they spent the majority of their time working with students. As Participant #3 stated:

> The tutoring floor is a lot like speed dating. You know, they have a question, they put their cup up, and you go over and help them with that one thing, and then you bolt, because, you know, they need to be self-sufficient. (para. 16)

Working with a variety of people has given Participant #3 more flexibility in knowing how to interact with people. Tutoring experiences have enabled Participant #7 to "put myself in someone else's shoes easier" (para. 22). Participant #8 has gained "the ability to read people better" (para. 17) as a result of becoming a tutor. Participant #2 credits the training offered by the tutoring program in helping her develop skills on "dealing with difficult students" (para. 17).

Interview question #10 (RM). *While working in a group setting, what role(s) do you typically take on and why?* All participants responded they typically take on a leadership role while working in a group setting. While most of the participants expressed they take the leadership role themselves, a few of the participants expressed confusion and/or frustration the leadership role was usually given to them. Participant #5 even remarked, "I absolutely hate it, but I do it because well I can be a control freak, and I can get it done" (para. 22). One of the participants said she was flexible in being a follower if

she was not the strongest person in the subject area. In speaking about leadership roles, participants once again attributed personality types and skills similar to previous two questions. Tutors reported skills such as a willingness to give ideas and share thoughts, listening, organization, ability to make decisions, and the ability to delegate tasks. In addition, personality types such as confident, a strong personality, direct, responsible, and presence were reported.

Interview question #11 (RM). *What do you believe is the difference between a leader and leadership?* Many of the participants gave long pauses before answering the question. Several of the participants remarked it was a tough question and not an area where they had spent a lot of time reflecting. Participant #3 and Participant #7 both believed being a leader was an innate characteristic. Only one tutor remarked there was not a difference between leader and leadership.

Both Participant #4 and Participant #1 asserted a leader was a singular person whereas leadership involved a group of people. Similarly, Participant #8 said, "a leader takes charge, and leadership allows for many voices" (para. 19). Participant #6 believed "leadership is a set of concepts…[and] a leader is a person that can effectively put those concepts to work" (para. 18) This sentiment was echoed by Participant #1 who said, "just because you're a leader, does not mean you can execute effective leadership skills" (para. 10).

Interview question #12 (RM). *Do you think of leadership differently after working as a tutor than you did when you first started the tutoring program?* A few participants responded they do think of leadership differently after working as a tutor than when they first began the tutoring program; whereas the majority of the participants

responded they do not. Some tutors did not perceive a change because they were newer to the program, other participants felt their age and/or prior experiences had already influenced their perception of leadership. This feeling was not universal, however, as several older and more experienced tutors still saw a shift in their perception.

Tutoring experiences helped Participant #3 expand her personal experiences and influenced the way she viewed a leadership role. According to Participant #3, the emphasis on teamwork in the tutoring program helped her realize a leader does not always have to take charge and know all the answers. Participant #8 attributed her shifted perspective on leadership to the professional development offered through the training provided by the tutoring program. When participating in meetings with an open-mind, Participant #8 believed it was always possible to learn something new. As an informal leader, Participant #8 wanted to influence her coworkers to learn from the training meetings as well.

Interview question #13 (RM). *Who or what has influenced your leadership development the most in the tutoring program?* The majority of the participants felt people were the most influential part of the tutoring program, though responses varied around the director of the tutoring program, the supervisors of the program, and the students themselves. Participant #2 said the training offered in the tutoring program had influenced her leadership development the most. Only Participant #6 said nothing had influenced her leadership development because she was still new to the program.

Both Participant #4 and Participant #8 found the director's leadership style most influential on their leadership development. Participant #4 noted his appreciation of the director's approach to problem-solving and felt as though the director was fair to all his

employees. According to Participant #8, the director maintains professionalism while still having a great sense of humor. Participant #8 appreciated the director being able to laugh at himself while being in charge.

While an instructor initially encouraged and supported Participant #3 in becoming a tutor, she remarked her leadership development in the tutoring program was due to more of a collective of people and experiences gained over time. Participant #5 found all the supervisors to be encouraging and empowering. Similarly, Participant #7 found all the supervisors "want to build us up and see us better at everything" (para. 27).

Interview question #14A (RM). *Do you see yourself in a formal or informal leadership role in the future?* All eight participants responded they do see themselves in either a formal or informal leadership role in the future. Half of the participants reported a desire to become a teacher. Participant #2 explained "right now, I'm doing my practicum, and even now I'm a leader, because students still come to me for help" (para. 22). Other potential leadership roles included being a parent, a role model to siblings, a manager, and opening a business.

Interview question #14B (RM). *How will your experiences working as a college tutor impact your leadership capacity?* Tutors indicated their experiences working with different people had impacted their leadership capacity in the following ways: experience, communication, ability to read people, interacting with people, dealing with situations, patience, listening, and altering perspective. Participant #4 said, "the more experience I have in a leadership role, the more I like it" (para. 25). Participant #2 said:

> Being in this setting, and having that one on one setting with not just the students but other tutors as well, will help me further along when dealing with my

> students and coworkers and forming committees and whatever, whatever it is that I'm going to be doing. (para. 23)

Emerging Themes

After describing in detail the case study and individuals involved, the process of coding was applied to uncover thematic connections of the interview data (Creswell, 2013). Data were categorized according to shared characteristics (Saldaña, 2015). Themes emerged for categorical aggregation (Creswell, 2013). The emerging themes discovered are described as follows.

Emerging theme: Working in a family environment. Six out of eight participants in the study specifically referred to the learning center environment as being like a family. Participant #3 recounted she was impressed with the "family type, family feel environment" (para. 11) when she first started as a tutor at the learning center, though admitted it could at times present problems. Participant #1 joked he and his coworkers were a "dysfunctional family" (para. 8), and he "was the crazy uncle" (para. 8). River Team referred to the learning center as "this huge family that you don't meet until you get here" (para. 7) and went on to explain "everyone is there, because they want to be there and they just want to help people to succeed…so it's just a ridiculously positive environment up there" (para. 7). Similarly, Participant #7 said "everyone that works there, they really enjoy everyone. I feel really open with them, that I can just really talk about anything with them if I have any issues or even just want to talk" (para. 12). Participant #8 said she felt this type of environment benefits tutors, because "it's like a community support system that you get to carry with you when you leave." (para. 10).

Emerging theme: Working with diverse others. Tutors spent the most time of their job working with others. Working with students, coworkers, and supervisors all influenced their personal and/or professional growth and their leadership capacity. The students in the learning center came from a variety of diverse backgrounds. Participant #5 said, "we have people from all walks of life that come into the [learning center]: special needs, different ethnic backgrounds, different disabilities, different age groups. It's completely diverse. People come from different countries" (para. 30).

As Participant #5 stated, "Just working with a bunch of different, diverse people: both in students, supervisors, and fellow coworkers. It really helps you kinda get an idea or feel for how to deal with the randomness of situations" (para. 29). A strength Participant #7 was able to develop as a result of the tutoring program was "being able to put myself in someone else's shoes easier depending on what they were working on or how they learned. Participant #7 contrasted his experiences saying:

> Before, I think I would jump to conclusions a lot faster, and with tutoring, you have to fully hear them out and understand what they are saying because if you start tutoring, you could be tutoring the wrong question or something like that or not the right stage they are needing. (para. 22)

Emerging theme: Leader empowerment. At the learning center in this case study, the director and assistant director of the tutoring program served as supervisors along with a collection of supervisors who focused on different subject areas. When asked about her supervisors, Participant #6 exclaimed, "Oh! They're all amazing. Um, [Director's Name], is like a younger brother. Um. [Supervisor's Name] is like everybody's mom. And [Assistant Director's Name] runs the show" (para. 10). When

asked about the most influential part of the tutoring program, six out of eight participants replied the director and/or supervisors affected their development the most. Participant #8 explained the supervisors are "continuously building up your positivity in yourself and in what you are doing" (para. 11). Several tutors also mentioned feeling appreciated by their supervisors in everyday circumstances, in their evaluations, and/or being awarded an Above and Beyond the Call of Duty award.

