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Leadership Initiatives: A Mixed Methods Assessment of Psychological Empowerment

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Leadership Initiatives: A Mixed Methods Assessment of Psychological Empowerment

A Graduate Thesis

Presented to the Faculty

Division of Psychology and Counseling

Governors State University

In partial fulfillment of the requirements

for the degree

Master of Arts in Psychology

By

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May 3, 2016

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Abstract

The researcher of the present thesis aimed to determine if, and to what degree, the Women's Leadership Symposium and Student Leadership Institute at a small Midwestern university impacted psychological empowerment among program participants. In this mixed-methods thesis on psychological empowerment among Women's Leadership Symposium and Student Leadership Institute participants, psychological empowerment was quantitatively measured two times: (1) before the participation in the Women's Leadership Symposium and Student Leadership Institute and (2) immediately after the Women's Leadership Symposium and Student Leadership Institute. After the measures were administered at Time 2, participants were asked to volunteer their contact information for participation in individual interviews. The quantitative component provided information on psychological empowerment over time and the qualitative component allowed me to explore the ways in which participants applied what they learned and suggestions for future leadership programming. Psychological empowerment scores were obtained from Women's Leadership Symposium and Student Leadership Institute participants. Additionally, generalized self-efficacy and participatory action scores were obtained from Student Leadership Institute participants. Measures were administered before the leadership programs started and immediately after each program ended. The Student Leadership Institute portion of this study utilized a control group. The experimental group of the Student Leadership Institute included leadership program participants and the control group included undergraduate students from three different classes. There were no significant differences in psychological empowerment scores from Time 1 to Time 2 for the Women's Leadership Symposium or for the Student Leadership Institute participants. For Student Leadership Institute participants there were no significant differences from Time 1 to Time 2 or between control and experimental groups for

generalized self-efficacy scores. Additionally, there was no significant difference from Time 1 to Time 2 for participatory. However, there was a significant difference at Time 1 for participatory action scores between the control and experimental groups. Participatory action results indicate the experimental group engaged in more participatory actions than the control group. This was the first evaluation of the Women's Leadership Symposium and Student Leadership Institute, and I discuss implications for both research and practice.

Chapter 1: Introduction

Understanding psychological empowerment (PE) is essential to understanding empowerment. To be empowered one has to be able to successfully navigate a given environment (e.g., schools and places of employment). Typically, sociopolitical systems are easily navigated by affluent individuals while poor and marginalized populations have limited access to resources (e.g., high quality education, healthcare, money) necessary to effectively navigate sociopolitical systems (Rappaport, 1981). Some universities offer leadership programs aimed at promoting empowerment among students to contribute to students' personal development and leadership potential. Opportunities to engage in leadership processes that increase empowerment must be made available to students so students become more effective leaders (Brower & Benenson, 2015). Further, college success is enhanced when students are engaged in leadership positions (Nunez, 2013). Of particular importance to this thesis, leadership is a central component of empowerment and vice-versa (Muijs & Harris, 2003). For example, one must be empowered to be an effective leader and also have the ability to exercise leadership for empowerment to occur. However, program evaluation is necessary to verify that an empowerment intervention has increased participants' levels of empowerment (Perkins & Zimmerman, 1995).

I evaluated the impact of two leadership programs, the Women's Leadership Symposium (WLS) and the Student Leadership Institute (SLI), at a small Midwestern university. The WLS took place in November of 2014 as a single day event and the SLI was a multi-day event that took place between January 2015 and March 2015. PE was examined among program participants; to analyze WLS participants' levels of PE, a mixed-methods research design was utilized to evaluate the program. The core quantitative approach was followed up with a

complementary qualitative approach. The quantitative component assessed participants' level of PE before (Time 1) and immediately after (Time 2) attending the WLS using Shellman's (2009) PE Scale. Additionally, three months after the conclusion of the WLS (Time 3), participants were invited to participate in individual semi-structured interviews. The semi-structured individual interviews were conducted to attain an in-depth understanding of participant experiences in relation to the WLS. Quantitatively, there were no statistically significant results. Interviews enhanced my understanding of quantitative results because all interviewees reported feeling empowered, but only one was able to provide an example of an action taken toward reaching her goal.

The mixed methods research design utilized for the WLS was planned for the SLI. However only one individual from the SLI participated in an individual interview, so the qualitative portion for the SLI was omitted. Evaluation of the WLS and SLI differed in three ways. First, the WLS occurred over the course of a single day while the SLI transpired over the course of 42 days. Thus, WLS participants' level of PE was measured after one day of leadership programming, and the SLI participants' level of PE was measured after involvement with leadership programming spanning 42 days. Second, for the SLI, in addition to the PE scale, three additional measures [e.g., Generalized Self-Efficacy Scale (GSE), participatory action (PA) questions, and mentor/mentee questions] were utilized to measure PE. The GSE scale was utilized to validate the PE scale, and the PA questions and the mentor/mentee questions were added to provide additional information on PE. PA are actions taken toward achieving goals. Last, a control group was not utilized for the WLS but was used for the SLI.

Distinct Contributions

This applied research study makes a distinct contribution by assessing the effectiveness of university leadership programming. Until now the WLS and SLI have not been empirically evaluated (though this was the first year the WLS was offered to students). Of note, based on my examination of past literature, past studies have not examined the effectiveness of university leadership programs. Through the assessment of the leadership programs, program coordinators will have empirically-based information that can guide changes for future programming.

Another distinct contribution this thesis makes is the utilization of a mixed methods design. Utilization of complementary quantitative and qualitative methods helped me to better understand the results because the qualitative component helped me to better understand the quantitative results. For example, I hypothesized PE for WLS participants would increase from Time 1 to Time 2, but it did not. Qualitative data helped me to understand participants' experiences at the WLS.

Hypotheses and Research Questions*Hypotheses*

1. PE among WLS participants will increase from Time 1 to Time 2.
2. There will be a strong positive correlation between PE and GSE scores.
3. PE among SLI participants will increase from Time 1 to Time 2.
4. SLI experimental group participants will be higher on PE than the control group participants.
5. GSE among SLI participants will increase from Time 1 to Time 2.
6. SLI experimental group participants will be higher on GSE than the control group participants.

7. PA among SLI participants will increase from Time 1 to Time 2.
8. SLI experimental group participants will be higher on PA than the control group participants.

Research Questions

1. What did students learn at the WLS?
 - a. How do WLS participants apply what they learned in their own life?

Chapter 2: Literature Review

Universities offer leadership programs that facilitate the development of empowerment so students can apply these effective skills in their communities and careers. Implementing leadership programs that aim to increase levels of PE within educational settings and other such organizations may help individuals and organizations make meaningful social change. However, to achieve empowerment, one must first achieve PE, which is defined as the individual level of empowerment (Zimmerman, 2000). PE consists of intrapersonal, interactional, and behavioral components (Zimmerman, 1995; Zimmerman, 2000). University leadership programs that teach students how to effectively navigate academic settings, secure jobs, utilize time management skills, and achieve balance in their lives, may help students to attain higher levels of PE than they had before participating in such programs. Reviewing past literature about PE and leadership is important when conceptualizing PE. Herein, I present literature on empowerment and leadership, PE, limitations of PE, and my hypotheses and research questions.

Empowerment and Leadership

Empowerment programs that attempt to strengthen the relationships among members of a group must offer opportunities for exercising influence on organizational operations and decision-making in order to be considered successful (Zimmerman, 1990; Foster-Fishman & Keys, 1997). Within an educational context, leadership opportunities must be available to students. Leadership opportunities must allow students to exercise power in decision making processes that take place in the school, which requires inclusive practices with clear communication and equal opportunities (Foster-Fishman & Keys, 1997). In many university contexts, leadership opportunities are offered through student government and student

organizations, but their power is limited. However, equal opportunities to engage in decision making processes are not provided to students (Brower & Benenson, 2015).

Understanding the complexities of organizational culture is important to gaining an understanding of environments and processes in which empowerment endeavors are appropriate and effective (Foster-Fishman & Keys, 1997). In order for empowerment building interventions to work, organizations must have the desire and ability to make structural changes that allow for the redistribution of power within the organizations (Israel et al., 1994; Foster-Fishman & Keys, 1997). However, universities are set up in a hierarchal manner, which limits students' power (Association of American Colleges & Universities, 2014). For example, universities promote the traditional hierarchical leader-follower relationships even though research on leadership and empowerment indicates that collaborative leader-follower relationships are more likely to increase empowerment (Macphee et al., 2014). More specifically, instead of having university administrators and faculty develop programming for students, programs should be co-developed with students. Participating in a collaborative learning experience helps students become empowered by increasing political efficacy (Brower & Benenson, 2015) while also implementing programs based on student need. Programs that seek to empower individuals must provide more access to resources and discretionary choice in the handling of one's work or coursework (Foster-Fishman & Keys, 1997). Leaders within the organization must be willing to share their power by restructuring their distribution of power to provide access to resources and increased decision-making ability to those seeking power (Hollander & Offerman, 1990). However, even if an organization restructures the way it distributes power to its members, it is necessary members trust the organization, for empowerment initiatives to be effective (Foster-

Fishman & Keys, 1997). For students, this could mean having a say in how they are evaluated in class and decision making power over university policies.

Furthermore, students must have the desire to obtain power within an organization. Students must be willing to participate in processes to learn to navigate political systems, engage in decision making, and solve problems (e.g., student government and leadership programs; Brower & Benenson, 2015). If students do not have the desire to obtain power within an organization, empowerment endeavors will not work (Foster-Fishman & Keys, 1997). Conversely, individuals who are eager to obtain greater control are more likely to display new behaviors and seek opportunities to become empowered (Zimmerman & Rappaport, 1988). For example, students who seek leadership positions and engage in extra-curricular activities beyond what is required are seeking out opportunities to engage in processes that may facilitate the development of empowerment.

Previous attempts at facilitating empowerment by Gruber & Trickett (1987) and Serrano-Garcia (1984) failed because the power dynamics in their targeted settings deterred attempts to develop empowerment among members of the power seeking group. That is, the frameworks of institutions and societies do not allow for redistributions of power because groups of individuals are put in positions of power over other people, which is not conducive to empowerment (Gruber & Trickett, 1987; Serrano-Garcia, 1984). This may be the case with participants in this study because if the university does not make more power available to students, empowerment cannot be effectively achieved by students. Similarly, Foster-Fishman and Keys (1997) found the empowerment initiative launched for employees at a large human service organization failed due to lack of power redistribution. Failure to redistribute power and lack of employee belief in the organization resulted in employees feeling disempowered and they rejected the empowerment

initiative (Foster-Fishman & Keys, 1997). Based on past research, the development of PE necessitates a redistribution of power that transfers some power to students.

SLI coordinators utilized Posner and Kouzes (1988) *Five Practices of Effective Leadership* model for the SLI. Posner and Kouzes (1988) leadership model is evidence based and has been extensively researched. One study utilized Posner and Kouzes (1988) model to evaluate the impact of the program on participants from non-profit and corporate sectors of Boston and found that participants in the leadership program reported more instances of leadership behaviors than the control group (Leigh, Shapiro, & Penney, 2010). Another study found that 123 pharmacy students, who participated in a leadership program between 2008 and 2013, indicated that the leadership program facilitated their development as leaders and helped prepare them to lead (Chestnut & Tran-Johnson, 2013).

Empowerment

Multiple definitions of PE exist because PE is contextually dependent (Rappaport, 1984). Thus, PE outcomes vary depending on the context in which the term PE is applied (e.g., schools, workplace; Rappaport, 1984). Empowerment is a process by which people gain power and PE is empowerment at the individual level of analysis (Rappaport, 1987; Zimmerman, 1990). The goal of empowerment is to redistribute power (Gruber & Trickett, 1987; Riger, 1993).

An important factor in understanding PE, is that PE and power are different, yet related concepts. Power is commonly referred to as an individual's ability to exert control over others, where empowerment typically involves working with others to effect social change (Riger, 1993). Conceptualizations of power differentiate between "power over," "power to," and "power from" (Hollander & Offermann, 1990; Riger, 1993). "Power over," or authoritative power, is when individuals are implicitly or explicitly dominant over others. For example, some

disenfranchised individuals, with no real authority, have come together as groups to successfully influence the decisions of those that possessed power, specifically power over others or authoritative power (Zimmerman, 2000). “Power from” is the ability to resist others’ efforts to exert power over something or someone (Hollander & Offermann, 1999; Riger, 1993). For example, successfully resisting instances of peer pressure would be exerting “power from.” “Power to” involves possessing the ability to act as a free agent (Riger, 1993). For example, when individuals choose what career they want to pursue, they are exercising their “power to” act as a free agent. PE is closely associated with “power to” and “power from” (Riger, 1993). Notably, when PE is typically measured, participants are asked about their perceptions of being empowered, not actions they have taken toward being empowered. Therefore, PE, as measured in past literature, is distinctly different from “power to” and “power from” because having PE does not necessarily mean that one has the “power to” change social structures or “power from” social constraints (Riger, 1993). In the university context, students may feel they have “power to” change their environment or “power from” social constraints, but they lack the ability to make any significant changes in university policies.

Achieving PE is typically a necessary step in gaining power, though some empowered people may not feel they have attained PE due to the imposter phenomenon, (Clance & O’Toole, 1987). The imposter phenomenon is where high achieving people feel like they are pretending to be successful (Ross, Stewart, Mugge, & Fultz, 2001). Individuals who experience imposter phenomenon typically experience low levels of self-esteem and have high levels of doubt, fear, and anxiety (Clance & O’Toole, 1987; Ross et al., 2001). Thus, it is likely the imposter phenomenon acts as a barrier to PE.

Psychological empowerment. PE focuses on empowerment at the individual level and refers to one's capacity to have control and make choices in their personal life (Israel, Checkoway, Schulz, & Zimmerman, 1994). However, the development of PE is not simply attempting to exercise control but rather a process in which individuals understand their sociopolitical environment, including the identification of those with power, resources, and their relationship with the issues of concern (Zimmerman, 2000). In a university setting, the development of PE translates to understanding university politics, learning how to access resources for learning and funding of education, and the ability to influence university policies. Notably, PE is not a matter of whether one is psychologically empowered, but rather the degree to which one is psychologically empowered within a given context. PE is a fluid concept influenced by many factors. Empowerment presents differently for different people because PE outcomes are context dependent (Rappaport, 1984). For example, being a psychologically empowered young, black, single mother does not look the same as being a psychologically empowered middle aged, white man; the young Black mother and middle aged White man have different sociopolitical contexts (e.g., age, sex, culture). Thus the processes and outcomes of psychological empowerment materialize differently. Understanding of one's sociopolitical context is obtained through participation in activities and organizations to gain experience through observation and interaction with others, identifying resources, and developing strategies for change (Zimmerman, 2000). Hence, PE processes consist of intrapersonal, interactional, and behavioral components (Zimmerman, 1995). Further, each level of empowerment is interdependent and functions as causes and consequences of one another (Zimmerman, 2000). If an organization's goal is to be empowered, it is necessary that the organization consist of empowered individuals.

Intrapersonal component. The intrapersonal component of PE incorporates perceptions, self-efficacy, and competence (Israel et al., 1994; Zimmerman, 1995; Zimmerman, 2000; Zimmerman & Rappaport, 1988). For example, if an individual does not believe that he/she can accomplish his/her academic goals, it is unlikely that the individual will attempt to complete tasks to realize his/her academic goals (Cattaneo & Chapman, 2010; Peterson & Zimmerman, 2004; Speer, Peterson, Armstead, & Allen, 2013; Zimmerman, 1995; Zimmerman, 2000). If the intrapersonal component is absent, PE is not possible because it is necessary that individuals believe they are capable of accomplishing their goals.

Interactional component. The interactional component of PE concerns individuals' understanding of their community and sociopolitical environments (Zimmerman, 1995) to accomplish goals and obtain resources (Zimmerman, 2000). The interactional component is closely related to the behavioral component, as actions are needed to navigate community and sociopolitical systems. Being capable of analyzing and understanding social and political environments includes understanding "causal agents" and their influence on a given issue, as well as knowing when to avoid or engage in conflict (Zimmerman, 2000).

Behavioral component. The behavioral element of PE involves specific actions taken to effect outcomes (Zimmerman, 1995). PE includes active community engagement and understanding of the sociopolitical environment (Zimmerman, 1995). Understanding the sociopolitical environment includes learning about controlling agents, followed by behaviors to influence them, which can also be viewed as the onset of community empowerment (Zimmerman et al., 1992).

The behavioral component is not attainable without the intrapersonal component. If individuals do not think they are capable of reaching their goals, it is unlikely they would exhibit

behaviors to achieve their goals. Cognition more accurately predicts behaviors in some contexts than others (Fitzsimmons & Barr 1997; McCaughey & Strohmer 2005). While it is debatable whether cognition precedes behavior or behavior precedes cognition (Kraus, 1995; Webb & Sheeran, 2006), it is important that programming implemented in universities promote the development of PE because it is ideal for graduates to enter the workforce with some degree of PE (Association of American Colleges & Universities, 2014).

