

2004

Leadership behaviors in undergraduate hospitality management and dietetics students

Susan April Wohlsdorf Arendt
Iowa State University

Follow this and additional works at: <https://lib.dr.iastate.edu/rtd>

 Part of the [Business Commons](#), [Higher Education and Teaching Commons](#), [Medical Education Commons](#), [Nutrition Commons](#), and the [Other Education Commons](#)

Recommended Citation

Arendt, Susan April Wohlsdorf, "Leadership behaviors in undergraduate hospitality management and dietetics students " (2004).
Retrospective Theses and Dissertations. 824.
<https://lib.dr.iastate.edu/rtd/824>

This Dissertation is brought to you for free and open access by the Iowa State University Capstones, Theses and Dissertations at Iowa State University Digital Repository. It has been accepted for inclusion in Retrospective Theses and Dissertations by an authorized administrator of Iowa State University Digital Repository. For more information, please contact digirep@iastate.edu.

Leadership behaviors in undergraduate hospitality management and dietetics
students

By

Susan April Wohlsdorf Arendt

A dissertation submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

Major: Foodservice and Lodging Management

Program of Study Committee:
Mary Gregoire, Major Professor
Shirley Gilmore
Barbara Licklider
Mary Jane Oakland
Jeannie Sneed

Iowa State University

Ames, Iowa

2004

Copyright © Susan April Wohlsdorf Arendt, 2004. All rights reserved.

UMI Number: 3136357

Copyright 2004 by
Wohlsdorf Arendt, Susan April

All rights reserved.

INFORMATION TO USERS

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleed-through, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

UMI[®]

UMI Microform 3136357

Copyright 2004 by ProQuest Information and Learning Company.

All rights reserved. This microform edition is protected against
unauthorized copying under Title 17, United States Code.

ProQuest Information and Learning Company
300 North Zeeb Road
P.O. Box 1346
Ann Arbor, MI 48106-1346

Graduate College
Iowa State University

This is to certify that the doctoral dissertation of

Susan April Wohlsdorf Arendt

has met the dissertation requirements of Iowa State University

Signature was redacted for privacy.

Major Professor

Signature was redacted for privacy.

For the Major Program

DEDICATION

This dissertation is dedicated to my family:

David Kent Wohlsdorf

Sarah Elizabeth Wohlsdorf

Maria Jeane Wohlsdorf

Your enduring love and support have made this aspiration come to fruition.

TABLE OF CONTENTS

INTRODUCTION	1
Assumptions	2
Definitions	2
Dissertation Organization	3
REVIEW OF LITERATURE	4
Leadership	4
Hospitality Management	8
Dietetics	16
Assessing Leadership Behaviors	20
Summary of Literature Review	23
METHODOLOGY	24
Use of Human Subjects	24
Questionnaires	24
Focus Groups	29
Data Analysis	30
LEADERSHIP BEHAVIORS IN HOSPITALITY MANAGEMENT STUDENTS	32
Introduction	32
Methods	33
Results and Discussion	35
References	39

LEADERSHIP OF UNDERGRADUATE DIETETICS	50
STUDENTS-PRACTICES, CONTEXTS, AND SELF PERCEPTIONS	
Abstract	50
Introduction	51
Methods	53
Results	54
Discussion	56
References	60
GENERAL CONCLUSIONS	73
APPENDIX A. HUMAN SUBJECTS FORM	75
APPENDIX B. COVER LETTER AND PROGRAM QUESTIONNAIRE	77
APPENDIX C. INDEPTH, OPEN-ENDED, INTERVIEW QUESTIONS	80
APPENDIX D. CONSENT FORM FOR INDEPTH, OPEN-ENDED, INTERVIEWS	82
APPENDIX E. INDEPTH, OPEN-ENDED, INTERVIEW RESPONSES	83
APPENDIX F. AUTHOR PERMISSION TO USE S-LPI	92
APPENDIX G. PILOT STUDENT EVALUATION FORM	93
APPENDIX H. STUDENT QUESTIONNAIRE	94
APPENDIX I. FOCUS GROUP AREAS OF EXPLORATION	100

APPENDIX J. FOCUS GROUP INFORMATION	101
APPENDIX K. CONSENT FORM FOR FOCUS GROUPS	102
APPENDIX L. ASSISTANT MODERATOR FORM	105
REFERENCES	107
ACKNOWLEDGEMENTS	115

INTRODUCTION

Hospitality and dietetics employers, students, and futurists have indicated that leadership skills, abilities, and qualities are the most important competencies for success (Breiter & Clements, 1996; Garner, 1993; Kay & Russette, 2000; Nelson & Dopson, 2001; Okeiyi, Finley, & Postel, 1994; Smith Edge, 2003). Educators have stressed the importance of developing leadership skills and behaviors in students and have suggested the need for curriculum reform to incorporate leadership development into undergraduate education programs (Lewis, 1993; Umbreit, 1992). The importance of leadership qualities such as creating and managing change, mastering management and business skills, and possessing interpersonal skills has been established (Balch, 1996).

Survey research has assessed leadership styles and behaviors with dietitians, dietetic interns, and dietetics educators (Arensberg, Schiller, Vivian, & Johnson, 1996; Burzminski, 2002; Dykes, 2000; Mislevy, Schiller, Wolf, & Finn, 2000; Schiller, Foltz, & Campbell, 1993). Experience has not been found to be a predictor of leadership in management dietitians (Molt, 1995a). There is limited literature on how leadership skills are taught (Hill & VanHoof, 1997; Sneed & Scheule, 2001), and no literature has been found on the assessment of leadership practices of hospitality management and dietetics undergraduate students. Despite the varied range of positions held and activities performed (Kane, Estes, Colton, & Eltoft, 1990; Rogers, Leonberg & Broadhurst, 2002), the need for leadership skills and behaviors appears to transcend most areas of hospitality management and dietetics.

Because hospitality management and dietetics students often enter into careers in foodservice management, this research would advance the study of foodservice management leadership. Hospitality management and dietetics undergraduate students would benefit from developing and honing leadership skills and behaviors prior to graduation. Therefore, the purpose of this research was to assess self perceptions of leadership behaviors and practices in hospitality

management and dietetics undergraduate students. Specifically the objectives were to:

1. determine if leadership practices exist in hospitality management and dietetics undergraduate students based on self reports;
2. explore hospitality management and dietetics undergraduate students' perceptions of their leadership and the context in which leadership occurs;
3. identify perceived leadership practices of hospitality management and dietetics undergraduate students in the following practices: Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart (Kouzes & Posner, 1987);
4. examine whether perceived leadership behaviors differ based on demographic characteristics (gender, age, classification status, leadership and supervisory positions);

Assumptions

This research was conducted under the following assumptions.

1. Hospitality management and dietetics undergraduate students are able to identify their leadership behaviors.
2. Hospitality management and dietetics undergraduate students' leadership behaviors and practices are identifiable and measurable.
3. Students will respond truthfully to the questionnaire and during the focus groups.

Definitions

Common terms used in the dissertation are defined below.

Leadership: The product when leadership behaviors are exhibited successfully.

Leadership Behaviors: Leadership actions visible to others.

Leadership Practices: A classification scheme for leadership behaviors. Kouzes and Posner (1987) define the five leadership practices as: Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart.

Dissertation Organization

This dissertation uses the alternate format and includes two journal papers. The format of the dissertation is as follows: literature review, methodology, general results, article one covering the quantitative data from the hospitality management students, article two covering the quantitative data from the dietetics students, general conclusions, appendices, and a reference list.

REVIEW OF LITERATURE

The literature on leadership is expansive; more than 1000 pieces of literature have been published on the topic. Works have included attempts to define leadership, describe various leadership types and models, and propose strategies for leadership development. This literature review will not describe in detail all of the leadership literature, rather an overview of the leadership literature will be presented. Additionally, three other areas will be included in this literature review: hospitality management curriculum, competencies, and leadership; dietetics education and dietetics leadership; and Posner and Kouzes' (1987) leadership model and assessment tool. Each section will present, in chronological order, summaries of work that have been published on that topic.

Leadership

Many leadership theories, models and frameworks have been developed over the years. Some of these are reviewed in Table 1 starting with some of the oldest works and progressing to the newer works. A review article by Gregoire and Arendt (2004) provides additional summary information about leadership. Early work on leadership tended to focus on either the traits leaders possessed or classification schemes of leadership behaviors; more recent works have described leadership in different situations and leadership as a process.

Research on leadership appears to be making a paradigm shift. Leadership research now appears to be expanding into the areas of relationship leadership (Komives, Lucas, & McMahon, 1998) and learning leadership (Heifetz, 1994) with reflection as a key component. The first emphasizing the need to develop and build relationships to accomplish the goals of leadership while the second focuses on leadership as a learning process; learning about oneself and others.

Initial work by Stogdill (1974) focused on the traits of leaders including intelligence, confidence, adaptability, and cooperation. Behavior leadership became the next area of exploration whereby researchers classified behaviors of leaders into one of two groups, managers concerned with tasks and managers concerned with people (Fleishman, 1953; Katz, Maccoby, Gurin, & Floor, 1951; Likert, 1961).

Table 1: Historical Review of Leadership Models, Theories, and Frameworks

Leadership Model, Theory, or Framework	Description of Model, Theory or Framework
Trait Leadership	Suggested that effective leaders possessed similar traits, such as intelligence, confidence, adaptability, and cooperation (Stogdill, 1974).
Behavioral Leadership	Classified leader behaviors into two dimensions: 1) focusing on employees and building relationships with employees 2) focusing on the work/task at hand and being concerned with productivity (Blake & Mouton, 1964, 1978; Fleishman, 1953; Katz, Maccoby, Gurin, & Floor, 1951; Likert, 1961); often shown as a grid.
Situational Leadership	Proposed that leader traits and behaviors are not the only factors to consider in leadership; the situation in which leadership is to happen also must be taken into account (Fiedler & Garcia, 1987).
Transactional Leadership	Emphasized the exchange between leaders and their followers based on conditions, rewards, and punishment (Bass, 1998)
Transformational Leadership	Viewed as an extension of transactional leadership; the follower's self-worth and subsequent commitment are considered in addition to components of transactional leadership (Bass, 1998).
Leadership Best Practices	Suggested five personal best practices common to leaders: Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart (Kouzes & Posner, 1987).

Table 1. (continued)

Leadership Model, Theory, or Framework	Description of Model, Theory or Framework
Servant Leadership	Embraced an attitude of service to others; described as encompassing personal characteristics, self-discipline, commitment, efficiencies, and productivity in the workplace, while maintaining an opportunity for personal and spiritual growth (Autry, 2001; Greenleaf, 1977).
Crucibles of Leadership	Portrayed that leaders have encountered crucibles (events) that tested their values and beliefs and molded them into better leaders. Self-reflection was required for the leaders to understand the significance of the crucibles (Bennis & Thomas, 2002).
Relational Leadership	Suggested that relationships are the focus in the leadership process that involves collaboration, reflection, feedback, civil confrontation, community building, and meaning making (Komives, Lucas, & McMahon, 1998).
Mindful Leadership	Proposed that mindful leaders acquire knowledge, apply knowledge, and adjust leadership knowledge based on experience (Dickmann & Stanford-Blair, 2002).
Learning Leadership	Recommended the leadership concept as a learning strategy that can be applied to all people, not just leaders with assigned authority (Heifetz, 1994).

Situational leadership researchers recognized that the situation in which leadership takes place is important (Fiedler & Garcia, 1987). Bass (1998) expanded transactional leadership, which focused on rewards and punishment, to include the self-worth of followers in transformational leadership.

First introduced by Greenleaf (1977), servant leadership focused the need for leaders to aid their followers. Autry (2001) discussed a servant leader as one who serves others first while still maintaining an effective and productive organization. Attributes to become a servant leader include being: authentic, vulnerable, accepting, present, and useful. Autry suggested that servant leaders believe that people who work in an organization with good values will incorporate those values into their work and be effective and productive workers.

Brown and Posner (2001) studied the relationship between learning and leadership. Learning tactics were classified as action, thinking, feeling, and accessing others using the Learning Tactics Inventory (LTI). Leadership behaviors were assessed using the Leadership Practices Inventory (LPI) which measures five leadership practices: 1) Challenging the Process, 2) Inspiring a Shared Vision, 3) Encouraging the Heart, 4) Modeling the Way, and 5) Enabling Others to Act. Results of their research, conducted with 312 managers, revealed a positive relationship between how people learned and how they behaved as leaders. Respondents who reported using any one of the learning tactics more frequently also reported engaging more frequently in leadership behaviors. Brown and Posner (2001) wrote, "leadership is not learned, rather it is learning" (p. 275).

Howell and Costley (2001) noted the three key leadership tasks as assessing the situations and followers involved in the situation, providing the leadership behavior based on the situation and characteristics of those followers, and developing the followers and/or modifying the tasks or situation (environment) so that they may be more effective. The authors utilized multiple leadership theories in describing core leadership behaviors as supportive, directive, participative, reward/punishment, and charismatic. Additionally, they noted that the effectiveness of each behavior is dependent on the situation.

Bennis and Thomas (2002) interviewed 40 prominent leaders from both the business and public sector over a three-year period. The predominant finding was that all respondents told a story about an event, a crucible, which challenged them and molded them into better leaders.

Hospitality Management

Hospitality management programs prepare students for careers in on site foodservice, restaurant, and hotel management and tourism. The need for hospitality management curriculum reform has been noted. Additionally, hospitality recruiters and employers perceive leadership skills and characteristics to be important for job success and a needed part of hospitality management curriculum. Summaries of works on these topics follow in chronological order of their publication.

Curriculum Reform

Hospitality curriculum reform has been a focus of several recent publications. Suggestions for curriculum reform often have included increasing skill development in leadership.

Umbreit (1992) suggested the need for hospitality curriculum revision and recommended six changes to current undergraduate curriculum: teach qualities to become effective leaders such as motivation, team-building, and coaching skills; discuss human resource management with emphasis on selection, training, motivation, and performance review as compared to emphasizing the process of record keeping and policy implementation; integrate service marketing into courses including service quality, marketing analysis, and development of competitive marketing strategies; focus on management information knowledge and financial interpretation; expose students to Total Quality Management; and develop effective communication skills including listening skills.

Lewis (1993) offered insights for hospitality management programs to prevent program closure including positioning the product (program) in a growing market and teaching management and leadership skills. Lewis contended that hospitality programs need dramatic curriculum change, a new culture, and faculty that can teach to the changing needs of the industry.

Pavesic (1993) also encouraged revision of the undergraduate hospitality curriculum to better prepare hospitality students for the future. Pavesic believed hospitality programs were obligated to offer a curriculum focused on developing students to become socially responsible and ethical citizens and managers. He indicated demographic changes of hospitality students, aging faculty (both in chronological age and knowledge), foreign language requirements, and collaborative teaching efforts should be considered when revising curriculum.

Employers' And Students' Perceptions of Hospitality Management Curriculum

Vallen and Casado (2000) surveyed 500 hotel general managers regarding ethical characteristics. A 9% (45) response rate was achieved. Results indicated that respondents perceived leadership (n=11), accountability (n=9), and commitment to excellence (n=7) as the most important of Josephson's twelve ethical characteristics.

Casado (2003) surveyed 209 (42% response rate) alumni, lodging professionals, and restaurant professionals using conventional mail and e-mail distribution methods. Respondents rated seventeen professional courses by importance. For both the alumni group and lodging group, hospitality leadership was perceived to be the most important course. Restaurant professionals rated foodservice management as most important, food and beverage controls as second most important, and hospitality leadership and dining service management tied as the third most important course.

Employers' and Students' Perceptions of Competencies Needed

Research on perceptions of hospitality management graduates and employers regarding important competencies has yielded different results based on the inclusion of various competencies and wording of the competency. Key articles by Buergermeister (1983) and Tas (1988) have served as the basis for many other works in the area of hospitality management competencies.

Buergermeister (1983) surveyed a total of 275 graduates of the University of Wisconsin-Stout's Hotel & Restaurant Management program and members from the Council on Hotel, Restaurant, and Institutional Education (CHRIE) to determine

hiring criteria and skills and tasks needed by new managers. Results from the 80 questionnaires returned (30% response rate) indicated that the most important skills and competencies for all hospitality managers were: treat customer satisfaction as top priority; realize profit is an important goal; maintain effective communication with personnel, clients, customers, and community; and train personnel to serve customers graciously. Based on these findings, the researcher recommended that input should be obtained from hospitality industry professionals to evaluate curricula and that course objectives should include courtesy, service, organization, sensitivity, and motivation.

Tas (1988) surveyed 229 U. S. hotel managers (33% response rate) and asked them to rank 36 competencies. Managers identified six competencies as essential (mean score greater than 4.5 on a 5.0 scale): manages guest problems with understanding and sensitivity, maintains professional and ethical standards in the work environment, demonstrates professional appearance and poise, communicates effectively both in writing and orally, develops positive customer relations, and strives to achieve positive working relationships with employees based on perceptions of work interactions. Based on these results, the author suggested hospitality curriculum incorporate preparation of these competencies and proposed a management trainee curriculum. Additionally, the author suggested the results be utilized for recruiting hospitality students, seeking those with human relations skills.

Baum (1990) reported similar results when the competencies of Tas (1988) were utilized to survey 118 (53% response rate) hotel general managers in the United Kingdom. Competencies rated as the most essential also included: manages guest problems with understanding and sensitivity, communicates effectively both written and orally, strives to achieve positive working relationships with employees, demonstrates professional appearance and poise, develops positive customer relations, and maintains professional and ethical standards in the work environment. Both studies identified human relations skills to be among the most important competencies

Okeiyi, Finley, and Postel (1994) surveyed educators, current students, and practitioners regarding entry-level competencies and teaching methods. Twenty practitioners (50% response rate), 30 educators (15% response rate) and 222 students (53% response rate) answered the questionnaire. Overall, there was agreement by all three groups that human relations and leadership skills were among the most important competencies. When asked to indicate a preferred method of instruction for the competencies, industry practitioners recommended lectures; educators recommended lectures combined with other strategies such as discussion groups, cases studies, and role-playing.

Hsu, Gilmore, and Walsh (1995) utilized Buergermeister's (1983) competencies along with tasks and functions identified in course objectives and collected data from 36 (69% response rate) hospitality industry representatives to determine the importance of tasks and functions and the preparedness of hospitality graduates at one Midwestern University. The most important tasks and functions identified by industry representatives were customer satisfaction, supervision of personnel, effective verbal and written communication, ethical standards in work, and decision-making. Preparedness scores indicated graduates were best prepared in the following areas: ethical standards in work, customer satisfaction, sanitation schedules and regulation, professional standards in work, and positive working relationships.

Breiter and Clements (1996) surveyed 301 (33 response rate) restaurant and hotel managers to determine skills needed for success as hospitality managers. Results indicated that the five most important managerial skills were leadership, managerial communication, employee relations, training, and organization. Sixty-two percent of the respondents indicated both a college degree and work experience were important. The authors encouraged educators to use these results to move away from technical skills and help students become innovators in designing systems and processes to move the industry forward.

Christou and Eaton (2000) compared the results of three studies: one in the Greek hotel sector later published (Christou, 2001), one in the United Kingdom

(Baum, 1990), and one in the United States (Tas, 1988). The most important finding indicated that soft skills (such as understanding and sensitivity when handling guest problems) were most important across all studies. Additionally, there was indication that Greek employers have higher expectations for new managers than British or American employers.

Kay and Russette (2000) studied 60 managers from three functional areas (food and beverage, front desk, and sales and two management levels in a two-part study to determine essential competencies (EC) for hospitality-management and to determine if ECs are utilized. Data collection tools included questionnaires and in-person interviews. Eighty-six total ECs were identified with only 18 considered critical in all functional areas and all management levels. Competencies noted as most critical were: recognizing customer problems, maintaining customer satisfaction, listening skills, and managing customer problems. Twelve of the 18 competencies considered critical were in the leadership domain.