The supervisors played a large role in developing the family environment of the tutoring center. Participant #8 perceived a large contrast in the environment for the learning center in this case study compared to another learning center she worked for at a different college. In contrasting the two learning centers, Participant #8 said one of the primary differences is "the sense of leadership—there is none at [university's name]" (para. 25). Participant #8 went on to say, working at a new learning center:

> Was a shock for me when I first started there. You know, 'cause I was so used to the organization and the, you know, the community, and the development—the professional development here—and the high standards that we are held to here. And it's just different there. (para. 25)

Emerging theme: Tutors as leaders. All eight interviewees responded they typically take on leadership roles in a group setting, whether they want to or not. All participants replied they see themselves in some type of a leadership role in the future. According to several participants, the tutoring program offered opportunities for tutors to lead with training other tutors, becoming a mentor, and presenting CRLA projects.

A few of the participants recognized their position as a tutor as an informal position of leadership. Participant #3 said, **"**I hadn't thought of it until this question that

we as tutors are somewhat regarded as leaders" (para. 20). Participant #3 viewed her role as a tutor is "making them better students or…help shaping them as…good coworkers" (para. 11), which is also a leadership role. Participant #8 said:

> I approach everything differently because of being a tutor. And I'm not just talking about tutoring people. Just asking someone, someone asking you something simple like, 'Well, how do you bake that cake?' I approach that like I do tutoring! You know what I mean, you take that away from me, and you never get rid of it. It never goes away. And I think that makes you a—that's leadership right there. (para. 25)

Summary

A total of eight tutors were interviewed for this research study. From their responses, four major themes emerged: working in a family environment, working with diverse others, the influence of supervisors and tutors as leaders. Overall, tutors found their work environment to be a family environment in which they learned to work with students and co-workers with varying, diverse backgrounds.

Supervisors in the tutoring program were supportive and influential of tutor development according to participant reports. Whether by choice or not, participants in this study most often took on leadership roles in group settings and saw themselves in either informal and/or formal leadership roles in the future. Some tutors connected their role as a tutor as being similar to an informal leadership role.

In Chapter Five, findings are stratified according to CRLA level and analyzed using Komive's LID Model. Emerging themes in relation to the literature are also

discussed. The implications of the research are described, and recommendations for further research are given.

Chapter Five: Conclusions and Recommendations

This qualitative case study was intended to explore how leadership identity development occurs through tutoring experiences. A semi-structured interview process was conducted with tutors working in a community college learning center. The purpose of this study was to determine tutors' perceptions of leadership and how tutoring experiences have influenced leadership identity development.

In this chapter, the findings of the study's guiding research questions are discussed along with emerging themes which were uncovered during the data analysis. Conclusions are linked with the literature reviewed in Chapter Two. Implications for future practice and recommendations for further research are also discussed.

Findings

In this section, the results of the study's guiding research questions are summarized. Interview questions were categorized based on their correlation with the research questions (Yin, 2014). The research questions were designed to explore tutors' perceptions of leadership and how their tutoring experiences may or may not have influenced their leadership identity development (Taylor et al., 2015). The discussion also includes themes that emerged from the interviews.

Research question one. *What leadership characteristics do tutors perceive themselves as possessing?* Research Question One was answered with interview questions 9A, 9B, and 10. Tutors entered the tutoring program already possessing a myriad of leadership characteristics including personality traits and skills. All the participants of this study typically reported taking on leadership roles when presented with a group setting. The information collected in this study indicated the participants

were able to work well with others, a particular strength which grew even more subsequently when becoming a tutor. Every day tutoring experiences involved working with students, supervisors, and coworkers. The social processes tutors experienced on a daily basis were influential in developing their leadership identity. Tutoring experiences have given Participant #3 "a lot more flexibility in interacting with people…a bigger toolbox…a wider perspective…and a better way to feel people out" (Participant #3, para. 17).

In addition, conversations across diverse peer groups contributed to developing leadership capacity. Participant #5 said, "Working with a bunch of different, diverse people…really helps you kind of get an idea or feel for how to deal with the randomness of situations" (para. 30). Tutoring experiences exposed participants to students with "special needs, different ethnic backgrounds, different disabilities, different age groups…different countries" (Participant #5, para. 31). Tutors also discovered people learn in different ways. Participant #7 stressed tutors must seek to understand when listening to students. Tutoring students who were different from the tutors themselves enabled them to develop the ability to listen to multiple perspectives and appreciate diverse points of view (Odom et al., 2012). Participant #2 said she "didn't know how to deal with half of these situations" (para. 17) prior to attending training offered through the tutoring program. The tutor trainings "have really helped me into a better tutor and hopefully a better teacher" (Participant #2, para. 17)

Research question two. *What are tutors' current perspectives on leadership?* Research Question Two was answered with interview questions 8 and 11. Tutors perspectives on leadership were varied, and many expressed difficulties differentiating a

leader from leadership. The most common perspective reported was there was no difference between a leader and leadership. Participant #5 said, "if you're a leader, you're supposed to portray leadership" (para. 14). According to Participant #6, "leadership is a set of concepts" (para. 18), and "a leader is a person that can effectively put those concepts to work" (para. 18). A good leader is someone who "execute(s) effective leadership skills" (Participant #1, para. 19).

Other participants in the study held the viewpoint there was a difference between a positional leader and a non-positional leader, though perspectives varied as to which term, leader or leadership, referred to the positional leader. Participant #2 viewed a leader as an authoritative person. Contrastingly, Participant #2 viewed someone who exercised leadership potentially as a peer; one who helped others in their age group develop. When describing leadership, Participant #2 referred to it as being "a little bit lower than leader" (para. 19). Participant #3 believed leadership to be a formal role; whereas a leader is "more of a state of an individual" (para. 19). According to Participant #3, a leader was someone who could lead without being in a leadership role.

Another viewpoint which emerged from the interviews was a leader referred to a singular person, whereas leadership involved a group process. Participant #4 posited "leadership could be a group or everyone participating and getting something done" (para. 18). Participant #8 explained, "a leader takes charge, and leadership allows for many voices" (para. 19).

Research question three. *What aspects of the tutoring experience do tutors report as being supportive or prohibitive in developing leadership qualities?* Research Question Three was answered by interview questions 13, 14A, and 14B. All of the tutors

who participated in this study saw themselves in a leadership role in the future. The most common future leadership role mentioned was being a teacher. None of the tutors mentioned any portions of the tutoring program as being prohibitive in developing leadership qualities. People were considered the most supportive aspect of tutoring in developing leadership qualities. While all the tutors had been mentored by a more experienced tutor when they first began the tutoring program, none of the tutors mentioned these formal peer mentoring experiences as being part of their leadership development. Instead, participants focused on informal mentee relationships with their supervisors and informal mentor relationships with their coworkers and students.