Empowering processes and outcomes

Empowerment theory is made up of a series of processes and outcomes (Swift & Levine, 1987; Zimmerman, 2000). Due to the contextual dependence of empowerment processes and outcomes (Rappaport, 1984; Zimmerman, 1995, Zimmerman, 2000), flexibility is necessary when describing and understanding empowerment. PE outcomes are viewed as a result of PE processes and are operationalized so processes can be studied (Zimmerman, 2000).

Psychological empowerment processes. Empowerment processes include setting meaningful goals, self-efficacy, knowledge, competence, action, and impact (Cattaneo & Chapman, 2010). Identifying variables that increase empowerment during the empowerment process must be done on a case-by-case basis. Just as people are unique so are the processes by which they become empowered, so processes of empowerment are infinite (Rappaport, 1984).

Efforts to gain power, obtain resources, and a critical understanding of the environment are fundamental empowering processes. Empowering processes are successful if they facilitate skill building for individuals so they grow to be self-sufficient problem-solvers and decision-makers (Zimmerman, 2000). Empowering processes are also believed to be instances where individuals take advantage of opportunities created by or given to them in which they have the opportunity to control their future and are able to influence decisions that impact their lives

(Zimmerman, 1995). Applying skills, obtaining resources, or working in a group toward a common goal are all examples of empowering processes (Zimmerman, 2000). Empowering processes are successful when they help individuals develop the skills necessary to independently solve problems and make decisions (Zimmerman, 2000).

Psychological empowerment outcomes. PE outcomes vary and are viewed as consequences of the empowerment processes (Zimmerman, 1995). An individual may go through PE processes but not achieve the desired outcome. Thus, participation in a university leadership program does not mean students will experience gains in PE. Similar to PE processes, PE outcomes are dependent on the context and population of concern. Navigating different environments, having different goals, and having various levels of influence over organizational structures all affect what PE outcomes consist of in a given context.

Limitations of PE

Empowerment has multiple definitions, which poses a challenge for researchers. Empowerment's multidimensionality allows researchers to decide which concepts to use for their purpose instead of depending on a one-size-fits-all representation of empowerment (Cattaneo & Chapman, 2010). The absence of a single definition of PE has made it available to a wide variety of applications, which in turn intensifies the absence of a clear-cut definition (Cattaneo & Chapman, 2010).

While context is important, the absence of a single definition does not allow researchers to develop and use a single measure of PE across multiple contexts (Zimmerman, 1995). This necessitates the development of PE measures created for specific populations within specific contexts (Zimmerman, 2000). Additionally, past research largely focuses on assessing PE as something that is perceptual. A primary criticism in PE literature indicates measures of PE assess

perceptions of feeling psychologically empowered while ignoring behaviors that increase power (Serrano-Garcia, 1984; Zimmerman, 2000; Cattaneo & Chapman, 2010). Sampson (1983) posits the field of psychology tends to reduce complicated phenomena to psychological phenomena at an individual level, while largely ignoring context even though the phenomenon defined and studied in the field of psychology in the United States is shaped by context (Riger, 1993).

Given that PE is typically measured as a perception (Serrano-Garcia, 1984), when a person is psychologically empowered he/she is not necessarily empowered. Being empowered means being able to influence an organization or community. Having the sense of empowerment could be an illusion since much of life is regulated by political systems (Riger, 1993; Serrano-Garcia, 1984). Sometimes, PE is used to hold people responsible for a situation they were born into (i.e., blaming the victim; Israel et al., 1994; Zimmerman, 2000). Blaming the victim is when people are expected to take responsibility for their circumstances, even though they have no control over them. For example, when a person is born into a family living in poverty, the fact that the person was born into poverty is not in the individual's control. Believing a person born into poverty is responsible for getting an education and changing his/her circumstances, is blaming them for being born to a poor family (i.e. blaming the victim; Freire, 1972; Ryan, 1976).

Organizational structures present barriers to empowerment because they put one group in place to empower another group, which undermines the act of empowerment (Gruber & Trickett, 1987). For example, in schools, teachers are in a position of power over students because they go through specialized training. For example, teachers typically make decisions about educational content and how students are evaluated. If teachers were to share their power with both parents and teachers the development among parents and students would still be inhibited because they do not have the training to make decisions about educational content and how they are evaluated

(Gruber & Trickett, 1987). Thus, the power structures inherent in society translate to schools. Changes on the individual level are not enough; there must be collective action to affect social change (Israel et al., 1994).

Individuals may experience empowerment at an ideological level, but actual empowerment through processes like decision-making are not necessarily a result of PE. In order for empowerment to occur PA, (participatory action) is needed (Zimmerman, 2000). Further adding to the complexity of empowerment is that limited or no access to necessary opportunities and resources (e.g., high quality education) undermine one's ability to develop PE (Nelson & Prilleltensky, 2010).

Hypotheses and Research Questions

The present thesis proposal uniquely contributes to existing knowledge by examining the impact of the WLS or SLI on PE, GSE, and PA through the investigation of the following hypotheses and research questions:

Hypotheses

1. PE among WLS participants will increase from Time 1 to Time 2.
2. There will be a strong positive correlation between PE and GSE scores.
3. PE among SLI participants will increase from Time 1 to Time 2.
4. SLI experimental group participants will be higher on PE than the control group participants.
5. GSE among SLI participants will increase from Time 1 to Time 2.
6. SLI experimental group participants will be higher on GSE than the control group participants.
7. PA among SLI participants will increase from Time 1 to Time 2.

8. SLI experimental group participants will be higher on PA than the control group participants.

Research Questions

1. What did students learn at the WLS?
 - a. How do WLS participants apply what they learned in their own life?

Chapter Three: Methods

The present thesis utilized an integrated methods approach with a principle quantitative method with a qualitative follow up (Morgan, 1998). The complementary qualitative method was intended to help evaluate and interpret the results from the primary quantitative study. The benefit of a mixed-methods design is that quantitative and qualitative methods have different strengths and each offsets the other's weaknesses. (Morgan, 1998). For example, the quantitative component is comprised of data that can be statistically analyzed and the qualitative portion includes descriptive data not attainable through quantitative methods (Morgan, 1998).

Assessment of PE among WLS participants served as the pilot study, while data collected from SLI participants was utilized for the primary study. For the pilot study, I utilized a single group pretest-posttest design. For the primary study I utilized a nonequivalent control group pretest-posttest design. The experimental group consisted of SLI participants and the control group consisted of undergraduate university students not participating in the SLI.

Participants

Women's leadership symposium eligibility criteria. Convenience sampling was utilized to collect data for the WLS. Participants were recruited through the WLS held at Governors State University on November 7, 2014. WLS participants were recruited through email and were required to complete an online registration form; all thirty students registered for the WLS were eligible to participate. The deadline to register for the WLS was October 1, 2014. The pre-test was administered on Survey Monkey. Therefore, participation in the WLS required individuals have access to the internet.

Women's leadership symposium participant demographics. Participant demographics for the WLS were collected with the pre- and post-test measures. All participants did not complete the measures at both times. Descriptive data represents participants three ways: (1) those who participated at Time 1, (2) those who participated at Time 2, and (3) those who participated at both Times 1 and 2. Descriptive statistics for categorical demographic variables are presented in Table 1 and continuous demographic variables are presented in Table 2.

Table 1

Women's Leadership Symposium Descriptive Statistics for Categorical Demographic Variables

	Time 1 (n=17) % (n)	Time 2 (n=12) % (n)	Times 1 & 2 (n=8) % (n)
<i>Age</i>			
18-39	59% (10)	50% (6)	63% (5)
40-59	41% (7)	42% (5)	38% (3)
Missing	0% (0)	8% (1)	0% (0)
<i>Race</i>			
Black	65% (11)	42% (5)	50% (4)
Non-Black	35% (6)	59% (7)	50% (4)
<i>Current level</i>			
Undergraduate	65% (11)	50% (6)	75% (6)
Graduate/Doctoral	35% (6)	42% (5)	25% (2)
Missing	0% (0)	8% (1)	0% (0)
<i>GSU Area of Study</i>			
College of Education	41% (7)	33% (4)	37.5% (3)
College of Health & Human Services	35% (6)	33% (4)	37.5% (3)
College of Arts & Sciences	18% (3)	17% (2)	12.5% (1)
College of Business & Public Administration	6% (1)	8% (1)	12.5% (1)
Missing	0% (0)	8% (1)	0% (0)
<i>School Enrollment Status</i>			
Full-time	53% (9)	75% (9)	62.5% (5)
Part-time	47% (8)	25% (3)	37.5% (3)
<i>Employment Status</i>			
Full-time	35% (6)	25% (3)	12.5% (1)
Part-time	42% (7)	42% (5)	50% (4)
Unemployed	24% (4)	33% (4)	37.5% (3)

<i>Marital Status</i>			
Single	41% (7)	42% (5)	50% (4)
Married	47% (8)	42% (5)	37.5% (3)
Divorced	12% (2)	17% (2)	12.5% (1)
<i>Current Debt</i>			
Yes	59% (10)	75% (9)	62.5% (5)
No	41% (7)	25 % (3)	37.5% (3)
<i>Dependents</i>			
Zero	35% (6)	50% (6)	50% (4)
1 or more	65% (11)	50% (6)	50% (4)
<i>Prior participation in leadership program(s)</i>			
Yes	29% (5)	33% (4)	25% (2)
No	71% (12)	67% (8)	75% (6)

Table 2

Women's Leadership Symposium Descriptive Statistics for Continuous Demographic Variables

	N	Mean (SD)
<i>Time 1</i>		
Annual Household Income	15	\$42,733 (\$38,872)
Amount Current Debt	9	\$52,444 (\$63,610)
<i>Time 2</i>		
Annual Household Income	11	\$40,136 (\$28,613)
Amount Current Debt	8	\$47,437 (\$67,350)
<i>Times 1 & 2</i>		
Annual Household Income	8	\$44,000 (\$31,546)
Amount Current Debt	5	\$57,400 (\$82,803)

Student leadership institute control group eligibility criteria. Like the WLS, convenience sampling was utilized to collect data for the SLI. To obtain data from control group participants, my thesis director provided access to three of her classes. Data was collected during class time. Sixty-four students had the option of completing the survey measures for extra credit. Students were given the option to complete a different survey for non-research purposes to earn the extra credit; no student chose this option, but one student declined to participate in either survey. Within the demographic questionnaire (Appendix P), control group participants were asked if they were participating in the SLI in the Spring of 2015. If they were participating in the

SLI, they were eligible to complete the survey for extra credit, but their data was not included within the analysis. One participant was a part of the SLI and his/her data was omitted from the control group. Thus, the experimental and control groups were mutually exclusive whereby data for a single individual was only included in either the experimental group or the control group. Descriptive statistics for categorical demographic variables are presented in Table 3 and continuous demographic variables are presented in Table 4.

Student leadership institute experimental group eligibility criteria. All SLI participants were eligible to participate in the study. Governors State University students were recruited through email to participate in the SLI. Eligibility criteria for the SLI included completing an online application, current enrollment as an undergraduate or graduate student, and being in good academic standing (Governors State University, 2014).

The SLI took place from January 28, 2015 to March 10, 2015. The SLI had two opening meetings, one for undergraduate students and one for graduate students. The opening meeting for undergraduate students took place on January 28, 2015 and the opening meeting for graduate students took place on January 29, 2015. Twenty undergraduate students and six graduate students attended the SLI opening meetings. The closing ceremony for undergraduate and graduate students took place on March 10, 2015, which was attended by 15 undergraduate students and four graduate students. Descriptive statistics for categorical demographic variables are presented in Table 3 and continuous demographic variables are presented in Table 4.

Table 3

Student Leadership Institute Control and Experimental Group Descriptive Statistics for Categorical Demographic Variables

Control Group	Time 1 (n=62) % (n)	Time 2 (n=62) % (n)	Time 1&2 (n=57) % (n)
<i>Age</i>			
20-39	77% (48)	77% (48)	77% (44)
40+	21% (13)	23% (14)	23% (13)
Missing	2% (1)	0% (0)	0% (0)
<i>Gender</i>			
Male	13% (8)	16% (10)	11% (6)
Female	87% (54)	84% (52)	90% (51)
<i>Race</i>			
White	34% (21)	34% (21)	33% (19)
Black	39% (24)	37% (23)	40% (23)
Other	27% (17)	27% (17)	26% (15)
Missing	0% (0)	2% (1)	0% (0)
<i>Current level</i>			
Undergraduate	92% (57)	94% (58)	91% (52)
Graduate or Doctoral	7% (4)	6% (4)	7% (4)
Missing	2% (1)	0% (0)	2% (1)
<i>GSU Area of Study</i>			
College of Education	89% (55)	90% (56)	90% (51)
College of Health and Human Services	2% (1)	0% (0)	2% (1)
College of Arts & Sciences	5% (3)	2% (1)	4% (2)
Missing	5% (3)	8% (5)	5% (3)
<i>School Enrollment Status</i>			
Full-time	76% (47)	71% (44)	74% (42)
Part-time	23% (14)	29% (18)	25% (14)
Missing	2% (1)	0% (0)	2% (1)
<i>Employment Status</i>			
Full-time	37% (23)	37% (23)	35% (20)
Part-time	47% (29)	47% (29)	49% (28)
Unemployed	15% (9)	16% (10)	14% (8)
Missing	2% (1)	0% (0)	2% (1)
<i>Marital Status</i>			
Single	69% (43)	69% (43)	70% (40)
Other	31% (19)	31% (19)	30% (17)
<i>Annual Household Income</i>			
\$0	2% (1)	5% (3)	2% (1)

\$1-\$29,000	34% (21)	34% (21)	33% (19)
\$30,000-\$49,999	21% (13)	19% (12)	23% (13)
\$50,000-\$69,999	8% (5)	7% (4)	7% (4)
\$70,000-\$99,000	3% (2)	7% (4)	4% (2)
\$100,000+	7% (4)	5% (3)	5% (3)
Missing	26% (16)	24% (15)	26% (15)
<i>Current Debt</i>			
Yes	73% (45)	71% (44)	72% (41)
No	27% (17)	27% (17)	28% (16)
Missing	0% (0)	2% (1)	0% (0)
<i>Amount of Debt</i>			
\$0	27% (17)	27% (17)	28% (16)
\$400-\$9,999	16% (10)	18% (11)	16% (9)
\$10,000-29,999	21% (13)	27% (17)	19% (11)
\$30,000-\$49,999	19% (12)	11% (7)	19% (11)
\$50,000-\$69,999	2% (1)	3% (2)	2% (1)
\$70,000-\$99,99	3% (2)	2% (1)	4% (2)
\$100,000+	3% (2)	5% (3)	4% (2)
Missing	8% (5)	7% (4)	9% (5)
<i>Dependents</i>			
Zero	60% (37)	58% (36)	60% (34)
One or more	40% (25)	39% (24)	40% (23)
Missing	0% (0)	3% (2)	0% (0)
Experimental Group	Time 1 (n=24) % (n)	Time 2 (n=10) % (n)	Time 1&2 (n=9) % (n)
<i>Age</i>			
20-39	71% (17)	80% (8)	78% (7)
40+	21% (5)	20% (2)	22% (2)
Missing	8% (2)	0% (0)	0% (0)
<i>Gender</i>			
Male	25% (6)	30% (3)	22% (2)
Female	75% (18)	70% (7)	78% (7)
<i>Race</i>			
White	29% (7)	40% (4)	44% (4)
Black	50% (12)	50% (5)	44% (4)
Other	21% (5)	10% (1)	11% (1)
<i>Current level</i>			
Undergraduate	75% (18)	80% (8)	78% (7)
Graduate or Doctoral	25% (6)	20% (2)	22% (2)
<i>GSU Area of Study</i>			
College of Education	38% (9)	60% (6)	67% (6)
College of	8% (2)	10% (1)	11% (1)

Health and Human Services			
College of Arts & Sciences	21% (5)	10% (1)	0% (0)
College of Business & Public Admin.	33% (8)	20% (2)	22% (2)
School Enrollment Status			
Full-time	75% (18)	90% (9)	89% (8)
Part-time	25% (6)	10% (1)	11% (1)
Employment Status			
Full-time	25% (6)	10% (1)	11% (1)
Part-time	54% (13)	50% (5)	56% (5)
Unemployed	17% (4)	40% (4)	22% (2)
Retired	4% (1)	0% (0)	11% (1)
Marital Status			
Single	67% (16)	80% (8)	78% (7)
Other	33% (8)	20% (2)	22% (2)
Annual Household Income			
\$0	8% (2)	10% (1)	0% (0)
\$1-\$29,999	25% (6)	50% (5)	33% (3)
\$30,000-\$49,999	17% (4)	0% (0)	22% (2)
\$50,000-\$69,999	13% (3)	20% (2)	22% (2)
\$70,000-\$99,999	13% (3)	0% (0)	0% (0)
\$100,000 +	0% (0)	10% (1)	0% (0)
Missing	25% (6)	10% (1)	22% (2)
Current Debt			
Yes	63% (15)	80% (8)	56% (5)
No	38% (9)	20% (2)	44% (4)
Amount of Debt			
\$0	33% (8)	20% (20)	33% (3)
\$400-\$99,999	4% (1)	20% (2)	0% (0)
\$10,000-\$29,999	25% (6)	50% (5)	22% (2)
\$30,000-\$49,999	13% (3)	0% (0)	11% (1)
\$50,000-\$69,999	8% (2)	10% (1)	11% (1)
\$70,000-\$99,999	4% (1)	0% (0)	0% (0)
\$100,000 +	4% (1)	0% (0)	11% (1)
Missing	8% (2)	0% (0)	11% (1)
Dependents			
Zero	54% (13)	80% (8)	78% (7)
One or More	46% (11)	10% (1)	22% (2)

Table 4

*Student Leadership Institute Control and Experimental Group Descriptive Statistics for
Continuous Demographic Variables*

Control	N	Mean (SD)
<i>Time 1</i>		
GPA	59	3.35 (0.42)
<i>Time 2</i>		
GPA	57	3.36 (0.44)
<i>Time 1&2</i>		
GPA	55	3.38 (0.42)
Experimental	N	Mean (SD)
<i>Time 1</i>		
GPA	23	3.54 (0.48)
<i>Time 2</i>		
GPA	10	3.77 (0.39)
<i>Time 1&2</i>		
GPA	9	3.64 (0.45)

Measures

The PE scale (Shellman, 2009; Appendix L), and demographic questionnaire (Appendix M) were utilized for the WLS. For the SLI, the PE scale (Shellman, 2009; Appendix L), GSE scale (Schwarzer & Jerusalem, 1995; Appendices N & O), PA items (Appendices N, O, P, & Q), mentor/mentee relationship items (Appendices O & Q), and demographic questionnaires (Appendices P & Q) were administered. Additional measures were added for the SLI because the PE scale, like other PE measures, measures perceptions of PE. The GSE Scale was utilized to assess the validity of the PE scale. I generated PA items (Appendices N, O, P, & Q) to measure behaviors, a component of PE (Zimmerman, 1995). Mentor/mentee items were utilized to explore the interactional component of PE.