Bartlett and Chen (2001), used a convenience sample to survey 82 hospitality recruiters (59% response rate) at Pennsylvania State University about student characteristics they desired when recruiting. Results indicated that both hotel and restaurant recruiters alike noted the following four characteristics as most important: personality/enthusiasm, verbal communication skills, personal appearance, and logical and appropriate answers during the interview.

Christou (2001) surveyed 192 hotel managers in Greece and 221 graduates of the Department of Tourism Business of the Technological Educational Institute of Thessaloniki to determine important competencies for management trainees. The top five competencies indicated by managers were: manages guest problems with understanding and sensitivity, develops positive customer relations, demonstrates professional appearance and poise, communicates effectively both written and orally, and strives to achieve positive working relationships with employees. The graduates indicated the same top four competencies; however, they indicated the fifth competency as "maintain professional and ethical standards in the work environment

Nelson and Dopson (2001) surveyed hotel executives, human resource specialists, and alumni to help determine important skills and abilities for hospitality management graduates. All groups rated demonstrating leadership abilities as one of the most important skills. The authors concluded that developing leadership skills is important to any hospitality management curriculum.

Perdue, Woods, and Ninemeier (2002) surveyed club managers to help determine future club manager competencies. The nine competency domains, in order of highest to lowest priority, include management, club accounting/finance, human/professional resources, food and beverage management, club governance, building/facility management, marketing, sports/recreation management, and external/governmental influences. These seven domains are further expanded into 127 competencies. The highest aggregated scores, as determined by summing importance and frequency ratings, appeared for the following competencies (domain): financial statements (accounting and finance), budgeting (accounting and finance), and communication principles (human resource).

Chung-Herrera, Enz, and Lankau (2003) developed and tested a leadership-competency model. The model consisted of eight factors: self management, strategic positioning, implementation, critical thinking, communication, interpersonal, leadership, and industry knowledge. A total of 137 (18.6% response rate) hotel industry executives rated the importance of the 99 competencies within the 8 factor areas. Respondents rated self management most important (mean importance score of 4.32 out of 5) followed by strategic positioning (mean importance score of 4.17). The leadership factor was rated seventh in importance of the eight factors with a mean importance score of 4.09.

Hospitality Management and Leadership

Ley (1980) observed seven hotel general managers to determine what contributed to a manager's effectiveness. Managers were observed for three workdays and their activities grouped according to Mintzberg's classification: figurehead, leader, liaison, monitor, disseminator, spokesman, entrepreneur, disturbance handler, resource allocator, and negotiator. In addition, the corporate

office rated each manager's effectiveness. Although the sample size was small, results suggested that highly effective managers spent less time in the leader role, more time on entrepreneurial activities, and more time at the hotel working as compared to less effective managers. None of the managers spent more than one-fourth of their day in leadership activities.

Worsford (1989) studied 28 hotel general managers from one hotel company with properties in England and Scotland to determine consideration and initiating structure, both of which are related to leadership effectiveness. Data were gathered utilizing semi-structured interviews and the Leadership Opinion Questionnaire (LOQ). Results indicated managers had a high consideration score (good interpersonal relationships with employees) and a high structure score (involvement in directing employees by planning and trying new ideas). The researcher suggested managers with high consideration scores tend to have more satisfied employees, less turnover, lower absenteeism, and fewer grievances than those with lower consideration scores. The author concluded that hospitality managers faced with the conflict of working with others while establishing rules and regulations could use a combination of decision-centralization and initiating structure.

Tracey and Hinkin (1994) studied both transformational leadership, which focuses on the customer, future, intrinsic rewards, self-control, and vision and values, and transactional leadership, which focuses on the financial goals, today, extrinsic rewards, rigid conformity, and profit. Five principal partners and 45 corporate staff members from a hotel-management firm were asked to rate the effectiveness of each partner, to complete a questionnaire rating the partners on both transformational and transactional leadership dimensions, and to address the outcomes of transformational leadership. Results indicated that effective leaders rated high in all six criteria: technical competence, interpersonal skills, procedural justice, organizational influence, communication, and goal clarification. When comparing leaders who were rated most effective to those rated least effective, the effective leaders demonstrated more transformational leadership behavior and more

charisma. The authors concluded that transformational leaders are needed as the hospitality industry continues to change.

Blanch (1998) presented his viewpoint concerning leadership concepts in hospitality. He first critiqued leadership studies stating 1) they do not address the process of leadership but rather look at traits of leaders, 2) there is no consistent working definition for leadership, and 3) there is not a holistic framework for leadership. Blanch (1998) provided “descriptors” he believed could be used to differentiate leadership from management and included suggestions for leadership development: focus on the leadership process, not the leader; teach people to use influence; and develop people to work as a team.

Greger and Peterson (2000) presented leadership research from several hospitality executives and concluded the attributes for leadership success in the hospitality industry are: 1) vision, passion, and the ability to communicate those to others; 2) core values, including integrity; 3) attentiveness to culture; 4) compassion and approachability; 5) personal touch and involvement; 6) being the example; and 7) high energy and a committed work ethic.

Leadership In Hospitality Curriculum

Hill and VanHoof (1997) presented their views on “old world” and “new world” views of successful management and leadership characteristics. Based on “new world” views, faculty members in the School of Hotel and Restaurant Management (SHRIM) at Northern Arizona University designed a leadership course to help students identify leadership methods and leadership characteristics. The course content included mission statements, human relations management, profitability, and leadership analysis. In addition, students completed a weekly writing assignment and were interviewed by hospitality executives. The SHRIM faculty members believed the separate course in leadership was warranted and those who were enrolled in the class found it useful.

Sneed and Scheule (2001) described a newly developed leadership course at Kent State University. Leaders in the hospitality industry served as “guest speakers” for the course. Objectives for the course included, identify principles of leadership

and relate these to hospitality leaders, identify characteristics of hospitality leaders, identify trends and issues and how hospitality leaders might handle these, and develop a personal philosophy of leadership. The authors indicated the course was believed to be successful by students, speakers, and faculty.

Dietetics

The need for dietetics leadership has been established along with the need for dietitians to lead dietetic students by mentoring and advising. Currently, the American Dietetic Association Standards of Dietetics Education (2002) do not list leadership as a core competency or foundation knowledge and skill. However, management is considered an important competency and a foundation knowledge and skill for dietetics students (Bruening, Mitchell, & Pfeiffer, 2002). Dietetic education standards are utilized to evaluate all didactic dietetic programs. These standards are enforced and this, in turn, protects the public by ensuring graduates have the necessary knowledge and skills to practice as dietetics professionals.

As noted by Gregoire and Arendt (2004), dietetics leadership research is limited. Summaries of work in the area follow in chronological order of their publication.

Dietetics Environment

Ford and Ford (1993) presented dietetics leadership as an experience and stated that to be a leader, dietitians must engage in leadership. The three aspects of leadership given included: desire, demand, and design/redesign. Desire is described as the foundation of leading. Demand is about commanding action while concentrating on communication. These authors encouraged dietetic leaders to design and redesign themselves to have leadership qualities.

Garner (1993) commented on the extensive leadership within the American Dietetic Association membership. Garner defined a leader as someone who saw an opportunity and took action. Leaders may be those individuals who have highly visible leadership roles or those without leadership titles but who quietly influence those around them. Garner believed The American Dietetic Association needs members to lead students through mentoring, advising, and modeling the way.

Owen (1993) spoke of the "leadership gap" in dietetics and called for research efforts in the areas of personality traits and situational approaches. Mentoring and practice groups were included as leadership development methods used in the dietetics profession.

In his 1994 interview with the *Journal of the American Dietetic Association* (Anonymous, 1994), Stephen Covey emphasized the need for dietitians to be principle-centered leaders and develop the ability to seek win-win relationships in all aspects of their lives. He noted that dietitians need to become active partners with physicians in the decision making process regarding patient care. A transformational team approach is needed in which team members respect, trust, and communicate with one another as compared to a transactional approach in which the physician gives the order and the dietitian follows through with the order.

Barker, Arensberg, and Schiller (1994) noted, "The cry for dietetics leadership has been heard for decades" (p. v) and pointed to the leadership crisis in dietetics with concerns for job satisfaction and salaries. These authors suggested the conceptual framework for dietetics leadership is transformational leadership. Dietitians were described as leader-managers, integrating both the role of leader and manager into one. Barker et al. suggested the dietetics leader-manager must be visionary, optimistic, and hopeful; trusted and trustworthy; a rational decision maker; concerned about the future, one who remembers the past but acts today; attentive to followers' needs; and mindful of ways to enhance the work environment.

Parks (1998) noted that leadership skills are essential for future dietetic professionals. Leadership skills were defined as "having the ability to see and create new opportunities; to create new visions for the profession"; and to lead others through the milieu of change that will continue to be part of our professional lives" (p. 319).

Watson-Jarvis (2000) described the need for dietitians to be transformational leaders by promoting change, building teams, and leading across departments and cultures. Additionally, the author addressed the need to identify and nurture leadership skills in young dietitians.

Smith Edge (2003), in her President's Page article, noted that all American Dietetic Association members are leaders. She noted these dietetic leadership characteristics and competencies included having a life plan, not settling for status quo, mentoring, knowing yourself, and taking action without obsessive perfectionism. The American Dietetic Association has dedicated efforts to the first ADA Leadership Institute to be held in 2004 for developing dietetic leaders and, thereby, enhancing and expanding the future of dietetics.

Leadership in Dietetics Education

Dykes (2000) studied leadership in dietetics program directors at two-year and four-year institutions using the Leadership Behavior Questionnaire (LBQ). A total of 106 directors (26 from two-year institutions and 80 from four-year institutions) completed the survey in addition to the directors' colleagues. No significant differences were noted between the director's self reported leadership scores and those scores provided by their colleagues. The only difference when comparing two-year and four-year directors was on the communication scale. Directors at two-year colleges rated themselves higher than those at four-year institutions.

Burzminski (2002) studied 91 dietetic interns in 12 internship programs using the Multifactor Leadership Questionnaire (MLQ) © developed by Bass and Avolio (1995). Findings indicated interns perceived themselves as having more transformational leadership behaviors as compared to transactional leadership behaviors. No significant relationship was found between leadership behaviors and age, gender, program emphasis, or formal leadership education as determined by self-reporting. Additionally, the author noted that for the population studied the reliability alpha was $<.70$ for all but one of the 12 MLQ scales, although when used with other populations the instrument yielded an alpha of $>.70$.

Leadership in Dietetics Practice

Schiller, Foltz, and Campbell (1993) studied 893 (77.1% response rate) dietitians, who attended a leadership seminar, to determine self-perceptions of thinking and behavioral styles. The Life Styles Inventory (LSI) was used to assess the 12 thinking and behavioral styles measured: humanistic-helpful, affiliative,

approval, conventional, dependent, avoidance, oppositional, power, competitive, perfectionistic, achievement, and self actualize. Results indicated the two dominant styles among the dietitians studied were dependent style (overcautious, meek, and eager to please) and self actualize style (optimistic, confident, energetic, and spontaneous).

Molt (1995a, 1995b) studied 269 (44% response rate) management dietitians to determine if experience was related to leadership skills. Two hundred fifty three (42% response rate) dietitians and their supervisors completed questionnaires. Dietitians reported that six types of experiences were helpful for developing leadership skills; specific assignments, working with others, professional organization work, breadth of experience, volunteer service, and analysis of the organization. When combining dietitian and supervisor data, experience was not found to be a predictor of leadership. Molt suggested personal factors such as sensitivity, likeability, trust-worthiness, credibility, or perceived competence may affect leadership development.

Arensberg, Schiller, Vivian, and Johnson (1996) studied 116 clinical nutrition managers and their 344 subordinates. The Leadership Behavior Questionnaire (LBQ) was used as a measure of leadership. Clinical nutrition managers perceived that they had transformational leadership qualities and in general, they scored themselves higher than their subordinates scored them. Overall, clinical nutrition managers' self perceptions were highest on the respectful leadership scale but lowest on the communication leadership scale.

Mislevy, Schiller, Wolf, and Finn (2000) surveyed 178 (71.5% response rate) clinical nutrition managers to determine perceived access to power in the workplace. The Conditions for Work Effectiveness Questionnaire was utilized to measure the degree of perceived empowerment. Clinical nutrition managers who had attained education beyond a baccalaureate degree had greater perceived access to opportunity and resources and a higher overall empowerment score than those with only a baccalaureate degree.

Assessing Leadership Behaviors

Leslie and Fleenor (1998) described several leadership tools available for assessing leadership behaviors. Many of these tools are geared toward managers and leaders in the business or public sectors. One such tool is the Leadership Practices Inventory (LPI).

Leadership Practices Inventory (LPI)

The LPI was developed by Posner and Kouzes (1988) in the mid 1980's. Kouzes and Posner's original work was based on interviews with over 500 managers. Content analysis was performed and the five best practices of leadership were developed. Kouzes and Posner (1987) defined the five best practices common to successful leaders:

1. **Challenging the Process:** Leaders are willing to take risks, innovate, experiment, and fail in order to find a different and better way to do things.
2. **Inspiring a Shared Vision:** Leaders have a dream or vision that invents the future and "breathe life into what are the hopes and dreams of others and enable them to see the exciting possibilities that the future holds" (p.10). They enlist people in this vision by speaking their language, understanding their needs, and having their interests at heart.
3. **Enabling Others to Act:** Leaders believe collaboration, team building, and empowering others are essential. Kouzes and Posner identified this as the most significant of the five practices.
4. **Modeling the Way:** Leaders' actions are consistent with their beliefs and vision. They lead by example.
5. **Encouraging the Heart:** Leaders encourage their followers to continue on even when they are exhausted, frustrated, and disenchanted. Individual recognition and group celebration are just two examples of how leaders may encourage the heart.

The LPI was further tested in multiple studies (Cardin, 1995; Singh, 1998; Strack, 2001). The LPI has proven reliable in all these studies. Presently, the LPI research database contains results from more than 2,000 managers.

Enger (2001) reviewed of the LPI and noted that the tool has been very useful and "has stood the test of time and continues to hold a prominent place in the market of instruments used primarily for formative evaluation of leaders at various levels of an organization" (p. 664). Additionally, the LPI has been modified and used in many studies of managers, teams, and students.

Forrest (2003) provided preliminary work on the correlation in measuring leadership elements of four different leadership inventories; the Leadership: Employee-orientation and Differentiation (LEAD), the Leadership Practices Inventory (LPI), the Leader Behavior Questionnaire (LBQ), and the Multifactor Leadership Questionnaire (MLQ). Seventy-seven managers completed all four inventories. Findings indicated that there were strong similarities between the LPI, LBQ, and MLQ while the LEAD produced negative correlation with the other three.

Development of Student Leadership Practices Inventory

Posner and Brodsky (1992) adapted the LPI to assess leadership in college students. This is the only known tool that has been developed to assess student leadership behaviors. The Student Leadership Practices Inventory (S-LPI) consists of five leadership practices labeled Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. There are 30 descriptive statements in the instrument, each measured using a 5-point Likert-scale (1=rarely/not very frequently and 5=almost always/very frequently).

Posner and Brodsky (1992) used the S-LPI and compared self-perceptions of student leaders with that of their subordinates. Sixty-five fraternity chapter presidents (65% response rate) completed a version of the S-LPI to assess their own leadership behaviors while 239 executive committee members (48% response rate) completed a version of the S-LPI to assess their president's leadership behaviors. Results indicated that student leaders' self assessment was similar to their subordinates' (committee members) assessment. Effective student leader practices were found to differ from those of less effective leaders. The researchers noted that this finding was not consistent with findings of a study of leaders in business and public sectors (Posner & Kouzes, 1988) where leaders' self-

perceptions were significantly higher than subordinates perceptions of their leaders. Overall, the authors stated that the S-LPI could be a useful tool to help student leaders identify their personal leadership skills and areas for improvement.

Studies Utilizing S-LPI

Many researchers have used the S-LPI. Edington (1995) utilized the S-LPI with 187 college students to determine if relationships exist between leadership practices and gender, race, and age. Findings indicated that both male and female students used the leadership practice of enabling others to act most frequently. Leadership practices had no relationship to a student's gender, race, age, work outside the home, full or part-time student status, or semester in school. Students reported that they became more aware of leadership practices by being involved in the study.

Pugh (2001) used the S-LPI to assess the effectiveness of a 6-day leadership program. Fifty-one (93% response rate) of the 55 sophomore and junior college students completed the S-LPI prior and after completion of the leadership program. Ratings for Challenging the Process, Inspiring a Shared Vision, and Encouraging the Heart were statistically greater after completion of the program.

Baxter (2001) examined the leadership practices of engineering students and non-engineering students. Seventy-six juniors and seniors (17 were officers, 37 were engineering majors, and 22 were non-engineering majors) either current or former members of the Corps of Cadets completed the S-LPI. S-LPI scores for officers were significantly higher than other students on all five leadership practices. Generally, S-LPI scores of non-engineering students were greater than scores of engineering students.

McConnell (2002) studied leadership practices of female senior undergraduate students at a women's college and a co-educational college using the S-LPI. McConnell suggested that differences, although not significant, do exist in the leadership practices of Challenging the Process and Inspiring a Shared Vision between the females at the women's college and those at the co-educational college.

Summary of Literature Review

Leadership skills and behaviors have been identified as important in hospitality management and dietetics practices. There is limited research on the development of hospitality management leaders and dietetics leaders; therefore, leadership behaviors in these two groups are not well understood. Student leadership behaviors have been studied however not with dietetics and hospitality management students.

METHODOLOGY

This research was designed to assess self perceptions of leadership behaviors in hospitality management and dietetics undergraduate students. The study included: student indepth, open-ended, individual interview, student questionnaires, program questionnaires, and student focus groups.

The purposes of the indepth interviews were to establish the existence of leadership behaviors and practices in this population and aid in student questionnaire development. The student questionnaires were used identify the leadership behaviors and practices, the contexts in which leadership behaviors and practices are exhibited, and students' perceptions of their leadership. Additionally, the results from the questionnaires were utilized to determine if leadership behaviors and practices differed based on demographic characteristics. The program questionnaire was used to gather information about each program. The focus groups were utilized to identify leadership practice examples of hospitality management and dietetics undergraduate students in the following practices: Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart (Kouzes & Posner, 1987);

Use of Human Subjects in Research

The Iowa State University Committee on the Use of Human Subjects in Research reviewed and approved the proposal for this study. The committee ruled that the rights and welfare of the human subjects were adequately protected, no risks or discomforts to the participants were anticipated, and cover letters to subjects clearly stated the purposes of the research and guaranteed the confidentiality of their responses (Appendix A). The researcher completed human subjects training and was certified by Iowa State University.

Questionnaires

A student questionnaire and program questionnaire were developed for data collection. Sample selection and development methodology follows.

Sample Selection for Student Questionnaire

Assuming a response rate of approximately 50%, the goal was to have a sample of approximately 1000 hospitality management and dietetics freshmen and senior students from universities geographically dispersed throughout the United States. Universities were selected from the American Dietetic Association's listing of accredited Didactic Programs in Dietetics (www.eatright.org/Public/7782_13284.cfm) and the 2000-2001 CHRIE Directory and Resource Guide based on the university having both a hospitality management and dietetics program and having these two programs located in the same college. A list of 11 possible universities was identified using these criteria. Hospitality management and dietetics program directors at each university were contacted by telephone to obtain their commitment to the project prior to data collection. As an incentive, program directors were offered a report and summary of their students' scores compared to the total study sample upon completion of the study. Eight universities agreed to participate providing a potential of 1050 students.