The director and other supervisors of the tutoring program were reported to be highly supportive of tutors' leadership development. Supervisors were described as encouraging and empowering. Participants expressed the desire to emulate characteristics of their supervisors when they become leaders themselves. Through the training program, tutors learned how to be leaders and further developed their leadership skills. Moreover, lessons gained from tutoring experiences were projected to "follow me throughout my life" (Participant #2, para. 23).

The tutoring environment lent itself to leadership development by offering employees a place to practice leadership. Participant #4 said, "The more experience I have in a leadership role, the more I think I like it. Because I have more confidence each time I do it. I do it more and more" (para. 23). In practicing leadership, tutors developed important leadership skills. Participant #3 said tutoring has "expanded my experience…and forced me to stretch my communication abilities" (para. 24). The experiences noted by Participant #3 have taught her to reject "those initial perceptions

and just being open to letting a student unfold as an individual rather than defining them" (para. 24). The students who attend the learning center were also noted to be an influence in the tutors' leadership development. Participant #8 offered:

> The students… teach you a lot. They teach you a lot about yourself. Because you're sitting there and you're helping 'em, and they don't realize when you're helping them, they're helping you learn to be a better tutor. You know, so it's like a two-way street. They just think you're, you know, "Oh, they just know everything", but that's not true. No. Every problem that you go up and work with them, they teach you something when you walk away from them. (para. 23)

Research question four. *How have tutors' perspectives on leadership changed since starting the tutoring program?* Research Question Four was answered by Interview Question 12. The majority of participants did not believe their perspectives on leadership had changed since starting the tutoring program. Tutors claimed their outlooks had not changed because they were new to the program or they believed their prior experiences had already shaped their leadership perspectives. The study participants who believed their perspective did change also came to the program with prior experiences, but they found the learning center environment to be vastly different from where they had served before. Tutors reported the program in this case study had a strong emphasis on teamwork and collaboration. According to Participant #2, the tutoring program helped her realize leaders can be found "in every setting and every classroom" (para. 20). Participant #3 said:

> My experience as a tutor has kind of downgraded the idea of the formal leadership. I mean, that they exist, that you have supervisors, and maybe I'll be a supervisor someday, but it's because they are a necessity—because somebody has to have the designation to be in charge. But it's less important than the idea of being a leader and just establishing the norm—the environment. (para. 27)

Conclusions

In this section, the findings are tied to the literature review from Chapter Two. The section begins with a discussion of the emerging themes uncovered in this study. Following the emerging themes is a discussion of the connection of the findings to the conceptual framework, the LID model, of the study.

Emerging themes. Four themes emerged from the analysis of the data: working in a family environment, working with diverse others, leader empowerment, and tutors as leaders. The environment of the learning center impacted tutors' leadership development. In this environment, tutors worked with diverse coworkers and students. The supervisors of the learning center exhibited leader empowerment behaviors which supported and stimulated personal development. Within the tutoring program, tutors had opportunities to be non-positional leaders while working within a collaborative, team environment.

Emerging theme: Working in a family environment. The learning center environment influenced the personal development of tutors (Baxter Magolda & King, 2012). Shifts in identity occurred as tutors engaged in social practices and built relationships with coworkers, supervisors, and students (Kriner et al., 2015). Leadership development was dependent on personal development and growth in identity (Guthrie et

al., 2013a). Tutors' concept of leadership was impacted by the leadership model in the environment in which they worked (Shelton, 2013).

The family environment described by tutors was similar to the descriptors for a community of practice in which groups of people who share a common interest develop their knowledge through social practices (O'Brien & Bates, 2015). Participant #6 described her coworkers as "every last one of them is a nerd in some way…everyone is there because they want to be there, and they want to help people succeed" (para. 7). Employees of the learning center in the study shared a joint enterprise in helping students with a particular tutoring model; a mutual engagement binding coworker together; and a shared repertoire of resources through the training program (Brouwer et al., 2012). Tutors developed as non-positional leaders within the learning center as they developed interpersonal skills through social interaction in the community of practice (Lovell, 2015).

According to Beatty (2014), transitions within the LID model are influenced by group membership and interaction with mentors. While each new tutor in this case study received two weeks of formal mentoring, informal mentoring happened continuously in an unstructured manner (Bynum, 2015). Holland et al. (2016) found naturally occurring mentorship relationships, similar to the relationships described by the tutor participants, were oftentimes stronger than formal mentorship relationships. Experienced tutors played an active role as mentors in reinforcing the tutoring program's goals, methods, and values (Hägg-Marinell et al., 2014). Participant #3 said, "that it's less of me being in charge and knowing everything, and more about (pause) understanding my role, and

you know, making them better students or making them—help shaping them as, you know, good coworkers" (para. 21).

Emerging theme: Working with diverse others. The social processes tutors experienced on a daily basis were influential in developing their leadership identity (Hancock et al., 2012). Conversations across diverse peer groups contributed to developing leadership capacity (Guthrie et al., 2013a). Tutors were exposed to different perspectives from coworkers and students which challenged aspects of their identity (Karkouti, 2014). Participant #2 believed she had benefited from working with her co-workers because she took on some of their positive characteristics. Tutors increased their patience and learned to actively listen to multiple perspectives, creating a deeper understanding of others (Cohen et al., 2013). Participant #3 said experiences with diverse others have:

> …really tested and—and forced me to stretch my communication abilities, as well as reading other people or not reading other people. You know, putting away those initial perceptions and just being open to letting a student unfold as an individual rather than, you know, defining them…I think if anything it has expanded how I view things and how I interact with people. (para. 24)

Emerging theme: Leader empowerment. Supervisors in the learning center played a large role in establishing employee empowerment (Laschinger et al., 2013). Tutors perceived high levels of support from their supervisors and believed supervisors genuinely cared about their well-being (Dahinten et al., 2014). Participant #7 said, "Whenever [supervisors] ask like "how's your day," they're not just filling in time or silence…[T]hey really do care about us, and it's really nice" (para. 13). Participant #7

also reported he enjoyed observing the friendly interaction between the supervisors as they work together.

According to Zhu et al. (2014), individual recognition impacts motivation and self-efficacy. Being recognized by supervisors of the tutoring program "provides a powerful form of social persuasion whereby actions and convincing arguments of respected others convey that the participant possesses leadership potential" (Murphy & Johnson, 2016, p.75). As a result of the tutoring program, Participant #5 is:

> . . . learning that I have people skills makes me an effective leader. I'm finding out I know a lot more than or I'm at least smarter than I thought I was. And I have enough confidence to know that I'm smart enough. (para. 21)

Emerging theme: Tutors as leaders. Tutors reported a strong self-concept as a leader, which made them more likely to seek experiences to further develop the aspect of self (Sessa et al., 2016). As an employee of the learning center, tutors experienced a myriad of roles, such as teacher, guide, coach, or mentor, all of which provided opportunities for tutors to practice leadership (Derrick, 2015). By engaging in leadership practices, tutors further developed their leadership capacity (Guthrie et al., 2013a). Gaining leader self-efficacy strengthened tutors' identification with the leadership role (Murphy & Johnson, 2016). According to Participant #2, "These qualities that we have in the tutoring center, will not only effect you…going on to become a future leader…[E]ven if you don't go into any leadership roles…you're still going to be a leader" (para.24).

Connection to conceptual framework. The study was analyzed according to the conceptual framework, the LID model, presented in chapters one and two. Tutors were

stratified according to CRLA level. In analyzing the transcripts, little difference was found between tutors holding CRLA Levels 0 and 1. However, tutors who had earned CRLA Levels 2-3 showed greater differentiation. It was not uncommon for participants to exhibit more than one stage concurrently similar to Komives' et al. (2009) findings. In Figure 1, the highest LID stage each participant's reflections pointed to are illustrated (Komives et al., 2005). A discussion of these findings follows.

