



# **Master of Arts in Leadership**

## **Major Project Handbook**

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## I. Overview and Objectives

The purpose of the major project is to encourage students to integrate their learning in the Master of Arts in Leadership (MA Lead) program and bring together diverse servant leadership practice into a focused whole, using higher order thinking skills. In this document, students will find resources including policies and procedures to support them in the completion of the major project.

The major project consists of eight credit hours of work, and represents the final demonstration of a student's ability to integrate practical program curriculum content. It is normally begun in the first year with LDRS 590: Scholarly Inquiry and Research Methods, and includes the courses LDRS 690 and 691. LDRS 691 is normally completed by the end of the third summer of the program. LDRS 590, a two credit course, will guide students in the identification of a project topic, development of a strategy for background literature review addressing this topic, and choice of an appropriate method from which to address the topic. Key to success in the major project is the advisor-advisee relationship. An advisor is assigned to each student before the beginning of LDRS 590 and serves in a mentor role during the course and throughout the remainder of the student's completion of the major project. Students may choose to complete an internship as part of the major project experience (see Internship Policy). In this case, the student will work with his/her advisor and the Coordinator of Scholarship Initiatives in developing a proposal for the Internship. The student will complete a shorter version of the major project.

Although the major project paper is not a thesis, it does require competent use of evidence-based scholarly knowledge, an ability to analyze an issue, discipline in the problem-

solving process, and scholarly documentation and presentation of information. Students need to demonstrate competency in the English language. Specific objectives for the major project are as follows:

1. Enable students to bring together diverse aspects of leadership into a focused whole.
2. Enable students to demonstrate competency in the subject through a more comprehensive study than is possible through the shorter class assignments.
3. Enable students to apply their knowledge and experiences with leadership to a specific task or issue that is directly connected to their place of employment.
4. Enable students to receive direct supervision in the formulation and development of the project.
5. Enable students to conduct a project that integrates, applies, or develops leadership knowledge.
6. Enable students to reflect on their total experience in the MA Lead program.
7. Demonstrate to employers the value of having their employees participate in the MA Lead program.

## Specifications for the Process of Completing the Major Project

The process of completing the major project begins shortly after a student enters the MA Lead program, with students beginning to think about a topic or issue they would like to address. Students and their assigned advisor will work out the details of the major project topic, as well as discuss how to approach the topic. During the spring of their first year, students will take LDRS 590: Scholarly Inquiry and Research Methods, a course that lays the groundwork for the major project. They will continue to consult with the advisor during this course as they refine their topic and purpose for the project, develop a timeline, and conduct a preliminary literature review. By the end of the course, students will have completed a draft proposal.

During the second year, students will work toward an established timeline, completing various components of the major project. For example, a student may complete the literature review and develop the service improvement project he/she has identified as the main product of the major project. It is important that students keep in regular contact with their advisor during this time in order to make steady gains on the project. The final immersion period for the major project occurs during the spring/summer months of the final year of the MA Lead program.

Given the overall program philosophy of applied leadership knowledge, the MA Lead program does not offer a thesis<sup>1</sup> option at this point. Individual arrangements may be made in exceptional circumstances for a student to complete a thesis, and will include:

- approval by Coordinator of Scholarship Initiatives before thesis track initiated;

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<sup>1</sup> A thesis differs from a major project in several significant ways. A thesis is generally data-based and *generates new knowledge* (scholarship of discovery in Boyer's typology). In contrast, a major project is a service improvement or literature-based project and *applies leadership theory* to a particular topic or issue. A thesis requires careful selection and articulation of a research method to address the research problem and requires close supervision throughout the process. A thesis must undergo rigorous scrutiny, typically through a process of committee supervision, external review, and oral defense.

- close supervision with advisor (regular feedback);
- appointment of a thesis committee that includes a second reader and an external examiner with expertise in the substantive area; and
- an oral examination.