Psychological empowerment scale (Shellman, 2009; Appendix L). To measure PE, a decontextualized assessment of PE, originally utilized in the work-place, was utilized for the quantitative portion of this study. Shellman's (2009) PE Scale (Appendix L) was used to assess

participants' perceptions of PE. The PE Scale was adapted from the Measuring Empowerment survey, originally created by Spreitzer (1995). While Spreitzer's (1995) Measuring Empowerment survey was intended to assess perceptions of PE in the workplace, the items on the measure are consistent with previous research on empowerment (Spreitzer, 1995).

Shellman (2009) revised Spreitzer's (1995) measure to assess levels of PE among individuals enrolled in an educational program called Outward Bound Wilderness. Outward Bound is an educational program that focuses on teamwork and can take place in the classroom or in the wilderness. Questions in Spreitzer's (1995) Measuring Empowerment survey were modified so that they pertained to one's life in general, instead of focusing on the workplace. For example, the item "my job is well within the scope of my abilities" was changed to "my responsibilities are well within the scope of my abilities" (Shellman, 2009, p. 57). The aforementioned statements are similar in nature (i.e., one's scope of abilities) but different in context (i.e., the first item concerns responsibilities at work and the revised item relates to responsibilities in general). Further, Shellman added eight items to Spreitzer's (1995) Measuring Empowerment survey. Shellman added items to further assess participants' perceptions of the amount of power and control participants had in their life because the added items encompassed details that were not addressed in Spreitzer's (1995) Measuring Empowerment survey. Two of the items Shellman (2009) added were "I can get help when I need it" and "I have access to resources needed to achieve my goals."

Shellman's (2009) study suggests that the internal consistency reliability of the measure was acceptable, Cronbach's $\alpha = 0.9$. It is possible that the reliability was high because the items measured the same construct (e.g., PE). Additionally, it is likely the reliability is high because the measure has 16 items, which increases the probability of high reliability (Field, 2013). By

comparing participant data, the stability of the PE measure over time was assessed. The Pearson coefficient was obtained, $r = .81$, $p < .01$, which indicates the measure is stable over time (Shellman, 2009). Thus, test-retest reliability indicates that the measure is consistent across multiple administrations. Unlike the original measure developed by Spritzer (1995), Shellman's modified measure yielded a single factor solution, indicating the measure was unidimensional. This is likely due to the de-contextualization of items. Thus, the mean score of all of the items on the PE Scale (Shellman, 2009; Appendix L) was utilized as the dependent variable. A seven-point Likert scale was utilized for response options of the PE Scale (Shellman, 2009; Appendix L). The response options were "strongly disagree, disagree, disagree somewhat, neutral, agree somewhat, agree, and strongly agree."

Generalized self-efficacy scale (Schwarzer & Jerusalem, 1995; Appendices N & O). The GSE Scale (Schwarzer & Jerusalem, 1995; Appendices N & O), a 10 item measure, was used to assess participants' levels of self-efficacy. Self-efficacy is an essential component of PE (Zimmerman, 1990). GSE scores were correlated with PE scores to validate the PE Scale (Shellman, 2009; Appendix L). The response items for participants were in the form of a Likert Scale. The response options for the GSE Scale were "not at all true, hardly true, moderately true, and exactly true." Two items included on the GSE Scale were "it is easy for me to stick to my aims and accomplish my goals" and "I can solve most problems if I invest the necessary effort" (Schwarzer & Jerusalem, 1995; Appendices N & O).

Women's leadership symposium demographic questionnaire (Appendix M). Participants were asked to complete a demographic questionnaire (Appendix M), which asked them to report their date of birth, gender, ethnicity, race, level of education completed, major

area of study, employment status, marital status, annual household income, and current debt. The demographic questionnaire (Appendix M) included 13 items.

Student leadership institute demographic questionnaire (Appendices P & Q). The WLS and the SLI utilized identical demographic questionnaires (Appendices P & Q).

Participatory action items (Appendices N, O, P, & Q). Twenty items were created to measure PA for control and experimental groups (Appendices N, O, P, & Q). Two of the added PA items were “I often participate in class discussions” and “I read all assigned readings for my classes.” All PA items pertained to the lives of students.

Mentor/mentee relationships (Appendices O & Q). Six items regarding SLI mentor/mentee relationships were generated for the experimental group (Appendices O & Q). Three of the mentor/mentee relationship items were “I wish my mentor asked me what I think more often,” “I wish my mentor knew me better,” and “I feel comfortable sharing my goals and desires with my mentor” (Appendices O & Q). Of note, responses to mentor/mentee items were not explored because responses received were identical.

Individual interview guide (Appendix R). A semi-structured interview guide (Appendix R) was developed for use in all individual interviews. The guide ensured all relevant topics were asked during each interview (Smith, 1995). The creation of the interview guide required thinking about how to obtain descriptive information about participant experiences with the WLS or SLI. Smith’s (1995) guidelines were used when developing the interview guide. When constructing the interview guide, I was careful to ensure that the questions were neutral and not leading, free of jargon or slang, and open ended (Smith, 1995). Some of the questions on the interview guide were “please describe your experience as a participant in the WLS or SLI” and “please describe some of the things you learned from the WLS or SLI” (Appendix R).

Follow up questions and probes were utilized when necessary to obtain detailed information from interviewees. Follow up questions were utilized when more information from an interviewee on a given topic was desired. For example, when I asked participants what they learned from the WLS or SLI, I followed up with participants by asking how what they learned is important in their life (Appendix R). Probes were also utilized when interviewees experienced difficulty providing rich information. For example, when interviewees described their experience with the WLS or SLI as “good,” they were then probed to go into more detail about what they meant by “good.” The interview closed by providing interviewees the opportunity to have the final say. The last question on the interview guide was, “Is there anything else that you would like to share about your experience in the WLS or SLI?”

Field notes. All field notes were documented during and after each individual interview. All interviews were audio recorded, and during the interview process, nonverbal interactions that the audio recorder did not record were documented through the utilization of field notes. Field notes provided information about nonverbal communications that took place. My interpretations and insights were also recorded to potentially aid in the initial qualitative analysis (Lincoln & Guba, 1985; Maykut & Morehouse, 1994; Patton & Patton, 2002). Field notes were also utilized during the coding of individual interviews as well as during the creation of this document.

Audio Recorder. An audio recorder was utilized for the individual interviews. Recording interviews allowed me to focus on the interviewees, by freeing me from having to write everything the participant said during the interview. Having the ability to listen to audio recordings of the interviews helped me to complete a richer analysis for the qualitative portion of this thesis.

My role and assumptions. When one conducts research, it is important that the researcher to asks himself/herself “why am I doing this?” (Griffin, 1996). My interest in the leadership programming at Governors State University emerged through my own experience as a participant in SLI. As an undergraduate student, I was selected to participate in the SLI in the spring of 2014, and my thesis director served as my mentor. I participated in multiple workshops throughout the term. During this process, I learned essential skills that I was able to immediately apply and continue to utilize. I learned to identify times when I should lead and the importance of recognizing when to follow others, which I apply when working with my mentors and peers. There are times when I am the most suitable person to lead at a given task and times when my fellow students are more suitable. Further, participating in the SLI helped me feel psychologically empowered as a student. It is possible that other students experience an increase in PE when they participate in events such as the WLS or SLI.

Procedures

Procedures were implemented after IRB approval was received. For the quantitative component of the WLS I used a single group pretest-posttest design. For the quantitative portion of the SLI I utilized a nonequivalent control group pretest-posttest design. The purpose of administering the measures at multiple time points was to determine the level of PE among participants prior to entering the program so any changes in existing levels of PE could be identified. For the qualitative portion, five individual interviews were conducted a few weeks after the WLS. However, only one participant from the SLI responded and was interviewed. Thus, the interviews provided by WLS participants were analyzed and the interviews provided by the SLI participant was not. Assessing both quantitative and qualitative data provided a more

complete understanding of the impact the WLS had on participants, than quantitative or qualitative measures used alone.

Women's leadership symposium. Data collection consisted of three distinct stages. During the first stage, participants were administered the PE Scale (Shellman, 2009; Appendix K) and demographic questionnaire (Appendix L) through Survey Monkey. During the second stage participants were asked to complete the same measures a second time (Shellman, 2009; Appendices K & L). The third stage consisted of individual interviews (Appendix Q), which were conducted approximately three or four months after attending the WLS.

Pre-test. Upon registering for the WLS, the WLS organizer sent registered participants four emails asking them to participate in the present study. The email contained a Survey Monkey link, which included the information sheet (Appendix D), PE Scale (Shellman, 2009; Appendix L), and demographic questionnaire (Appendix M). On the day of the WLS, a laptop was provided for participants to complete the survey before programming began. Eighteen participants completed the survey via Survey Monkey and none of the participants completed the survey using the computer that the WLS provided, though one person started the survey without completing it. All surveys were anonymous, meaning there was no identifying information collected. To compare pre- and post-test scores, respondents' dates of birth were used to link pre-test and post-test scores.

Post-test. During the last 30 minutes of the seven hour WLS programming, I introduced myself and I shared information about my study and the value of attendees' voluntary participation in my study. Then, all WLS participants were issued an information sheet (Appendix E), the PE Scale (Appendix L), and the demographic questionnaire (Appendix M). Upon completion of the post-test, participants were asked to volunteer their name, phone

number, and e-mail address so I could contact them in three to four months for the purpose of inquiring if they were interested in participating in individual interviews. Contact information was collected separately from the surveys to maintain anonymity of all participants.

Individual interviews. In February of 2015, 10 potential interviewees were first contacted through email using an email template (Appendix S) to inquire about participating in an individual interview. Approximately one month later I emailed the potential participants that were unresponsive to my initial email a second time. I called participants, who did not respond to emails, using a phone script (Appendix T) to ask if they were interested in participating in an individual interview.

When potential participants expressed interest either through telephone or email, dates and times to meet were scheduled to conduct face-to-face interviews. A total of five interviews were scheduled and completed. Interviews took place on the Governors State University campus in private rooms that I reserved. Interviews lasted approximately 30 to 60 minutes.

At the face-to-face meetings, I explained the informed consent document (Appendix F) with each potential participant. Each individual that agreed to the interview participated in the interview. Interviewees were asked to sign the informed consent document (Appendix F). I retained the signed copy and participants were provided a copy of the informed consent document (Appendix F) to retain for their records.

I conducted individual interviews (Appendix R) under the supervision of my thesis director, in a setting that provided privacy for participants. My thesis director was not present for the individual interviews, but I practiced my protocol with her and three of my peers. Further, my thesis director reviewed the interview transcripts after each interview to provide feedback for future interviews. Some of the feedback my thesis director provided included the need to use

probes to gain more information from interviewees and taking notes when the interviewee says something of interest during their response to a question. The follow up individual interviews (Appendix R) took place approximately three to four months after completion of the WLS. The individual interview guide (Appendix R) consisted of 12 questions. Prompts were used if participants had trouble answering a question or if more information was needed.

Student leadership institute. The processes utilized for collecting data for the SLI were similar to those utilized for the WLS. At Time 1, during the opening meeting of the SLI, participants were administered the PE Scale (Shellman, 2009; Appendix L), GSE Scale (Schwarzer & Jerusalem, 1995; Appendices N & O), PA items (Appendices N, O, P, & Q), mentor/mentee relationship items (Appendices O & Q), and demographic questionnaire (Appendices P & Q). Once the SLI, a two-month process, was complete, participants were asked to complete the PE Scale (Shellman, 2009; Appendix L), GSE Scale (Schwarzer & Jerusalem, 1995; Appendices N & O), PA items (Appendices N, O, P, & Q), mentor/mentee relationship items (Appendices O & Q), and demographic questionnaire (Appendices P & Q), for the second time. The third stage of data collection was supposed to include individual interviews (Appendix R) with participants in the experimental group who provided contact information during the second administration of the survey measures. However, only one SLI participant agreed to an individual interview, which was not enough to analyze.

Pre-test. I introduced myself to the control and experimental groups by sharing my name, current program of study, and the importance of students' contributions to my thesis. More specifically, I stated that their participation was important because it provided me with research experience. Then, I presented the information sheet (Appendices G & I). Potential participants were asked if they had any questions about the information sheet (Appendices G & I) or their

participation in this research study. Once all questions were answered, they were asked to complete the PE Scale (Shellman, 2009; Appendix L), GSE Scale (Schwarzer & Jerusalem, 1995; Appendices N & O), PA items (Appendices N, O, P, & Q), mentor/mentee items (Appendices O & Q), and demographic questionnaire (Appendices P & Q). The PE Scale (Shellman, 2009; Appendix L), GSE Scale (Schwarzer & Jerusalem, 1995; Appendices N & O), PA items (Appendices N, O, P, & Q), mentor/mentee relationship items (Appendices O & Q), and demographic questionnaire (Appendices P & Q) were stapled together, thus presented to participants at the same time. Of note, to examine pre- and post-test scores, pre-test and post-test scores were linked through respondents' date of birth.

Post-test. I administered measures for the control and experimental groups a second time. Similar to Time 1, control group participants were issued the information sheet (Appendix H) and the measures (Appendices L, N, & P). I asked participants if they had any questions regarding the information sheet (Appendix H), and/or their participation. After all questions were answered, I presented the control group participants with the measures (Appendices L, N, & P). Similar to Time 1, control group participants were offered extra credit points if they completed the measures (Appendices L, N, & P). Participants had the option of completing a survey not associated with my thesis to earn the extra credit points. All but one student chose to complete the measures for my thesis and that one student declined to take either survey.

For the experimental group, participants were individually asked to participate in my survey as they checked in to the closing ceremony of the SLI. I quickly introduced myself by sharing my name, current program of study, and the importance of SLI participants' contributions to my thesis. More specifically, I stated that their participation was important because it provided me with research experience and that a summary of the results will be

provided to the SLI organizers to inform future programming. They were also informed that their participation was voluntary. Then, all SLI participants that agreed to participate were issued the information sheet (Appendix J) and the measures (Appendices L, O & Q). I asked participants if they had any questions regarding the information sheet (Appendix J), and/or their participation. When all questions were addressed, I informed participants that when surveys were completed, participants could submit completed surveys by placing them in an envelope labeled “Completed Surveys,” that I placed on an empty table. SLI participants were informed that they could retain the information sheet (Appendix J) for their own records.

Potential participants for the experimental group were also asked to provide their name, phone number, and email address in order to conduct follow up interviews three to four months after completion of the SLI. Contact information was collected separately from the surveys in an envelope labeled “Contact Information,” to maintain anonymity of all survey respondents.

Individual interviews. Three to four months after completion of the SLI, participants who shared their contact information at the post-test administration were contacted through email (Appendix S) or telephone (Appendix T). The same procedures for contacting and conducting individual interviews with WLS participants were utilized with SLI participants. Only one SLI participant agreed to an individual interview.