	CRLA Level	Changing View of Leadership	Developing Self	Group Influence	Developmental Influences	Changing View of Self with Others
Participant #1	0	Stage 3 Leader Identified: Immersion	Stage 3 Leader Identified: Immersion	Stage 4 Leader Differentiated: Immersion	Stage 3 Leader Identified: Immersion	Interdependent
Participant #6	0	Stage 3 Leader Identified: Immersion	Stage 3 Leader Identified: Transition	Stage 4 Leader Differentiated: Immersion	Stage 3 Leader Identified: Immersion	Interdependent
Participant #4	1	Stage 3 Leader Identified: Immersion	Stage 3 Leader Identified: Transition	Stage 4 Leader Differentiated: Immersion	Stage 3 Leader Identified: Transition	Interdependent
Participant #5	1	Stage 3 Leader Identified: Immersion	Stage 3 Leader Identified: Immersion	Stage 4 Leader Differentiated: Immersion	Stage 4 Leader Differentiated: Emerging	Interdependent
Participant #7	1	Stage 3 Leader Identified: Immersion	Stage 3 Leader Identified: Immersion	Stage 4 Leader Differentiated: Immersion	Stage 4 Leader Differentiated: Emerging	Interdependent
Participant #2	2	Stage 4 Leader Differentiated: Immersion	Stage 4 Leader Differentiated: Emerging	Stage 4 Leader Differentiated: Immersion	Stage 5 Generativity	Interdependent
Participant #8	2	Stage 5 Generativity	Stage 6 Integration/ Synthesis	Stage 4 Leader Differentiated: Transition	Stage 5 Generativity	Interdependent
Participant #3	3	Stage 6 Integration/ Synthesis	Stage 6 Integration/ Synthesis	Stage 5 Generativity	Stage 5 Generativity	Interdependent

Figure 1. *Comparison matrix showing highest LID stage for each participant* (Komives et al., 2005).

Changing view of leadership. Movement across the LID model occurs when students must modify their existing view of leadership to accommodate new experiences (Komives et al., 2006). Students cycle through phases of development when they are challenged to adopt a new perspective (Baxter Magolda, 2012). A changing view of leadership typically occurs when students reflect on their roles and ways of doing leadership (Shelton, 2013).

Stage 2: Exploration/engagement transition. Participants in the case study were largely motivated to become tutors because they wanted to help others. Tutors indicated a desire to do more within the organization. During their journey as college students, participants were drawn to tutoring as a method to do something meaningful.

Stage 3: Leader identified: Emerging. As typified by other studies involving college students, participants largely shared the view leaders are people who get things done (Fischer et al., 2015; Komives et al., 2006; Wielkiewicz et al., 2012). In this hierarchical viewpoint, leadership is a set of characteristics exhibited by the leader (Sessa et al., 2016). When working in groups, all tutors noted they commonly were the positional leader and practiced leadership as the person in charge.

Stage 3: Leader identified: Immersion. Participants perceived their position as a tutor as both a leader and follower position. Tutors considered themselves leaders when working with a student and followers when being trained by the supervisors and more

experienced tutors in the program. Participant #1 said, tutoring "gives a new perspective on how to look on leadership. Because it's not often do you get to be in both a position of a follower and a both a leader" (para. 26).

Stage 4: Leader differentiated: Immersion. Participants holding certifications in CRLA Levels 2-3 indicated significant shifts in the changing view of leadership. Participant #2 reflected on how her view of leadership changed from the beginning of the program to her current stage as follows:

> I feel like when I first started, I thought leadership was Business Leaders of America…C.E.O.'s, and leaders like that, but I didn't realize how common every day leaders are and how they're in every setting and every classroom…I think that was an epiphany. (para. 20)

Participant #3 went on to say, "These qualities that we have in the tutoring center will not only affect you going on to be a future leader; even if you don't go into any leadership roles, you're still going to be a leader" (para. 24).

Stage 5: Generativity. Participant #8 had managerial experiences prior to becoming a tutor. In her new position, she discovered she influenced others in the program without having a positional role of a leader. Participant #8 said, "…you develop this rapport with them, and they look up to you, and you become their natural leader." (para. 8). Other tutors asked her for advice on other things such as which classes they should take and what they should do about certain situations. Recently, Participant #8 has had the experience of working with another tutor on a CRLA level 3 project. Participant #8 chose to support this tutor in developing his leadership skills rather than taking over as the person in charge.

***Stage 6: Integration/synthesis*.** Participant #3 also had previous supervisory roles prior to becoming a tutor. However, she found her tutoring experiences "downgraded the idea of formal leadership" (para. 27). Not only does she now believe "anyone can be a leader in any environment" (para. 20), but it is her responsibility to help other tutors grow and develop. Participant #3 said, "Being one of the veterans holds me to a higher standard…It sets on myself as well as the others like myself, to set the example" (para. 6). While Participant #3 has occasionally been given a formal leadership role in training new tutors, she believed, "It's not that I'm in charge of all the newbies; it's the idea of setting a standard and leading by example more than anything" (para. 15). In addition, when Participant #3 was not in the leadership role, she found meaning in participating and "like[s] to contribute, chime in and give ideas, and share thoughts" (para. 19).

Developing self. Developing self-awareness, building self-confidence, establishing interpersonal efficacy, applying new skills, and expanding motivations are primary components of developing self (Komives et al., 2005). Developing leadership involves creating a leadership identity (Guthrie et al., 2013a). Through leadership experiences, students begin to recognize their ability to influence their environment (Godinez & Leslie, 2015). The more an individual practices leadership, the more they begin to incorporate leadership identity into their concept of self (Komives et al., 2005).

Stage 3: Leader identified: Immersion. A common theme amongst participants of the study was an appreciation for individual recognition. Tutors were recognized by individual supervisors on a day to day basis or in their evaluations. In addition, the learning center had an Above and Beyond the Call of Duty program in which tutors were recognized at tutor meetings in front of their peers. Participant #5 said, "It's really nice

working for people that recognize your good stuff." (para. 14). Participant #6 echoed this sentiment by saying, "It was nice to be appreciated and to have that feeling of actually being wanted—accepted" (para. 13).

In this stage, students move in and out of leadership and member roles but still believe the leader is in charge (Komives et al., 2009). Participant #2 mentioned whether or not she takes on a leadership role depends on how confident she is on the subject. When determining who should be the leader, she considered who would be "the strongest person for the leadership job" (para. 18).

Stage 3: Leader identified: Transition. Several participants mentioned an interdependent relationship with their coworkers. Upon recognizing they cannot answer every question or handle every student situation themselves, tutors learned to value the importance of others. Participant #4 said, "Anytime anybody needs help, someone is always ready to go and be helpful" (para. 7). According to Participant #6, tutors were able to maintain a positive environment by trading off when they are frustrated. Participant #2 appreciated the dependability of her coworkers and the flexibility of being able to "tag-team it and switch it out with them" (para. 8).

Stage 4: Leader differentiated: Emerging. As part of the tutoring program, Participant #2 had also become a mentor. She described the mentor meetings as being more collaborative in nature than the tutor meetings. As such, Participant #2 has developed a sense of comfort in leading as an active member, "bouncing ideas and problems off of each other in the mentor meetings" (para. 14).