**Timeline and important dates**

<b>Year 1:</b>	July or August	Attend Orientation (includes APA Orientation).
	February	Meet advisor.
	Spring	Take LDRS 590, develop proposal.
	June	Proposal approved.
<b>Year 2:</b>	July or August	Attend Major Project Orientation.  Work on major project throughout the year.
	Fall or winter	Register for the first part of your major project (LDRS 690).
	Winter or spring	Register for the second part of your major project (LDRS 691).
<b>Year 3:</b>	Early summer	Apply for graduation. Applications for graduation received after July 15 will be subject to a \$50 late fee.  Send a draft of your major project to your advisor for feedback.
	Mid-summer	Complete revisions.
	August 15	Deadline to hand in the final version of the major project before continuation fees start for those who registered for LDRS 690 in the fall.
	August 31	Final deadline to hand in major project to be able to participate in the Fall Commencement Ceremony.

***Please note the following policy from the Office of the Registrar concerning the Thesis and/or Project Continuation Status.***

Upon registering for Applied Project I, students have 12 months to complete the major project. For example, if a student registers for Applied Project I in the Fall Semester (September), he/she will have until the end of August the following year to complete his/her major project. If the major project is not complete after this time, the student must register for Applied Project Continuation Status every semester until the major project is complete.

For further information on Trinity Western University's Thesis and/or Project Continuation Status Policy please visit the following page on the website of the Office of the Registrar:

<http://www.twu.ca/services/enrolment/financial-information/graduate-studies-tuition-and-fees/thesis-and-or-project-continuation-status.html>

## II. Roles and Responsibilities

In this section, students will find policies regarding the roles and responsibilities of students, the major project advisor, the Coordinator of Scholarship Initiatives, and the Office of Research and Faculty Development.

Students will have an assigned advisor for their major project to enhance their learning and major project success. The project advisor will be assigned within six months after the student begins MA Lead studies. The project advisor will be an ongoing resource to the student during the completion of the major project. The advisory role is limited to major projects, and does not extend to other program issues. Full-time program faculty are the advisors on all matters not related to major projects.

Every realistic effort will be made to match a student's professional and major project interests with an advisor who has compatible expertise. It is possible that the occasional chosen project topic may be somewhat foreign to the advisor. In such a situation, it is anticipated that the advisor's substantive knowledge in the Christian worldview of servant leadership and experience with the process of project advising will facilitate the student's successful completion of the major project. In the event that a student is not a practicing Christian, he/she will be expected to support values consonant with servant leadership practice. That is, every student will *anchor* his/her topical discussion in the servant leadership paradigm.

In unusual circumstances, students may apply to have a change in advisors by submitting the "Request to Change Advisors Form" available from the MA Lead office and website. Students will require the signature of the Coordinator of Scholarship Initiatives (Dr.

David Williaume) on this request, and must submit the request within one month of completing LDRS 590.

### **Student Roles and Responsibilities**

The student, as author, bears primary responsibility for the major project from the inception of the idea to the preparation of the final manuscript. The student is also responsible for ensuring that the submitted major project meets accepted standards for scholarly writing, including grammar, spelling and punctuation. Thorough proofreading of the submitted manuscript, at all stages of the major project process, is the responsibility of the student, not of a professional editor. The student should become familiar with all relevant guidelines and policies detailed in this handbook and on the MA Lead website. It is the joint responsibility of the student and the advisor to be certain that the project satisfies all university expectations and regulations.

#### **Specifically the student:**

1. Contacts their advisor as soon as he/she has been assigned to introduce him/herself.
2. Identifies a leadership-related topic of interest and relevance. In selecting a topic, it is strongly recommended that the student discusses the feasibility of the project with their major project advisor before beginning work on the proposal. In choosing a subject, the student may wish to glance at current research and thinking on leadership that can be found in *The Journal of Leadership Studies*, *Leadership Quarterly*, or *Leadership* that are available in the Trinity Western University (TWU) library or *Executive Excellence*, or *Leadership Resources* (7th edition) published by the Center for Creative Leadership that

is available in the Director's office. Students must ensure their selected topic connects to leadership.