Ethics

The Belmont Principles were applied when planning, implementing, and disseminating survey measures and individual interviews (The Belmont Report, 1979). Respect for persons was considered when interacting with participants, as well as when data was disseminated. Beneficence was exhibited when interacting with participants by treating them respectfully and respecting their wishes. Justice was displayed during administration of measures by making sure

measures were administered fairly. Justice was also exhibited by ensuring that all participants equally benefited from participation.

I received IRB approval for the WLS study (Appendix W) on September 16, 2014, before any data was collected. Additionally, I received IRB approval for the SLI study (Appendix X) from the IRB co-chairs on January 26, 2015 before any data was collected. For both the WLS and SLI, I applied for IRB approval as exempt because there were minimal risks to participants. The harm or discomfort expected in the research was not greater than typical experiences encountered in everyday life or during a routine physical or psychological exam. Further, participants were informed that participation was voluntary and that they could withdraw from the research at any time.

Printed data was stored in my thesis director's office in a locked file drawer. Only my thesis director and I had access to printed data. Electronic data was stored in a locked file on my thesis director's computer on a secure drive. Approximately five years after publication of the results, printed data will be shredded and electronic data will be deleted (American Psychological Association, 2010).

Chapter Four: Results

Women's Leadership Symposium

Quantitative. IBM SPSS 22 software package was utilized for the analysis. A paired samples t-test was utilized to analyze the difference between PE scores for the eight WLS participants who participated at both Time 1 and Time 2. A paired t-test was utilized in preference to similar statistical analyses because of the small sample size ($n = 8$; Field, 2013). The data meets the assumptions of a paired samples t-test (Field, 2013). Specifically, I compared PE scores before and after participation, which is measured on a continuous scale. No significant outliers were detected. Differences between Times 1 and 2 were normally distributed as assessed by Shapiro Wilk's test, $p = .780$. Shapiro-Wilk was used because it is commonly used with small sample sizes and has more power than comparable tests (Field, 2013). There was no significant difference in PE scores from Time 1 ($M = 6.19$, $SD = 0.47$) to Time 2 ($M = 6.44$, $SD = 0.26$), $t(7) = -1.61$, $p = .152$, $\eta^2 = 0.27$. Given the lack of a significant p-value (Field, 2013), further quantitative analyses were not conducted. Of note, the sample size ($n = 8$) is small so the experiment should be repeated with a larger sample size.

Qualitative. A constructivist approach was utilized to analyze WLS individual interviews. Constructivists value the varied and unique realities people experience, while still acknowledging how culture influences different views of the world (Patton, 2015). The primary assumptions of constructivism are (1) truth is a subjective experience, (2) facts are meaningless since propositions cannot be objectively measured, (3) cause and effect do not exist, (4) phenomena are only understood within the context they are studied; thus findings are not generalizable from one context to another, and (5) data is not treated as a fact, but a construction

or experience to be taken into account when moving toward reaching a consensus (Guba & Lincoln, 1989). These assumptions were applied when analyzing individual interviews.

Given the utilization of a constructivist paradigm, parallel criteria were considered instead of reliability and validity. Specifically, credibility is parallel to internal validity, transferability is parallel to external validity, dependability is parallel to reliability, and confirmability is parallel to objectivity (Lincoln & Guba, 1986). The techniques utilized to increase credibility were prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, and member checks (Lincoln & Guba, 1986). I engaged in prolonged engagement by researching PE and related concepts. For example, I created a literature review about PE based on numerous publications I studied. I also engaged in persistent observation by familiarizing myself with the data. For example, I read transcripts multiple times. Additionally, I reviewed and revised the analysis three times over a period of five months. Peer debriefing was utilized by consulting my thesis director after each interview and throughout the analysis. For example, my thesis director listened to the interviews and/or read transcriptions and provided feedback on how I could improve as an interviewer. More specifically, she identified instances where I should probe for clarification and/or more information. During the analysis process my mentor reviewed the themes and provided feedback about how to improve my analysis. Transferability was increased by obtaining rich descriptive data that allows others to apply the findings elsewhere (e.g., university setting; Lincoln & Guba, 1986). Descriptive data, presented below, were obtained by utilizing probes and follow-up questions during the interview process. For example, if a participant reported networking was an important element of the WLS, I asked the interviewee why networking was important to her. To increase dependability and confirmability an external audit of data by a disinterested party would be necessary (Lincoln &

Guba, 1986). While an external audit was not conducted, an audit trail exists which would allow others to examine the data and analysis.

Verbatim transcriptions of WLS interviews were analyzed and coded by me (Braun & Clarke, 2006; Poland, 1995). Verbatim transcription required me to listen to audio recordings multiple times. Initially, interviews were carefully transcribed. Then, transcriptions were reviewed and edited when necessary. Themes emerged through the coding process and were analyzed. To analyze data for the qualitative portion of the study, I conducted a thematic analysis of individual interviews. Thematic analysis involves identifying, analyzing, and reporting themes that emerge from qualitative data. The steps for conducting a thematic analysis are familiarizing oneself with data, code generation, looking for themes, reviewing themes, defining and naming themes, and reporting the results (Braun & Clarke, 2006). I familiarized myself with data by listening to recordings and reading transcriptions multiple times. I carefully read transcriptions and applied codes when appropriate. I then read each transcript and looked for recurring themes. Once I found recurring themes I broke them down into smaller, more specialized groups of themes when necessary. I defined and named themes by categorizing related topics. Finally, I reported the results of qualitative data. The data utilized to conduct the thematic analysis was from five individual interviews conducted with WLS participants. Six themes emerged through thematic analysis: (1) networking, (2) goals, (3) inspiring WLS leaders, (4) personal relevance, (5) unmet needs, and (6) suggestions from participants. Pseudonyms were utilized to maintain the anonymity of interviewees.

Networking. One recurring theme that emerged from interviews was networking. Four out of five interviewees described how networking at the WLS was a positive experience for them. Participants reported feeling good having been exposed to new people, including meeting

people they had seen around campus but never met and individuals on a similar life path (e.g., degree-seeking women).

I was meeting people that I had seen around campus a lot of the time but I didn't get the opportunity to get to know them (Virginia)

It's always nice to, uh, have the opportunity to connect with people that are similar minded or on a similar path because you get so many people that don't understand what you're doing. (Naomi)

Additionally, participants were pleased to be given the opportunity to network with women who were not a part of their typical peer group. Participants reported they enjoyed meeting people they do not see in their classes. Participants also reported they learned interesting things and had things in common with strangers (e.g., geographical location, music interests, favorite actors).

I learned the importance of networking seeing a lot of my older friends and college students um get better opportunities because of the people not necessarily just the people that they know but because they were able to make those important relationships um I think that's important with er any college experience that you have is building and networking with people um and not just in like I said in your comfort zone but outside of your comfort zone. (Virginia)

We had a meet and greet at the beginning...we just we had to go up...people we didn't know and just try to find something we had in common and that sort of thing and that was really interesting um cause that's something I normally wouldn't do either I'm more of an introvert so having to um you know approach people I don't know and then you

learn interesting things then you find you actually have stuff in common so... I enjoyed that... cause I don't get out enough at um like networking kind of events. (Destiny)

Some participants expressed that bonding with women, through the networking process, was an important element of their WLS experience. Participants described how women at the WLS engaged with each other because they wanted to, not because they were required to. For example, one participant said *"you have women that want to network and learn about the people around them not necessarily that they're forced to but they want to"* (Virginia). Participants expressed positive experiences as a result of bonding with women at the WLS. Two participants expressed *"bonding amongst women too I liked"* (Jayla) and *"it was important to meet other women in um similar situations as I am and see what I can learn from them"* (Destiny).

Goals. Goal setting was the primary focus in the workshop on following through on goals. The workshop leader *"had (us) to write down two things that we've always wanted to do, but have not took the initiative or even started to do yet"* (Jayla). One participant shared a specific goal she had regarding reaching out to others which included *"talking to more people...start reaching out again"* (Kiara). Another specific goal shared by a participant was that she wanted to gain employment as a research assistant. *"I'm trying to become a research assistant"* (Naomi).

One participant achieved half of the goals she set at the WLS. Although she did not explicitly state what her goals were, she said, *"I'm happy to say I was able to get half of that list done"* (Virginia). Another participant described how the WLS inspired her to pursue publishing a book. The participant reported *"mines [goal] was to publish a book which the book will be, is in print now and it will be published in um the end of February and I'll be an author"* (Jayla).

Taking risks was an element of goal attainment addressed by some participants. Taking risks is related to goal attainment because goal attainment involves one venturing outside of their comfort zone which may be perceived as risky. Participants shared their thoughts on how they got complacent about their responsibilities and were reluctant to take risks. Additionally, they described how intentional risk taking was encouraged in the workshop on goal setting.

I think we get complacent very often and um don't take risks because were afraid and she um through her presentation she really um encouraged us to try a lot more. (Destiny)

One of the things that I did was not be afraid to take chances and chances in a way where I didn't want to limit myself. (Virginia)

Participants described how taking accountability for self is an important part of accomplishing goals. Participants explained how taking initiative was emphasized during the WLS, and that it leads to more opportunities “*when I left there I just, it was that nagging thought in the back of my mind that a letter's going to be coming and have you done these two things, you know either one of them.*” (Jayla)

Inspiring Women's leadership symposium leaders. All of the WLS interviewees reported various workshop leaders and speakers at the WLS inspired them. Participants were inspired to hear how WLS leaders attained their career and life goals. Additionally, WLS participants discussed how they enjoyed hearing WLS leaders' stories. More specifically participants explained how they see WLS leaders around campus but do not know anything about how they attained their current position. Inspired by workshop leaders, participants felt hopeful that they will someday be at the level of the WLS leaders. Participants described how they were inspired by a speaker who pursued a career in an area that she was not educated in.

Keynote speech from [the director of a Christian organization] ...how she got where she is now and how she transform it like gave me hope like I can be like that too. (Kiara)

One of the things I took from her [keynote speaker] is that you don't always have to limit yourself and what you can do by I guess what your background is cause she has a background in accounting and that was her career for a really long time. (Naomi)

Personal relevance. Participants expressed that the WLS workshop topics were relevant in their lives. Participants reported topics discussed during the WLS coincided with what was going on in their lives. More specifically, some participants expressed that content aligned with changes they needed to make in their lives.

They touched on a lot of subjects that I was feeling internally....it coincide right along with what I was aspiring to do what I'm aspiring to do in my life. (Jayla)

I think align with what I have to change. (Kiara)

It's important to understand your strengths because that that's really helpful as far as a career. (Naomi)

Unmet needs. Participants reported they would have liked it if the topic of balancing personal and professional life were addressed during the WLS. Participants expressed they would benefit from a workshop that addressed how to achieve balance between various life roles they assume (e.g., student, parent, wife, worker). Participants specifically expressed interest in workshops relating to balancing multiple responsibilities and self-care.

How can you be a professional woman AND handle family and a profession all at the same time? Maybe some type of workshop on that. (Jayla)

I think a workshop um that would be good um for the future symposium would be on ...the importance of taking care of yourself because so many women um you know put

their kids and their spouses and their parents and everybody ahead of them and they forget to take care of themselves and so I think that would be a good a good thing to include. (Destiny)

It would be nice if they had something that focused on self-care ...because you know if if you're not taking care of yourself and your run down that effects everything else that you're trying to juggle. (Naomi)

Participants reported they would have like the conference to include more people.

Participants explained they would have liked the conference to be bigger and for conference planners to recruit a more diverse population, specifically international students. They also expressed the event should have been advertised more.

[WLS] was relatively small conference so I hope that in the future that um you know maybe it'll be open to more like fifty people. (Destiny)

Recruit more diverse population because um, well I mean I really feel like they can reach out to international students to you know, not only American students. (Kiara)

Advertise it a little bit more. (Naomi)

The number of participants who made a statement for each theme represented above is included in Table 5.

Table 5

Themes

	N = Participants that included theme in their comments
<i>Networking</i>	5
Exposure to new people	2
Meeting women not in typical peer group	2
Bonding with women	3
<i>Goals</i>	5
Setting goals	4

Taking risks	2
Holding oneself accountable	1
<i>Inspiring Women's Leadership Symposium Leaders</i>	2
Pursuing career	2
<i>Personal Relevance</i>	3
Topics relevant in participants' lives	3
<i>Unmet Needs</i>	5
Balancing personal and professional life	3
Including more people in conference	3

Participants reported that they felt positively impacted by networking, meeting the leaders of the WLS, personal relevance of topics discussed at the WLS, and topics related to achieving goals. Participants also made suggestions for improving future installments of the WLS.

Student Leadership Institute

IBM SPSS 22 software package was utilized for the analysis of the SLI data. Repeated measures analysis of variance (ANOVA) was used to determine differences between and within groups. Repeated measures ANOVA was utilized because it is appropriate when examining mean differences between administrations of measures and conditions. Within- and between-group differences for each variable (e.g., PE, GSE, and PA) were calculated separately. Within-group differences refer to differences between Time 1 and Time 2. Between-group differences refer to differences between control and experimental groups. Additionally, PE and GSE scores were correlated to validate the PE measure.

Psychological empowerment. Differences within and between groups were determined using a repeated measures ANOVA. Sphericity for PE was assumed because sphericity cannot be violated when there are only two dependent variables. There was no significant within-group difference on PE levels from Time 1 to Time 2, $F(1, 64) = 0.050$, $p = .824$, $\eta^2 = .001$.

Additionally there was no significant difference in PE between groups, $F(1, 64) = 0.78$, $p = .380$, $\eta^2 = .012$.

Generalized self-efficacy. GSE and PE scores were correlated to validate the PE measure. The two variables were moderately correlated, $r(64) = 0.58$, $p = .000$ (Field, 2013). A repeated measures ANOVA was used to determine differences within and between groups and sphericity was assumed. There was no significant within-group difference of GSE levels from Time 1 to Time 2, $F(1, 64) = 0.010$, $p = .920$, $\eta^2 = .000$. There was no significant between group difference of GSE between groups, $F(1, 64) = 2.54$, $p = .116$, $\eta^2 = .038$.

Participatory action. A repeated measures ANOVA was used to investigate differences within and between groups. Again, sphericity was assumed. There was no significant within-group difference of PA levels from Time 1 to Time 2, $F(1, 63) = 0.005$, $p = .942$, $\eta^2 = .000$. There was a significant difference between the experimental and control groups' PA scores, $F(1, 63) = 9.71$, $p = .003$, $\eta^2 = .134$. The experimental group had higher PA scores ($M = 2.94$, $SD = 0.15$) than the control group ($M = 2.45$, $SD = 0.059$).

Individual interviews. Only one interview was conducted with an SLI participant. However, to conduct a thematic analysis, data from more than one person is required. Therefore, the qualitative analysis was not conducted.

Chapter Five: Discussion

The purpose of this study was to explore the effect participating in the WLS or SLI had on participants' levels of PE. This is the first time the WLS and SLI have been explored in relation to PE. The WLS was utilized as a pilot study and the SLI was utilized as the primary study.

Women's Leadership Symposium

Participants in the WLS exhibited no significant difference in PE scores from Time 1 to Time 2. The lack of significant differences in PE scores from Time 1 to Time 2 indicated that participation in the WLS did not increase participants' perceptions of PE. However, participants' PE levels were high at Time 1 ($M = 6.19$). It is possible that participants perceived themselves as psychologically empowered prior to the WLS. Qualitative data from individual interviews with WLS participants supported quantitative findings. Interviewees reported the WLS inspired them to achieve their goals. Though participants reported perceiving themselves as psychologically empowered, only one out of five interviewees reported actions taken to reach a goal. This indicates interviewees felt empowered but they did not engage in action to fully be psychologically empowered. Since participatory actions, such as actions taken to pursue goals, are a necessary component of PE (Speer et al., 2013; Zimmerman, 2000), it would seem participants were not psychologically empowered. Still, individuals who are more likely to feel psychologically empowered may be more likely to enroll in leadership programs as is reflected in PE scores at Time 1.

Student Leadership Institute

There was a moderate positive correlation between GSE and PE scores which indicates items on the GSE and PE Scales were related (Field, 2013). Exploring the relationship between

GSE and PE scores validated the PE Scale and helped to ensure the PE Scale was measuring the construct it was intended to measure. However, within the group that attended the Student leadership institute, there were no observable effects of attending the SLI: There was no difference between Time 1 and Time 2 PE, GSE, or PA scores for this group. Importantly, there was a significant difference in Time 1 PA scores between the experimental and control groups. It is possible that individuals who feel high in PE are more likely to self-select into leadership programs. Since PA is a component of PE (Zimmerman, 1995; Zimmerman, 2000), differences in PA scores between experimental and control groups indicated students who participated in the SLI are closer to becoming psychologically empowered than students in the control group. There were no other significant differences between experimental and control groups for (PE and GSE scores are the same).

Limitations

As is common in research studies, this study has limitations. Instrumentation, sample size, omission of qualitative component for the SLI, and contextual limitations are discussed.