Stage 6: Integration/synthesis. Participant #8 viewed leadership as an ongoing, lifetime process. Despite having managerial experience, she described learning

something new at every professional development meeting offered through the tutoring program. Participant #8 said, "When I go away [from the meetings], I always think about what I learned" (para. 22). According to Participant #8, the training meetings helped tutors develop interpersonal skills and take on leadership qualities.

Participant #3 expressed a desire to influence the tutoring program for the better and believed it was the responsibility of the more experienced tutors to help shape the incoming tutors. Even when she was not the trainer, Participant #3 recognized her value and credibility in setting an example for others. Participant #3 said veteran tutors try to guide newer tutors "more towards the direction of how we do things in our house" (para. 10).

Both Participant #3 and Participant #8 recognized they were constantly serving as a role model or guide to other tutors. Participant #3 said, "The longevity of my employment there has given me the opportunity to act kind of as a mentor for tutors and mentors in that program and to aid in the training of new people" (para. 13). As a more experienced tutor, "it becomes even more important to set the example and have the ability so speak up and say, 'Hey, that's not cool,' or contrastingly, 'Good job. You handled that well. That was a difficult situation. Well done'" (para. 11).

Group influences. Development of self is influenced by group influences (Hancock et al., 2012). Experiences working in groups and teams provide experiences in which students develop leadership skills (Coers et al., 2009). Horstmeier (2007) noted particular growth in leadership had been observed when members of the organization are given meaningful opportunities to be involved.

Stage 4: Leader differentiated: Immersion. All participants referred to the learning center as a family-like team which valued connectedness to each other in their commitment to helping students. Participant #6 said, "Everyone is there because they want to be there and they want to help people succeed" (para. 8). Participant #4 found the tutoring environment encouraging, because "Any question never gets shot done. It's always, 'I'm glad you asked'" (para. 3).

Stage 4: Leader differentiated: Transition. Participant #8 viewed the family type environment more in terms of the vision of the learning center. The informal mentoring, which occurred when seasoned tutors trained incoming tutors, "teaches community, because as tutors, we all have the same passion…and then when you're working with other people that have the same passion, you develop this community feeling" (para. 10). Both Participant #3 and Participant #8 believed tutors were in the learning center to serve students, which would provide benefits to society.

Stage 5: Generativity. Participant #3 was concerned with sustaining the vision and ensuring the continuity of the learning center's tutoring program. She often spoke about adhering to "the big picture goal" (para. 7) of the learning center which was to develop and help students grow. Participant #3 said, "It is really rewarding and fun even if a student does not leave the program as an A student…[because] they have found success through our interaction" (para. 6). When Participant #3 worked with a particular new tutor, she was told she had "adhered to that tutoring model of allowing the student work it out themselves more than anyone that she had worked with" (para. 15). Participant #3 explained to the new tutor, "One of the hardest things about being a tutor is

knowing when to let the student be wrong and learn from their mistakes or figure things out on their own, and that's…what actually makes—helps them learn better" (para. 10).

Developmental influences. Adults and peers are influential as role models and meaning makers in leader identity development (Komives et al., 2005). Supportive developmental influences build self-esteem and self-confidence (Manyibe et al., 2013). Meaningful involvement in organizations and reflection on group experiences also influence the development of leadership skills (Hancock et al., 2012).

Stage 3: Leadership identified: Immersion. Participants who were new to the program and not yet achieved a CRLA certification began the tutoring program by observing and modeling more experienced peers. All participants of the study mentioned positive relationships with their supervisors. The supervisors of the program were viewed as supportive role models for the tutors. For example, Participant #5 said the supervisors "have really pushed and encouraged me to take on other subjects and to grow and to get my higher levels of certification" (para. 28). Similarly, Participant #7 said his supervisors "expect a lot of us, but in a good way. They just want to build us up and see us be better at everything in general" (para. 27).

***Stage 3: Leadership identified: Transition*.** Participant #4 viewed his relationship with his trainers as more of a mentorship type relationship. Mentors helped Participant #4 make meaning out of tutoring experiences. Participant #4 explained:

> Any time I can look up to someone—I can admire someone for something they did—I think it's a positive thing, especially if you can glean some learning from it, too. I always observe other tutors to see how they do things and see what I can take away from that. (para. 9)

Stage 4: Leadership differentiated: Emerging. Participants who had experience training new tutors practiced leadership in ongoing peer relationships. Participant #7 said he enjoyed "the role of helping people and showing them how to improve" (para. 11) when training new tutors. Working together in the training process encouraged the practice of teamwork in the tutoring program. Participant #5 described the role he has with new tutors during their shadowing period as "more of a mentor role with them" (para. 9). When training a new tutor, Participant #5 enjoyed "being able to pass on what I know and my experiences to them" (para. 9).

Stage 5: Generativity. Participant #2 placed value in relationships with same-age peer mentors. As a result of working with peers with diverse backgrounds, Participant #2 noted she had obtained characteristics from her peers that will make her successful in her current role. Similarly, Participant #2 admired characteristics her supervisors possess and hopes to acquire their characteristics for her future role as a teacher. Even though the supervisors are younger than her, Participant #8 also viewed her supervisors as meaning makers. Participant #8 said, "I look at them, and I can see myself in the future…You just look to them, and you think, 'that's where I want to be'" (para. 13). Participant #3 described the growth in her leadership development as being impacted by a "collective of people" (para 22), including peers and supervisors, "in ways that I don't even recognize currently" (para. 24).

Changing view of self with others. The interaction between developing self and group influences results in a period of changing view of self with others (Komives et al., 2005). In a hierarchical model of leadership, a leader is independent, and a follower is dependent (Sessa et al., 2016). As students become aware of the interdependent

relationship they have with each other in group experiences, they gain a more differentiated view of leadership (Komives et al., 2005).

Interdependent. All participants mentioned working in a family or team-oriented environment. As a team, tutors relied on each other for help in many situations including when they did not know the answer, a student was frustrated, or if they were the student needing help from another tutor with a different subject. More experienced tutors took on the additional responsibility of maintaining a team atmosphere. Participant #3 said, "We have a joke, again with the new people, just reminding them, 'We're not math wizards' (laughs). 'We're also students that just happened to do well in these math classes'" (para. 21). As a result of being stumped, tutors discovered they could not be entirely independent. A friendly team of coworkers willing to help at any moment created an atmosphere where asking for and receiving help was perceived as a positive thing, which encouraged reciprocity.

Implications

Participating in a tutoring program can be a transformative experience which shapes the leadership identity of the tutor. Participants in this case study identified as leaders prior to becoming a tutor and indicated they expected to be in a leadership role in the future as part of their career path. Within this case study, supervisors, coworkers, and students collectively impacted tutors' leadership development in largely positive ways. As tutors earned higher levels of certification, shifts in their perception of leadership were noted.

Based on the findings of this study, there are two implications for learning center professionals in designing tutoring programs with the aim of leadership identity

development. The first implication is the environment of the learning center matters in facilitating growth in leadership capacity. The second implication is reinforcing organization structure with tutor training and informal mentoring are both important to sustaining the culture of the learning center.

Environment of the learning center matters. The findings of this study confirmed the importance of environment in identity development. The most often noted indicator of personal and/or professional development of tutors was the collective interactions between tutors and their supervisors, coworkers, and students. Tutors mentioned both coworkers and supervisors genuinely cared about each other and the students they served. A strong focus on teamwork and collaboration within a learning center environment can lead to the interdependence of tutors (Komives et al., 2007). Supervisors should exhibit leader empowering behaviors to support and encourage personal and professional growth (Dahinten et al., 2014).