3. Prepares a five to ten page proposal, outlining the nature of the project, why this particular topic has been selected, and the methodology to be used in the project. As well, a proposed table of contents should be attached to the proposal. An initial draft of this proposal will be completed as part of LDRS 590 course requirements. Students should have their major project proposal formally approved by no later than the end of their first year. As well, students are encouraged to complete all their literature review requirements before the end of the first year, if possible.
4. Applies for ethical review if the project involves research on human subjects (i.e.: interviews about personal opinions or experiences). In that case, a human subjects ethics application known as the *Request for Ethical Review* must be attached to the project proposal. Before the application for ethical review is submitted, it **must** be reviewed by the Coordinator for Scholarship Initiatives. Once the student has received written notice that the project has been approved, the student may commence his/her project.
5. Initiates regular communication (e.g.: monthly updates) with the advisor and seeks and responds to feedback in a timely fashion. It is the student's responsibility to commit to and maintain a timeline that will allow him/her to meet graduation requirements (see "Timeline and important dates" in Section I of this handbook). Such a timeline ensures continuity of work throughout Year Two which will enable the student to complete the project by the following fall. The passage of months without student-supervisor dialogue is counter-productive if there is to be a legitimate advisor-advisee relationship.
6. Submits a draft of the major project to advisor for review within a reasonable timeline

(e.g.: by early summer for completion that fall). The student will incorporate feedback in a refined final paper.

7. Familiarizes self with and maintains the program timeline for completion of graduation requirements.
8. Takes full responsibility to complete the major project. The final project should be between 50 and 100 pages of double spaced, 12 point font, *including* references and appendices. Each project must abide by the formatting guidelines found in the *Publication Manual of the American Psychological Association* (6th ed., 2009). For more information see “APA Documentation Guidelines” in Section IV of this handbook).
9. Submits one hard copy of final project to the MA Lead office, as well as an electronic version (MS Word or pdf). The student submits a second hardcopy or an electronic copy to his/her advisor, depending on the advisor’s preference. (See “Specifications for Formatting and Submission of Major Project” in Section IV of this handbook for more detailed direction.)

### **Advisor Roles and Responsibilities**

The Major Project Advisor is the coordinator of the project process. It is assumed that the student will work closely with the advisor in developing the idea, designing the project, and in writing and editing a proposal (if applicable) and final manuscript. The responsibilities of the Major Project Advisor are to approve the written project proposal and facilitate the Ethics Review process (if applicable), to receive one draft and provide written comments before the student begins to write the final paper, and to grade the major project.

**Specifically, the advisor:**

1. Introduces self to the student, and provides information about his/her leadership interests, topical expertise, and how he/she proposes to work with the student.
2. Guides the student in developing a project timeline (initiated during LDRS 590). It is strongly suggested that advisors and advisees decide on a work or activity contract/timeline. While the advisor may not be in a position to affect such an agreement immediately, it may help to discuss with the student how to proceed with this, as each advisor and student may reflect a slightly different work management approach. It is recommended that the advisor initiate a method of tracking interactions with advisees (see “MA Lead Project Progress Record” in Section II of this handbook).
3. Serves as consultant to student during LDRS 590: Scholarly Inquiry and Research Methods regarding assignments relating directly to the major project. The substance of the advising work will commence with this online self-managed research methods course. While students will have some interaction with the instructor, the advisor will help the student operationalize the course concepts for major project activity application. The intent of the course is to help students structure their approach to the major project.
4. Advises the student during the process of refining a major project topic. Advisor interaction with the student could well result in some brainstorming, as a catalyst for consideration of possible topics. In other cases, students will already have been exploring topics of interest. It is important that the student selects a major project topic consistent with his/her personal and professional interests or passion. If the student is not clear about what a suitable topic might be, the advisor will help the student discover options for further consideration and ultimate decision. Selecting a topic of special

student interest or passion will create project conditions needed for an exciting learning journey. In many cases, the project will also make a valuable contribution to the student's place of employment.

5. Supports the student in ensuring that the major project is manageable in relation to the student's target date for graduation. It is easy to settle on a project that is overly ambitious in scope and would not be completed on time. The advisor will help the student retain a sense of realism while settling on preferred project interests.
6. Formally approves the student's five to ten page major project proposal. In effect, the formal proposal consists of putting a verbal agreement on paper, as confirmation and evidence of the agreement reached. The advisor will evaluate the written proposal for compliance with program requirements. The advisor then submits the *Major Project Proposal Approval Decision Sheet* (see Section III, "Writing the Proposal") to notify the Program Services Coordinator (Lydia Liu) that the proposal has been approved.
7. Facilitates the Request for Ethical Review process if applicable.
8. Is available to the student during the process of completing the major project. This may take various forms – reading portions of the paper, suggesting resources, serving as accountability for timeline, etc.
9. Reviews the major paper draft for compliance with proposal approval, use of the American Psychological Association (APA) formatting style (6th edition), and established criteria for evaluating major project papers. The project advisor will review the draft paper carefully, and provide detailed written feedback to the student. This feedback will consist of noted strengths and shortcomings related to the prescribed evaluation criteria communicated to the student after the proposal has been approved.