Questionnaire Development

Two questionnaires were developed. One for the program contact(s) at each university entitled Leadership Survey – Program Information and a second entitled Student Leadership Questionnaire for the undergraduate students.

Program Questionnaire

The program contacts were asked to complete a short, one-page questionnaire regarding total number of students in the program. Additionally, questions about leadership development and curriculum content were asked to determine student exposure to leadership concepts at that particular university (Appendix B). A cover letter was attached to the questionnaire.

An expert panel of five faculty members reviewed the Leadership Survey – Program Information Questionnaire for clarity and understanding. For items that were unclear, panel members were asked for revision suggestions. Panel members also were asked for suggestions regarding possible additional questions needed.

Panel members indicated no changes were needed in the Program Information Questionnaire.

Student Questionnaire

Indepth, open-ended, individual interviews. Indepth, open-ended, individual interviews were conducted with eight undergraduate students: four hospitality management and four dietetics students to first establish the existence of Kouzes and Posner's (1987) five leadership practices in this student population and second, to aid in questionnaire development. Interview questions are included in Appendix C.

Demographic information was gathered from each student including their activities and work experiences. Students were then asked to respond to a series of questions in which they were prompted to discuss personal examples that might typify the five leadership practices. Students also were asked questions about their definition of leadership and personal vision. The last question asked, "Do you consider yourself a leader? Why or why not?"

Class rosters for hospitality management and dietetics courses were used to initially identify potential students. E-mailed invitations to all students in each class were sent. Twenty students received the e-mail invitation, ten agreed to participate, eight actually completed the interviews (four dietetics students and four hospitality management students). Students were asked to voluntarily complete the consent form prior to participation in the interviews (Appendix D).

The preliminary interviews established the existence of leadership behaviors in hospitality management and dietetics undergraduate students as students described leadership behaviors in each practice. (Appendix E provides a summary of students' responses to interview questions.)

Results from the preliminary interviews caused the researcher to modify and make additions to the student questionnaire. Initially, the student questionnaire was to be focused on leadership behaviors exhibited at school, only. However, during the interviews students rarely referred to leadership behaviors in the context of school rather the contexts of home, work, or extracurricular activities often were

cited. Additionally, students talked about their self perceptions as leaders. Therefore, a section was added to the questionnaire to obtain information about self-perceptions of leadership.

Questionnaire content. The first section of the student questionnaire included 30 questions adapted with author permission (Appendix F) from the S-LPI, which assesses five practices of leadership: Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. Two scales were used to rate each of the 30 action statements. Scale A was developed by Posner and Brodsky (1992). It assessed the frequency of the leadership behaviors/actions using a five-point Likert-type scale with 1 = seldom or rarely, 2 = once in a while, 3 = sometimes, 4 = fairly often, and 5 = very frequently. Scale B was a unique addition to the instrument and was developed for this research to assess the location or context where the respondent most often exhibited the listed leadership behaviors/actions, with response options: H = home, S = school, W = work, C = Clubs/Groups, and O = other.

Another unique piece to the questionnaire was the second section. Based on the indepth, open-ended, individual interviews, nine questions asking self behaviors based on self reflection, seeing self as a leader, others treating self as a leader, and seeing self exhibiting the five best practices of leadership were developed. Respondents answered with yes/no responses for all context areas (home, class, work, and clubs/groups).

The third section of the questionnaire contained seven demographic questions. The first five asked gender, major, classification, age, and if any leadership coursework had been required of them. The two remaining questions asked respondents to provide information regarding work experiences and extracurricular activities during the past three years with indication of supervisory responsibility and/or leadership positions held.

Expert panel review. Five hospitality management and dietetics educators and experts in the areas of questionnaire development, leadership, and curriculum

development reviewed the student questionnaire. Suggestions were incorporated for improved formatting and wording clarity prior to pilot testing.

Pilot study. Thirty-one dietetics and hospitality management undergraduate students, not included in the sample, pilot tested the student questionnaire for clarity and understanding. Students completed an evaluation form after completing the questionnaire (Appendix G). Students had difficulty understanding that they were to respond for all contests in section 2, so modifications in directions and question format were made in the final version of the student questionnaire (Appendix H).

Questionnaire Data Collection

A packet containing a cover letter, program questionnaire, student cover letters, and student questionnaires were mailed to educators at each of the eight universities. The number of student questionnaires sent was based on the number requested by the educator who had agreed to distribute them. A postage-paid envelope for returning the questionnaires was provided. (Seven packets in total were mailed; the packets for the Iowa State University educators were hand delivered.)

The educators were asked to distribute questionnaires to students in a freshmen and senior level dietetics course and students in a freshmen and senior level hospitality management course. At some universities, both dietetics and hospitality management students were in the same freshmen or senior-level class, thus, questionnaires were distributed to students in only two classes at these universities.

One week after distribution of questionnaires, the researcher noted that some questionnaires were being returned without completion of the last page and without the program questionnaire. An e-mail was sent to all educator contacts asking them to remind students to complete the last page of the questionnaire and asking them to complete the program questionnaire. Four weeks after the questionnaires were mailed and one week prior to the return deadline, a reminder call was made to the educators who had not returned their completed packets.

Focus Groups

Focus groups were conducted to gather additional information regarding the five leadership practices of Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. Additionally, students' perceptions of leadership were explored.

Recruitment

Participants were recruited from one senior-level course for hospitality management majors and one senior-level course for dietetics students. There was no overlap in students between the two courses. Students were invited to participate in a focus group. A meal and a small number of extra credit points were given to students as an incentive to participate in the focus groups. To improve "show rate" to the focus group after voluntary sign up, students were reminded about the focus group one to two days prior to the actual focus group through e-mails, written invitations, and reminders in class.

The goal was for each focus group to be comprised of six to eight undergraduate students from one university. Morgan (1998) noted the optimal number for a focus group is generally 6 to 10 participants. A total of four separate focus group sessions were held (two with dietetics students and two with hospitality management students).

Areas of Exploration

Sample areas of exploration were developed with the assistance of experts in the area and can be found in Appendix I. However, the researcher recognized that qualitative research is of an emergent nature and thus the focus group itself determined the actual areas of exploration (Taylor & Bogdan, 1998).

Data Collection

A pilot focus group was conducted with a sample of three undergraduate hospitality management students not included in the study sample. This pilot test allowed for equipment and procedural testing. Additionally, the moderator and assistant moderator were able to adjust their techniques as needed after conducting the pilot focus group. The researcher moderated the focus groups with the aid of an

assistant moderator. Both the moderator and assistant moderator had previous experience with focus groups.

Each focus group lasted approximately two hours. During the first half hour participants socialized and ate a meal provided by the researcher. Each focus group was comprised of 6-8 participants. Appendix J provides the specifics of each focus group. Focus group participants were asked to sign a consent form prior to participating in the study (Appendix K). The consent document included a description of the study; risks, benefits, costs and compensation to the participant; rights of the participant; confidentiality statement; and contact information if the participant had questions or problems. There was a place at the bottom of the form for the participant to print his/her name, sign his/her name, and date it. The researcher signed and dated each consent form to certify that the participant was given adequate time to read the document, and that the participant appeared to understand and voluntarily agreed to participate.

Audiotapes were used to record each focus group session. An experienced transcriptionist transcribed these tapes. The assistant moderator collected field notes during each focus group session. A copy of the assistant moderator form can be found in Appendix L. Additionally, a debriefing session occurred between the moderator and assistant moderator immediately upon completion of each focus group. This allowed the researcher to capture information that might not be recorded on tape or in the notes including observations made by both the moderator and assistant moderator during the social time prior to the actual focus group.

Data Analysis

SPSS (11.5, 2002) was used for all data analyses. Data coding and entry were done according to procedures recommended by Dillman (2002). Descriptive statistics (including means, standard deviations, and frequencies) were calculated for all closed-ended items on the questionnaire. Ratings of behavior statements were summed to create a score for each of the five practices of leadership based on the work of Posner and Kouzes (1988). Scores were computed only when all statements within that leadership practice had been rated. Reliability estimates were

calculated for each leadership score. Box's test of equality of covariance matrices was conducted to determine if the factor structure was consistent between the two groups (hospitality management and dietetics students). Results indicated the two groups differed significantly ($p < .001$). As a result, data analysis focused on separate analysis for each group of students. Analysis of variance was used to compare leadership scores based on student's demographic characteristics.

Transcribed data from the focus groups were coded by the five leadership practices. Illustrative comments reflective of each practice were compiled.

LEADERSHIP BEHAVIORS IN HOSPITALITY MANAGEMENT STUDENTS

A paper to be submitted to the Journal of Hospitality Tourism Education

Susan W. Arendt and Mary B. Gregoire

Introduction

Many researchers have noted the importance of leadership in hospitality management curricula. Alumni, employers, and faculty members all report the need for leadership in hospitality management graduates (Breiter & Clements, 1996; Kay & Russette, 2000; Nelson & Dopson, 2001; Okeiyi, Finley, & Postel, 1994). Casado (2003) found that alumni and lodging professionals perceived hospitality leadership to be the most important course in hospitality management curricula. A few hospitality management programs have developed leadership courses (Hill & VanHoof, 1997; Sneed & Scheule, 2001).

Leadership has been studied extensively and thousands of pieces of literature have been published. Multiple leadership models have been described including a popular model by Kouzes and Posner (1987). Their initial work looked at the five best practices common to leaders based on interviews with hundreds of leaders. After interview analyses, practices were defined as:

1. Challenging the Process: A leader's willingness to take risks and question the status quo in order to find a better solution.
2. Inspiring a Shared Vision: A leader's ability to get others to see the same exciting future ahead.
3. Enabling Others to Act: A leader's ability to empower others, and develop teamwork and collaboration.
4. Modeling the Way: A leader's consistency between actions and beliefs.
5. Encouraging the Heart: A leader's encouragement of others to continue when they are exhausted/frustrated and celebrate accomplishments.

Posner and Kouzes (1988) developed a tool to assess leadership behaviors called the Leadership Practices Inventory and have studied over 30,000 respondents. Posner and Brodsky (1992) then developed the Student-Leadership

Practices Inventory (S-LPI); the only known tool that assesses leadership behaviors in students that has been tested as valid and reliable.

Limited leadership research has been conducted in the hospitality field. The majority of research has focused on characteristics/traits (Tracey & Hinkin, 1994; Worsford, 1989) and skills of leaders (Greger & Peterson, 2000). Little work has been done in the area of leadership behaviors. Leadership behaviors, as compared to traits, are visible actions that one can witness a leader doing (Howell & Costley, 2001).

Study Purpose

The purposes of this study were to 1) assess self-reported leadership behaviors in undergraduate hospitality management students and determine which behaviors were most frequently exhibited; 2) compare leadership practices based on demographics such as age, gender, classification status, leadership coursework, supervisory experience, and leadership experience, and 3) determine the context in which leadership behaviors were reported most frequently.

Methods

Sample Selection

This study was part of a larger study (Arendt, 2004) that also assessed dietetics undergraduate students; therefore, university selection was based on having both a hospitality management and dietetics program and having these two programs located in the same college. A list of 11 possible universities was identified using these criteria. Hospitality management directors at each university were contacted by telephone to obtain their commitment to the project prior to data collection. As an incentive, program directors were offered a report and summary of their students' scores compared to the total study sample. Eight universities agreed to participate providing a potential of approximately 500 hospitality management students.

Data Collection

A student leadership questionnaire was developed through the aid of five faculty members with expertise in leadership, indepth interviews with four hospitality management undergraduate students, and pilot testing of the questionnaire with a class of 21 hospitality management students. The final version of the questionnaire consisted of three parts. Part one included 30 leadership action statements from the S-LPI (Posner & Brodsky, 1992), used with author permission. Two scales were used for each of the 30 statements. Scale A referred to the frequency of the leadership behaviors/actions and was rated using a 5 point Lickert-type scale with anchors 1 = seldom or rarely, 2= once in a while, 3 = sometimes, 4 = fairly often, and 5 = very frequently. Scale B was a unique addition for this research and referred to the location where the respondent most often exhibited the listed leadership behaviors/actions designated as follows: H = home, S = school, W = work, C = Clubs/Groups, and O = other.

Part two included nine yes/no questions asking about respondents' perceptions of themselves as a leader in all context areas (home, class, work, and clubs/groups). Questions about self reflection, changing behaviors based on reflection, seeing self as a leader, having others treat self as a leader, and seeing self exhibiting the five best practices of leadership were in this section.

Part three contained seven demographic questions including gender, major, classification, age, and leadership coursework. Students also were asked to report supervisory and leadership experiences.

A packet containing a cover letter, program questionnaire, student questionnaires, and a self addressed return envelope was mailed to the educator(s) at each of the eight universities. Educators were asked to complete a short program questionnaire regarding numbers of students and leadership content in the curriculum and return the materials within five weeks of receipt. Telephone calls and e-mail were used to remind educators of the deadline and answer questions.

After collection of questionnaire data, two focus groups were conducted to explore actual examples of how students perceived they demonstrated these leadership behaviors and practices. A total of 13 hospitality management seniors (6 or 7 per group) from one university participated. Focus groups were facilitated by the researcher and an assistant moderator kept notes. Debriefing sessions were held between the assistant moderator and facilitator immediately following each focus group. Focus groups, along with debriefing, were audio taped.

Data Analysis

SPSS (11.5, 2002) was used for all data analyses. Descriptive statistics (including means, standard deviations, and frequencies) were calculated for all items on the student questionnaire. Scores for each leadership practice were calculated as the summed ratings for leadership action statements as recommended by Kouzes and Posner (1998). Leadership practice scores were only calculated for those students who had answered all six action statements in the practice. Reliability estimates were calculated for the leadership scores. Analysis of variance was used to compare ratings based on demographic characteristics.

Focus group audiotapes were transcribed by an experienced transcriptionist. Data were coded by leadership practices.

Results and Discussion

Student and program survey questionnaires were returned from eight schools. Seven returned questionnaires from both freshman and senior-level courses, one returned only the senior-level student responses. The average student enrollment in the programs was 141 students. A total of 345 student questionnaires were returned and analyzed. All educators reported they had leadership coursework in their program, generally as a class component.

The majority of the students who responded were female (62%), under the age of 25 years (94%), and an upper classman (70%). Table 1 details additional demographic data including how many students have had a leadership course or coursework (64%), supervisory work experience (74%), and leadership positions in extracurricular activities (55%).

Mean ratings for the leadership action statements within each leadership practice are included in Table 2. Action statements perceived to occur most frequently were: I treat others with dignity and respect, I praise people for a job well done, and I follow through on promises and commitments I make. Nearly all action statements had mean ratings of 3.5 or higher suggesting students perceived they at least sometimes performed these actions.

Scores were computed for each of Kouzes and Posner's (1998) leadership practices (Table 3). Reliability estimates for the scores ranged from .65-.78. Reliabilities reported in this study were comparable to those reported by Kouzes and Posner (1998). The mean score for the leadership practice, Enabling Others to Act, was the highest of the five practices. This is consistent with other student populations that have been studied and reported in the S-LPI Facilitator's Guide (Kouzes & Posner, 1998). Greek chapter presidents, resident assistants, student body presidents, a random student sample, and even high school students all scored highest in Enabling Others to Act.

No significant differences for mean leadership practice scores were seen based on age or supervisory work experience. However, significant differences ($p < .05$) were noted in several practices. Female students had overall mean scores higher than males in Enabling Others to Act ($m = 24.4 \pm 3.2$ vs. $m = 23.4 \pm 3.3$). This is in contrast to other findings where overall mean practice scores did not differ based on gender (Edington, 1996; Posner & Brodsky, 1994). Upperclassmen had significantly higher scores ($m = 21.8 \pm 3.8$) in Challenging the Process as compared to lowerclassmen ($m = 20.8 \pm 3.4$).

Students who had been appointed or elected to a leadership position in the past three years had higher mean scores than those who had not held a leadership position in Enabling Others to Act ($m = 24.6 \pm 3.1$ vs. $m = 23.8 \pm 3.2$) and in Encouraging the Heart ($m = 24.1 \pm 4.0$ vs. $m = 23.0 \pm 4.1$). Students who indicated they had leadership coursework, lectures, or readings had higher overall mean scores than those without such academic preparation in three practices: Modeling

the Way ($m=23.5 \pm 3.4$ vs. $m= 21.9 \pm 3.8$), Challenging the Process ($m=21.8 \pm 3.6$ vs. $m= 20.9 \pm 34.8$), and Inspiring a Shared Vision ($m=21.8 \pm 3.5$ vs. $m= 20.5 \pm 4.3$).

Leadership Context

Table 4 illustrates the context in which students reported that leadership action statements were done. The context most commonly reported was either in class or at work. Home and clubs/groups were the least reported context areas. There did not appear to be a consistent context for the action statements within a leadership practice. For example, in the leadership practice, Encouraging the Heart, the action, praising people for a job well done, was more often exhibited at work while the action, encouraging others as they work on activities, was more often exhibited at school.

Perceptions as a Leader

The majority of students (61-81%) perceived themselves as leaders in all context areas (Table 5) however fewer perceived themselves as leaders in class (61%) as compared to at home or at work. Again, when asked if others treated them as leaders, fewer reported this in class compared to the other context areas. Students reported that they often reflected on their actions and made changes based on their reflections; more than 90% of students reported that they did this at work. Almost all students (89%) reported that at work they led by example and believed in collaboration.

Examples of Leadership Behaviors

Table 6 provides examples of illustrative comments shared by students in the focus groups reflecting leadership behaviors within each of Kouzes and Posner's (1987) leadership practices. Students were able to provide some personal examples of each of the leadership practices during their discussion in the focus groups, however much of the input students provided in the focus groups pertained to the leadership behaviors they had observed in others rather than behaviors the students themselves exhibited.

Limitations

There are limitations to the study. The questionnaire was distributed at eight universities and therefore results may not be generalizable to all hospitality management students. The survey method has several limitations including potential misinterpretation of the questions and scales by respondents as well as potential fatigue by respondents when completing a lengthy questionnaire. Respondents needed approximately 15 minutes to complete the questionnaire. Students were asked whether they had leadership coursework, lectures, or readings, however, specific data on content covered in courses was not explored.

Recommendations

Results from this study indicate that hospitality management students perceive they do perform leadership practices most often at work and in the classroom. Hospitality educators may be able to draw these examples into the classroom to have students discuss. Hospitality management recruiters have indicated leadership skills are important. Hospitality management educators may be able to help students identify and articulate their leadership skills to recruiters.

This study assessed self reported leadership behaviors in hospitality management students; something that has not been reported before in the literature. Additionally, it supported using the S-LPI as a reliable tool for measuring leadership behaviors in hospitality management students. More work is needed regarding student leadership behaviors and the best way to develop these behaviors in future hospitality management professionals. Evaluation is needed to determine which components of leadership are most important for students' success after graduation.

Findings from this study suggest that exposure to leadership in the classroom either through coursework, lectures or readings can positively impact students' perceptions of their leadership practice particularly in; Modeling the Way, Challenging the Process, and Inspiring a Shared Vision. Hospitality educators can play a key role in helping develop leadership behaviors in students through incorporation of leadership activities into the classroom.

The S-LPI may be beneficial as a self-assessment leadership tool for hospitality management students. Additional work is needed to determine how leadership concepts are presented in the classroom as well as what educators are doing to enhance leadership behaviors in hospitality management students.