Through social interaction with others, tutors created a deeper understanding of interpersonal relationships and their own ability to influence others. Strong, interpersonal relationships contributed to the interconnectedness of the community within the learning center. A learning center should offer opportunities to be meaningfully involved in the training program, such as training new tutors or conducting special projects to empower tutors and stimulate leadership development (Dahinten et al., 2014).

Mentorship and training sustain culture. While a two-week mentorship experience occurs at the beginning of each new tutor's employment, tutors found serving as informal mentors to be most impactful in their leadership development. The values, goals, and mission of the learning center should be modeled to new employees by

supervisors and veteran tutor employees (Hägg-Marinell et al., 2014). Encouraging ongoing, peer mentoring relationships will bind the community together (Holland et al., 2012).

The special projects and mentoring role placed on tutors as they earn higher levels of certification focus on tutor contribution to the tutoring program itself. As a result, tutors who had earned higher levels of certification expressed more responsibility and commitment to developing others in the learning center. A continual tutor training program will provide additional opportunities for tutors to develop personally and professionally (Haber-Curran & Stewart, 2015). Veteran tutors need to be recognized for their role in establishing and reinforcing the culture of the learning center to sustain the environment (Brouwer et al., 2012).

Recommendations for Future Research

While this study contributes to the knowledge of how tutors develop leadership identity, it is by no means exhaustive. Future studies should be considered to gain a more comprehensive view of some of the key issues relating to tutors' leadership identity development. Although findings from this study hold considerable promise, future research needs to be conducted to replicate findings and address limitations.

First, as this study was conducted as a case study, there are severe limitations on the generalization of its findings (Yin, 2014). It is important to note learning centers vary widely in structure, purpose, and scope. Further research, such as a cross-case analysis, should be conducted in other learning centers in community colleges and public and private universities across the country that may have structural or programmatic differences.

Next, this study heavily relied on reflection of tutor participants in comparing perspectives from the beginning of the program to their current level. A longitudinal study in which research conducted follows tutors throughout their employment may provide a richer and in-depth description of the leadership identity development of college tutors in a learning center (Creswell, 2013). More specifically, assessment and reflection could occur at the beginning of employment and after each CRLA level of certification is attained throughout tutors' employment.

Another limitation of this study was the lack of demographic information collected from study participants. Literature has shown cultural differences may impact leadership identity development, such as students of color, as well as lesbian, gay, bisexual, and queer students (Beatty, 2014; Dugan et al., 2012; Gutherie et al., 2013a; Gutherie et al., 2013b; Olive, 2015; Renn & Bilodeau, 2005). Wielkiewicz et al. (2012) also found differences in leadership attitudes and beliefs between male and female college students. A deep exploration of demographic categories might reveal differences in experiences even within the same learning center environment.

Another potential area for future research is to explore whether a students' leader identity influences their decision to become a college tutor. Antecedents to development in leadership identity from tutoring should be further explored. For example, nontraditional students indicated more work experiences prior to tutoring which shaped their concept of leadership. While these prior experiences limited some tutors' growth, others still experienced significant gains. Further research could be conducted to pinpoint why these differences in perspectives exist and how a tutoring program can stimulate leadership identity development in all its employees.

An additional area of interest for future research would be the social dynamics of communities of practice in which all members carry a self-concept of leadership (O'Brien & Bates, 2015). It is unclear how large of a role the tutoring experiences themselves played in the development of tutors versus the engagement in the learning center's environment itself. The possibility exists that similar patterns of leadership identity development occur in other groups of leaders in other co-curricular programs.

Summary

Many learning centers place emphasis on the development of tutors. However, tutor development is often measured in student outcomes, not tutor outcomes. This qualitative research study was conducted as a case study to explore the leadership identity development of tutors working in a learning center. The LID model developed by Komives et al. (2006) was utilized as the conceptual framework for this study.

Students entering college typically hold hierarchical views of leadership in which the leader is perceived solely as the person who is in charge (Fischer et al., 2015; Komives et al., 2006; Wielkiewicz et al., 2012). College experiences can greatly influence leadership development, particularly through sociocultural conversations and mentoring relationships (Priest & Clegorne, 2015). Environmental factors contribute to identity development, which in turn affects leadership development (Guthrie et al., 2013a). Practicing leadership is in a reciprocal relationship with leadership development (Sessa et al., 2016). On campus work environments may further influence the development of leadership (Astin, 1993; Athas et al., 2013; Lane & Perozzi, 2014; McFadden & Carr, 2015; Salisbury et al., 2012)

This case study was conducted utilizing in-depth interviewing techniques using an interview protocol designed to elicit reflection on tutors' experiences. The case being studied was a learning center with a CRLA certified tutoring program. Eight tutors were interviewed for this case study. Coding methods were utilized to uncover and analyze themes. Interview responses were further analyzed utilizing the LID model.

Participants in this study indicated they possessed several characteristics of a leader including the ability work well with others. Daily social interactions with coworkers, supervisors, and students strengthened this ability. The majority of tutors struggled with differentiating between a leader and leadership. Other perspectives included leadership as a set of concepts a leader executes and leadership as group processes rather than a person who takes charge.

Tutors found their experiences with coworkers, supervisors, and students contributed the most to their leadership development. Experiences tutoring gave participants opportunities to practice and develop leadership. The majority of tutors believed their perspective on leadership had not changed since starting the tutoring program, though tutors who held higher levels of CRLA certification indicated growth.

Themes which emerged from this study included: working in a family environment, working with diverse others, leader empowerment, and tutors as leaders. Leadership development was impacted by the culture of the learning center. Working with diverse coworkers and students broadened tutors' perspectives and stimulated personal development. Relational processes and leader empowerment behaviors also supported and growth. The tutoring program offered opportunities for tutors to practice and gain leadership skills.

All tutors in the study were greatly influenced by the group dynamic in the learning center and exhibited interdependent relationships. Tutors holding CRLA Level 0-1 certifications tended to express views of leadership between Stages 3 and 4 of the LID model. The results of this study suggest tutors who obtained higher levels of certification held perspectives closer to Stages 4, 5, and 6. The shift in perspective largely involved broadening their perspective of their role in the learning center as influencing the tutoring program itself.

The analyses of this study found the environment of the learning center primarily contributed to the leadership identity development of tutor employees. Supervisors employed leader empowerment behaviors to encourage and support the growth of tutors. Organizational structures, such as tutor training, along with informal mentoring were also found to contribute to leadership identity development. Further research needs to be conducted to replicate results and address the limitations of this study.