It is likely that the measure utilized for the WLS was not adequate to assess PE. Perceptions, the intrapersonal component of PE, were assessed using the PE Scale. However, interpersonal and behavioral components were not measured. PE would have been more accurately assessed if items regarding interpersonal and behavioral components were included in addition to the intrapersonal component. This limitation was addressed when collecting data from the SLI, because I added items that pertained to all three components of PE, which in addition to the PE scale include PA (i.e., behavioral component) and the mentor/mentee relationship (i.e., interpersonal component). I created the PA and mentor/mentee relationship items, but the validity and reliability of the items were not assessed. Instead, my thesis

committee assessed the items to establish face validity. Still, a valid and reliable measure made up of all three PE components would be more appropriate to assess PE.

Social desirability may have been a limitation for the present thesis. A social desirability scale was not utilized in this study so it was unclear if social desirability had an impact on the results. Participants may not have answered items on measures honestly if they felt the information required to complete the measures was embarrassing or private. For example, individuals may not have felt comfortable divulging their true self-perceptions of PE. That is, they may have wanted to portray themselves as more psychologically empowered than they were (Honey, 1999). Additionally, participants may not have felt comfortable answering items on the PE scale honestly. Participants may have felt low levels of PE reflected negatively on them. However, surveys were anonymous so it is possible participants felt comfortable providing honest answers. Additionally, I knew three WLS and three SLI participants and that may have impacted their responses.

Additionally, for the WLS, measures were administered in two different ways. The first administration was online through survey monkey. The second administration was conducted in person at the concluding ceremony of the WLS. This may have been problematic since the measures were not administered through the same medium. It would have been ideal for pre- and post-test measures to be presented in the same format. If there had been significant findings between Time 1 and Time 2 scores, the different mediums could have acted as a confounding variable.

Another concern in relation to measurement was that knowledge of sociopolitical environment and consciousness about resources were not measured. Knowledge of sociopolitical environment and consciousness about resources are key elements of the interactional component

of PE (Zimmerman, 1995; Zimmerman, 2000). It would have been ideal if a replication of this experiment included items regarding what participants know about the university's sociopolitical environment. Additionally, it may be beneficial to ask participants questions about their awareness or lack thereof of resources (e.g., academic or financial) provided by the university.

Sample sizes for the WLS and experimental group of the SLI were small. It was expected that the sample size for the WLS would be small because of the number of participants at the WLS. However, it was expected that the sample size for the SLI would be adequate for this study. However, due to a lack of participation in the SLI, there was less participation in my study than I had anticipated. A larger sample size would have increased the chance of significant findings and increased power (Field, 2013; Aron, Aron, & Coups, 2006).

The sample sizes for the WLS were small because the programs limited the number of participants. The coordinator for the WLS, required WLS participants to take a survey, which had a response rate of 19. The coordinator sent four reminder emails to WLS participants regarding participating in the survey for my thesis. Small sample sizes were also problematic for the SLI. Approximately 64 participants were expected to attend the SLI. However, only 24 participants completed the measures at Time 1, ten at Time 2, and nine at both Time 1 and 2. Of note, The SLI organizers reported less student participation for 2015 than previous years. Of note, there were adequate sample sizes for the control group of the SLI.

Due to lack of participation in individual interviews for the SLI, the qualitative component for the SLI was omitted. Individual interviews would have provided more insight into SLI participants experience at the SLI. Analyzing both quantitative and qualitative results might have given me a more complete understanding of effects the SLI had on participants. Further, qualitative data may have helped me to interpret quantitative results for the SLI.

Last, since PE is elevated over time (Zimmerman, 1992), and the programs may not have spanned enough time to effectively enhance PE. For example, the WLS was a one-day event and the SLI spanned 42 days. Perhaps if programs such as the WLS and SLI took place over an extended period of time there would be statistically significant increases of PE levels for participants.

Implications

All three components of PE work together toward the development of PE. For this study, the behavioral component was of particular interest because of the differences in PA scores between the control and experimental groups. Given that the behavioral component is a requirement of PE and participating in a leadership program is a PA, it is not surprising that PA at Time 1 was significantly higher for the experimental than the control group of the SLI. It could be that identifying changes of behavioral components (e.g., PA) precedes visible changes in PE (Speer et al., 2013). However, program coordinators should consider programming that teaches participants how to engage in concrete participatory behaviors to fully meet the requirements of PE.

One assumption of PE is individuals of concern must be treated as collaborators (Rappaport, 1987). However, at the university this study was conducted at, participants do not have a voice when it comes to the development of leadership programming. For example, individuals that plan leadership programs at Governors State University consist of faculty and staff. Based on Rappaport's assumption of PE, it would benefit participants to have a role in creating leadership programming. Perhaps if a Participatory Action Research (PAR) approach was utilized, PE scores would be more likely to increase. PAR approaches incorporate stakeholders into program planning and implementation, thereby giving participants power to

identify and communicate what their personal and professional development needs are (Patton, 2015). However, PAR approaches are not typically utilized in university settings which typically utilize hierarchal leadership practices.

If students were provided opportunities to collaborate with leadership program organizers, that in itself has the potential to facilitate the development of PE. PE processes are empowering if it helps individuals develop skills necessary to become problem solvers and decision makers (Zimmerman, 2000). However, to be a decision maker, one has to be given an opportunity to make decisions. Giving students opportunities to make decisions related to policies that may facilitate or hinder their development, would necessitate a redistribution of power (Riger, 1993).

While the WLS programming may not have met student needs to increase PE, it is not fully clear why the WLS did not increase PE. However, it would benefit students if WLS coordinators investigated how they can improve the WLS in order to promote enhancement of PE. Utilizing a PAR framework requires researchers to engage potential participants to take an active role in planning and implementation an intervention (Brydon-Miller, 2001). Utilizing a PAR approach, WLS program coordinators could invite potential WLS participants to help plan the program based on students' expressed needs.

It may be important to facilitate a conversation between organizers and students, so program organizers can be aware of what students want from participating in programs such as the WLS or SLI. If students had a role in program development it may have helped to facilitate programming that had significant impacts on students' levels of PE. However, if opportunities were provided for students to help plan leadership programming, the students would then have to be willing to engage in planning, implementation, and participation in programs. Given the lack

of participation not only in measures, but in the WLS and SLI as well, it is important to consider why there is a lack of engagement by students.

One distinct contribution the present thesis makes is there have not been evaluations of the WLS or SLI programs until now. This may be because the programs are relatively new. This was the first year (2014) the WLS was offered and the third year (2015) the SLI was offered. Evaluating programs is the one way to ensure that programming is having the intended effect on consumers (Patton, 2015). Feedback, positive and negative, informs program organizers of areas that may be enhanced and those that should be improved or eliminated. I hope to get the attention of administrators by publishing an article in Governors State University's newspaper, *The Phoenix*, where I intend to disseminate my results and provide suggestions for future programming. Utilizing a mixed methods design helped me to provide me a clearer, richer picture of the WLS program processes and outcomes. I hope the feedback provided to program organizers helped to improve leadership programming offered to students. While I provided useful information to program organizers regarding leadership programming at Governors State University, it is up to the people in charge to utilize the feedback provided to improve leadership programming.

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Appendix A

Definitions

Definitions of commonly used terms are provided for the purpose of clarity. Definitions are intended to provide information about concepts related to PE and the context of the leadership programs intended to enhance PE. PE is empowerment at the individual level. While the different levels of empowerment (e.g., individual, organizational, and community) are interdependent, PE specifically consists of intrapersonal, interactional, and behavioral components (Zimmerman, 1995) and these components are required to achieve PE (Zimmerman, 2000). Similarly, effective PE processes and outcomes must be utilized to enhance PE among individuals. PE processes are the way individuals become empowered and outcomes are viewed as consequences of PE processes (Zimmerman, 1995). Both PE processes and outcomes are highly contextual, meaning that they vary depending on the environment in which they are examined (Rappaport, 1984).

Women's Leadership Symposium

The WLS is a leadership programming initiative at the subject university during the 2014-2015 academic year. The aim of the WLS was to encourage the personal and professional development of women. Additionally, it was the intention of the WLS organizers to facilitate a greater understanding of leadership, identity of participants' strengths, and how to incorporate these factors to optimize potential (Appendix A).

Student Leadership Institute

The SLI is a leadership program offered to students at the subject university. January of 2015 was the third annual SLI. The SLI incorporated the use of mentors and required attendance at several workshops geared toward building the leadership skills of participants (Governors

State University, 2014). The SLI utilizes Posner and Kouzes' Five Practices of Exemplary Student Leadership (1) model the way, (2) inspire a shared vision, (3) challenge the process, (4) enable others to act, and (5) encourage the heart) as its foundation for recognizing and building leadership skills among participants (Governors State University, 2014; Posner & Kouzes, 1988).

Psychological Empowerment

PE is empowerment at the individual level (Zimmerman, 1990; Zimmerman 2000; Zimmerman & Rappaport, 1988), and is comprised of self-efficacy, actions taken to exert control, and knowledge of one's sociopolitical environment (Zimmerman, 2000; Zimmerman, Israel, Schultz, & Checkoway, 1992). Of note, an individual's level of PE is based his/her self-evaluation. Further, knowledge of the sociopolitical environment includes being conscious about resources and phenomena that impede or enhance development of PE (Zimmerman, 1995). Further, knowledge of the sociopolitical environment plays a part in exerting control because to effectively exert control, one must be aware of resources and barriers within the sociopolitical environment in order to navigate the sociopolitical context effectively.

First-Order Change

First-order change is an attempt to eradicate problems that individuals experience, yet does not address the causes of the problems (Jason, 2013; Ryan, 1976). For example, empowering oppressed individuals may make changes in their private lives, but PE does not change the sociopolitical context that creates and perpetuates oppression. First-order interventions typically impose top-down strategies, where the persons in power try to solve community problems without considering the community's needs and strengths. First-order change, at best, only provides solutions that are effective in the short run (Jason, 2013).

Second-Order Change

Second-order change focuses on components within the environment that contribute to social problems, in addition to focusing on change that concerns individuals (Jason, 2013). Utilizing second-order change to empower individuals that experience oppression, involves developing PE, but it largely focuses on changing the sociopolitical systems that oppress people in the first place. Second-order change through prevention and intervention is how social problems can be addressed, requiring resources to be distributed in a fairer and more productive way (Jason, 2013).

Appendix B**WLS MOU**

Division of Psychology and Counseling
University Park, IL 60484-0975

Memorandum of Understanding**Psychological Empowerment: The Impact of the Women's Leadership Symposium**

This memorandum of understanding is an agreement among Candice Robbins, Mazna Patka, PhD, and the Women's Leadership Symposium organizers.

Purpose: Candice Robbins, a graduate student in the psychology program at Governors State University, will engage in all phases of the research process for the purpose of her thesis. Mazna Patka, PhD is Ms. Robbins' adviser, and she will oversee all aspects of the study.

Scope of Collaboration: In order to measure psychological empowerment among participants within the Women's Leadership Symposium during the 2014-2015 academic year, Ms. Robbins requests that a measure of psychological empowerment and demographic questionnaire is administered both before and after the implementation of the program. Therefore, we ask the Women's Leadership Symposium organizers to collaborate with us on the following:

1. Logistical Information

Once the Women's Leadership Symposium organizers have confirmed the schedule for the symposium, the dates, times, and locations should be shared with Ms. Robbins and Dr. Patka.

Pertinent documents (e.g., application forms, symposium pamphlets, recruitment information) should be shared with both Ms. Robbins and Dr. Patka.

Ms. Robbins and Dr. Patka request permission to attend some of the sessions for the Women's Leadership Symposium in order to gain an understanding of the program and its goals. Ms. Robbins and Dr. Patka will attend sessions based on their availability and therefore ask the organizers to share a copy of the symposium schedule.

2. Survey Administration

All participants of the Women's Leadership Symposium are eligible to participate in Ms. Robin's study. Participants of the Women's Leadership Symposium will be asked to complete the pre-test measure before participation in the Women's Leadership Symposium through Survey Monkey. The symposium organizers will include the link to Ms. Robbins' survey in their online registration with a statement asking symposium participants to complete the survey for the purpose of Ms. Robbins' thesis and to inform the development of future symposiums. The Survey Monkey link will first present the informed consent document. If individuals volunteer to participate, then they will be

asked to proceed to the survey (i.e., 20 item survey measuring psychological empowerment followed by a demographic questionnaire). While the link for the survey will be on the Women's Leadership Symposium registration page, identifying participant information will not be shared with Dr. Patka and Ms. Robbins.

At the end of the symposium Ms. Robbins and Dr. Patka will introduce themselves and provide an informed consent document for potential participants to sign. Once they introduce themselves, time will be needed for participants to complete the post-test. The post-test materials will be identical to the pre-test (i.e., 20 item survey measuring psychological empowerment followed by a demographic questionnaire).

Of note, the pre-test will be administered via Survey Monkey and the post-test will be administered at the end of the symposium.

General Procedures: In collaboration with the Women's Leadership Symposium organizers, the measure of psychological empowerment and demographic questionnaire will be administered before and after the symposium.

In order to measure change over time through a repeated measures design, tracking participants over time is required. However, participants will be tracked without collecting identifying information. Participants will be asked to provide the last four digits of their telephone number so that Ms. Robbins and Dr. Patka can track each participant. Thus, respondents will remain anonymous.

During the post-test administration, participants will be invited to participate in individual interviews approximately three to four months after the Women's Leadership Symposium. On a document that is not linked to their responses on the psychological empowerment measure and demographic questionnaire, participants will be asked to share their name and contact information if they are interested in participating in an individual interview.

Participants who volunteer their information during the post-test administration will be contacted approximately three months after the symposium to determine whether they are still interested in participating in the individual interview. For individuals who are interested, Ms. Robbins will conduct interviews to understand the ways in which individuals continue to utilize the knowledge and skills learned through the Women's Leadership Symposium. The 20 item empowerment measure will also be administered at this time. This phase of the research process will also provide individuals the opportunity to reflect on their experience and share any other information in relation to the Women's Leadership Symposium.

Measures: Ms. Robbins' study will utilize three measures to assess the impact of the Women's Leadership Symposium.

Empowerment Measure: Shellman's (2009) adapted version of the Spreitzer's (1995) Empowerment Measure will be utilized. The measure consists of four subscales, namely (1) meaning, (2) competence, (3) self-determination, and (4) impact. The original measure was utilized in various settings, but focus on individuals within the workplace. The adapted version was created for a student population.

Demographic Survey: The demographic survey will consist of questions about the respondents including, but not limited to, their date of birth, gender, race, ethnicity, and level of education completed.

Interview Guide: The semi-structured interview guide, used during the individual interviews, will ask participants about their experience within the Women's Leadership Symposium (e.g., Please describe what you learned at the Women's Leadership Symposium?), applications of the knowledge and skills learned from the symposium [e.g., How do you apply (what the participant reported learning) in your daily life?], and any other related information (e.g., suggestions for future symposiums).

Ethics: Prior to all data collection, Institutional Review Board approval will be gained. As of July 29, 2014, Ms. Robbins is preparing an Institutional Review Board application. Data will only be collected once Institutional Review Board approval is gained.

Informed consent documents will be presented before measures are administered and before individual interviews. Contact information for Dr. Patka, Ms. Robbins, and the Institutional Review Board will be provided on the informed consent document in case potential participants have questions about the study or their rights as research participants.

Further, participation in all aspects of the study is voluntary. Participants may also withdraw from the study at any time. Thus, individuals may choose to participate in the pre-test but then decide not to participate in the post-test. Individuals may also withdraw participation during survey administration or during the individual interview.

All surveys will be anonymous. Thus, no identifying information will be collected. Identifying information gathered during the individual interviews will be kept confidential and pseudonyms will be utilized when data is disseminated. No attempt will be made to identify anonymous participant responses.

Raw data will only be accessible to Ms. Robbins and Dr. Patka. All research related documents will be stored in a locked cabinet in Dr. Patka's office at Governors State University.

Dissemination: Ms. Robbins and Dr. Patka intend to publish the results of the evaluation within a peer-reviewed journal once Ms. Candice successfully defends her thesis. A

document will also be created for the Women's Leadership Symposium organizers to gain an understanding of the symposium's impact on psychological empowerment and possible future recommendations. Furthermore, Ms. Robbins will submit an article to Governors State University's newspaper, *The Phoenix* to highlight the success of the symposium.

Shared Reporting Agreement: Final results from the research (including both the qualitative and quantitative components) will be shared with the planning committee to be used when demonstrating the program's impact and as support for future initiatives. All data reporting will give full credit to Ms. Robbins and Dr. Patka for all phases of the research process.

By signing below, Ms. Robbins, Dr. Patka, and the Women's Leadership Symposium organizers acknowledge that they have read this memorandum of understanding, will comply by the terms set forth, and will communicate any planned or unplanned alterations or amendments to the parties below.



Candice Robbins (student) Date



Mazna Patka, PhD Date



Women's Leadership Symposium Representative Date

Appendix C**SLI MOU**

Division of Psychology and Counseling
University Park, IL 60484-0975

Memorandum of Understanding**Psychological Empowerment: The Impact of the Student Leadership Institute**

This memorandum of understanding is an agreement between Candice Robbins, Mazna Patka, PhD, and the Student Leadership Institute organizers.