10. Provides feedback in a timely fashion (two-week turnaround).
11. Grades final version of major project utilizing the grading rubric (see Section V: Grading Rubric), signs the title page, informs the student of the grade and quality of work observations, and submits the grade promptly. Technically, the work obligations of the advisor terminate once grades have been submitted.
12. Should the advisor have questions or concerns with program requirements having been met, the advisor may also request an external opinion on the quality of the project work done. Should the student be unwilling to accept the final project grade, the student may ask the program director to find a second reader to evaluate the paper. Where there is a difference between the mark assigned by the supervisor and the second reader, the final mark will be the average between the two. No further grade appeal will be accepted.
13. Encourages the student and works with him/her to profile the major project, through venues such as presentations or publications.

### **Program Roles and Responsibilities**

The Program Director or his/her designate (i.e. Coordinator of Scholarship Initiatives) will provide an overview of the program description and expectations as part of orientation during the student's first residency. With respect to the major project, the intent is to help the student anticipate the significance of the major project as a practical, conceptual, integrated, and applied assignment. Specifically, the Program Director will comment on the purpose of major project, the need to ensure that the project is anchored in the Christian worldview of servant leadership values and practice, the need for an applied and possible employment setting-related service improvement project focus, presentation of approximate project activity

schedule and target dates, specification of paper length and writing requirements, and description of the role of major project advisors.

The Coordinator of Scholarship Initiatives (Dr. David Williaume) is responsible for the assignment of major project advisors to students, and is available to advisor-advisee dyads throughout the program for consultation on any project-related matter (e.g.: Request for Ethical Review process, timelines, methodological issues, and so forth).

In the special circumstances where a project sponsor is used, he/she will be someone who is actively or recently retired (within the last five years) from the student's place of employment, or is somehow directly connected to an organization requiring the intervention of an outside assessment or consultant. The project sponsor is one who:

1. Demonstrates interest in and support for the project.
2. Has considerable knowledge of the issues being examined in the project.
3. Is willing to accept the conclusions of the project, no matter what these conclusions or recommendations may be. This does not imply a commitment to them in the context of the student's work towards the degree.
4. Has the time to commit to discuss the project with the student as it proceeds and to evaluate the draft project report (its findings, conclusions, and recommendations) and provide a two- to three-page single-spaced evaluation thereof, including suggestions for improvement. This written report is to be sent to the project supervisor and should also be made available to the student one week after the student has presented a draft for review. When the evaluation of the project sponsor has been received and deemed satisfactory, the project supervisor will then request that an honorarium of \$100 be paid

to the project sponsor.

5. If the project sponsor is in a managerial or supervisory relationship with the student, the student must feel confident that his/her project could be completed without bias or past judgment based on his/her previous working relationship with this project supervisor. Students must have or develop a professional and trusting rapport with their project sponsor. They must also acknowledge the sponsor's expectations for the outcome of the proposed study and the fact that the expectations for the project may change as it evolves in the life cycle of a major project or changing conditions in their place of employment.