Appendix A

Leadership Identity Development Model

Stages	**1** **Awareness**		**2** **Exploration/Engagement**	
Key Categories		Transition		Transition
Stage Descriptions	Recognizing that leadership is happening around you Getting exposure to involvements		Intentional involvements (sports, religious institutions, service, scouts, dance, SGA) Experiencing groups for first time Taking on responsibilities	
Broadening View of Leadership	"Other people are leaders; leaders are out there somewhere"	"I am not a leader"	"I want to be involved"	"I want to do more"
Developing Self	Becomes aware of national leaders and authority figures (e.g. the principal)	Want to make friends	Develop personal skills Identify personal strengths/weaknesses Prepare for leadership Build self-confidence	Recognize personal leadership potential Motivation to change something
Group Influences	Uninvolved or "inactive" follower	Want to get involved	"Active" follower or member Engage in diverse contexts (e.g., sports, clubs, class projects)	Narrow interests
Developmental Influences	Affirmation by adults (parents, teachers, coaches, scout leaders, religious elders)	Observation/watching Recognition Adult sponsors	Affirmation of adults Attribution (others see me as a leader)	Role models Older peers as sponsors Adult sponsors Assume positional roles Reflection/retreat
Changing View of Self With Others	Dependent			

Stages	**3** **Leader Identified**		**The KEY**
Key Categories	Emerging	Immersion	Transition
Stage Descriptions	Trying on new roles Identifying skills needed Taking on individual responsibility Individual accomplishments important	Getting things done Managing others Practicing different approaches/styles Leadership seen largely as positional roles held by self or others; Leaders do leadership	Shifting order of consciousness Take on more complex leadership challenges
Broadening View of Leadership	"A leader gets things done"	"I am the leader and others follow me" or "I am a follower looking to the leader for direction"	"Holding a position does not mean I am a leader"
Developing Self	Positional leadership roles or group member roles Narrow down to meaningful experiences (e.g. sports, clubs, yearbook, scouts, class projects)	Models others Leader struggles with delegation Moves in and out of leadership roles and member roles but still believes that leader is in charge Appreciates individual recognition	Recognition that I cannot do it all myself Learn to value the importance/talent of others
Group Influences	Leader has to get things done Group has a job to do; organize to get tasks done	Involve members to get the job done Stick with a primary group as identity base; explore other groups	Meaningfully engage with others Look to group resources
Developmental Influences	Take on responsibilities	Model older peers and adults Observe older peers Adults as mentors, guides, coaches	Older peers as sponsors & mentors Adults as mentors & meaning makers Learning about leadership
Changing View of Self With Others	Independent Dependent		

Stages	**4** **Leadership Differentiated**		
Key Categories	Emerging	Immersion	Transition
Stage Descriptions	Joining with others in shared tasks/goals from positional or non-positional group roles Need to learn group skills New belief that leadership can come from anywhere in the group (non-positional)	Seeks to facilitate a good group process whether in positional or non-positional leader role Commitment to community of the group Awareness that leadership is a group process	
Broadening View of Leadership	"I need to lead in a participatory way and I can contribute to leadership from anywhere in the organization;" "I can be a leader without a title;" "I am a leader even if I am not the leader"	"Leadership is happening everywhere; leadership is a process; we are doing leadership together; we are all responsible"	"Who's coming after me?"
Developing Self	Learn to trust and value others & their involvement Openness other perspectives Develop comfort leading as an active member Let go control	Learns about personal influence Effective in both positional and non-positional roles Practices being engaged member Values servant leadership	Focus on passion, vision & commitments Want to serve society
Group Influences	Seeing the collective whole; the big picture Learn group and team skills	Value teams Values connectedness to others Learns how system works	Value process Seek fit with org. vision
Developmental Influences	Practicing leadership in ongoing peer relationships	Responds to meaning makers (student affairs staff, key faculty, same-age peer mentors)	Begins coaching others
Changing View of Self With Others	Interdependent		

Stages	**5** **Generativity**	**6** **Integration/Synthesis**	
Key Categories		Transition	
Stage Descriptions	Active commitment to a personal passion Accepting responsibility for the development of others Promotes team learning Responsible for sustaining organizations		Continued self-development and life-long learning Striving for congruence and internal confidence
Broadening View of Leadership	"I am responsible as a member of my communities to facilitate the development of others as leaders and enrich the life of our groups"	"I need to be true to myself in all situations and open to growth"	"I know I am able to work effectively with others to accomplish change from any place in the organization;" "I am a leader"
Developing Self	Sponsor and develop others Transforming leadership Concern for leadership pipeline Concerned with sustainability of ideas	Openness to ideas Learning from others	Sees leadership as a life-long developmental process Want to leave things better Am trustworthy and value that I have credibility Recognition of role modeling to others
Group Influences	Sustaining the organization Ensuring continuity in areas of passion/focus	Anticipating transition to new roles	Sees organizational complexity across contexts Can imagine how to engage with different organizations
Developmental Influences	Responds to meaning makers (student affairs staff, same-age peer mentors)	Shared learning Reflection/retreat	Re-cycle when context changes or is uncertain (contextual uncertainty) Enables continual recycling through leadership stages
Changing View of Self With Others	Interdependent		

Appendix B

Interview Protocol

Date: _____ Start: _____ End Time: _____

How long have you been a tutor? Please answer in semesters and/or years:

_____ years and _____ semesters

Have you earned a CRLA certification? (circle one) Note: Level 0 refers to "no certification earned."

Level 0 Level 1 Level 2 Level 3

Part 1: Focused Life History

1. Tell me a little bit about your background.

2. Describe any experiences you had with tutoring, mentoring, or coaching prior to becoming a tutor here.

3. What influenced you to become a tutor?

Part 2: The Details of Experience

4. A) Describe the relationship(s) you have with your students.

   B) What are some tutoring experiences you have had that stand out to you?

   C) How have these experiences impacted your personal or professional development?

5. A) Describe the relationship(s) you have with your coworkers.

   B) Describe an experience when you have served as a role model or coach for other tutors.

   C) How has this experience impacted your personal or professional development?

6. A) Describe the relationship(s) you have with your supervisors.

   B) Describe an experience when a supervisor has recognized your potential and/or given you special attention or additional responsibilities.

   C) How has this experience impacted your personal or professional development?

7. Describe any opportunities you have had to exercise leadership in the tutoring program in either a formal or informal capacity.

Part 3: Reflection on the Meaning

8. What are some characteristics you believe effective leaders possess?

9. A) What strengths did you already possess prior to becoming a tutor here that makes you an effective leader?

   B) What strengths did you develop as a result of the tutoring program that makes you an effective leader?

10. While working in a group setting, what role(s) do you typically take on and why?

11. What do you believe is the difference between a leader and leadership?

12. Do you think of leadership differently after working as a tutor than you did when you first started the tutoring program?

13. Who or what has influenced your leadership development the most in the tutoring program?

14. A) Do you see yourself in a formal or informal leadership role in the future?

    B) How will your experiences working as a college tutor impact your leadership capacity?

Appendix C

Letter from Provost

[redacted]

Office of the Provost

Jan 19, 2017

Dear Lindenwood University Institutional Research Board,

On behalf of [redacted], I am writing to grant permission for Samantha Crandall, a doctoral student at Lindenwood University, to conduct her research titled, "A Case Study of Leadership Identity Development in Tutors at a Learning Center." I understand Samantha Crandall will recruit employees from [redacted] over the Spring 2017 semester.

We are happy to participate in this study and contribute to this important research.

Sincerely,

[redacted]
Provost and Vice Chancellor for Academic Affairs
[redacted]

[redacted]

Appendix D

Lindenwood IRB Approval

LINDENWOOD

LINDENWOOD UNIVERSITY ST. CHARLES, MISSOURI

DATE:	January 30, 2017
TO:	Samantha Crandall
FROM:	Lindenwood University Institutional Review Board
STUDY TITLE:	[1011731-1] A Case Study on Leadership Identity Development of Tutors in a Learning Center
IRB REFERENCE #:	
SUBMISSION TYPE:	New Project
ACTION:	APPROVED
APPROVAL DATE:	January 30, 2017
EXPIRATION DATE:	January 29, 2018
REVIEW TYPE:	Expedited Review

Thank you for your submission of New Project materials for this research project. Lindenwood University Institutional Review Board has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a study design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

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

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

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

All SERIOUS and UNEXPECTED adverse events must be reported to this office. Please use the appropriate adverse event forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to the IRB.