Purpose: Candice Robbins, a graduate student in the psychology program at Governors State University, will engage in all phases of the research process for the purpose of her thesis. Mazna Patka, PhD is Ms. Robbins' adviser, and she will oversee all aspects of the study.

Scope of Collaboration: In order to measure psychological empowerment among participants within the Student Leadership Institute during the 2014-2015 academic year, Ms. Robbins requests that a measure of psychological empowerment and demographic questionnaire is administered both before and after the implementation of the program. Therefore, we ask the Student Leadership Institute organizers to collaborate with us on the following:

1. Logistical Information

Once the Student Leadership Institute organizers have confirmed the schedule for the opening and closing meetings, the dates, times, and locations should be shared with Ms. Robbins and Dr. Patka.

Pertinent documents (e.g., application forms, pamphlets, recruitment information) will need to be shared with both Ms. Robbins and Dr. Patka.

Ms. Robbins and Dr. Patka request permission to attend some of the workshops for the Student Leadership Institute in order to gain an understanding of the program and its goals. Ms. Robbins and Dr. Patka will attend workshops based on their availability and therefore ask the organizers to share a copy of the workshop schedule.

2. Survey Administration

At the opening and closing meetings, all Student Leadership Institute participants will be asked to participate in the study. This will require the Student Leadership Institute organizers to provide 15 minutes before the start of the Student Leadership Institute opening meeting for Ms. Robbins to briefly introduce herself and

administer the pre-test measure to participants. Ms. Robbins will inform participants that she is asking them to complete the survey for the purpose of her thesis and to inform the development of future leadership workshops. An information sheet will be provided with the survey to inform participants what participating in the survey involves. If individuals volunteer to participate, then they will be asked to proceed to the survey (i.e., 20 item empowerment measure and demographic questionnaire).

At the end of the closing ceremony for the Student Leadership Institute, Ms. Robbins will introduce herself and provide an information sheet for potential participants. Once she introduces herself, time will be needed for participants to complete the post-test. The post-test materials will be identical to the pre-test measure (i.e., 20 item survey measuring psychological empowerment followed by a demographic questionnaire).

General Procedures: In collaboration with the Student Leadership Institute organizers, the measure of psychological empowerment and demographic questionnaire will be administered before and after the implementation of Student Leadership Institute workshops. The organizers will inform Ms. Robbins and Dr. Patka when survey administration is appropriate.

During the post-test administration, participants will be invited to participate in individual interviews approximately three to four months after the Student Leadership Institute. On a document that is not linked to their responses on the psychological empowerment measure and demographic questionnaire, participants will be asked to share their name and contact information if they are interested in participating in the individual interview.

Participants who volunteered their information during the post-test administration will be contacted approximately three months after the symposium to determine whether they are still interested in participating in the individual interview. For individuals who are interested, Ms. Robbins will conduct interviews to understand the ways in which individuals continue to utilize the knowledge and skills learned through the Student Leadership Institute. The 20 item empowerment measure will also be administered at this time. This phase of the research process will also provide individuals the opportunity to reflect on their experience and share any other information in relation to the Student Leadership Institute.

Measures: Ms. Robbins' study will utilize three measures to assess the impact of the Student Leadership Institute.

Empowerment Measure: Shellman's (2009) adapted version of Spreitzer's (1995) Empowerment Measure will be utilized. The measure consists of four subscales, namely (1) meaning, (2) competence, (3) self-determination, and (4) impact. The original measure was utilized in various settings, but focus on individuals within the workplace. The adapted version was created for a student population.

Demographic Survey: The demographic survey will consist of questions about the respondents including, but not limited to, their date of birth, gender, race, ethnicity, and level of education completed.

Interview Guide: The semi-structured interview guide, used during the individual interviews, will ask participants about their experience within the Student Leadership Institute (e.g., Please describe what you learned at the Student Leadership Institute?), applications of the knowledge and skills learned from the Student Leadership Institute [e.g., How do you apply (what the participant reported learning) in your daily life?], and any other related information (e.g., suggestions for future symposiums).

Ethics: Prior to all data collection, Institutional Review Board approval will be gained. Data will only be collected once Institutional Review Board approval is gained.

Information sheets will be presented before measures are administered and an informed consent document will be presented before individual interviews. Contact information for Dr. Patka and Ms. Robbins, and the Institutional Review Board will be provided on the informed consent document in case potential participants have questions about the study or their rights as research participants.

Further, participation in all aspects of the study is voluntary. Participants may also withdraw from the study at any time. Thus, individuals may choose to participate in the pre-test but then decide not to participate in the post-test. Individuals may also withdraw participation during the survey administration or during the individual interview.

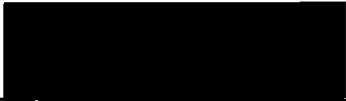
All surveys will be anonymous. Thus, no identifying information will be collected. Identifying information gathered during the individual interviews will be kept confidential and pseudonyms will be utilized when data is disseminated. No attempt will be made to identify anonymous participant responses.

Raw data will only be accessible to Ms. Robbins and Dr. Patka. All research related documents will be stored in a locked cabinet in Dr. Patka's office at Governors State University.


Dissemination: Ms. Robbins and Dr. Patka intend to publish the results of the evaluation within a peer-reviewed journal once Ms. Robbins successfully defends her thesis. A document will also be created for the Student Leadership Institute organizers to gain an understanding of the Student Leadership Institute's impact on psychological empowerment and possible future recommendations. Furthermore, Ms. Robbins will submit an article to Governors State University's newspaper, *The Phoenix* to highlight the success of the symposium.

Shared Reporting Agreement: Final results from the research (including both the qualitative and quantitative components) will be shared with the planning committee to be used when demonstrating the program's impact and as support for future initiatives. All data reporting will give full credit to Ms. Robbins and Dr. Patka for all phases of the research process.

By signing below, Ms. Robbins, Dr. Patka, and the Student Leadership Institute organizers acknowledge that they have read this memorandum of understanding, will comply by the terms set forth, and will communicate any planned or unplanned alterations or amendments to the parties below.


Candice Robbins (student) 11/6/14
Date


Mazna Patka, PhD 11/6/14
Date


Student Leadership Institute Representative 11-6-14
Date

Appendix D**WLS Information Sheet – Time 1****Information Sheet**

My name is Candice Robbins, and I am a Clinical Psychology graduate student at Governors State University. In collaboration with the Women's Leadership Symposium and under the supervision of my faculty mentor, Mazna Patka, PhD, I am conducting a study to understand the impact of the Women's Leadership Symposium.

Why should I participate? The purpose of this study is to assess empowerment among the Women's Leadership Symposium participants. This study will help the Women's Leadership Symposium understand how their programming impacts participant empowerment. The results of this study will also be utilized as my Masters thesis. Your participation will allow me to better understand psychological research and empowerment.

What will the study involve? Participation in this study involves completing a survey. The survey consists of 34 questions. The first 20 questions consist of statements that ask you to state the degree of to which it describes how you feel. The last 14 questions ask you some general background questions about you. The survey will take about 10 to 20 minutes to complete.

Do I have to participate? Your decision to participate in this study is strictly voluntary. You may refuse to participate or you may withdraw from the study at any time without any penalty or consequence.

What happens with the information I provide? You will not be asked for any identifying information. The information you provide will be anonymous. Your survey responses will be

kept in a locked file drawer that only Dr. Patka and I will have access to. The results of the study will be analyzed and the overall findings, not individual information, will be disseminated. The results will be shared with the Women's Leadership Symposium organizers and I intend to publish the study in a psychological journal. I will also write an article for The Phoenix, Governors State University's newspaper, that shares my experience as a researcher and a summary of my results.

Are there any risks? It is possible that you may feel uncomfortable completing the survey. If you are uncomfortable at any time, you may withdraw from the study without any penalty or consequence.

What are the benefits? I cannot make any promises, but you might feel good sharing information about yourself. The information you share will also help the Women's Leadership Symposium make changes to improve. Your participation will also benefit me by allowing me to further my understanding of empowerment.

Who do I contact if I have questions?

You may contact me, Candice Robbins at [REDACTED]

You may also contact my faculty mentor, Dr. Patka at [REDACTED]

You may also contact the co-chairs of the Institutional Review Board at Governors State University, Dr. David Rhea ([REDACTED]) and Dr. David Schuit ([REDACTED]) about your rights as a research participant.

By completing this survey, you acknowledge that you understand the information presented above and that you are freely and voluntarily agreeing to participate in this study.

Appendix E**WLS Information Sheet – Time 2****Information Sheet**

My name is Candice Robbins, and I am a Clinical Psychology graduate student at Governors State University. In collaboration with the Women's Leadership Symposium and under the supervision of my faculty mentor, Mazna Patka, PhD, I am conducting a study to understand the impact of the Women's Leadership Symposium.

Why should I participate? The purpose of this study is to assess empowerment among the Women's Leadership Symposium participants. This study will help the Women's Leadership Symposium understand how their programming impacts participant empowerment. The results of this study will also be utilized as my Masters thesis. Your participation will allow me to better understand psychological research and empowerment.

What will the study involve? When you registered for the Women's Leadership Symposium, you were provided with a web link to participate in a survey measuring empowerment among the Women's Leadership Symposium participants. Participation in this study involves completing the same survey you were asked to participate before the Women's Leadership Symposium. If you did not participate in the survey before the Women's Leadership Symposium, you may still participate in this survey.

The survey consists of 32 questions. The first 20 questions consist of statements that ask you to state the degree of to which it describes how you feel. The last 12 questions ask you some

general background questions about you. The survey will take about 10 to 20 minutes to complete.

Do I have to participate? Your decision to participate in this study is strictly voluntary. You may refuse to participate or you may withdraw from the study at any time without any penalty or consequence.

What happens with the information I provide? You will not be asked for any identifying information. The information you provide will be anonymous. Your survey responses will be kept in a locked file drawer that only Dr. Patka and I will have access to. The results of the study will be analyzed and the overall findings, not individual information, will be disseminated. The results will be shared with the Women's Leadership Symposium organizers and I intend to publish the study in a psychological journal. I will also write an article for The Phoenix, Governors State University's newspaper, that shares my experience as a researcher and a summary of my results.

Are there any risks? It is possible that you may feel uncomfortable completing the survey. If you are uncomfortable at any time, you may withdraw from the study without any penalty or consequence.

What are the benefits? I cannot make any promises, but you might feel good sharing information about yourself. The information you share will also help the Women's Leadership Symposium make changes to improve. Your participation will also benefit me by allowing me to further my understanding of empowerment.

Who do I contact if I have questions? You may contact me, Candice Robbins at

[REDACTED] You may also contact my faculty mentor, Dr. Patka
at [REDACTED]

You may also contact the co-chairs of the Institutional Review Board at Governors State University, Dr. David Rhea [REDACTED] and Dr. David Schuit ([REDACTED]) about your rights as a research participant.

By completing and submitting the survey, you acknowledge that understand the information presented above and that you are freely and voluntarily agreeing to participate in this study.

Appendix F**WLS Informed Consent****University Leadership Programs: An integrated Methods Approach to Assessing
Psychological Empowerment**

I, Candice Robbins, am asking you to participate in a research study. This study is being conducted under the guidance of my adviser, Mazna Patka, PhD. The purpose of this consent form is to give you the information you will need to help you decide whether or not to be in the study. Please read this form carefully. You may ask questions about the purpose of the research, what I will ask you in the interview, the possible risks and benefits, your rights as a volunteer, and anything else about the research or this form. When all your questions have been answered, you can decide if you want to be in the study.

Purpose of this Study

I am a Masters student at Governors State University. For my thesis, I want to better understand the impact of the Women's Leadership Symposium on empowerment. I am interviewing students who participated in the Women's Leadership Symposium. I hope to understand their experiences with the Women's Leadership Symposium which includes what program participants learned, how they apply what they learned, and their views about the Women's Leadership Symposium.

Procedures

If you choose to be in this study, I would like to interview you about your experience as a participant in the Women's Leadership Symposium. The interview will last about 60 minutes.

The interview will take place in a private room at Governors State University. The interview will consist of two parts. The first part will involve asking question about your experience with the Women's Leadership Symposium. Then, I will ask you to respond to a survey that consists of 32 questions. The first 20 questions consist of statements that ask you to state the degree of to which it describes how you feel. The last 12 questions ask you some general background questions about you. The survey will take about 10 to 20 minutes to complete.

During the interview, I will ask you:

- Please describe one skill you learned in the Women's Leadership Symposium.
- Can you describe how you apply the skill you learned in your day-to-day life?

You do not have to answer every question.

With your permission, I would like to audio record your interview so that I can have an accurate record. The audio recording will be saved on a secure password protected computer. I will transcribe your interview and assign a number to the transcript so it does not have your name or any identifying information. Please indicate below whether or not you give your permission for me to audio record your interview. If you do not give permission to audio record your interview, I will take notes during the interview to document your responses. Only my adviser and I will have access to the research materials (e.g., audio recording, transcriptions, informed consent document).

Possible Risks

To protect your privacy, your name and any identifying information will not be shared with anyone other than my research adviser. If the results of this study are published or presented, I will not use your name or other identifying information.

You may also feel uncomfortable answering some questions. For example, discussing skills you learned that help you address barriers in your life may be difficult. You can choose to not answer any questions and you can decide to stop at any time. If you decide to stop your participation, you will not face any negative repercussions, and I will not be offended or upset.

Benefits of this Study

You may feel good about helping me learn more about the experience of participants of the Women's Leadership Symposium. I will share a summary of my findings with the Women's Leadership Symposium organizers. I hope that the results of this study will benefit the Women's Leadership Symposium by understanding how the program helps students and suggestions for future programming.

Participant Statement

This study has been explained to me. I volunteer to participate in this research. I have had a chance to ask questions. If I have questions later on about the research, I can ask the investigator, Candice Robbins by calling her at [REDACTED] emailing her at [REDACTED] I may also contact Candice Robbins' faculty mentor, Dr. Patka at [REDACTED]

[REDACTED] If I have questions about my rights as a research participant, I can contact the co-chairs of the Institutional Review Board at Governors State University, Dr. David Rhea

[REDACTED] and Dr. David Schuit ([REDACTED])

I have received a copy of this consent form.

Audio Recording

_____ I give my permission for the researcher to audio record my interview.

_____ I do not give my permission for the researcher to audio record my interview.

Consent

_____ I give my consent to be interviewed.

Participant Printed Name

Participant Signature

Date

Investigator Signature

Date

Appendix G

SLI Information Sheet – Time 1 Control Group

Information Sheet

My name is Candice Robbins, and I am a Clinical Psychology graduate student at Governors State University. Under the supervision of my faculty mentor, Mazna Patka, PhD, I am conducting a study to understand empowerment.

Why should I participate? The purpose of this study is to assess empowerment among the Student Leadership Institute participants. This study will help the Student Leadership Institute understand how their programming impacts participant empowerment. The results of this study will also be utilized as my Master's thesis. Additionally, control group data is being collected to compare to that of Student Leadership Institute participants. Your participation will allow me to better understand psychological research and empowerment.

What will the study involve? Participation in this study involves completing a survey. The survey consists of 63 questions. Some of the questions ask you some general background questions about you. Other questions consist of statements that ask you to state the degree of to which it describes how you feel. The survey will take about 10 to 20 minutes to complete.

Do I have to participate? Your decision to participate in this study is strictly voluntary. You may refuse to participate or you may withdraw from the study at any time without any penalty or consequence.

What happens with the information I provide? You will not be asked for any identifying information. The information you provide will be anonymous. Your survey responses will be kept in a locked file drawer that only Dr. Patka and I will have access to. The results of the study

will be analyzed and the overall findings, not individual information, will be disseminated. The results will be shared with the Student Leadership Institute organizers and I intend to publish the study in a psychological journal. I will also write an article for The Phoenix, Governors State University's newspaper, that shares my experience as a researcher and a summary of my results.

Are there any risks? It is possible that you may feel uncomfortable completing the survey. If you are uncomfortable at any time, you may withdraw from the study without any penalty or consequence.

What are the benefits? I cannot make any promises, but you might feel good sharing information about yourself. The information you share will also help the Student Leadership Institute make changes to improve. Your participation will also benefit me by allowing me to further my understanding of empowerment.

Who do I contact if I have questions?

You may contact me, Candice Robbins at [REDACTED]

You may also contact my faculty mentor, Dr. Patka at [REDACTED]

You may also contact the co-chairs of the Institutional Review Board at Governors State University, Dr. David Rhea [REDACTED] and Dr. David Schuit [REDACTED] about your rights as a research participant.

By completing this survey, you acknowledge that you understand the information presented above and that you are freely and voluntarily agreeing to participate in this study.

Appendix H**Information Sheet – Time 2 Control Group****Information Sheet**

My name is Candice Robbins, and I am a Clinical Psychology graduate student at Governors State University. Under the supervision of my faculty mentor, Mazna Patka, PhD, I am conducting a study to understand empowerment.