References

- Arendt, S. W. (2004). *Leadership behaviors in hospitality management and dietetics undergraduate students*. Unpublished doctoral dissertation, Iowa State University, Ames, Iowa.
- Blanch, G. (1998). When the topic turns to leadership...educators mostly miss the mark. *Journal of Hospitality & Tourism Education*, 10(3), 14-18.
- Breiter, D., & Clements, C.J. (1996). Hospitality management curricula for the 21st century. *Journal of Hospitality & Tourism Educator*, 8(1), 57-60.
- Casado, M. A. (2003). Hospitality education: Prevalent perceptions. *Florida International University Hospitality Review*, 21(1), 83-92.
- Edington, L. M. (1996). *College classroom leadership practices: What gender has to do with it*. *Dissertation Abstracts International*, 60, 2825.
- Greger, K. R., & Peterson, J. S. (2000). Leadership profiles for the new millennium. *Cornell Hotel and Restaurant Administration Quarterly*, 41, 16-29.
- Hill, F. A., & VanHoof, H. B. (1997). The hospitality leadership course dilemma: Why hospitality management curricula should include a separate leadership course. *Journal of Hospitality & Tourism Education*, 9(3), 116-119.
- Howell J.P., & Costley, D.L. (2001). *Understanding Behaviors for Effective Leadership*. Upper Saddle River, NJ:Prentice-Hall.
- Kay, C., & Russette, J. (2000). Hospitality-management competencies. *Cornell Hotel and Restaurant Administration Quarterly*, 41, 52-63.
- Kouzes, J. M., & Posner, B. Z. (1998). *Student leadership practice inventory: Facilitator's guide*. San Francisco, CA: Jossey-Bass.
- Kouzes, J. M., & Posner, B. Z. (1987). *The leadership challenge: How to get extraordinary things done in organizations*. San Francisco, CA: Jossey-Bass.

- Nelson, A., & Dopson, L. (2001). Future of hotel education: Required skills and knowledge for graduates of U.S. hospitality programs beyond the year 2000-part one. *Journal of Hospitality & Tourism Education*, 13(5), 58-67.
- Okeiyi, E., Finley, D., & Postel, R.T. (1994). Food and beverage management competencies: Educator, industry, and student perspectives. *Journal of Hospitality & Tourism Education*, 6(4), 37-40.
- Posner, B. Z., & Brodsky, B. (1994). Leadership practices of effective student leaders: Gender makes no difference. *NASPA Journal*, 31(2), 113-120.
- Posner, B. Z., & Brodsky, B. (1992). A leadership development instrument for college students. *Journal of College Student Development*, 33, 231-237.
- Posner B.Z., & Kouzes J. M. (1988). Development and validation of the Leadership Practices Inventory. *Educational and Psychological Measurement*, 48, 483-496.
- Sneed, J., & Scheule, B. (2001). Teaching leadership in hospitality management programs: A model for learning from leaders. *Journal of Hospitality & Tourism Education*, 14(2), 34-37.
- Tracey, J. B., & Hinkin, T. R. (1994). Transformational leaders in the hospitality industry. *Cornell Hotel and Restaurant Administration Quarterly*, 35(2), 18-24.
- Worsford, P. (1989). Leadership and managerial effectiveness in the hospitality industry. *International Journal of Hospitality Management*, 8(2), 145-155

Table 1: Demographic Characteristics of Hospitality Management Students

Characteristic	n	%
Gender		
Female	214	62
Male	131	38
Age		
18-20 years old	123	36
21-25 years old	201	58
26-30 years old	17	5
31-40 years old	1	<1
41-50 years old	2	<1
51 years or older	1	<1
Classification Status		
Freshman	62	18
Sophomore	41	12
Junior	83	24
Senior	159	46
Leadership coursework ^a		
Yes	224	64
No	119	36
Supervisory Work Experience ^b		
Yes	224	74
No	79	26
Leadership Position ^c		
Yes	126	55
No	103	45

^a Students reporting that they had a leadership course, coursework, lecture, or readings.

^b Students reporting that they had held positions at work with supervisory responsibilities some time during the past three years.

^c Students reporting that they had held an elected or appointed position within an organization or club.

Table 2: Hospitality Management Students' Mean Ratings for Leadership Actions by Practices (n = 330-345)

Practice ^a	Mean ^b	SD
Action Statements		
Enabling Others to Act		
I treat others with dignity and respect.	4.6	.68
I support decisions that other people make on their own.	4.0	.79
I include others in planning activities and programs.	4.0	.88
I foster cooperative rather than competitive relationships with people with whom I work.	3.9	.91
I give others a great deal of freedom and choice in deciding how to do their work.	3.8	.90
I provide opportunities for others to take on leadership responsibilities.	3.8	.93
Encouraging the Heart		
I praise people for a job well done.	4.2	.82
I give people support and express appreciation for their contributions.	4.0	.87
I make sure that people are recognized for their contributions.	4.0	.84
I encourage others as they work on activities and programs.	3.8	1.02
I make it a point to tell others about the good work done by our group.	3.8	.99
I find ways to celebrate accomplishments publicly.	3.4	1.15
Modeling the Way		
I follow through on promises and commitments I make.	4.3	.81
I set a personal example of what I expect from other people.	4.0	.95
I make sure that we set goals and make specific plans for the projects our group undertakes.	3.8	.99
I share my beliefs about how things can be run most effectively.	3.8	.96
I break projects and work into manageable steps.	3.5	1.07
I talk about values and principles that guide my actions.	3.5	1.05
Challenging the Process		
I look for ways to improve projects or tasks in which I am involved.	3.9	.92
I look for opportunities that challenge my skills and abilities.	3.7	.86
I let others experiment and take risks even when outcomes are uncertain.	3.5	.92
I keep current on events and activities that might affect others with whom I interact.	3.5	.94

Table 2: (continued)		
Practice ^a	Mean ^b	SD
Action Statements		
Challenging the Process		
I ask, "What can we learn from this experience?" when things do not go as expected.	3.5	1.14
I take initiative in experimenting with the way we do things.	3.4	.96
Inspiring a Shared Vision		
I am upbeat and positive when talking about what our group is doing.	4.0	.92
I show enthusiasm and excitement about what others and I are doing.	3.9	.89
I look ahead and communicate about what I believe will affect others in the future.	3.5	.96
I describe to others what we should be capable of accomplishing.	3.5	.99
I talk with others about how their interests can be met by working toward a common goal.	3.3	1.00
I speak with conviction about the higher purpose and meaning of what we are doing.	3.2	1.09

^a Leadership action statements and practice taken from Posner and Brodsky (1994)

^b Scale for statements: 1=seldom/rarely 2=once in awhile 3=sometimes 4=fairly often 5=very frequently

Table 3: Mean Ratings for Leadership Practices by Hospitality Management Students (n = 330-345)

Leadership Practice	Alpha ^a	Mean ^{b,c}	SD
Enabling Others to Act	.68	24.0	3.3
Encouraging the Heart	.78	23.2	4.1
Modeling the Way	.68	22.8	3.6
Challenging the Process	.65	21.5	3.7
Inspiring a Shared Vision	.75	21.3	3.9

^aCoefficient alpha reliability estimates.

^bSum of action statement ratings; possible scores 5-30.

^cScale for mean scores: 5=seldom/rarely, 10=once in awhile, 15=sometimes, 20=fairly often, and 25=very frequently

Table 4: Context of Leadership Actions and Practices by Hospitality Management Students (n=330-342^a)

Practice Action Statements ^b	Home		School		Work		Clubs/ Groups	
	n	%	n	%	n	%	n	%
Enabling Others to Act								
I treat others with dignity and respect.	54	21	85	33	104	40	16	6
I support decisions that other people make on their own.	84	29	91	31	73	25	44	15
I include others in planning activities and programs.	77	25	93	30	50	16	85	28
I foster cooperative rather than competitive relationships with people with whom I work.	22	7	60	20	200	66	19	6
I give others a great deal of freedom and choice in deciding how to do their work.	34	11	107	36	123	41	34	11
I provide opportunities for others to take on leadership responsibilities.	18	6	105	35	114	38	63	21
Encouraging the Heart								
I praise people for a job well done.	31	11	83	28	136	46	43	15
I give people support and express appreciation for their contributions.	56	19	87	30	101	35	48	16
I make sure that people are recognized for their contributions.	28	9	93	31	121	40	60	20
I encourage others as they work on activities and programs.	35	11	126	41	91	29	58	19
I make it a point to tell others about the good work done by our group.	18	6	156	53	69	23	52	18
I find ways to celebrate accomplishments publicly.	77	26	86	30	77	26	51	18
Modeling the Way								
I follow through on promises and commitments I make.	85	33	54	21	84	33	35	13
I set a personal example of what I expect from other people.	61	21	85	30	115	40	26	9
I make sure that we set goals and make specific plans for the projects our group undertakes.	17	6	178	59	56	19	49	16
I share my beliefs about how things can be run most effectively.	51	16	73	23	149	47	41	13
I break projects and work into manageable steps.	13	4	242	79	43	14	9	3

Table 4: (continued)								
Practice Action Statements ^a	Home		School		Work		Clubs/ Groups	
	n	%	n	%	n	%	n	%
Modeling the Way								
I talk about values and principles that guide my actions.	118	40	73	24	80	27	27	9
Challenging the Process								
I look for ways to improve projects or tasks in which I am involved.	23	8	147	49	93	31	37	12
I look for opportunities that challenge my skills and abilities.	28	9	123	40	124	40	32	10
I let others experiment and take risks even when outcomes are uncertain.	62	21	108	37	80	27	41	14
I keep current on events and activities that might affect others with whom I interact.	89	29	109	36	58	19	49	16
I ask, "What can we learn from this experience?" when things do not go as expected.	58	20	87	30	101	35	48	16
I take initiative in experimenting with the way we do things.	53	17	107	34	114	37	37	12
Inspiring a Shared Vision								
I am upbeat and positive when talking about what our group is doing.	27	9	164	53	54	17	64	21
I show enthusiasm and excitement about what others and I are doing.	59	20	94	32	87	30	51	18
I look ahead and communicate about what I believe will affect others in the future.	11	35	90	29	80	26	31	10
I describe to others what we should be capable of accomplishing.	0							
I talk with others about how their interests can be met by working toward a common goal.	37	12	123	39	100	32	52	17
I speak with conviction about the higher purpose and meaning of what we are doing.	45	15	134	44	91	30	35	11
I speak with conviction about the higher purpose and meaning of what we are doing.	69	23	120	40	69	23	39	13

^aSome students indicated multiple responses or "other" category; therefore, totals in context areas on table do not equal total sample number indicated.

^bStatement order based on Table 2

Table 5: Hospitality Management Students Perceptions of Self as a Leader by Context Area (n=324-341)

Statement	Home ^a	Class ^a	Work ^a	Club/Group ^a
	←————— % —————→			
I reflect on my actions by thinking about what I do and why I do what I do.	89	89	92	83
I make changes in my actions after reflection about them.	85	84	91	81
I consider myself a leader.	81	61	81	68
Others treat me as a leader.	76	61	78	65
I see myself as a leader who leads by example.	82	70	89	75
I see myself as a leader who has a vision and can get others to buy into that vision.	72	61	75	68
I see myself as a leader, who believes that collaboration, team building, and empowering others are essential.	81	82	89	82
I see myself as a leader who encourages others to continue on even when they are exhausted, frustrated, and disenchanted.	82	78	86	79
I see myself as a leader who takes risks, innovates, experiments, and is willing to fail in order to find a different and better way to do things.	79	70	80	75

^a Percent answering "Yes" to each statement

Table 6: Hospitality management students' examples of leadership behaviors

Leadership Practice	Comment
Enabling Others to Act	<p>"I'm the oldest– so I feel like that's my job, as being the oldest, is to set a good example and be a good model. I have to figure everything out first, and then tell them what I've learned. I have to help them. "</p>
Modeling the Way	<p>"An employee might be like, 'I don't know how to enter this into the computer properly. So, I'll be like, 'Let me go ahead and show you how this is done.'"</p>
Encouraging the Heart	<p>"I was working with my group (at Bible Study). I would say, "Okay, you guys are fine, you can do whatever you (want to) do. If you want to do something, you can do it, you can do it." I just tried to help people get it done and think [in a] positive way."</p>
Inspiring a Shared Vision	<p>"My brother just broke his neck and is paralyzed. , When I'm at home - it's kind of experimenting, I guess, to make him realize that it's not, the future can be bright, we find different ways that he can get things off the counter. I was on the phone with my mom the other day and he had gotten a piece of gum off the counter, put it in his mouth, unwrapped it in his mouth and spit the wrapper back out at her. I feel helped him realize that it's kind of fun to find other ways and just surprise people. "I can still do this," and I feel like, maybe inspiring."</p> <p>"My boyfriend went down the wrong path and was in prison for a couple years, and realized that that's not thing he needed to do, and that's not the path that he wanted to go down. Because of that, he didn't get to Inspiring a Shared Vision graduate high school. Now that he has gotten his life back together and everything, I feel like I have constantly been encouraging him to go back and do his GED classes, and work hard, and he's been working full-time with his father's</p>

Table 6: (continued)

Leadership Practice	Comment
Challenging the Process	"I live with four other girls. There was also a beehive in the basement that continually hatched bees. And none of the rest of my roommates –they just don't take the initiative. I ended up writing a letter to the city inspector and they also sent it to the property management company to get them to come and take care of this. Nobody else will call any place, they're too scared, because they don't want to be mean. But sometimes it has to be done."

LEADERSHIP OF UNDERGRADUATE DIETETICS STUDENTS- PRACTICES, CONTEXTS, AND SELF PERCEPTIONS

A paper to be submitted to the Journal of the American Dietetic Association

Susan W. Arendt and Mary B. Gregoire

ABSTRACT

Objective To explore leadership in undergraduate dietetics students including the leadership actions reported most frequently, the context of these leadership actions, and student's reported perceptions of themselves as leaders.

Design A non-random sample of eight universities was utilized. Undergraduate dietetics students in a freshmen-level and a senior-level course were asked to complete questionnaires. Focus groups were conducted at one university.

Subjects/setting A student leadership questionnaire was mailed to educators at eight universities. A total of 283 dietetics undergraduate students completed the questionnaire. Fifteen senior dietetics students participated in the focus groups.

Statistical analyses Descriptive statistics were used to summarize data. One-way analysis of variance was used to assess differences in leadership behaviors based on demographic characteristics including previous supervisory experience and leadership experience.

Results About half (49%) of respondents reported having leadership coursework. The majority of students reported having previous supervisory work experience (70%) and having held a leadership position (60%). The majority of students perceive themselves as leaders in all context areas. The leadership practice, Enabling Others to Act, was the most frequently reported. There were no significant differences in leadership behaviors based on college classification status, and supervisory experience. Leadership behaviors were more prevalent in students who had previous leadership coursework, were older, or who had previous leadership experience.

Applications/conclusions Dietetics students perceive they demonstrate leadership and do so most frequently in class. The classroom appears to be a suitable place to integrate leadership.

INTRODUCTION

The National Center for Healthcare Leadership (1) has identified leadership in healthcare as important. Due to the complexities in the healthcare environment, the need for leadership to transcend beyond the level of administration is imperative (1). The need for dietetics leadership has been recognized for years (2,3). Recently, the American Dietetic Association announced efforts towards the first ADA Leadership Institute with the intent of developing dietetic leaders and thereby enhancing and expanding the future of dietetics (4).

There are several popular leadership models and frameworks available as noted in the review by Gregoire and Arendt (5). Many tools have been developed to assess leadership behaviors, skills, and traits/characteristics of adults (6). However, the Student-Leadership Practices Inventory (S-LPI) developed by Posner and Brodsky (7) is the only known valid and reliable tool that assesses leadership behaviors in students. The S-LPI groups leadership actions into five practices including: Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging Others to Act (8). These practices are defined below:

- Challenging the Process: Taking risks and experimenting to find a better way of doing things.
- Inspiring a Shared Vision: Enlisting others and having them see the exciting possibilities of the future.
- Enabling Others to Act: Collaborating, team building, and empowering others.
- Modeling the Way: Leading by example and showing that their beliefs and actions are consistent.

- Encouraging the Heart: Encouraging others to continue when they are exhausted and frustrated. Individual recognition and group celebrations are two examples of how leaders may encourage the heart.

Leadership behaviors are important for dietetics students to develop and exhibit as they look toward becoming professionals. In contrast to leadership traits, leadership behaviors can be learned. Additionally, it is acknowledged that the effectiveness of those behaviors is situational (9-11) and context dependent. As Howell and Costley (12) noted, leadership behaviors are those that can be observed and experienced by others (followers). When these behaviors result in a desirable outcome, we say the leader has been effective (p. xix).

Several authors have defined leadership and the qualities, characteristics, and skills needed to be a dietetics leader (2,4,13-16). Arensberg, Schiller, and Johnson (17), studied clinical nutrition managers and their leadership perceptions. Clinical nutrition managers scored highest on the self respect scale and lowest on the communication scale. Dykes (18) studied 106 dietetics programs directors to determine differences in leadership skills between directors at two-year and four-year institutions. Using the Leadership Behavior Questionnaire, another instrument for measuring leadership, Dykes (18) found no significant difference between the two groups except on the communication scale. Directors at two-year colleges had higher self-reported scores in communication. Buzminski (19) worked with 91 dietetic interns using the Multileadership Questionnaire and found no significant relationships between leadership behaviors and gender, age, or leadership coursework.

Despite the wealth of leadership literature, little research has been done in the area of dietetics leadership and specifically, assessing leadership behaviors in dietetics students. The objectives of this research were to 1) identify self reported leadership practices of dietetics students and determine the context in which they are most frequently done, 2) determine how dietetics students perceive themselves as leaders, and 3) examine whether leadership practices differ based on demographic characteristics of students.

METHODS

Subjects

A sample of eight universities geographically dispersed throughout the United States was selected based on the dietetics program being offered in a Family and Consumer Science or similar College and the program director's willingness/ability to participate. Because this study was part of a larger study (20) that also assessed leadership behaviors in hospitality management students, it was important that both the dietetics and hospitality management programs be located within the same college. Dietetics directors at each university were contacted to obtain their commitment to the project prior to data collection and asked to distribute questionnaires in both a freshman-level and senior-level course. The university's Institutional Review Board approved the study prior to data collection.

Survey Instruments

A student leadership questionnaire was developed based on a review of the literature, four in-depth interviews with dietetics students, and input from faculty members with expertise in management. The student questionnaire consisted of three sections. The first section included 30 leadership action statements modified from the S-LPI (7), used with author permission. Two scales were utilized for this section, Scale A indicated frequency of the leadership action (1 = seldom or rarely, 2 = once in a while, 3 = sometimes, 4 = fairly often, and 5 = very frequently). Scale B, newly developed for this research, indicated the context where the activity was exhibited most frequently. These context areas were added to the original S-LPI and included home (i.e. dorm, apartment, or sorority/fraternity), school, work, organizations/groups, and other categories. The second section included nine yes/no questions asking about students' perceptions of themselves as a leader in all context areas. The third section asked for demographic information including supervisory experience and leadership positions held. Pilot testing was done in a university course with 12 undergraduate dietetics students who were not part of the study sample. A program questionnaire was developed to obtain information about the dietetics program including enrollment and leadership coursework information.

In addition, focus groups were held to ascertain actual examples of how students display these leadership practices. Focus group areas of exploration included leadership perceptions and leadership practices.

Data Collection

A packet containing a cover letter, program questionnaire, and student questionnaires was mailed to the educator(s) at each of the eight universities. Educators were asked to return their packets within five weeks. A large addressed, postage-paid envelope was provided for returning all materials. Telephone calls and e-mails were utilized to give reminders prior to and after the deadline.

Focus groups were audio taped. An assistant moderator took notes during the groups and a debriefing session was held immediately following each group.