This project has been determined to be a Minimal Risk project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the completion/amendment form for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of January 29, 2018.

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

If you have any questions, please contact Michael Leary at 636-949-4730 or mleary@lindenwood.edu. Please include your study title and reference number in all correspondence with this office.

If you have any questions, please send them to IRB@lindenwood.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Lindenwood University Institutional Review Board's records.

Appendix E

Community College IRB Approval

IRB Submission

[redacted] Thu, Feb 16, 2017 at 6:32 AM

To: "samantha.crandall[redacted]

Cc: [redacted]

Your IRB application has received approval in the expedited category.

Please let me know of any questions and have a great day!

[redacted]

College Director of Research, Strategic Planning and Grant Development

[redacted]

Appendix F

Participant Request

LINDENWOOD

Greetings,

You are invited to participate in a research study conducted by Samantha Crandall under the guidance of Dr. Rhonda Bishop. Tutoring is a valuable service to college students but may also have a profound impact on tutors themselves. The purpose of this research is to explore leadership identity development among college tutors working in a learning center.

Your participation will involve an interview that will be approximately 30 minutes to one hour in length. You will be asked to answer each question to the best of your ability. There are no direct benefits for you participating in this research study. However, your participation will help refine the interview process for the research study.

For the purposes of this research study, current tutors are needed at a variety of CRLA levels of certification. If you are willing to participate, please respond to [redacted] via e-mail [redacted] by Friday, January 27th. Please include what CRLA level of certification you have currently attained. After acceptance, every effort to schedule interviews within your availability will be made.

Thank you,

Samantha Crandall

Doctoral Student

Lindenwood University

Appendix G

Consent Form

LINDENWOOD

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

"A Case Study on the Impact of Being a Tutor on Leadership Identity Development"

Principal Investigator _Samantha Crandall_____

Telephone: [redacted] E-mail: [redacted]

Participant_____ Contact info _____

1. You are invited to participate in a research study conducted by Samantha Crandall under the guidance of Dr. Rhonda Bishop. The purpose of this research is to explore leadership identity development among college tutors working in a learning center.

2. a) Your participation will involve:

   - Answering questions for an interview in regards to your experiences tutoring and working in a learning center.

   b) The amount of time involved in your participation will be approximately 30 minutes to one hour.

   Approximately 8-12 participants will be involved in this research.

3. There are no anticipated risks associated with this research.

4. There are no direct benefits for you participating in this study. However, your participation will contribute to the knowledge about leadership identity development in learning centers.

5. Your participation is voluntary, and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any

questions you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.

6. We will do everything we can to protect your privacy. As part of this effort, your identity will not be revealed in any publication or presentation that may result from this study, and the information collected will remain in the possession of the investigator in a safe location. Due to the small sample size of the study, there is a possibility your comments may be recognized even with the use of a pseudonym.

7. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Samantha Crandall, [redacted] or the Supervising Faculty, Dr. Rhonda Bishop, [redacted]. You may also ask questions of or state concerns regarding your participation to the Lindenwood Institutional Review Board (IRB) through contacting Dr. Marilyn Abbott, Provost, at mabbott@lindenwood.edu or 636-949-4912.

I have read this consent form and have been given the opportunity to ask questions. I was also given a copy of this consent form for my records. I consent to my participation in the research described above.

_____	_____
Participant's Signature Date	Participant's Printed Name
_____	_____
Signature of Principal Investigator Date	Investigator's Printed Name

Appendix H

Proctor Instructions

Thank you for agreeing to be a proctor for this study. In order to be consistent and reliable, you will be trained to facilitate this process. Please follow the instructions given and ask any questions to clarify and simplify the process as needed.

1. Each interview will need to have an audio recording. Eliminate as much of the ambient noise as you can. I suggest using Sound Recorder, which is built into Windows, for recording the session on a computer. Open Sound Recorder, click on Start Recording at the beginning of the session, click on Stop Recording at the end of the session. A "Save As" window will pop up for you to save the audio recording as a Windows Media Audio file.

2. At the start of the interview, verbally go over the consent form with the participant. Remind students they do not have to respond to every question, and they can terminate their participation at any time.

3. Each participant should be assigned a pseudonym to ensure anonymity. Participants may choose a pseudonym from the TV show Firefly: https://en.wikipedia.org/wiki/List_of_Firefly_characters.

4. Read each question slowly and clearly. For questions with more than one part, pause in between each part before reading the next part.

5. It is acceptable to ask for clarification as you feel necessary. For example, if a student makes a statement of how many times a situation occurs, it is acceptable to clarify

how many times it occurred. In addition, you may wish to repeat a portion of the question if the student only answered one part.

6. It would benefit the researcher to provide field notes of observations during the session. Field notes are taken by recording major themes, ideas, comments and observations regarding group dynamics in hand-written. In addition, make regular checks by summarizing information and questioning participants to ensure accuracy.

7. Record any observations you make in the space provided on the interview form.

8. Thank each participant for their time and participation at the closing of the interview session.

9. I will share a private Dropbox folder with you for you to upload the audio files and scanned copies of the interview forms. The files should be named after the participant's pseudonym. For example, the audio and interview forms for pseudonym Participant #4 Reynolds should be named Participant #4 Reynolds Audio and Participant #4 Reynolds Form, respectively.

Appendix I

Confidentiality Statement

A Case Study on the Impact of Being a Tutor on Leadership Identity Development

I, _____, have been hired to proctor interviews with participants for the purposes of this research study.

I agree to:

1. Keep all the research information shared with me confidentially by not discussing or sharing the research information in any form or format (e.g., disks, tapes, transcripts) with anyone other than the *Researcher(s)*.

2. Keep all research information in any form or format (e.g., disks, tapes, transcripts) secure while it is in my possession.

3. Return all research information in any form or format (e.g., disks, tapes, transcripts) to the *Researcher(s)* when I have completed the research tasks.

After consulting with the *Researcher(s)*, erase or destroy all research information in any form or format regarding this research project that is not returnable to the *Researcher(s)* (e.g., information stored on computer hard drive).

_____	_____	_____
Signature	Printed Name	Date

_____	_____	_____
Researcher's Signature	Printed Name	Date

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Vita

Samantha Crandall holds a Bachelor of Science degree in Mathematics from Missouri State University and a Master of Science in Mathematics from Purdue University. Crandall's work history includes four years as a full-time Academic Specialist and four years as the Assistant Director of the *Speckman* Tutoring & Learning Center at Ozarks Technical Community College in Springfield, MO, followed by one year as full-time Developmental Mathematics faculty at Mesa Community College in Mesa, Arizona.

Crandall has achieved Level 2 Learning Center Leadership Certification through the National College Learning Association (NCLCA). She is currently an active member of the National Association for Developmental Education (NADE) and webmaster for NADE's Diversity Committee. In the past, Crandall has held leadership positions at NADE, the Missouri Developmental Education Consortium, and the National College Learning Center Association. At OTC, she was also involved with providing professional development to faculty and staff including Green Dot (violence prevention & reduction), Safe Zone (ally training for LGBTQ students), and Cultural Consciousness (diversity & inclusion).

Crandall has been happily married to Stanley (Angel-Fooqua) Crandall for six years. They greatly enjoy spending time with their five kids. In Crandall's free time, she enjoys studying and performing a variety of Middle Eastern dance styles. She hopes to reconnect with dance after her dissertation journey is complete.