Why should I participate? The purpose of this study is to assess empowerment among the Student Leadership Institute participants. This study will help the Student Leadership Institute understand how their programming impacts participant empowerment. The results of this study will also be utilized as my Master's thesis. Additionally, control group data is being collected to compare to that of Student Leadership Institute participants. Your participation will allow me to better understand psychological research and empowerment.

What will the study involve? This survey is exactly the same as the survey you may have taken about a month ago in this class. Participation in this study involves completing a survey. The survey consists of 63 questions. Some of the questions ask you some general background questions about you. Other questions consist of statements that ask you to state the degree of to which it describes how you feel. The survey will take about 10 to 20 minutes to complete.

Do I have to participate? Your decision to participate in this study is strictly voluntary. You may refuse to participate or you may withdraw from the study at any time without any penalty or consequence.

What happens with the information I provide? You will not be asked for any identifying information. The information you provide will be anonymous. Your survey responses will be kept in a locked file drawer that only Dr. Patka and I will have access to. The results of the study

will be analyzed and the overall findings, not individual information, will be disseminated. The results will be shared with the Student Leadership Institute organizers and I intend to publish the study in a psychological journal. I will also write an article for The Phoenix, Governors State University's newspaper, that shares my experience as a researcher and a summary of my results.

Are there any risks? It is possible that you may feel uncomfortable completing the survey. If you are uncomfortable at any time, you may withdraw from the study without any penalty or consequence.

What are the benefits? I cannot make any promises, but you might feel good sharing information about yourself. The information you share will also help the Student Leadership Institute make changes to improve. Your participation will also benefit me by allowing me to further my understanding of empowerment.

Who do I contact if I have questions?

You may contact me, Candice Robbins at [REDACTED] [REDACTED] You may also contact my faculty mentor, Dr. Patka at [REDACTED]

You may also contact the co-chairs of the Institutional Review Board at Governors State University, Dr. David Rhea [REDACTED] and Dr. David Schuit [REDACTED] about your rights as a research participant.

By completing this survey, you acknowledge that you understand the information presented

above and that you are freely and voluntarily agreeing to participate in this study.

Appendix I**SLI Information Sheet – Time 1 Experimental Group****Information Sheet**

My name is Candice Robbins, and I am a Clinical Psychology graduate student at Governors State University. In collaboration with the Student Leadership Institute and under the supervision of my faculty mentor, Mazna Patka, PhD, I am conducting a study to understand the impact of the Student Leadership Institute.

Why should I participate? The purpose of this study is to assess empowerment among the Student Leadership Institute participants. This study will help the Student Leadership Institute understand how their programming impacts participant empowerment. The results of this study will also be utilized as my Master's thesis. Your participation will allow me to better understand psychological research and empowerment.

What will the study involve? Participation in this study involves completing a survey. The survey consists of 69 questions. Some of the questions ask you some general background questions about you. Other questions consist of statements that ask you to state the degree of to which it describes how you feel. The survey will take about 10 to 20 minutes to complete.

Do I have to participate? Your decision to participate in this study is strictly voluntary. You may refuse to participate or you may withdraw from the study at any time without any penalty or consequence.

What happens with the information I provide? You will not be asked for any identifying information. The information you provide will be anonymous. Your survey responses will be kept in a locked file drawer that only Dr. Patka and I will have access to. The results of the study will be analyzed and the overall findings, not individual information, will be disseminated. The results will be shared with the Student Leadership Institute organizers and I intend to publish the study in a psychological journal. I will also write an article for The Phoenix, Governors State University's newspaper, that shares my experience as a researcher and a summary of my results.

Are there any risks? It is possible that you may feel uncomfortable completing the survey. If you are uncomfortable at any time, you may withdraw from the study without any penalty or consequence.

What are the benefits? I cannot make any promises, but you might feel good sharing information about yourself. The information you share will also help the Student Leadership Institute make changes to improve. Your participation will also benefit me by allowing me to further my understanding of empowerment.

Who do I contact if I have questions?

You may contact me, Candice Robbins at [REDACTED] You may also contact my faculty mentor, Dr. Patka at [REDACTED]

You may also contact the co-chairs of the Institutional Review Board at Governors State University, Dr. David Rhea [REDACTED] and Dr. David Schuit [REDACTED] about your rights as a research participant.

By completing this survey, you acknowledge that you understand the information presented above and that you are freely and voluntarily agreeing to participate in this study.

Appendix J

SLI Information Sheet – Time 2 Experimental Group

Information Sheet

My name is Candice Robbins, and I am a Clinical Psychology graduate student at Governors State University. In collaboration with the Student Leadership Institute and under the supervision of my faculty mentor, Mazna Patka, PhD, I am conducting a study to understand the impact of the Student Leadership Institute.

Why should I participate? The purpose of this study is to assess empowerment among the Student Leadership Institute participants. This study will help the Student Leadership Institute understand how their programming impacts participant empowerment. The results of this study will also be utilized as my Master's thesis. Your participation will allow me to better understand psychological research and empowerment.

What will the study involve? Participation in this study involves completing the same survey you were asked to participate before the Student Leadership Institute. If you did not participate in the survey before the Student Leadership Institute, you may still participate in this survey. The survey consists of 69 questions. Some of the questions ask you some general background questions about you. Other questions consist of statements that ask you to state the degree of to which it describes how you feel. The survey will take about 10 to 20 minutes to complete.

Do I have to participate? Your decision to participate in this study is strictly voluntary. You may refuse to participate or you may withdraw from the study at any time without any penalty or consequence.

What happens with the information I provide? You will not be asked for any identifying information. The information you provide will be anonymous. Your survey responses will be

kept in a locked file drawer that only Dr. Patka and I will have access to. The results of the study will be analyzed and the overall findings, not individual information, will be disseminated. The results will be shared with the Student Leadership Institute organizers and I intend to publish the study in a psychological journal. I will also write an article for The Phoenix, Governors State University's newspaper, that shares my experience as a researcher and a summary of my results.

Are there any risks? It is possible that you may feel uncomfortable completing the survey. If you are uncomfortable at any time, you may withdraw from the study without any penalty or consequence.

What are the benefits? I cannot make any promises, but you might feel good sharing information about yourself. The information you share will also help the Student Leadership Institute make changes to improve. Your participation will also benefit me by allowing me to further my understanding of empowerment.

Who do I contact if I have questions? You may contact me, Candice Robbins at

[REDACTED]. You may also contact my faculty mentor, Dr. Patka at [REDACTED]

You may also contact the co-chairs of the Institutional Review Board at Governors State University, Dr. David Rhea [REDACTED] and Dr. David Schuit [REDACTED] about your rights as a research participant.

By completing and submitting the survey, you acknowledge that understand the information presented above and that you are freely and voluntarily agreeing to participate in this study.

Appendix K**SLI Informed Consent****University Leadership Programs: An integrated Methods Approach to Assessing
Psychological Empowerment**

I, Candice Robbins, am asking you to participate in a research study. This study is being conducted under the guidance of my adviser, Mazna Patka, PhD. The purpose of this consent form is to give you the information you will need to help you decide whether or not to be in the study. Please read this form carefully. You may ask questions about the purpose of the research, what I will ask you in the interview, the possible risks and benefits, your rights as a volunteer, and anything else about the research or this form. When all your questions have been answered, you can decide if you want to be in the study.

Purpose of this Study

I am a Masters student at Governors State University. For my thesis, I want to better understand the impact of the Student Leadership Institute on empowerment. I am interviewing students who participated in the Student Leadership Institute. I hope to understand their experiences with the Student Leadership Institute which includes what program participants learned, how they apply what they learned, and their views about the Student Leadership Institute.

Procedures

If you choose to be in this study, I would like to interview you about your experience as a participant in the Student Leadership Institute. The interview will last about 60 minutes. The interview will take place in a private room at Governors State University. The interview will consist of two parts. The first part will involve asking question about your experience with the Student Leadership Institute. Then, I will ask you to respond to a survey that consists of 69

questions. Some of the questions ask you some general background questions about you. Other questions consist of statements that ask you to state the degree of to which it describes how you feel. The survey will take about 10 to 20 minutes to complete.

During the interview, I will ask you:

- Please describe one skill you learned in the Student Leadership Institute.
- Can you describe how you apply the skill you learned in your day-to-day life?

You do not have to answer every question.

With your permission, I would like to audio record your interview so that I can have an accurate record. The audio recording will be saved on a secure password protected computer. I will transcribe your interview and assign a number to the transcript so it does not have your name or any identifying information. Please indicate below whether or not you give your permission for me to audio record your interview. If you do not give permission to audio record your interview, I will take notes during the interview to document your responses. Only my adviser and I will have access to the research materials (e.g., audio recording, transcriptions, and informed consent document).

Possible Risks

To protect your privacy, your name and any identifying information will not be shared with anyone other than my research adviser. If the results of this study are published or presented, I will not use your name or other identifying information. You may also feel uncomfortable answering some questions. For example, discussing skills you learned that help you address barriers in your life may be difficult. You can choose to not answer any questions and you can decide to stop at any time. If you decide to stop your participation, you will not face any negative repercussions, and I will not be offended or upset.

Benefits of this Study

You may feel good about helping me learn more about the experience of participants of the Student Leadership Institute. I will share a summary of my findings with the Student Leadership Institute organizers. I hope that the results of this study will benefit the Student Leadership Institute by understanding how the program helps students and suggestions for future programming.

Participant Statement

This study has been explained to me. I volunteer to participate in this research. I have had a chance to ask questions. If I have questions later on about the research, I can ask the investigator, Candice Robbins by calling her at [REDACTED] emailing her at [REDACTED]. I may also contact Candice Robbins' faculty mentor, Dr. Patka at [REDACTED]

[REDACTED] If I have questions about my rights as a research participant, I can contact the co-chairs of the Institutional Review Board at Governors State University, Dr. David Rhea

[REDACTED] and Dr. David Schuit [REDACTED]

I have received a copy of this consent form.

Audio Recording

_____ I give my permission for the researcher to audio record my interview.

_____ I do not give my permission for the researcher to audio record my interview.

Consent

_____ I give my consent to be interviewed.

Participant Printed Name

Participant Signature Date

Investigator Signature Date

Appendix L

Psychological Empowerment Scale

Please read the following statements. For each statement, circle the number that best describes how you feel. Please answer each statement honestly. There are no right or wrong answers.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Agree	Strongly Agree

	Strongly Disagree	Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Agree	Strongly Agree
1. I am confident about my ability to get things done.	1	2	3	4	5	6	7
2. The activities I do are important to me.	1	2	3	4	5	6	7
3. I have a lot of freedom to determine how I live my life.	1	2	3	4	5	6	7
4. I have a large impact on what happens in my life.	1	2	3	4	5	6	7
5. My daily activities are personally meaningful.	1	2	3	4	5	6	7
6. I have a great deal of control over what happens in my life.	1	2	3	4	5	6	7
7. I can decide on my own how to go about doing things.	1	2	3	4	5	6	7
8. I really care about what I do in my life.	1	2	3	4	5	6	7
9. My responsibilities are well within the scope of my abilities.	1	2	3	4	5	6	7
10. I have considerable opportunity for independence and freedom in how I lead my life.	1	2	3	4	5	6	7

	Strongly disagree	Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Agree	Strongly Agree
11. I have mastered the skills necessary to lead a productive life.	1	2	3	4	5	6	7
12. Others listen to what I have to say.	1	2	3	4	5	6	7
13. The activities I do are meaningful to me.	1	2	3	4	5	6	7
14. I have significant influence over what happens in my life.	1	2	3	4	5	6	7
15. I am self-assured about my capabilities to achieve my goals.	1	2	3	4	5	6	7
16. I have opportunities to use personal initiative in the things I do.	1	2	3	4	5	6	7
17. I can get help when I need it.	1	2	3	4	5	6	7
18. I believe I can make a difference.	1	2	3	4	5	6	7
19. I have access to resources needed to achieve my goals.	1	2	3	4	5	6	7
20. When I see something needs to be done, I take action.	1	2	3	4	5	6	7

Adapted from Spreitzer, 1995; 1996.

Appendix M**WLS Demographic Questionnaire**

1. What is your date of birth (MM/DD/YYYY)?

____/____/____
MM / DD / YYYY

2. What is your gender?

☐

Male

☐

Female

☐

Transgender

3. What is your race or origin? *Select one or more options and type in the specific race(s) or origin(s).*

☐

White – *Print origin(s), for example, German, _____
Irish, Lebanese, Egyptian, and so on.*

☐

Black, African American – *Print origin(s), for _____
example, African American, Nigerian, and so on.*

☐

Latino or Hispanic – *Print origin(s) for _____
example, Mexican, Puerto Rican,
Cuban, and so on.*

☐

Native American – *Print name of enrolled _____
or principle tribe(s), for example, Navajo,*

Mayan, and so on.

☐

Pacific Islander – *Print origin(s), for example, _____
for example, Native Hawaiian, Samoan, and so on.*

☐

Asian – *Print origin (s), for _____
example, Pakistani, Cambodian,
Thai, and so on.*

☐

Some other race or origin – *Print _____
race(s) or origin(s).*

4. Which level of education are you currently pursuing?

☐

Bachelor's degree

☐

Master's degree

☐

Doctoral degree

5. What is your major area of study?

6. Are you a part-time or full-time student?

☐ Part-time

☐ Full-time

7. What is your employment status?

☐ Full-time

☐ Part-time

☐ Unemployed and looking for work

☐ Unemployed but not currently looking for work

8. What is your marital status

☐ Single, never married

☐ Married or domestic partnership

☐ Separated

☐ Divorced

☐ Widowed

☐ Other (please specify) _____

9. What is your annual household income?

10. Do you currently have any debt? (If yes, continue to question 11. If no, continue to question 12)

- ☐ Yes
- ☐ No

11. If yes, how much debt do you currently have?

12. How many individuals are dependent on you financially?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ More than 5

13. Have you ever participated in any other leadership programs?

- ☐ Yes
- ☐ No

Appendix N**Generalized Self-Efficacy Scale****Control Group**

Please read the following statements. For each statement, circle the number that best describes how you feel. Please answer each statement honestly. There are no right or wrong answers.

Not At All True	Hardly True	Moderately True	Exactly True
1	2	3	4

	Not At All True	Hardly True	Moderately True	Exactly True
1. I can always manage to solve difficult problems if I try hard enough.	1	2	3	4
2. If someone opposes me, I can find the means and ways to get what I want.	1	2	3	4
3. It is easy for me to stick to my aims and accomplish my goals.	1	2	3	4
4. I am confident that I could deal efficiently with unexpected events.	1	2	3	4
5. Thanks to my resourcefulness, I know how to handle unforeseen situations	1	2	3	4
6. I can solve most problems if I invest the necessary effort.	1	2	3	4
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	1	2	3	4
8. When I am confronted with a problem, I can usually find several solutions.	1	2	3	4
9. If I am in trouble, I can usually think of a solution.	1	2	3	4
10. I can usually handle whatever comes my way.	1	2	3	4

When answering questions 11 – 17, think about your student experience during the Fall 2014 term.

	Not At All True	Hardly True	Moderately True	Exactly True
11. I often participate in class discussions.	1	2	3	4
12. I read all assigned readings for my classes.	1	2	3	4
13. I often study with other student(s).	1	2	3	4
14. I often take the lead on group projects.	1	2	3	4
15. If one of my peers needs help with an assignment, I help him/her.	1	2	3	4
16. When I need assistance with an assignment, I seek the help of my professor.	1	2	3	4
17. When I need assistance with an assignment, I seek the help of the writing lab, a tutor, or other resources.	1	2	3	4
18. I often volunteer for university functions/events.	1	2	3	4
19. I always vote in school elections (e.g., student senate).	1	2	3	4
20. I always vote in university club and/or honor society elections.	1	2	3	4

Schwarzer & Jerusalem (1995)

Appendix O**Generalized Self-Efficacy Scale****Experimental Group**

Please read the following statements. For each statement, circle the number that best describes how you feel. Please answer each statement honestly. There are no right or wrong answers.

Not At All True	Hardly True	Moderately True	Exactly True
1	2	3	4

	Not At All True	Hardly True	Moderately True	Exactly True
1. I can always manage to solve difficult problems if I try hard enough.	1	2	3	4
2. If someone opposes me, I can find the means and ways to get what I want.	1	2	3	4
3. It is easy for me to stick to my aims and accomplish my goals.	1	2	3	4
4. I am confident that I could deal efficiently with unexpected events.	1	2	3	4
5. Thanks to my resourcefulness, I know how to handle unforeseen situations	1	2	3	4
6. I can solve most problems if I invest the necessary effort.	1	2	3	4
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	1	2	3	4
8. When I am confronted with a problem, I can usually find several solutions.	1	2	3	4
9. If I am in trouble, I can usually think of a solution.	1	2	3	4
10. I can usually handle whatever comes my way.	1	2	3	4

When answering questions 11 – 17, think about your student experience during the Fall 2014 term.