Data Analysis

SPSS for Windows (version 11.5, Chicago, IL) was used for data analysis. Ratings for leadership action statements were summed to create a score for each of the five leadership behaviors based on methodology by Kouzes and Posner (1998). Calculation of practice scores were only done for those students who had answered all six leadership action statements related to the practice. A Cronbach alpha reliability coefficient was calculated to determine the reliability of leadership practice scores (21). Analysis of variance was used to compare leadership behavior scores based on students' demographic characteristics including age, gender, and exposure to leadership through coursework, supervisory work experience, and leadership positions.

Focus group audiotapes were transcribed. Data were coded by the five leadership practices.

RESULTS

After exclusion of student questionnaires completed by non-dietetics majors and those with no major indicated, 283 completed questionnaires from eight universities were analyzed. Only questionnaires from the senior course at one university were analyzed as none were returned from the freshmen course. Respondents were predominately female (89%) and 88% were 25 years or younger (Table 1).

The majority (70%) had supervisory work experiences and 60% had held a leadership position in a club, group, or extracurricular activity.

Program responses indicated 75-168 undergraduate dietetics students in each program. There were no programs that had a separate leadership course for their dietetics students. About half (49%) of the students (Table 1) indicated having coursework on leadership. All programs reported having a component incorporated for students to do self-reflection on their learning either through journals and/or portfolios.

Table 2 contains means ratings for the leadership action statements. Action statements perceived to occur most frequently were: I treat others with dignity and respect, I follow through on promises and commitments I make, and I praise people for a job well done. All action statements had mean ratings of at least 3.0 therefore indicating that students perceived they at least sometimes completed the action.

Table 3 includes the scores computed for each of Kouzes and Posner's (1998) leadership practices. Reliability estimates for the scores ranged from .55-.76. The mean score for the leadership practice, Enabling Others to Act, was the highest while the mean score for the leadership practice, Challenging the Process, was the lowest (Table 3).

Classification status and supervisory experience at work made no significant difference on leadership practice scores. Students reporting that they had a leadership course or component had mean higher scores than those without such academic preparation in two practices, Encouraging the Heart ($m=23.9 \pm 3.2$ vs. $m=23.0 \pm 3.6$) and Inspiring a Shared Vision ($m= 21.1 \pm 3.7$ vs. 21.2 ± 4.3). For the practice, Challenging the Process, older students had significantly higher mean scores than younger students ($m=20.7 \pm 3.2$ for 18-20 year olds, $m=21.2 \pm 3.2$ for 21-25 year olds, and $m=22.6 \pm 3.5$ for students over 25 years).

Students reported that they most frequently exhibit leadership in class as compared to other areas of their life such as home, work, and clubs/groups (Table 4). The exceptions were: "I foster collaborative relationships with people with whom

I work” and “I share my beliefs about how things can be run most effectively” that were more often exhibited at work.

When asked if they reflected on their actions and make changes based on these reflections, 86-95% reported that they did so in all context areas (Table 5). Many students considered themselves leaders at home (76%) and at work (69%). Likewise, 73% reported that others treated them as leaders at home and 68% reported that others treated them as leaders at work. Students were positive in their responses when asked about whether they see themselves as leaders who exhibit the five leadership practices. The highest percent of students reported that they see themselves as leaders in these three practices: Modeling the Way, Enabling Others to Act, and Encouraging the Heart.

In the context of class, significant differences ($p < .05$) were noted in four of the leadership practice scores (Table 3) between those students who saw themselves as leaders compared to those who did not. Scores for all the practices except Enabling Others to Act were higher for those who perceived themselves as leaders (Modeling: $m = 24.0 \pm 3.2$ vs. 22.7 ± 3.7 , Encouraging: 23.9 ± 3.2 vs. 22.7 ± 3.5 , Inspiring: $m = 22.8 \pm 3.6$ vs. 20.1 ± 4.2 , and Challenging: $m = 21.9 \pm 3.1$ vs. 20.3 ± 3.2 , and). Students who reported that they reflected on their actions, in the class context, had significantly higher ($p < .05$) mean scores in the practices of Challenging the Process ($m = 21.3 \pm 3.3$ vs. 19.5 ± 2.8) and Enabling Others to Act (24.6 ± 2.9 vs. 22.8 ± 2.7) than those students who did not. Students who reported making changes based on their reflections, in the context of class, had significantly higher ($p < .05$) mean scores than those who had not made changes in the practices of Inspiring a Shared Vision (21.8 ± 4.0 vs. 19.9 ± 4.4) and Modeling the Way (23.6 ± 3.3 vs. 21.4 ± 4.6).

Illustrative comments reflecting leadership behaviors within each of Kouzes and Posner's (1987) leadership practices verbalized during the focus groups are included in Table 6. Students shared personal examples on how they enabled, modeled, encouraged, inspired, and challenged in their lives. However, students had difficulty offering examples about themselves and often reverted to examples of others who had exhibited leadership behaviors.

DISCUSSION

The demographics for dietetics students participating in this study were similar to those found by Kobel (23) when surveying 1,695 dietetics students from across the United States. Kobel reported 88.9% of dietetics students were female and 75% were 25 years or younger.

S-LPI reliabilities reported by Kouzes and Posner (21) for the practices were as follows: Challenging the Process: .66, Inspiring a Shared Vision: .79, Enabling Others to Act: .70, Modeling the Way: .68, and Encouraging the Heart: .80. Reliabilities in this study were less for all leadership practice scores. Variation in action item ratings within each practice may have reduced the reliabilities of several scales. Other researchers have encountered similar problems when using leadership instruments with dietetics samples (18,19). Dykes (18) used the Leadership Behavior Inventory with dietetic educators and reported reliabilities between .46 and .66. Burzminski (19) used the Multifactor Leadership Questionnaire with dietetic interns and found reliabilities to be <.70 despite higher reliabilities when used with other populations. Such findings suggest there maybe some unique leadership actions among dietetics professionals that differ from leaders in other fields in which the instruments were developed.

Kouzes and Posner (8) consider Enabling Others to Act the most important of all the leadership practices. Dietetics students in this study scored highest in this practice. These results are consistent with results of studies with other student groups reported in the *Student Leadership Practices Inventory: Facilitators Guide* (22). The student groups studied included college resident assistants, college peer educators, and high school students (22).

No differences were found in leadership practices in this study based on classification status or supervisory work experience. These results also are similar to those reported by Edington (24) and Molt (25). Edington (24) found that leadership practices had no relationship to a student's gender, race, work outside the home, full or part-time status or semester in school and that Enabling Others to Act was the most frequently used by the 187 college students studied at one 2-year

post secondary college. Molt found that experience was not a predictor of leadership based on survey results from 253 dietitians.

While students report that they most frequently exhibit the leadership actions in school (Table 4), interestingly, fewer perceive themselves to be leaders in class compared to the other context areas (Table 5). Additionally, fewer students see themselves as visionaries and risk takers in the class compared to other contexts. Because students perceive they utilize leadership behaviors most frequently in the classroom, dietetics educators could help develop students' leadership knowledge and aid in their leadership development through coursework.

Reflection appears to be an important piece to the leadership puzzle. Bennis and Thomas (26) wrote about the "crucibles" of leadership in which leaders report a life changing event. By reflecting on this crucible event, leaders reported that they grew and changed in their leadership role. In addition, many leadership development programs now include a self-reflection piece such as a journal or workbook to encourage participants to reflect on their leadership behaviors (27, 28). Most dietetics students surveyed reported that they reflected on their actions and that they made changes based on these reflections.

There are several limitations to the leadership questionnaire used in this study including length, understandability, and reliability. Additionally, filling out the questionnaire may have caused students to reflect on their own leadership, thereby impacting their responses. The research was done with only a select number of universities and therefore may not be generalizable to all dietetics students.

APPLICATIONS

This research has provided insights into a complex concept, leadership behaviors. Dietetics students perceived they demonstrated leadership in a variety of contexts. Perceptions of leadership were higher for students who had been exposed to leadership coursework, lectures, or readings. Educators should look for ways to integrate leadership into the classroom and encourage the practice of leadership behaviors. Continued work is needed to identify best practices for effectively

integrating leadership into the classroom. There is also a need to develop a reliable instrument to measure leadership in dietetics.

Acknowledgements: This research was funded by the American Dietetic Association Foundation Allene Vaden Memorial Fund for Food Service Management

References:

1. *National Center for Healthcare Leadership Newsletter*. 2003;1(2):1-5.
2. Barker AM, Arensberg MB, Schiller MR. *Leadership in Dietetics: Achieving a Vision for the Future*. Chicago: American Dietetic Association; 1994.
3. Watson-Jarvis K. Shaping our future – Reflections on leadership and transformation. *Can J Dietet Practice and Research* 2000,61: 135-138.
4. Smith Edge M. All ADA members are leaders. *J Am Diet Assoc*. 2003;11:1452.
5. Gregoire MB, Arendt SW. Leadership: Reflections over the past 100 years. *J Am Diet Assoc*. 2004;104,395-403.
6. Leslie LB, Fleenor JW. *Feedback to Managers – A review and Comparison of Multi-rater Instruments for Management Development* (3rd ed.). Greensboro, NC: Center for Creative Leadership; 1998.
7. Posner BZ, Brodsky B. A leadership development instrument for college students. *J College Student Development* 1992; 33: 231-237.
8. Kouzes JM, Posner BZ. *The leadership challenge: How to get extraordinary things done in organizations*. Jossey-Bass, San Francisco 1987.
9. House RJ, Mitchell RT. Path-goal theory of leadership. *J of Contemporary Bus*. 1974;3: 81-97.
10. Hersey D, Blanchard K. *Management of Organizational Behavior* (4th Ed.). Upper Saddle River, NJ: Prentice Hall; 1982.
11. Yukl G. *Leadership in Organizations*. 1st ed. Englewood Cliffs, NJ: Prentice Hall. 1981; 5th ed. Upper Saddle River, NJ: Prentice Hall; 2002.
12. Howell JP, Costley DL. *Understanding behaviors for effective leadership*. Upper Saddle River, NJ:Prentice-Hall; 2001.
13. Ford JD, Ford LW. The challenge of leadership In *Models in nursing and dietetics leadership: What can we learn from each other?* Report of the Thirteenth Ross Roundtable on Medical Issues. Ohio: Ross Laboratories; 1993: 1-7.
14. Garner MP. (1993). ADA leaders: A powerful resource for today's students. *J Am Diet Assoc*. 1993; 93:867.

15. O'Sullivan Maillet J. Vignettes in dietetic leadership: Dietetic education. In: *Models in nursing and dietetics leadership: What can we learn from each other?* Report of the Thirteenth Ross Roundtable on Medical Issues. Ohio: Ross; 1993: 44-46.
16. Parks, S. (1998). The future in dietetics. In E. A. Winterfeldt, M. L. Bogle, & L. L. Ebro (Eds.), *Dietetics : Practice and future trends* (p. 319). Gaithersburg, Maryland: Aspen Publishers; 1998.
17. Arensberg MB., Schiller MR, Vivian VM, Johnson WA. Transformational leadership of clinical nutrition managers. *J Am Diet Assoc.* 1996; 96: 39-45.
18. Dykes BU. *Transformational leadership behaviors of dietetic educators in two and four year academic institutions.* (Dissertation). Dayton, OH: University of Dayton; 1999.
19. Burzminski NH. *Demonstrated leadership behaviors and leadership style of entry level dietitians.* (Dissertation). Minneapolis, MN: Saint Mary's University; 2002.
20. Arendt SW. (2004). *Leadership behaviors in hospitality management and dietetics undergraduate students.* (Dissertation). Iowa State University, Ames, Iowa.
21. Cronbach L. Coefficient alpha and the internal structure of tests. *Psychometrika* 1951;16:297-334.
22. Kouzes, JM, Posner BZ. *Student leadership practices inventory: Facilitators guide.* San Francisco: Jossey Bass; 1998.
23. Kobel KA. Influences on the selection of dietetics as a career. *J Am Diet Assoc.* 1997; 97: 254-257.
24. Edington LM. *College classroom leadership practices: What gender has to do with it.* (Dissertation). Muncie, IN : Ball State University; 1995.
25. Molt MK. Dietitians' ratings of helpfulness of experiences to their leadership development. *NACUFS Journal* 1995;19:41-61.
26. Bennis WG, Thomas RJ. Crucibles of leadership. *Harv Bus Rev.* 2002;80(9):39-45.
27. Bennis WG, Goldsmith J. *Learning to Lead: A Workbook on Becoming a Leader* (3rd ed.). USA: Perseus Publishing; 2003.

28. JM Kouzes, BZ Posner. *The leadership reflection journal: Reflections on Becoming a Better Leader*. San Francisco: Jossey Bass; 2003.

Table 1. Demographic characteristics of dietetics students

Characteristic	%
Gender (n=283)	
Female	89
Male	11
Classification status (n=282)	
Freshman	15
Sophomore	11
Junior	14
Senior	60
Age (n=282)	
18-20 years	29
21-25 years	59
26-30 years	8
31-40 years	2
41-50 years	1
51 years or older	1
Supervisory work experience^a (n=269)	
Yes	70
No	30
Leadership role^b (n=239)	
Yes	60
No	40
Leadership course or component^c (n=282)	
Yes	49
No	51

^a Students were asked to indicate supervisory experiences at work during the past 3 years.

^b Students were asked to indicate whether they had held an elected or appointed position in a club, group and extracurricular activities during the past 3 years.

^c Students were asked a "yes"/ "no" question whether they had taken a leadership course, had a lecture on leadership, or leadership readings.

Table 2. Dietetics students' mean ratings of leadership statements

Leadership Practice ^a Action Statements	Mean ^{b,c}	SD
Enabling Others to Act		
I treat others with dignity and respect.	4.8	.55
I foster cooperative rather than competitive relationships with people with whom I work.	4.2	.86
I support decisions that other people make on their own.	4.1	.74
I include others in planning activities and programs.	4.0	.96
I give others a great deal of freedom and choice in deciding how to do their work.	3.8	.92
I provide opportunities for others to take on leadership responsibilities.	3.7	.97
Modeling the Way		
I follow through on promises and commitments I make.	4.4	.78
I set a personal example of what I expect from other people.	4.1	.91
I share my beliefs about how things can be run most effectively.	3.9	1.00
I talk about values and principles that guide my actions.	3.7	1.06
I make sure that we set goals and make specific plans for the projects our group undertakes.	3.7	.94
I break projects and work into manageable steps.	3.7	1.00
Encouraging the Heart		
I praise people for a job well done.	4.3	.76
I give people support and express appreciation for their contributions.	4.2	.76
I make sure that people are recognized for their contributions.	4.1	.76
I encourage others as they work on activities and programs.	4.0	.95
I make it a point to tell others about the good work done by our group.	3.8	.97
I find ways to celebrate accomplishments publicly.	3.0	1.12
Inspiring a Shared Vision		
I show enthusiasm and excitement about what others and I are doing.	4.1	.83
I am upbeat and positive when talking about what our group is doing.	4.0	.90
I look ahead and communicate about what I believe will affect others in the future.	3.6	1.12
I describe to others what we should be capable of accomplishing.	3.4	.96

Table 2. (continued)

Leadership Practice ^a Action Statements	Mean ^{b,c}	SD
Inspiring a Shared Vision		
I talk with others about how their interests can be met by working toward a common goal.	3.3	1.10
I speak with conviction about the higher purpose and meaning of what we are doing.	3.3	1.10
Challenging the Process		
I look for ways to improve projects or tasks in which I am involved.	3.9	.93
I look for opportunities that challenge my skills and abilities.	3.7	.82
I keep current on events and activities that might affect others with whom I interact.	3.5	1.00
I ask, "What can we learn from this experience?" when things do not go as expected.	3.4	1.17
I let others experiment and take risks even when outcomes are uncertain.	3.4	.97
I take initiative in experimenting with the way we do things.	3.3	.99

^aLeadership action statements and practices taken from Posner and Brodsky (7)

^bn = 270-283

^cSum of mean individual statement ratings; maximum score possible=30.

Scale for statements: 1=seldom/rarely, 2=once in awhile, 3=sometimes, 4=fairly often, and 5=very frequently.

Table 3. Dietetics students' practice scores

Leadership Practices	Alpha ^a	Practice Mean Score ^{b,c}	SD
Enabling Others to Act	.62	24.5	3.0
Modeling the Way	.67	23.4	3.5
Encouraging the Heart	.73	23.4	3.4
Inspiring a Shared Vision	.76	21.6	4.1
Challenging the Process	.55	21.2	3.3

^aCoefficient alpha reliability estimates.

^bScale for statements: 5=seldom/rarely 10=once in awhile 15=sometimes 20=fairly often 25=very frequently.

^cn = 270-283

Table 4. Context of Leadership Actions and Practices by Dietetics (n=270-281^a)

Practice Action Statements	Home		School		Work		Clubs/Group	
	n	%	n	%	n	%	n	%
Enabling Others to Act								
I treat others with dignity and respect.	51	24	91	42	60	28	14	6
I foster cooperative rather than competitive relationships with people with whom I work.	8	3	90	35	138	53	22	9
I support decisions that other people make on their own.	81	32	102	40	44	17	26	10
I include others in planning activities and programs.	61	25	83	33	40	16	65	26
I give others a great deal of freedom and choice in deciding how to do their work.	34	14	119	48	71	29	25	10
I provide opportunities for others to take on leadership responsibilities.	25	10	118	48	51	21	53	21
Modeling the Way								
I follow through on promises and commitments I make.	88	38	78	34	43	19	23	10
I set a personal example of what I expect from other people.	61	25	82	34	68	28	32	13
I share my beliefs about how things can be run most effectively.	47	18	76	30	91	36	41	16
I talk about values and principles that guide my actions.	115	46	73	29	36	14	28	11
I make sure that we set goals and make specific plans for the projects our group undertakes.	13	5	163	65	30	12	46	18
I break projects and work into manageable steps.	17	7	208	80	34	13	1	<1
Encouraging the Heart								
I praise people for a job well done.	44	18	102	41	63	26	37	15
I give people support and express appreciation for their contributions.	63	25	90	36	59	24	36	15

Table 4. (continued)

Practice Action Statements	Home		School		Work		Clubs/Group	
	n	%	n	%	n	%	n	%
Encouraging the Heart								
I make sure that people are recognized for their contributions.	40	16	111	44	60	24	40	15
I encourage others as they work on activities and programs.	32	13	138	54	46	18	38	15
I make it a point to tell others about the good work done by our group.	22	8	159	63	32	13	40	16
I find ways to celebrate accomplishments publicly.	94	39	89	37	30	12	29	12
Inspiring a Shared Vision								
I show enthusiasm and excitement about what others and I are doing.	60	25	108	45	41	17	32	25
I am upbeat and positive when talking about what our group is doing.	13	5	158	61	36	14	52	20
I look ahead and communicate about what I believe will affect others in the future.	91	35	115	45	38	15	13	5
I describe to others what we should be capable of accomplishing.	37	14	124	48	62	24	34	13
I talk with others about how their interests can be met by working toward a common goal.	40	16	147	57	39	15	30	12
I speak with conviction about the higher purpose and meaning of what we are doing.	51	20	133	52	36	14	35	14
Challenging the Process								
I look for ways to improve projects or tasks in which I am involved.	14	6	153	60	52	20	35	14
I look for opportunities that challenge my skills and abilities.	21	8	159	62	53	21	23	9

Table 4. (continued)

Practice Action Statements	Home		School		Work		Clubs/Group	
	n	%	n	%	n	%	n	%
Challenging the Process								
I keep current on events and activities that might affect others with whom I interact.	79	31	118	46	31	12	27	11
I ask, "What can we learn from this experience?" when things do not go as expected.	59	23	32	52	39	15	22	9
I let others experiment and take risks even when outcomes are uncertain.	69	27	107	43	51	20	24	10
I take initiative in experimenting with the way we do things.	35	14	137	53	65	25	22	8

^aSome students indicated multiple responses or "other" category; therefore, totals in context areas on table do not equal total sample number indicated.