<b>MA LEAD PROJECT PROGRESS RECORD FOR:</b>			
<b>Project (working title):</b>			
This sheet is intended to facilitate communication by keeping us up-to-date regarding progress, timelines, challenges, etc. As your project advisor I will maintain the record. Please use email rather than this form to communicate with me, and I will enter the relevant information below.			
<b>Description of responsibilities</b>		<b>Target date</b>	<b>Notes with dates (including relevant communication between student and advisor)</b>
<b>1. Explore interests</b>			
1.1	Discuss area of interest, possible topic		
1.2	Determine feasibility and manageability		
1.3	Establish verbal agreement on nature and boundaries (advisor consults with program director)		
1.4	Complete initial review of relevant literature		
<b>2. Develop and approve proposal</b>			
2.1	Prepare and submit 5-10 page proposal document		
2.11	1. Overview (description, purpose, specification of questions, methodology)		
2.12	2. Detailed table of contents		
2.13	3. TWU Ethics Review Board Approval (if necessary)		
2.14	4. Activity plan and schedule		
2.2	Proposal approved and program director notified		
<b>3. Record project progress</b>			
3.1	Introduction		
3.2	Literature review and interpretation		
3.3	Methodology description		
3.4	Results, plan of action, and recommendations		
3.5	Conclusion, including limitations of outstanding issues		
3.6	Title sheet, executive summary/abstract		
3.7	References		
<b>4. Approve draft paper</b>			
4.1	Correct APA formatting, grammar, mechanics, etc.		
4.2	Stipulated content at acceptable level (including summaries, background, significance, lit. review, leadership linkage, implementation/plans, conclusions)		
4.3	Competent presentation, organization, and line of reasoning		
4.4	Findings, conclusions, and/or recommendations presented clearly, logically, and convincingly		
4.5	Final version completed and submitted for grading		
<b>5. Instructor grades final paper and gives feedback (rubric to be provided)</b>			
<b>6. Discuss public presentation and/or publication</b>			

### III. Writing the Proposal

The purpose of the major project proposal is to enable the student to clarify the focus, rationale, and strategy for the major project. It provides a mechanism whereby the student works out a coherent strategy for the project in consultation with his/her advisor. In the early phases of developing the proposal, the student and advisor will work together to clarify student interests and establish realistic project boundaries around the topic of interest and the methods used to complete the major project. During this process, the student and advisor will work closely to delineate how the major project will reflect the MA Lead policy that Major Projects be an *application* of servant leadership to a specific service improvement, workplace issue, or practice concern. Much of this clarification phase will be accomplished during LDRS 590: Scholarly Inquiry and Research Methods.

In preparation for writing the major project proposal, the student will conduct a preliminary literature review to establish the current state of knowledge in regard to the topic of interest. When verbal agreement has been reached between the student and advisor regarding the nature and scope of the project, including the central questions to be answered and the methods whereby these questions will be addressed, the student proceeds to write the proposal.

Students should prepare a five to ten page proposal, consisting of at least three interdependent proposal parts. If human subjects are used in the project, there will be four proposal parts. These are simultaneously submitted to the project advisor for approval. Student reference to the website and handbook information on major project requirements will inform the writing of the proposal. The advisor will be required to ensure that all proposal requirements have been adequately met.

**Part One** of the proposal consists of a project description, definition of purpose, specification of questions, and description of the methodology to be used. In effect, the first part provides an overview of the project scope.

**Part Two** consists of a detailed suggested table of contents. The detailed table of contents is very helpful to both the advisor and the student. The advisor will be able to determine the logic of the plan and better advise the student on possible shortcomings. The student will have the benefit of thinking through or doing a mental write of the major project paper, enabling the student to test the plan for completeness.

**Part Three** includes Research Ethics Board (REB) documents, if applicable for collection of information from other people. If the student is accessing an organization's files, clients, members, patients, students or constituents *in any way* the student needs the organization's written approval, as well as ethical approval from TWU Research Ethics Board. It is important to anticipate the time needed to gain required Board approvals (typically two to four weeks). Please review the Office of Research and Faculty Development's website, (<http://www.twu.ca/academics/research/ethics/>), for specific policies in regard to MA Lead major projects.

**Fourth**, the project advisor is encouraged to obtain from the student a short major project activity plan and schedule, as part of an agreement for making sure that the major project will be completed according to a realistic target date for the student. Please use the referenced "Example of Major Project Proposal Approval Decision Sheet" to notify the Program Services Coordinator (Lydia Liu) that the proposal has been approved by the advisor.

Students should have their major project proposal formally approved by no later than the end of their first year. As well, students are encouraged to complete all their literature review requirements before the end of the first year, if possible.