	Not At All True	Hardly True	Moderately True	Exactly True
11. I often participate in class discussions.	1	2	3	4
12. I read all assigned readings for my classes.	1	2	3	4
13. I often study with other student(s).	1	2	3	4
14. I often take the lead on group projects.	1	2	3	4
15. If one of my peers needs help with an assignment, I help him/her.	1	2	3	4
16. When I need assistance with an assignment, I seek the help of my professor.	1	2	3	4
17. When I need assistance with an assignment, I seek the help of the writing lab, a tutor, or other resources.	1	2	3	4
18. I often volunteer for university functions/events.	1	2	3	4
19. I always vote in school elections (e.g., student senate).	1	2	3	4
20. I always vote in university club and/or honor society elections.	1	2	3	4
21. I wish my mentor asked me what I think more often.	1	2	3	4
22. I wish my mentor knew me better.	1	2	3	4
23. I feel comfortable sharing my goals and desires with my mentor.	1	2	3	4

Appendix P**SLI Control Group****Demographic Questionnaire**

When answering questions 1 – 5, think about your student experience during the Fall 2014 term.

1. How many times did you miss class?

- | | |
|--------------------------|-------------------------|
| <input type="checkbox"/> | 0 |
| <input type="checkbox"/> | 1 |
| <input type="checkbox"/> | 2 |
| <input type="checkbox"/> | 3 |
| <input type="checkbox"/> | 4 |
| <input type="checkbox"/> | 5 |
| <input type="checkbox"/> | 6 or more |
| <input type="checkbox"/> | NA (all classes online) |

2. Counting all of your classes, how many total assignments were assigned this term?

3. How many of the tests/assignments did you submit late?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 or more

4. How many of the total number of tests/assignments did you not take/not submit?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3 or more

5. On average, how many hours per week did you spend studying for each class?

- ☐ One hour or less
- ☐ More than 1 but less than 2 hours
- ☐ More than 2 but less than 3 hours
- ☐ More than 3 but less than 4 hours
- ☐ More than 4 but less than 5 hours
- ☐ More than 5 hours

6. What is your current GPA?

7. Are you a member in any university club and/or honor society?

☐

Yes

☐

No

8. Have you ever held an officer position in a university club and/or honor society (e.g., president, vice president, secretary, treasurer)?

☐

Yes

☐

No (skip question 9, go to question 10)

9. If you answered yes to number 8, which position(s) have you held?

10. Are you currently participating in the Student Leadership Institute at GSU?

☐

Yes

☐

No

11. If you have participated in other leadership program(s) at Governors State University, please identify which one(s).

12. What is your date of birth (MM/DD/YYYY)?

____/____/____
MM / DD / YYYY

13. What is your gender?

☐

Male

☐

Female

☐

Transgender

14. What is your race or origin? *Select one or more options and type in the specific race(s) or origin(s).*

☐

White – *Print origin(s), for example,
German, Irish, Lebanese, Egyptian,
and so on.*

☐

Black, African American – *Print
origin(s), for example, African American,
Nigerian, and so on.*

☐

Latino or Hispanic – *Print origin(s), for
example, Mexican, Puerto Rican,
Cuban, and so on.*

☐

Native American – *Print name of enrolled
or principle tribe(s), for example, Navajo,
Mayan, and so on.*

☐

Pacific Islander – *Print origin(s), for example,*

Native Hawaiian, Samoan, and so on.

☐

*Asian – Print origin (s), for
example, Pakistani, Cambodian,*

Thai, and so on.

☐

*Some other race or origin – Print
race(s) or origin(s).*

15. Which level of education are you currently pursuing?

☐

Bachelor's degree

☐

Master's degree

☐

Doctoral degree

16. What is your major area of study?

17. Are you a part-time or full-time student?

☐

Part-time

☐

Full-time

18. What is your employment status?

- ☐ Full-time
- ☐ Part-time
- ☐ Unemployed

19. What is your marital status

- ☐ Single, never married
- ☐ Married or domestic partnership
- ☐ Separated
- ☐ Divorced
- ☐ Widowed
- ☐ Other (please specify) _____

20. What is your annual household income?

21. Do you currently have any debt?

- ☐ Yes
- ☐ No (skip question 22, go to question 23)

22. If you answered yes to question 21, how much debt do you currently have?

23. How many individuals are dependent on you financially?

- | | |
|--------------------------|-------------|
| <input type="checkbox"/> | 0 |
| <input type="checkbox"/> | 1 |
| <input type="checkbox"/> | 2 |
| <input type="checkbox"/> | 3 |
| <input type="checkbox"/> | 4 |
| <input type="checkbox"/> | 5 |
| <input type="checkbox"/> | More than 5 |

Please write your name in the space provided below in order to receive extra credit. **Complete** surveys will earn extra credit. The portion of this survey, below the dotted line, will be detached so that I can record who completed the survey.

Please Print Your First and Last name

Appendix Q**SLI Experimental Condition****Demographic Questionnaire**

When answering questions 1 – 5, think about your student experience during the Fall 2014 term.

1. How many times did you miss class?

☐

0

☐

1

☐

2

☐

3

☐

4

☐

5

☐

6 or more

☐

NA (all classes online)

2. Counting all of your classes, how many total assignments were assigned this term?

3. How many tests/assignments did you submit late?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 or more

4. How many of the total number of tests/assignments did you not take/not submit?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3 or more

5. How many hours, on average, did you study for each of your classes each week (e.g. how much time did you spend studying for your most typical class)?

- ☐ One hour or less
- ☐ More than 1 but less than 2 hours
- ☐ More than 2 but less than 3 hours
- ☐ More than 3 but less than 4 hours
- ☐ More than 4 but less than 5 hours
- ☐ More than 5 hours

6. What is your current GPA?

7. Are you a member of university clubs and/or honor societies?

☐

Yes

☐

No

8. Have you ever held an officer position in a university club and/or honor society (e.g., president, vice president, secretary, treasurer).

☐

Yes

☐

No (skip question 9, go to question 10)

9. If you answered yes to number 8, which position(s) have you held?

10. How many times during the Student Leadership Institute, did you meet with your Student Leadership Institute mentor?

☐

One time

☐

Two times

☐

Three times

☐

Four or more times

11. Do you believe that your Student Leadership Institute mentor was invested in your development?

☐

Yes

☐

No

12. Did you see evidence that your mentor was invested in your development?

☐

Yes

☐

Moderately

☐

No

13. Have you ever participated in any other leadership programs at Governors State University?

☐

Yes

☐

No

14. If you have participated in other leadership program(s) at Governors State University, please identify which one(s).

15. What is your date of birth (MM/DD/YYYY)?

MM / DD / YYYY

16. What is your gender?

☐

Male

☐

Female

☐

Transgender

17. What is your race or origin? *Select one or more options and type in the specific race(s) or origin(s).*

☐

White – *Print origin(s), for example,
German, Irish, Lebanese, Egyptian,*

and so on.

☐

Black, African American – *Print
origin(s), for example, African American,*

Nigerian, and so on.

☐

Latino or Hispanic – *Print origin(s) for
example, Mexican, Puerto Rican,*

Cuban, and so on.

☐

Native American – *Print name of enrolled
or principle tribe(s), for example, Navajo,*

Mayan, and so on.

☐

Pacific Islander – *Print origin(s), for example,
Native Hawaiian, Samoan, and so on.*

☐

Asian – *Print origin (s), for
example, Pakistani, Cambodian,*

Thai, and so on.

☐

Some other race or origin – *Print*
race(s) or origin(s).

18. Which level of education are you currently pursuing?

☐

Bachelor's degree

☐

Master's degree

☐

Doctoral degree

19. What is your major area of study?

20. Are you a part-time or full-time student?

☐

Part-time

☐

Full-time

21. What is your employment status?

☐

Full-time

☐

Part-time

☐

Unemployed

22. What is your marital status

☐

Single, never married

☐

Married or domestic partnership

☐

Separated

☐

Divorced

☐

Widowed

☐

Other (please specify) _____

23. What is your annual household income?

24. Do you currently have any debt?

☐

Yes

☐

No (skip question 25, go to question 26)

25. If you answered yes to question 24, how much debt do you currently have?

26. How many individuals are dependent on you financially?

☐

0

☐

1

☐

2

☐

3

☐

4

☐

5

☐

More than 5

Appendix R**Individual Interview Guide****University Leadership Programs: An Integrated Methods Approach to Assessing
Psychological Empowerment**

This interview consists of two parts. First I will ask you questions about your experience participating in the (Women's Leadership Symposium or Student Leadership Institute). Then, I will ask you to complete a survey that consists of (33 for WLS & 69 for SLI) questions. This is the same survey I administered before and after the (Women's Leadership Symposium or Student Leadership Institute).

1. Can you describe your experience as a participant in the (Women's Leadership Symposium or Student Leadership Institute)?
2. Can you describe some of the things you learned from the (Women's Leadership Symposium or Student Leadership Institute)?

(Note each thing learned and for each thing ask follow-up questions)

- a. Please describe why (thing learned) is important to you?
 - b. How do you apply (thing learned) in your day-to-day life?
3. Are there any other things that you learned at the (Women's Leadership Symposium or Student Leadership Institute) that you would like to share with me?
 - a. Why is (thing learned) important to you?
 - b. How do you apply (thing learned) in your day-to-day life?

4. Is there anything you would have liked to learn, that you did not, in the (Women's Leadership Symposium or Student Leadership Institute)?

5. If the (Women's Leadership Symposium or Student Leadership Institute) was held in 2015, what feedback would you provide to the organizers based on your experience?

a. What skills would you want to learn in future (Women's Leadership Symposium or Student Leadership Institute) programming?

b. Were there any parts of the program that were not useful?

6. Is there anything else that you would like to share about your experience in the (Women's Leadership Symposium or Student Leadership Institute)?

Next I would like you to complete the survey. Your participation in the survey is voluntary.

I have a pencil or pencil you can use to complete the survey.

Appendix S**Email Template**

Dear [Potential Participant Name],

My name is Candice Robbins and I am a graduate student at Governors State University. I am conducting research on the experience of participants in the (WLS or SLI). You may have completed the surveys I was administering before and after the (WLS or SLI). I am contacting you because you expressed interest in participating in a follow up interview by sharing your contact information with me.

The purpose of my study is to understand the experience of participants from the (WLS or SLI)

I will be conducting interviews starting on (date). The interview will last about an hour, and would be arranged at a time convenient for you at Governors State University. Participation in this interview is entirely voluntary. If you do choose to participate in the interview, you may decline to answer any interview question you do not wish to answer and you may terminate the interview at any time.

If you are interested in participating, we can set up a time and date to meet. Once we have confirmed a date and time, I will reserve a private room at Governors State University for the interview. If you are interested, would you be able to meet with me on [possible dates]?

If for any reason you are not interested in participating in my research, it is perfectly okay. The decision to participate is completely yours. However, it would be helpful for me to know why you are not interested in participating.

In case it is more convenient for you, I will call you within a week at the telephone number you provided to discuss whether you are interested in participating in the interview. You may also call me at [REDACTED]

I look forward to hearing from you.

Sincerely,

Candice Robbins, BA
Clinical Psychology Graduate Student
Governors State University

Appendix T**Telephone Script**

P = Potential Participant

I = Interviewer (Candice Robbins)

I: May I please speak to (name of potential participant)?

I: My name is Candice Robbins and I am a graduate student at Governors State University. I am conducting research on the experience of participants in the (WLS or SLI).

You may have completed the surveys I was administering before and after the (WLS or SLI). I am contacting you because you expressed interest in participating in a follow up interview by sharing your contact information with me.

I recently emailed you about my research, and I wanted to know if you would be interested in learning more about my study. Is this a convenient time?

P: No, could you call back later (agree on a more convenient time for Candice to call back).

OR

P: Yes.

I: Background information:

- **The purpose of my study is to understand the experience of individuals who participated in the (WLS or SLI).**
- **I will be conducting interviews starting on (insert date).**

- The interview questions seek to understand your experience and what you learned from the (WLS or SLI). I will also ask that you complete a short survey. The survey is a measure of empowerment that was used before and after the (WLS or SLI)
- The interviews will last about an hour, and would be arranged at a time convenient for you.
- I will reserve a private room at Governors State University for the interview.
- Participation in this interview is entirely voluntary. The probability of harm or discomfort anticipated is no greater than what you experience in daily life.
- You may decline to answer any of the interview questions you do not wish to answer and you may terminate the interview at any time.
- I would like to assure you that this study has been reviewed and approved by the Institutional Review Board at Governors State University. However, the final decision to participate is yours.

If you are interested in participating, we can set up a time and date to meet for the interview.

P: Sure

I: What is the best time and date for us to meet? (DECIDE ON TIME). If any questions or concerns arise, please feel free to contact me at [REDACTED]

I will call and email you with the room location I will reserve for our interview.

Thank you for your time.

OR

P: No, I am not interested in participating.

I: That is not a problem. May I know why you are not interested in participating?

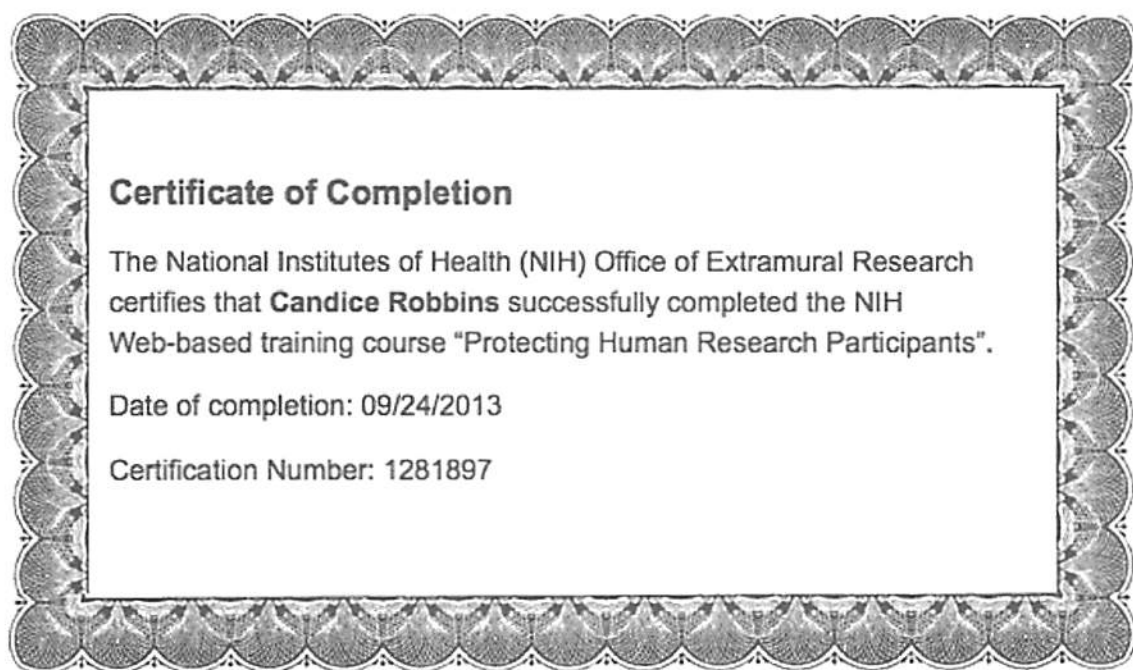
Thank you for your time.

I: Goodbye.

P: Goodbye.

Appendix U

NIH Training



Appendix W
WLS IRB Approval



Institutional Review Board
Room G353
1 University Parkway
University Park, IL 60484
www.govst.edu/irb

To: Dr. Mazna Patka & Candice Robbins
From: David Rhea and Dale Schuit, IRB Co-Chairs
CC: Fatmah Tommalieh
Date: September 16, 2014
Re: University Leadership Programs

Project Number: #14-09-07

We are pleased to inform you that your proposal has been approved by the GSU Institutional Review Board with an expedited level of review; you may begin your research. Please be advised that the protocol will expire on September 16, 2015, one year after the date of approval.

Within 60 days of the study expiration date, or when all data collection and analysis work is completed, please complete and submit the IRB Annual Continuing Review form to formally close your research study or to continue your work on the study beyond the expiration date. If you make any substantive changes in your research protocols before that date, you must inform the IRB and have the changes approved.

Please include the exact title of your project and the assigned IRB number in any correspondence about this project.

Appendix X**SLI IRB Approval**

To: Dr. Mazna Patka; Ms. Candice Robbins
From: David Rhea and Dale Schuit, IRB Co-Chairs
CC: Fatmah Tommalieh
Date: January 26, 2015
Re: An Integrated Methods Approach to Assessing Psychological Empowerment

Project Number: #15-01-12

We are pleased to inform you that your proposal has been approved by the GSU Institutional Review Board. Please be advised that the protocol will expire on January 26, 2016, one year after the date of approval.

At the end of the year, if your research is completed, please inform the IRB in writing of the closing date by using the IRB Annual Review form. If you intend to collect data using human subjects after that date, the proposal must be renewed by the IRB. If you make any substantive changes in your research protocol before that date, you must inform the IRB and have the new protocol approved.

Please include the exact title of your project and the assigned IRB number in any correspondence about this project.

Best wishes for success with your research.