Table 5: Dietetics students' perceptions of self as a leader by context area

Statement	Home(%)^a	Class(%)^a	Work(%)^a	Club/Group(%)^a
I reflect on my actions by thinking about what I do and why I do what I do.	93	95	92	86
I make changes in my actions after reflection about them.	89	92	94	86
I consider myself a leader.	76	56	69	61
Others treat me as a leader.	73	59	68	60
I see myself as a leader who leads by example.	82	70	85	73
I see myself as a leader who has a vision and can get others to buy into that vision.	69	56	63	59
I see myself as a leader, who believes that collaboration, team building, and empowering others are essential.	87	83	89	87
I see myself as a leader who encourages others to continue on even when they are exhausted, frustrated, and disenchanting.	90	82	85	82
I see myself as a leader who takes risks, innovates, experiments, and is willing to fail in order to find a different and better way to do things.	75	59	66	67

^a Percent of students answering "yes" to the questions by context area. n=271-282

Table 6: Dietetics students' illustrative comments reflecting leadership behaviors

Leadership Practice	Comment
Enabling Others to Act	<p>"I organized a committee and I was encouraged to delegate responsibilities, which is hard for me to do, because I'm a take-charge person. But, it actually worked very well and I did take the initiative to delegate responsibilities."</p>
Modeling the Way	<p>"I was an assistant restaurant manager and I tended to lead by example quite a bit. For example, if the girls were just standing around the front-of-the-house, servers were just standing around, I would take a rag and I'd wash down the tables and the chairs all that kind of thing. And as soon as I would start, there would be 3 or 4 other girls following me and doing the exact same thing, and then I could move on to doing something else, more management type things."</p> <p>"This summer I worked at the hospital, and when the diet clerks, were really busy, and if I offered them help, highlighting the menu choices, or whatever, if there was anything else that I could do for them to get on to their next task, I found that they were more willing to help me when I was really busy, or I was swamped with everything to do."</p>
Encouraging the Heart	<p>"I'm in a sorority, so we have philanthropy. I was a coach of one of the teams (we have a softball tournament). We literally woke them (the other sorority girls who were to be on the team) up with pots and pans and got them out there. They didn't really want to go. But then when it was over, we made them hand-written thank-yous and gave them some candy. I found the effort I took there in recognizing their contributions towards making it work, giving them that boost (helped). Now we have pizza sales. Those people were receptive to me when I came around again asking them for their help in something else. By having one good encounter, and boosting them up with that, even though originally it wasn't something they were totally excited about, then I've come back to them later, they've been more excited about what I have, what I'm proposing to do."</p>

Table 6: (continued)

Leadership Practice	Comment
Encouraging the Heart	<p>"If she (roommate) does tell me that she's done something, I do encourage her, because I know that she wants to hear me say, "Oh, thank you so much!" But at the same time, that's what I want to hear too. But I don't tell her that I do things. So, I'm hoping that by encouraging her, that this is great, maybe she will want to do it more, because she enjoys encouragement. Actually, it's been working a lot, for a few weeks. So it's nice, she cleaned the kitchen and did all the dishes, yesterday, I think that works"</p>
Inspiring a Shared Vision	<p>"I've got a lot of things I need to do before I can settle down and plan a future with him (boyfriend). By really making him envision how great it's going to be after I get my Master's degree and my internship done, and all that kind of stuff, he's really motivated about the result. And the fact that we'll be able to get a little bit more money coming in. And so now, we're both working toward that common vision. So, he's really encouraging about me doing further education, and traveling, and doing all the things that I need to get done before we can get married or anything like that. I think that inspired him to think more how I want him to think."</p>
Challenging the Process	<p>"In my junior year I left and studied abroad for a year. I went all by myself, I didn't know anyone. I didn't really know where I was going to be living or anyone that would be there. That was a risk that I took. And then after that year, I came home from it, and then I went back and decided that I was going to find a job. I didn't know where I was going to live or what I was going to do. But, I went and I found a job and I had a wonderful. So that's a risk that I've taken."</p>

GENERAL CONCLUSIONS

Both hospitality management and dietetics students in the study perceived they exhibited leadership behaviors and perceived themselves as leaders in a variety of contexts. Generally students reported that they exhibited leadership behaviors in the classroom and at work. Enabling Others to Act was the leadership practice most frequently reported by students. In hospitality management and dietetics students, having leadership coursework, lectures, or readings and having held leadership positions improved leadership scores. The reliabilities for the leadership practices on the S-LPI (Posner & Brodsky, 1992) for the hospitality management students were acceptable and similar to those reported by Kouzes and Posner (1998). However, the S-LPI appears to be less reliable when used with dietetics students. The focus group participants identified examples of each of the leadership practices examined in this study.

Limitations

Limitations are recognized in this study. The length, understandability, and reliability of the leadership questionnaire are limitations. Completing the questionnaire may have caused students to reflect on their own leadership, thereby impacting their responses. This research was conducted with students at eight universities; therefore, the results may not be generalizable beyond these universities.

Future Research

Additional research is needed and these needs are identified in each article. In summary, the future needs include: 1) development of a more reliable leadership assessment tool for dietetics, 2) assessment of the best way to enhance leadership behaviors in future hospitality management and dietetics professionals and students, 3) determination of methods and the extent to which they are being used to integrate leadership into the hospitality management and dietetics classroom that encourage the practice of leadership behaviors, and 4) evaluation as to which components of leadership are most important for students success after graduation.

The focus group data gathered from this research was used to help provide specific examples of Kouzes and Posner's (1998) leadership practices. Additional exploration of the focus group data could be done to identify themes not directly associated with the existing leadership framework.

APPENDIX A. HUMAN SUBJECTS FORM

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Institutional Review Board
Office of Research Compliance
Vice Provost for Research and
Advanced Studies
2810 Beardshear Hall
Ames, Iowa 50011-2036
515 294-4566
FAX 515 294-7288

TO: Susan Wohlsdorf Arendt

FROM: Human Subjects Research Office

PROJECT TITLE (s): "Leadership Behaviors in Undergraduate Hospitality Management and Dietetics Students"

RE: IRB ID No.: 03-562

TYPE OF APPLICATION: Modification **APPROVAL DATE:** October 3, 2003

REVIEW DATE: October 3, 2003 **CONTINUING REVIEW DATE:** June 3, 2004

Your human subjects research project application, as indicated above, has been approved by the Iowa State University IRB #1 for recruitment of subjects not to exceed the number indicated on the application form. All research for this study must be conducted according to the proposal that was approved by the IRB. If written informed consent is required, the IRB-stamped and dated Informed Consent Document(s), approved by the IRB for this project only, are attached. Please make copies from the attached "masters" for subjects to sign upon agreeing to participate. The original signed Informed Consent Document should be placed in your study files. A copy of the Informed Consent Document should be given to the subject.

If this study is sponsored by an external funding source, the original Assurance Certification/Identification form has been forwarded to the Office of Sponsored Programs Administration.

The IRB must conduct continuing review of research at intervals appropriate to the degree of risk, but not less than once per year. Renewal is the PI's responsibility, but as a reminder, you will receive notices at least 60 days and 30 days prior to the next review. **Please note the continuing review date for your study.**

Any **modification** of this research project must be submitted to the IRB for review and approval, prior to implementation. Modifications include but are not limited to: changing the protocol or study procedures, changing investigators or sponsors (funding sources), including additional key personnel, changing the Informed Consent Document, an increase in the total number of subjects anticipated, or adding new materials (e.g., letters, advertisements, questionnaires). Any future correspondence should include the IRB identification number provided and the study title.

You must promptly report any of the following to the IRB: (1) **all serious and/or unexpected adverse experiences** involving risks to subjects or others; and (2) **any other unanticipated problems** involving risks to subjects or others.

Approval letter
Page 2
Arendt

Your research records may be audited at any time during or after the implementation of your study. Federal and University policy require that all research records be maintained for a period of three (3) years following the close of the research protocol. If the principal investigator terminates association with the University before that time, the signed informed consent documents should be given to the Departmental Executive Officer to be maintained.

Research investigators are expected comply with the University's Federal Wide Assurance, the Belmont Report, 45 CFR 46 and other applicable regulations prior to conducting the research. These documents are on the Human Subjects Research Office website or are available by calling (515) 294-4566.

Upon completion of the project, a Project Closure Form will need to be submitted to the Human Subjects Research Office to officially close the project.

C: AESHM

APPENDIX B. COVER LETTER AND PROGRAM QUESTIONNAIRE

October 25, 2003

Dear _____

Thank you for agreeing to participate in our leadership research. As I explained earlier, the purpose of this research project is to assess the leadership behaviors of hospitality management and dietetics undergraduate students and develop suggestions for incorporating leadership practices into undergraduate curricula. Your participation and that of your students is completely voluntary. Additionally, all responses will be kept confidential.

Your participation is critical to ensure an accurate reflection of leadership behaviors in undergraduate students. It will take you about 10 minutes of your time to complete the enclosed Leadership Survey - Program Information.

Additionally, we are asking that you distribute the enclosed student questionnaires to your undergraduate students who are willing to participate in freshman level and senior level courses. Please do not distribute the questionnaire to students under 18 years of age. It should take students no more than 15 minutes to complete the questionnaire. After student completion, we ask that you collect all questionnaires and return them, along with the completed Leadership Survey-Program Information. A postage paid envelope is enclosed for your convenience in returning the questionnaires. We appreciate having the completed questionnaires by November 30, 2003. Please feel free to contact my major professor, Dr. Mary Gregoire, or me if you have questions. Thank you in advance for your help with this project.

Sincerely,

Susan W. Arendt, RD, PhD Candidate
sawarendt@aol.com

Mary Gregoire, PhD, RD
mgregoir@iastate.edu

Leadership Survey- Program Information

1. How many undergraduate students are in your Dietetics Program? _____
How many undergraduate students are in your Hospitality Management Program? _____

2. Is leadership discussed in any courses in your program's curriculum?
___ yes ___ no

If yes, in which courses?

3. Do you have any courses, which focus exclusively on leadership?
___ yes ___ no

If yes, how many credits is the course(s)? _____

If yes, what are the objectives for the course (or attach a syllabus)

If yes, what are topic areas covered in the course? (or attach a syllabus)

Please Turn Over to Complete

4. Is leadership included as an outcome for your program?

yes no

If yes, how is your leadership outcome measured?

5. Do students journal or participate in other self-reflection techniques in regards to their performance in your program?

yes no

If yes, please describe techniques used.

6. What is your definition of leadership?

Thank you for your participation. Please return this questionnaire with your student questionnaires.

APPENDIX C. INDEPTH, OPEN-ENDED, INTERVIEW QUESTIONS**Demographic Questions:**

1. How old are you? _____
2. What is your classification status? _____ How many years have you been in college? _____ How many at ISU? _____
3. What is your major? _____ How long have you been in this major?

4. In what clubs, groups, or associations are you involved?

5. What clubs, groups, sports, or associations were you involved during high school? _____
6. Do you work and/or volunteer currently? _____
Where? _____ Hours/week _____ What are your responsibilities? _____
7. Did you work and/or volunteer prior to coming to college at ISU? _____
Where? _____ What were your responsibilities?

Open-Ended Questions:

1. Tell me about one thing you have learned based on your interactions with classmates in the classroom or related to a classroom assignment? Have you thought about this before today? If yes, when?
2. Tell me about one thing you have learned from your involvement in work, clubs, associations, or sports. Have you thought about this before today? If yes, when?
3. Tell me about a time recently you did something at work, school, or home because you wanted someone else to do as you were doing. (Modeling the way). Have you thought about this before today? If yes, when?
4. Tell me about a new idea you had regarding your work, school, or home and what happened (Sharing the vision). Have you thought about this before today? If yes, when?
5. Tell me about a time you worked on a team related to work, school, clubs/associations, or sports (Enabling others to act). Have you thought about this before today? If yes, when?
6. Tell me about a time you were working with people where they became discouraged. What did you do? (Encouraging the heart). Have you thought about this before today? If yes, when?
7. If you have a vision for the future, could you tell me about it?
8. What is leadership to you?
9. Have you heard of informal and formal leadership? _____ If so, explain each.
10. Do you consider yourself a leader? _____ Why or Why not?

APPENDIX D. CONSENT FORM FOR INDEPTH, OPEN-ENDED INTERVIEWS

Researcher:
 Susan Wohlsdorf Arendt
 1055 Lebaron Hall
 Ames, IA 50010
 515-294-7474
sarendt@iastate.edu

Major Professor:
 Mary Gregoire, PhD
 1055 Lebaron Hall
 Ames, IA 50010
 515-294-7474
mgregoir@MAIL.FCS.IASTATE.EDU

Thank you for agreeing to participate in this study. The purposes of this project are

1. to gain an understanding of leadership behaviors in undergraduate hospitality management and dietetics students
2. to aid in questionnaire development for a larger study of undergraduate hospitality management and dietetics students

As a participant in this study, you will be both interviewed and observed during the interview. An audiotape will be used to record the interview. The information gained from the interviews and observations will be used in the written report of the study. The following are the terms of participating in the study:

1. The information obtained during this project will be a small component of a written report, my dissertation. The respondent, committee members, and other faculty and students may read the information.
2. Real names will not be used during data collection or in the written report.
3. The respondent has the right to withdraw at any time from the study, for any reason, and the data will be returned to the respondent upon request.
4. The respondent may receive a copy of the report upon request.

If you agree to participate in this study project according to the preceding terms, please sign below:

Researcher _____
 Date _____

Respondent _____
 Date _____

I (do/do not) grant permission to be anonymously quoted directly in the study final report.

Respondent _____ Date _____

APPENDIX E: INDEPTH, OPEN-ENDED, INDIVIDUAL INTERVIEW RESPONSES

Demographic Questions:

1. How old are you? 20-22
2. What is your classification status?
Seven seniors and one junior
3. How many years have you been in college?
2-4 years
4. How many at ISU?
2-4 years
5. What is your major?
Four dietetics and four HRI.
6. How long have you been in this major?
1-4 years. Five had been in their major for 3 years.
7. In what clubs, groups, or associations are you involved?
Common clubs and associations included: Food Science and Human Nutrition Club, FCS Council, Phi Upsilon Omicron, Student Alumni Leadership Council, Karate Club, Veisha Cherry Pies, CMAA
8. What clubs, groups, sports, or associations were you involved during high school?
Cross Country, BB, track, tennis, DECA, Art Club, International Club, National Honor Society, FFA, FHA, Volleyball, basketball, football, wrestling, Business Achievement, Students for Life, Community Theatre, SADD, Science Club, Dance Team, Marching Band, 4-H
9. Do you work and/or volunteer currently?
During the summer, most worked 20-30 hours/week. Summer jobs included: campus jobs, waitress, childcare, and golf clubs. During the school year, fewer hours are worked and most dietetics students reported few to no hours during the school year.
7. Did you work and/or volunteer prior to coming to college at ISU?
Volunteering included FFA work, Boy Scouts, and other community service. Jobs included working as a dietary aide, family farm, restaurant, dance instructor, and grocery store.

Open-Ended Questions:

- 1. Tell me about one thing you have learned based on your interactions with classmates in the classroom or related to a classroom assignment? Have you thought about this before today? If yes, when?**

With my major, I've really learned how competitive we are. Talking about homework assignments, there are only a few I can ask. Some don't want to help me understand. Being we are all trying to get an internship. I don't see this in classes I've taken outside dietetics. Reflection: Yes

In dietetics we are very competitive. I notice how much more competitive we are. Other classes I've had people don't care as much, we come to every class. We are all trying for the same thing, an internship. Sometimes, like towards finals and it's curved.... I've thought about it a lot. Reflection: Yes

Learned that some people are better at different tasks. You have to find who can do what the best. You don't want someone to write the report that hates it or do graphics that can't do it. Reflection: Yes

Can't always choose your friends to be in group projects with you. If they are not doing their part of the work you can get mad at them. It's also hard to get everyone together. Reflection: Yes

Going through a class is so much easier when you have a group of you going through it together. You're not going to get everything the professor says They have stuff you didn't get. They impact whether you do well in class, like the professor, and stick with the major. Teamwork and cooperation gets you a better grade and helps you to understand the material. Reflection: Yes

That when working in a group, you can't expect too much from any one person. You have to take responsibility on yourself if you want things done the way you think they should be done. During a finance class, we had a group project and we picked teams. People got distracted and off course. I was the one saying "Let's get this done". I was the one typing so I had to try to keep everyone focused. Reflection: Yes

People love to put things off. I do to a point but know when it's time to start working. It's frustrating when I can't get others to get working. In one class we had to do some research on meat and do a CD. I chose to do it in a group because I thought I could learn more. But when the other person didn't show, I did the CD by myself. Then the other person finally was able to show up and I ended up doing it again with him. Reflection: Yes Crosses my mind a lot and I try to pick people in my group that aren't procrastinators

2. Tell me about one thing you have learned from your involvement in work, clubs, associations, or sports. Have you thought about this before today? If yes, when?

With clubs & associations, everyone has crazy schedules and it's difficult to do different activities so there is a pattern of those who will do the work and lots of people who get by with as little effort as possible. With college, they are hear to put it on the resume or here to work (there are 2 groups)
Reflection: Yes

From being in Karate club, we must listen to instructor (2 lectures/d on morals and ethics like not doing drugs, being aware of yourself, getting good grades and studying). Consistency and continuity and this applies to other parts of your life. Different ways to look at different situations.
Reflection: Yes. We are forced to write essays reflecting on why you are here. You are to reflect on your life and how karate theories have affected your life. The judges see these writings when you test.

With CMAA I've been on a fund raising committee. I have to help coordinate things between president, advisor, and treasurer. It's hard to get everyone in agreement.
Can't please everyone all the time, can only please a few people some of the time. Reflection: Yes

Not everyone is like you. Not everyone is responsible. You can't expect too much of people. Reflection: Yes

Jobs related to my major give me experience I need to use what I'm learning in the classroom. Take what I learned in the classroom and apply it – helps me understand new material. An example was when I worked in the hospital kitchen and I had to follow diet orders closely. I learned in the class to watch salt with cardiacs and I had to use the SF turkey when I was making sandwiches for cardiac patients. Reflection: Yes

I learned what it's like to be a regular employee and I see things I want to do differently when I am a manager/owner. I want my employees to be happy. People aren't happy because of things that come down from the top levels. I will not sit in the office all the time rather than interacting with my employees. Reflection: I think about it a lot

You can't please everyone. With the CMAA, for our trip, so I volunteered to look for airline tickets because no one else was doing it. I found very good rates and very good hotel but we had to fly certain dates to get those rates. And, airline could hold tickets for only a certain amount of time. When I presented it at the meeting, no one liked the dates or times. But they wanted to look for other airlines; I gave them the prices (\$150 difference/person). No one was happy but no one took the initiative to do it ahead of time. It was unbelievable, we were trying to help them out and they weren't happy.

It was interesting to see how you try to help people and....

Reflection: Yes. We are going to have the prices laid out at our first meeting. I've already started looking into prices.

3. Tell me about a time recently you did something at work, school, or home because you wanted someone else to do as you were doing. (Modeling the way). Have you thought about this before today? If yes, when?

We just got a new employee at work, other girl and I who work there now work harder because we want to show new girl "higher expectations". My work ethic changed since I started this government job, when I first started this job, they told me to slow down so we would have something to do the next day. But, we "kicked it up a notch" when the new girl came.

At work, with research, you have your own pet peeves about the way to do things. Like some people make extra assay and try to show them how much to make.

At home, doing the dishes. Lately I made a pack so whoever opens clean dishwasher has to unload it. It has worked. Reflection: No

At home is easiest example because I live with 3 other roommates. The dishes only get clean if you put them in the dishwasher. So I lead by example by putting the dishes in, put them in the dishwasher, but don't say anything about it.

Reflection: Yes

I always organize the refrigerator and go through expiration dates in hopes that they would do the same. It hasn't worked though.

For aerobics, I team teach with a new instructor. I am instructing her to be exactly like me. Reflection: No

The other day, I came into work, the guy that usually that opens wasn't scheduled and when I came in I noticed things weren't done the way they should have been done. So I took them back and showed them how to do it. Reflection: Sometimes in different situations

When I work at the daycare. There is this one little girl who doesn't like to take a nap. I will lie down next to her and pretend to nap. She will then fall asleep.

4. Tell me about a new idea you had regarding your work, school, or home and what happened (Sharing the vision). Have you thought about this before today? If yes, when?

We are planning homecoming and I am in charge of a team and I interviewed and hired the 40 members to help us with our positions. In past we have had different groups help with specific groups but in past years, everyone helped all over but it seemed some people didn't have much responsibility so they didn't go. So I felt assigning them a position would get them there and make them feel responsible. So, I had them interview for positions. Reflection: Yes

For the Golf Club they need to have signature drink. So we took a tour of the golf course and noticed that there were 4-5 different tee boxes. Since there were 4 and they were called legend, deacon, palmer and king. So have tried to develop this idea and will have 4 signature drinks based these names. We are now contacting the individual to get their favorite drink.

Since I just started my new job, they are new and working out the kinks so I gave them a suggestion to have a server tray up food on busy nights. If one person trays food, servers can just take food and it goes faster. They have just taken the suggestion and it is scheduled to happen this weekend.

I wanted to work more in exercise area of dietetics so I wanted the dual masters program. My idea was to work with kids and nutrition like childhood obesity.

I have new ideas with aerobics so people don't get bored and come back each week. I'll do 5 combos one week and then the next week I will set up stations. It has been successful, people come back. Reflection: No

A couple of years ago, I used to work on the loading dock and when I decided I needed to get off loading dock. I applied for supervisor job and was asked a similar question. My suggestion included connecting loading dock folks with the rest of store. (we didn't have shirts or nametags associating us with the store) We did get shirts and name tags. It helped us to be recognized as part of the store and that we were just as important.

The silent auction we had, I kind of took that idea and went with it. I had the idea about the barbeque in the spring and that went well. (CMAA). We will also try a golf tournament this fall.

5. Tell me about a time you worked on a team related to work, school, clubs/associations, or sports (Enabling others to act). Have you thought about this before today? If yes, when?

Communication is vital in that team. I've worked with different organizations; if communication is done well then event goes well. Reflection: Yes

At work, we work as a team. We were selected in January and weekly meetings every week. We all have the same goals but we are working in all different areas. We needed the weekly meetings to everyone informed. The co-chairs ran the meeting.

I am the one who takes charge and pulls things together. I get meetings organized. Help others organize their thoughts. Just try to help everyone else out.

In one of my classes, we were assigned to a group, and I was always the leader in our group. I took the initiative and started things. I ended up being the leader or the one who asked for others input.

At work, everything must be done before you leave so you must work as a team. Someone takes the leadership role. I am the motivator, "Let's get going!" I make it fun. Reflection: No

During our later project in the semester I had more on my plate so I took a lesser role in the last project due to my time issues. I still gave input but more in the background throwing out ideas. Not entering data.

6. Tell me about a time you were working with people where they became discouraged. What did you do? (Encouraging the heart). Have you thought about this before today? If yes, when?

At work, sometimes a study doesn't come out the way you want it to. One of my co-workers is doing a three-hour process and each day one or two would go wrong. On the last day she did all the redos and 6 didn't come back right. It was hard to see her get so discouraged. Sometimes you miss something with a 3-hour process. I'd say I'm pretty positive so I'd change the subject to get her mind off of it. Her own personal view was that she felt it wasn't going

to turn out. Reflection: Yes, I am a pretty positive person. I had roommate last year and I'd ask why she was like that (negative, depressed). I'm so happy to be where I am.

At work, I was student manager there by myself. I work with full-time and student workers. Because FT workers are more experienced, they feel they are "more right". So, once the morning cooks panned up something for the evening and the evening crew didn't want it in that size of pan so repanned. I had to explain to each why each did. Next time I suggested the evening crew talk with the morning crew to prevent it from happening it again. I was there when the evening crew switched it all over.

When selling at the store. A customer came in and wanted to buy a tractor and said he hadn't worked with another salesman (I was working on commission). When that sales guy came in and recognized the customer name on the sale, I apologized and told him to re-ring the sale. I am non confrontational but he didn't want to take a "hand me down". We never got along well after that. I tend to take the passive road because it takes a bigger person to walk away. Reflection: Yes

7. If you have a vision for the future, could you tell me about it?

After graduation from internship, pass exam, work in clinical area in outpatient. Relaxed atmosphere and clients can relate to me. I want to be able to relate to patients and so patients feel they can tell me about their diets. I want to be out in community – 4-H, schools, etc. I would like to have a family some day. Maybe have an office in my home – "free thing" or actual office.

Internship in the immediate future. I want to get my masters. Now I want to do masters and then internship. Masters in food science for more diversity. Become a dietitian. There are so many jobs I don't know about. I'm leaving it open. See how my master's program goes.

I'm really not sure at this point. It deals with a management position or supervisor position where I have a little bit of control over somebody.

I had a vision up to a couple months ago before my boyfriend and I broke up. I want to live some place hot and manage something. I don't have plan right now. I only have to think about myself now

Married, kids. Professionally, work in a childhood obesity clinic program involving kids. Show them it's fun to eat 5 fruits and vegetables per day. Not in a hospital weight clinic. Down south, I would like to be the director of a kids

program. I would like to have a family but still work, doing nutrition counseling in my house when the kids are little.

After I am done at ISU, I want to move on to a culinary institute and own my own restaurant (s) in the Chicago land area.

Ultimately, I'd like to run a resort type place. (That's my goal dream) I'd like to use my computer engineering degree and I wouldn't mind part time working at software place writing software for the hospitality industry. I'd like to get in and manage and also program part-time.

8. What is leadership to you?

Just willing to take responsibility for either planning something or being the person who is there when something goes wrong

Someone stepping forward and taking the lead when needed. You can have a great group of people but someone needs to call the meetings and organize. In karate, we need our instructor to tell us what to do. I think you need a leader in everything you do even when people are self-motivated.

Leading by example and being able to take a group of people (3-3000) and assist them in getting a job or task completed (i.e. Cherry Pies)

Taking charge and helping your other group members, peers, and coworkers, realize goal together and help to succeed.

Not being a boss. Always learning something new. Being broad, getting involved in a bunch of different things. Being able to guide without telling someone else what to do.

Leadership is different for everyone. It's being able to show someone how to do something and trust that they can do it. But also to be there if they have questions.

Leadership is kind of like guiding in a way. A leader needs to have skills like organization and fund-raising. Club can't go anywhere otherwise. We need money in CMAA to send students to conference. Now that I'm in a leadership position (CMAA) I'd like us to raise extra money for a computer. It's guiding the club or organization as a whole.

10. Do you consider yourself a leader? Why or Why not?

Sometimes, yes I do, I am willing to take responsibility and be involved, I have that desire to get things done.

In certain parts of my life. Like in the lab, I am not the leader. In Karate, I am the TA so I am the leader. I am always above the people who I am leading in karate. I understand you need to learn from people so that I can help people that are lower than me. Maybe one day I'll move into that leader position.

I think I consider myself a leader. First, I stand out in the classroom by taking charge and jump in and do. Last fall with Tea Room, I was the first to volunteer to be manager. Being involved in different activities and clubs, others peers and teachers feel my abilities can influence others in getting things done. Others believe I should be in "leadership" position and tell me this by voting me into the position. Others see me as a leader and believe I can accomplish things.

Yes, I like to take charge and get things done.

Yes, not because I always know what is going on. I sit back and watch what's going on and then jump in. I'm nice, willing to help others out, after I figure out what's going on. I enjoy helping others out.

Yes, from personal situations. When I was on the loading dock at Sears, I was the "informal leader" because I had been there the longest and they knew they could talk to me. I could help them resolve conflicts. With my hobby, I didn't always view myself as a leader but over time others had viewed me as a leader and now I am assisting the president of the organization.

I do. Because I'm striving to move our club in a better direction. I have ideas that can help move us there. I'm trying to present those ideas so the club will accept them.

APPENDIX F. AUTHOR PERMISSION TO USE S-LPI

KOUZES POSNER INTERNATIONAL

15419 Banyan Lane
 Monte Sereno, California 95030
 FAX: (408) 354-9170

October 6, 2003

Ms. Susan W. Arendt
 1620 Amherst Drive
 Ames, Iowa 50014

Dear Susan:

Thank you for your request to use the Student version of the Leadership Practices Inventory (S-LPI) in your dissertation. We are willing to allow you to reproduce the instrument as outlined in your letter, at no charge, with the following understandings:

- (1) That the S-LPI is used only for research purposes and is not sold or used in conjunction with any compensated management development activities;
- (2) That copyright of the S-LPI, or any derivation of the instrument, is retained by Kouzes Posner International, and that the following copyright statement be included on all copies of the instrument: "Copyright © 1995 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission.";
- (3) That one (1) bound copy of your dissertation and one (1) copy of all papers, reports, articles, and the like which make use of the S-LPI data be sent promptly to our attention; and,
- (4) That you agree to allow us to include an abstract of your study and any other published papers utilizing the S-LPI on our various websites.

If the terms outlined above are acceptable, would you indicate so by signing one (1) copy of this letter and returning it to us. Best wishes for every success with your research project.

Cordially,


 Barry Z. Posner, Ph.D.
 Managing Partner

I understand and agree to abide by these conditions:

(Signed) Susan Wendy Arendt Date: 10/15/03

APPENDIX G. PILOT STUDENT EVALUATION FORM

Student Questionnaire Evaluation Form
Pilot Testing

1. Were the questions clear and understandable? _____
If not, please indicate question number and what needs clarification _____

2. Were the scales understandable? _____
If not, please indicate what could be done to make them more understandable.

3. What suggestions do you have for improving the questionnaire?

I may have questions about what you have written. If you are willing to be contacted for further clarification, please indicate your name and e-mail address below.

Name _____
E-Mail _____

Thank you for your participation in this pilot study.
Susan W. Arendt
PhD Candidate, Foodservice and Lodging Management

APPENDIX H. STUDENT QUESTIONNAIRE

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

College of Family and Consumer Sciences
Department of Apparel, Educational Studies,
and Hospitality Management
1055 LeBaron Hall
Ames, Iowa 50011-1120
515 294-7474
FAX 515 294-6364
e-mail aeshm@iastate.edu

October 25, 2003

Dear Student,

Your input is vital to the success of this study. Data from this study will be used to help educators better understand leadership behaviors in undergraduate students and develop leadership learning experiences.

This questionnaire will take about 15 minutes to complete. Your participation is voluntary and responses will remain completely anonymous. Please return this questionnaire to your instructor who will collect all of the questionnaires and send them to us. Return of a completed questionnaire to your instructor indicates your willingness to participate in this study.

If you have questions regarding this questionnaire or if you would like a summary of research findings, please contact me at 515-294-7474 or email sarendt@iastate.edu.

Thank you for your assistance with this project!

Sincerely,



Susan W. Arendt, PhD Candidate
sarendt@iastate.edu



Mary Gregoire, PhD, RD
Professor and Chair
mgregoir@iastate.edu

Student Leadership Questionnaire

Based on your experiences at home, school, work, and in clubs/groups/organizations, please rate each behavior/action by circling your response using Scales A and B.

Scale A: HOW FREQUENTLY do YOU TYPICALLY ENGAGE in the following behaviors and actions? (1) Seldom/rarely (2) Once in a while (3) Sometimes (4) Fairly often (5) Very frequently

Scale B: Indicate where you MOST OFTEN exhibit the listed behaviors and actions. (H) Home (S) School (W) Work (C) Club/Groups/Extracurricular Activities (O) Other, specify in space provided. (Circle only one.)

Scale A: Frequency

- (1) Seldom or rarely
(2) Once in a while
(3) Sometimes
(4) Fairly often
(5) Very frequently

Scale B Location

- (H) Home
(S) School
(W) Work
(C) Club/Groups
(O) Other, please
specify _____

BEHAVIORS/ACTIONS

- | | | |
|---|-----------|-----------------|
| 1. I look for opportunities that challenge my skills and abilities. | 1 2 3 4 5 | H S W C O _____ |
| 2. I describe to others what we should be capable of accomplishing. | 1 2 3 4 5 | H S W C O _____ |
| 3. I include others in planning activities and programs. | 1 2 3 4 5 | H S W C O _____ |
| 4. I share my beliefs about how things can be run most effectively. | 1 2 3 4 5 | H S W C O _____ |
| 5. I encourage others as they work on activities and programs. | 1 2 3 4 5 | H S W C O _____ |
| 6. I keep current on events and activities that might affect others with whom I interact. | 1 2 3 4 5 | H S W C O _____ |
| 7. I look ahead and communicate about what I believe will affect others in the future. | 1 2 3 4 5 | H S W C O _____ |
| 8. I treat others with dignity and respect. | 1 2 3 4 5 | H S W C O _____ |
| 9. I break projects and work into manageable steps. | 1 2 3 4 5 | H S W C O _____ |
| 10. I make sure that people are recognized for their contributions. | 1 2 3 4 5 | H S W C O _____ |
| 11. I take initiative in experimenting with the way we do things. | 1 2 3 4 5 | H S W C O _____ |
| 12. I am upbeat and positive when talking about what our group is doing. | 1 2 3 4 5 | H S W C O _____ |

Scale A: Frequency

- (1) Seldom or rarely
 (2) Once in a while
 (3) Sometimes
 (4) Fairly often
 (5) Very frequently

Scale B Location

- (H) Home
 (S) School
 (W) Work
 (C) Club/Groups
 (O) Other, please
 specify _____

- | | | |
|--|-----------|-----------------|
| 13. I support decisions that other people make on their own. | 1 2 3 4 5 | H S W C O _____ |
| 14. I set a personal example of what I expect from other people. | 1 2 3 4 5 | H S W C O _____ |
| 15. I praise people for a job well done. | 1 2 3 4 5 | H S W C O _____ |
| 16. I look for ways to improve projects or tasks in which I am involved. | 1 2 3 4 5 | H S W C O _____ |
| 17. I talk with others about how their interests can be met by working toward a common goal. | 1 2 3 4 5 | H S W C O _____ |
| 18. I foster cooperative rather than competitive relationships with people with whom I work. | 1 2 3 4 5 | H S W C O _____ |
| 19. I talk about values and principles that guide my actions. | 1 2 3 4 5 | H S W C O _____ |
| 20. I give people support and express appreciation for their contributions. | 1 2 3 4 5 | H S W C O _____ |
| 21. I ask, "What can we learn from this experience?" when things do not go as expected. | 1 2 3 4 5 | H S W C O _____ |
| 22. I speak with conviction about the higher purpose and meaning of what we are doing. | 1 2 3 4 5 | H S W C O _____ |
| 23. I give others a great deal of freedom and choice in deciding how to do their work. | 1 2 3 4 5 | H S W C O _____ |
| 24. I follow through on promises and commitments I make. | 1 2 3 4 5 | H S W C O _____ |
| 25. I find ways to celebrate accomplishments publicly. | 1 2 3 4 5 | H S W C O _____ |
| 26. I let others experiment and take risks even when outcomes are uncertain. | 1 2 3 4 5 | H S W C O _____ |
| 27. I show enthusiasm and excitement about what others and I are doing. | 1 2 3 4 5 | H S W C O _____ |

Scale A: Frequency
 (1) Seldom or rarely
 (2) Once in a while
 (3) Sometimes
 (4) Fairly often
 (5) Very frequently

Scale B: Location
 (H) Home
 (S) School
 (W) Work
 (C) Club/Groups
 (O) Other, please
 specify _____

28. I provide opportunities for others to take on leadership responsibilities. 1 2 3 4 5 H S W C O _____
29. I make sure that we set goals and make specific plans for the projects our group undertakes. 1 2 3 4 5 H S W C O _____
30. I make it a point to tell others about the good work done by our group. 1 2 3 4 5 H S W C O _____

(Copyright © 1995 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission)

PERCEPTIONS OF MYSELF AS A LEADER

Based on your experiences at home, school, work, and in clubs/groups/extracurricular activities, please indicate your perceptions of yourself as a leader.

CIRCLE THE APPROPRIATE "YES" or "NO" RESPONSE IN EACH CATEGORY
 (home, class, work and club/group/extracurricular activities)

- | | <u>Home</u> | <u>Class</u> | <u>Work</u> | <u>Clubs/Groups</u> |
|--|-------------|--------------|-------------|---------------------|
| 1. I reflect on my actions by thinking about what I do and why I do what I do. | Y N | Y N | Y N | Y N |
| 2. I make changes in my actions after reflecting about them. | Y N | Y N | Y N | Y N |
| 3. I consider myself a leader. | Y N | Y N | Y N | Y N |
| 4. Others treat me as a leader. | Y N | Y N | Y N | Y N |
| 5. I see myself as a leader who leads by example. | Y N | Y N | Y N | Y N |
| 6. I see myself as a leader who has a vision and can get others to buy into that vision. | Y N | Y N | Y N | Y N |

	<u>Home</u>	<u>Class</u>	<u>Work</u>	<u>Clubs/Groups</u>
7. I see myself as a leader, who believes that collaboration, team building, and empowering others are essential.	Y N	Y N	Y N	Y N
8. I see myself as a leader who encourages others to continue on even when they are exhausted, frustrated, and disenchanting.	Y N	Y N	Y N	Y N
9. I see myself as a leader who takes risks, innovates, experiments, and is willing to fail in order to find a different and better way to do things.	Y N	Y N	Y N	Y N

Demographics:

1. Gender:

- Female
- Male

2. Major:

- Dietetics
- Hospitality Management
- Other, please specify _____

3. Have you had any required coursework, lectures, and/or required readings focusing primarily on leadership?

- Yes
- No

4. Current Classification Status:

- Freshman
- Sophomore
- Junior
- Senior
- Other, please specify _____

5. Age:

- 18-20 years
- 21-25 years
- 26-30 years
- 31-40 years
- 41-50 years
- 51 years or older

PLEASE TURN OVER TO COMPLETE→

6. Work Experiences: Please indicate your work experiences over the past 3 years. An example is given on the first line.

Dates of Employment	Employer	Job Title	Hours per week Worked	Supervision of others? (Yes or No)
1/01-5/01	Mc Donald's	Shift Manager	20	Yes

7. Clubs/Groups/Extracurricular Activities: Please indicate your club, group and extracurricular activities over the past 3 years. An example is given on the first line.

Examples of extracurricular activities and groups: fraternity/sorority, religious group, honorary society, intramural sports team, service or philanthropic group, governance group, intercollegiate athletic team, academic club, performing group.

Dates	Club/Group/Extracurricular Activity	Held Elected or Appointed Position (Yes or No)
8/02-5/03	Nutrition Club	No

Thank you for your participation. Please return this questionnaire to your instructor.

APPENDIX I. FOCUS GROUP AREAS OF EXPLORATION

(It is recognized that qualitative research is of an emergent nature. The participants will determine the overall direction of the focus group.)

1. Tell me what leadership means to you.
2. Could you talk a little about how you feel you do what you just described?
3. What does it mean to you to do leadership?
4. What about leadership behaviors? What are they?
5. Could you give an example of someone displaying leadership behaviors?
Where was this done?
6. Could you tell me about a time you used leadership behaviors?
Where was it done?
7. Let's think about some leadership behaviors. I am going to go through five total and I'd like you to talk about each one. Particularly, I'd like you to think of examples from your experiences. (Definitions for each to be given)
 - A. Challenging the process: You are willing to take risks, to innovate, to experiment, and to fail in order to find a different and better way to do things.
 - B. Inspiring a shared vision: You have a dream or vision for the future and you get others to buy into that vision.
 - C. Enabling others to act: You believe collaboration, team building, and empowering others are essential.
 - D. Modeling the way: Your actions are consistent with their beliefs and vision. You do things so others will do the same.
 - E. Encouraging the heart: You encourage those you work with to continue on even when they are exhausted, frustrated, and disenchanting.
8. Do you feel like you are a leader now, why or why not? Do you expect to be a leader in the future, why or why not?

APPENDIX J. FOCUS GROUP INFORMATION

Focus Group	Date	Gender Mix (F=female, M=male)	Total Participants
Dietetics #1	1/22/04	6 F, 2 M	8
Dietetics #2	1/23/04	7 F	7
Hospitality Management #1	1/26/04	6 F, 1 M	7
Hospitality Management #2	1/29/04	4 F, 2 M	6

APPENDIX K. SIGNED INFORMED CONSENT DOCUMENT FOR FOCUS GROUPS

Title of Study: Leadership Behaviors of Undergraduate Hospitality Management and Dietetics Students
Investigators: Susan Wohlsdorf Arendt and Mary Gregoire, PhD

This is a research study. Please take your time in deciding if you would like to participate. Please feel free to ask questions at any time.

INTRODUCTION

The purpose of this study is to learn more about leadership. Your input is vital to the success of this study. The data from this study will be used to help educators better understand leadership behaviors in undergraduate students and develop leadership learning experiences.

You are being invited to participate in this study because you are a dietetics or hospitality management undergraduate student.

DESCRIPTION OF PROCEDURES

If you agree to participate in this focus group, your participation will last for about two hours. During the study you may expect the following study procedures to be followed. You will be asked to participate in the focus group and verbalize your thoughts and feelings about leadership. Audio recordings will be used and the tape recorder will be placed in the middle of the table. Please do not refer to yourself or others by their true name so that we may keep responses anonymous. Audiotapes will be erased after study completion and publication of results.

RISKS

There are no foreseeable risks at this time from participating in this study.

BENEFITS

If you decide to participate in this study there will be no direct benefit to you [A benefit is defined as a "desired outcome or advantage."] It is hoped that the information gained in this study will benefit society by providing valuable information about leadership in undergraduate hospitality management and dietetics students.

COSTS AND COMPENSATION

You will not have any costs from participating in this study. You will not be compensated for participating in this study.

PARTICIPANT RIGHTS

Your participation in this study is completely voluntary and you may refuse to participate or leave the study at any time. If you decide to not participate in the study or leave the study early, it will not result in any penalty or loss of benefits to which you are otherwise entitled.

CONFIDENTIALITY

Records identifying participants will be kept confidential to the extent permitted by applicable laws and regulations and will not be made publicly available. However, federal government regulatory and the Institutional Review Board (a committee that reviews and approves human subject research studies) may inspect and/or copy your records for quality assurance and data analysis. These records may contain private information.

To ensure confidentiality to the extent permitted by law, the following measures will be taken: real names will not be used during the focus group or transcription process. If the results are published, your identity will remain confidential.

QUESTIONS OR PROBLEMS

You are encouraged to ask questions at any time during this study. For further information about the study contact Susan Arendt (sawarendt@aol.com, 296-4747) or Dr. Mary Gregoire (mgregoir@iastate.edu). If you have any questions about the rights of research subjects, please contact the Human Subjects Research Office, 2810 Beardshear Hall, (515) 294-4566; austingr@iastate.edu or the Research Compliance Officer, Office of Research Compliance, 2810 Beardshear Hall, (515) 294-3115; dament@iastate.edu

SUBJECT SIGNATURE

Your signature indicates that you voluntarily agree to participate in this study, that the study has been explained to you, that you have been given the time to read the document and that your questions have been satisfactorily answered. You will receive a copy of the signed and dated written informed consent prior to your participation in the study.

Subject's Name (printed) _____

(Subject's Signature)

(Date)

INVESTIGATOR STATEMENT

I certify that the participant has been given adequate time to read and learn about the study and all of their questions have been answered. It is my opinion that the participant understands the purpose, risks, benefits and the procedures that will be followed in this study and has voluntarily agreed to participate.

(Signature of Person Obtaining
Informed Consent)

(Date)

APPENDIX L. ASSISTANT MODERATOR FORM**Information About the Focus Group**

Date of Focus Group	
Location of Focus Group	
Number and Description of Participants	
Moderator Name	
Assistant Moderator Name	

Response to Questions

Q1: Brief Summary/Key Points	Notable Quotes
Comments/Observations	

Q2:

Brief Summary/Key Points	Notable Quotes
Comments/Observations	

^a Adapted from Krueger (1998)

REFERENCES

- American Dietetic Association. (2002). *Commission on accreditation for dietetics education: Accreditation handbook* (pp. 18-27). Chicago, IL: American Dietetic Association.
- Anonymous. (1994). Effective leadership begins with Seven Habits: An interview with Stephen R. Covey. *Journal of the American Dietetic Association*, 94, 382-385.
- Arensberg, M.B., Schiller, M.R., Vivian, V.M., & Johnson, W.A. (1996). Transformational leadership of clinical nutrition managers. *Journal of the American Dietetic Association*, 96, 39-45.
- Autry, J. (2001). *The servant leaders: How to build a creative team, develop great morale, and improve bottom-line performance*. Roseville, CA: Prima Publishing.
- Balch, G. (1996). Employers' perceptions of the roles of dietetics practitioners: Challenges to survive and opportunities to thrive. *Journal of the American Dietetic Association*, 96,1301-1305.
- Barker, A. M., Arensberg, M. B., & Schiller, M. R. (1994). *Leadership in dietetics: Achieving a vision for the future*. Chicago: American Dietetic Association.
- Bartlett, A. L., & Chen P. (2001). Theory and practice in managerial selection: Do we practice what we preach? A report on student characteristics desired and selection tools used in hospitality college recruiting. *Journal of Hospitality & Tourism Education*, 13(3/4), 67-75.
- Baum, T. (1990). Competencies for hotel management: Industry expectations of education. *Journal of Contemporary Hospitality Management*, 2(4), 13-16.
- Bass, B. M. (1998). *Transformational leadership: Industrial, military, and educational impact*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Baxter, W. H. (2001). *Engineering leadership*. Unpublished doctoral dissertation, Texas A&M University, Union Station.

- Bennis, W. G., & Thomas, R. J. (2002). Crucibles of leadership. *Harvard Business Review*, 80(9), 39-45.
- Blake, R. R., & Mouton, J. S. (1964). *The managerial grid*. Houston, TX: Gulf Publishing.
- Blake, R. R., & Mouton, J. S. (1978). *The new managerial grid*. Houston, TX: Gulf Publishing.
- Blanch, G. (1998). When the topic turns to leadership...educators mostly miss the mark. *Journal of Hospitality & Tourism Education*, 10 (3), 14-18.
- Breiter, D., & Clements, C.J. (1996). Hospitality management curricula for the 21st century. *Journal of Hospitality & Tourism Educator*, 8(1), 57-60.
- Brown, L. M., & Posner, B. Z. (2001). Exploring the relationship between learning and leadership. *Leadership and Organizational Development Journal*, 274- 280.
- Bruening, K. S., Mitchell, B. E., & Pfeiffer, M. M. (2002). 2002 accreditation standards for dietetics education. *Journal of the American Dietetic Association*, 102, 566-577.
- Buergermeister, L. (1983). Assessment of the educational skills and competencies needed by beginning hospitality managers. *Hospitality Education and Research Journal*, 8(1), 38-53.
- Burzminski, N. H. (2002). *Demonstrated leadership behaviors and leadership style of entry level dietitians*. Unpublished doctoral dissertation, Saint Mary's University, Minneapolis, Minnesota.
- Cardin, S. (1995). *Outcomes of unit effectiveness in relation to the leadership role of nurse managers in critical care nursing*. Unpublished doctoral dissertation, University of California, Los Angeles.
- Casado, M. A. (2003). Hospitality education: Prevalent perceptions. *Florida International University Hospitality Review*, 21(1), 83-92.

- Christou, E. (2001). Revisiting competencies for hospitality management: Contemporary views of the stakeholders. *Journal of Hospitality & Tourism Education, 14*(1), 25-32.
- Christou, E., & Eaton, J. (2000). Management competencies for graduate trainees. *Annals of Tourism Research, 27*(4), 1058-1061.
- Chung-Herrera, B. G., Enz, C. A., & Lankau, M. L. (2003). Grooming future hospitality leaders: A competencies model. *Cornell Hotel and Restaurant Administration Quarterly, 44* (3), 17-25.
- Dickmann, M., & Stanford-Blair, N. (2002). *Connecting leadership to the brain*. California: Corwin Press.
- Dillman, D. A. (2002). *Mail and internet survey* (2nd ed.). New York: John Wiley & Sons, Inc.
- Dykes, B.U. (2000). Transformational leadership behaviors of dietetic educators in two and four year academic institutions (Doctoral dissertation, University of Dayton, 1999). *Dissertation Abstracts International, 60*, 2825.
- Edington, L. M. (1996). College classroom leadership practices: What gender has to do with it (Doctoral dissertation, Ball State University, 1995). *Dissertation Abstracts International, 56*, 2527.
- Enger, J. M. (2001). Review of the Leadership Practices Inventory. In J. C. Conoley, & J. C. Impara (Eds.), *The fourteenth mental measurements yearbook* (pp. 663-664). Lincoln, NB: Buros Institute of Mental Measurements.
- Fiedler, F.E., & Garcia, J.E. (1987). *New approaches to leadership: Cognitive resources and organizational performance*. New York: John Wiley.
- Fleishman, E.A. (1953). The description of supervisory behavior. *Personnel Psychology, 37*, 1-6.

- Ford, J. D., & Ford, L. W. (1993). The challenge of leadership. In *Report of the Thirteenth Ross Roundtable on Medical Issues. Models in nursing and dietetics leadership: What can we learn from each other?* (pp. 1-7). Columbus, OH: Ross Laboratories.
- Forrest, G. (2003). Investigation of the relationship among leaders' responses on four leadership inventories. (Doctoral dissertation, Pepperdine University, 2001). *Dissertation Abstracts International*, 64, 52.
- Garner, M. P. (1993). ADA leaders: A powerful resource for today's students. *Journal of the American Dietetic Association*, 93, 867.
- Greenleaf, R. K. (1977). *Servant leadership: A journey in the nature of legitimate power and greatness*. New York, NY: Paulist Press.
- Greger, K. R., & Peterson, J. S. (2000). Leadership profiles for the new millennium. *Cornell Hotel and Restaurant Administration Quarterly*, 41, 16-29.
- Gregoire, M. B., & Arendt, S. W. (2004). Leadership: Reflections over the past 100 years. *Journal of the American Dietetic Association*, 104, 395-403.
- Heifetz, R. A. (1994). *Leadership without easy answers*. Cambridge, MA: The Belknap Press of Harvard University Press.
- Hill, F. A., & VanHoof, H. B. (1997). The hospitality leadership course dilemma: Why hospitality management curricula should include a separate leadership course. *Journal of Hospitality & Tourism Education*, 9(3), 116-119.
- Howell, J. P., & Costley, D. L. (2001). *Leadership behaviors of effective leadership*. Upper Saddle River, NJ: Prentice Hall.
- Hsu, C. H., Gilmore, S. A., & Walsh, T. E. (1995). Competencies needed and demonstrated by hospitality management graduates: Perceptions of employers. *NACUFS Journal*, 19, 41-60.
- Kane, M., Estes, C. Colton, D., & Eltoft, C. (1990). Role delineation for dietetic practitioners: Empirical results. *Journal of the American Dietetic Association*, 90, 1124-1133.

- Katz, D., Maccoby, N., Gurin, G., & Floor, L. (1951). *Productivity, supervision, and morale among railroad workers*. Ann Arbor, MI: Survey Research Center, University of Michigan.
- Kay, C., & Russette, J. (2000). Hospitality-management competencies. *Cornell Hotel and Restaurant Administration Quarterly*, 41, 52-63.
- Komives, S. R., Lucas, N., & McMahon, T. R. (1998). *Exploring leadership*. San Francisco: Jossey-Bass.
- Kouzes, J. M., & Posner, B. Z. (1987). *The leadership challenge: How to get extraordinary things done in organizations*. San Francisco: Jossey-Bass.
- Krueger, R.A. (1998). *Moderating focus groups* (pp. 79-80). Thousand Oaks, CA: SAGE Publications.
- Leslie, L. B., & Fleenor, J. W. (1998). *Feedback to managers – A review and comparison of multi-rater instruments for management development* (3rd ed.). Greensboro, NC: Center for Creative Leadership.
- Lewis, R. C. (1993). Hospitality management education: Here today, gone tomorrow? *Hospitality Research Journal*, 17(1), 273-283.
- Ley, D. A. (1980). The effective GM: Leader or entrepreneur? *Cornell Hotel and Restaurant Administration Quarterly*, 21(3), 66-67.
- Likert, R. (1961). *New patterns of management*. New York: McGraw-Hill.
- McConnell, D. F. (2002). Women's perceptions of themselves as leaders: A relationship study of undergraduate upper-class women in a women's college and a co-educational college (Doctoral dissertation, George Mason University, 2002). *Dissertation Abstracts International*, 63, 2160.
- Mislevy, J. M., Schiller, M. R., Wolf, K. N., & Finn, S. C. (2000). Clinical nutrition managers have access to sources of empowerment. *Journal of the American Dietetic Association*, 100, 1038-1043.
- Molt, M. K. (1995a). Dietitians' ratings of helpfulness of experiences to their leadership development, *NACUFS Journal*, 19, 41-61.

- Molt, M. K. (1995b). Relationship of on- and off-the-job experiences to the leadership development of dietitians in management practice (Doctoral dissertation, Kansas State University, 1995). *Dissertation Abstracts International*, 56, 3159.
- Morgan, D. L. (1998). *Planning focus groups* (pp. 71-76). Thousand Oaks, CA: SAGE Publications.
- Nelson, A., & Dopson, L. (2001). Future of hotel education: Required skills and knowledge for graduates of U.S. hospitality programs beyond the year 2000- part one. *Journal of Hospitality & Tourism Education*, 13(5), 58-67.
- Okeyi, E., Finley, D., & Postel, R. T. (1994). Food and beverage management competencies: Educator, industry, and student perspectives. *Journal of Hospitality & Tourism Education*, 6(4), 37-40.
- Owen, A. (1993). Dietetics: A view of the past. In *Report of the Thirteenth Ross Roundtable on Medical Issues. Models in nursing and dietetics leadership: What can we learn from each other?* (pp. 25-29). Ohio: Ross Laboratories.
- Parks, S. (1998). The future in dietetics. In E. A. Winterfeldt, M. L. Bogle, & L. L. Ebro (Eds.), *Dietetics : Practice and future trends* (p. 319). Gaithersburg, MD: Aspen Publishers.
- Pavesic, D. V. (1993). Hospitality education 2005: Curricular and programmatic trends. *Hospitality Research Journal*, 17(1), 285-294.
- Perdue, J., Woods, R. H., & Ninemeier, J. (2002). Club management competencies 2005: Updated information for the classroom. *Journal of Hospitality & Tourism Education*, 14(2), 19-32.
- Posner, B. Z., & Brodsky, B. (1992). A leadership development instrument for college students. *Journal of College Student Development*, 33, 231-237.
- Posner, B. Z., & Kouzes, J. M. (1988). Development and validation of the Leadership Practices Inventory. *Educational and Psychological Measurement*, 48, 483-496.

- Pugh, D. J. (2001). College student leadership development: Program impact on student participants (Doctoral dissertation, University of Georgia, 2000). *Dissertation Abstracts International*, 61, 3083.
- Rogers, D., Leonberg, B., & Broadhurst, C. (2002). 2000 Commission on dietetic registration dietetics practice audit. *Journal of the American Dietetic Association*, 102, 270-292.
- Sneed, J., & Scheule, B. (2001). Teaching leadership in hospitality management programs: A model for learning from leaders. *Journal of Hospitality & Tourism Education*, 14(2), 34-37.
- Schiller, M. R., Foltz, M. B., & Campbell, S. M. (1993). Dietitians' self-perceptions: Implications for leadership. *Journal of the American Dietetic Association*, 93, 868-874.
- Singh, J. (1998). *Use of leadership practices by the managers and their impact on the job satisfaction of employees in the hotel industry*. Unpublished master's thesis, University of Nevada, Las Vegas.
- Smith Edge M. (2003). All ADA members are leaders. *Journal of the American Dietetic Association*, 11, 1452.
- Stogdill, R.M. (1974). *Handbook of leadership: A survey of the literature*. New York: Free Press.
- Strack, J. G. (2001). *The relationship of healthcare manager's spirituality to their self-perceived effective leadership practices*. Unpublished doctoral dissertation, Medical University of South Carolina.
- Tas, R. (1988). Teaching future managers. *Cornell Hotel and Restaurant Administration Quarterly*, 29(2), 41-43.
- Taylor, S. J., & Bogdan, R. (1998). *Introduction to qualitative research methods: A guidebook and resource* (3rd ed.). New York: John Wiley & Sons, Inc.
- Tracey, J. B., & Hinkin, T. R. (1994). Transformational leaders in the hospitality industry. *Cornell Hotel and Restaurant Administration Quarterly*, 35(2), 18-24.

- Umbreit, W. T. (1992). In search of hospitality curriculum relevance for the 1990's. *Hospitality & Tourism Educator*, 5(1), 71-74.
- Vallen, G., & Casado, M. (2000). Ethical principles for the hospitality curriculum. *Cornell Hotel and Restaurant Administration Quarterly*, 41(2), 44-51.
- Watson-Jarvis, K. (2000). Shaping our future – Reflections on leadership and transformation. *Canadian Journal of Dietetic Practice and Research*, 61, 135-138.
- Worsford, P. (1989). Leadership and managerial effectiveness in the hospitality industry. *International Journal of Hospitality Management*, 8(2), 145-155.

ACKNOWLEDGMENTS

On this journey, I have been blessed to work with and have such wonderful and supportive people in my life. Without these individuals, this work would not have been possible.

My major professor, Dr. Mary Gregoire, was a never-ending source of encouragement, wisdom, and dedication. I have seen in her what it means not only to be an awesome major professor but also an awesome person. She is a true servant leader.

My committee members; Dr. Sneed, Dr. Gilmore, Dr. Oakland, and Dr. Lickliger, have all touched my life in a special way. Dr. Sneed has provided endless hours as my teaching mentor. Dr. Gilmore's encouragement over 15 years ago provided me with the stepping stone to make it to this point. Dr. Oakland not only taught me what it means to, "gut out biochemistry", but also provided guidance and support during difficult times. Dr. Lickliger turned my world upside down and challenged me to learn what learning was all about. In the process, I have learned so much about myself. Thank you dearly, Dr. Lickliger!

My mother, Phyllis Jeane Arendt, instilled in me the importance of education. Her endless hours of caring for her granddaughters, cooking, cleaning, and organizing over these past 4 years have been appreciated. My father, the "fix it man", has been there in desperate situations. Over the years, our special friends Dave and Jean Dirks have provided support and comfort to our entire family.

A million thank yous go to my spouse and dearest friend, David. Last, but not least, appreciation goes to our daughters, Sarah and Maria, who have made me smile, laugh, play, and dance when I needed it most.