### **Ethical Requirements Key Considerations**

Some major papers will incorporate information derived from people through interviews, completion of questionnaires, etc. Protecting the confidentiality of acquired information is an important consideration when completing the major paper requirement. Major project consent will be more rigorous than that required for the course exercises.

1. Students will complete a Request for Ethical Review Form (available at [www.twu.ca/academics/research/ethics/approval-forms.aspx](http://www.twu.ca/academics/research/ethics/approval-forms.aspx)) and submit it to their advisor. Once the advisor has reviewed the form, the student makes all recommended revisions and submits it to the Coordinator of Scholarship Initiatives (Dr. David Williaume) who will request approval from the chair of the Research Ethics Board.
2. Interviews or other data collection from human subjects may not proceed until the project receives REB approval.
3. Once the project has been approved, the student will obtain written consent from the person(s) to be interviewed using the specified letter of consent form.
4. The letter of consent will need to be signed by both the student and the interviewee before proceeding with the planned interview. One copy should be given to the interviewee and the student should keep a second copy.
5. It is particularly important that the use of the major project information is restricted to program use only. However, in rare cases where the identification of either the

organization or its employees is impossible, the report contents may be shared with interested others outside the program, subject to the student's written permission.

6. The REB chair will ensure a timely REB decision so that major project commencement will not be delayed.
7. If the student receives funding towards the completion of the MA Lead program they must make a note of the source of funding on their application form and also state the source of funding on the letter of consent. This applies to funding from the organization for which the student is employed, as well as any outside funding.

For application forms for ethical reviews, please go to:

[www.twu.ca/academics/research/ethics/approval-forms.aspx](http://www.twu.ca/academics/research/ethics/approval-forms.aspx)

Research criteria that will be evaluated by the REB:

1. Major project research purpose
2. Research methodology to be used
3. Selection and recruitment procedures of interviewees, etc.
4. Major project risks to people or organizations
5. Major project benefits
6. Privacy and confidentiality issues
7. Consent form/oral script requirements
8. Debriefing needs for major project setting/organization or interviewees

**Example of a major project proposal approval decision sheet.**

Name of student: \_\_\_\_\_

Title of project: \_\_\_\_\_

Brief description of project: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The student's major project proposal has met all key requirements:

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| 1. Clear description of the project.                   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Statement of purpose and results objectives.        | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. List of precise questions to be answered            | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Well described, acceptable methodology of choice    | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. Detailed description of suggested table of contents | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Advisor comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Approved/Not approved

\_\_\_\_\_

Date:

\_\_\_\_\_

Name of Project Advisor

#### **IV. Major Project Guidelines**

The major project is the culmination of a student's academic work for the Master of Arts in Leadership degree. The following guidelines are intended to assist students in the final preparation of their project, to ensure the work is preserved and can be made available to future scholars.

##### **Specifications for Content of Major Project**

Students may choose from several types of major projects: service improvement, literature-based, or data-based project. A shared core among all major projects is the *application of servant leadership theory*. The most common approach to the major project is the service-improvement project whereby a student identifies a particular need or issue in his/her workplace and creates a service innovation or improvement project to address this need. A data-based project may also involve a service-improvement dimension, but relies on the collection of data from human subjects or an organization (e.g.: through interviews or survey) as the primary source of information. Because the MA Lead program does not emphasize preparation in research methods, students are discouraged from completing a data-based project, except under exceptional circumstances. A literature-based project (e.g.: literature review or synthesis) is not as closely focused on a specific service improvement, but rather addresses a particular topic of interest through a review of relevant literature. Each of these methods involves a rigorous, in-depth examination of the selected topic that is presented within the context of a thoughtful critical literature review so that a reader could ascertain the specific significance and relevance of the contribution to servant leadership knowledge and practice.

Students are not required to follow a prescribed approach to organizing their project papers, but should ensure that the paper addresses the following core information requirements. Some of the content requirements will take on differing levels of importance, depending on the type of project paper. For instance, if the paper is a literature review-based project, as opposed to a specific assigned service improvement project in an organization, the student will place some differential importance on certain paper content requirements.

All papers will be written according to the formatting styles prescribed by the *Publication Manual of the American Psychological Association* (6th ed., 2009). More detailed related information is available under “APA Documentation Guidelines.”

1. Introduction to project.
  - a. Brief project description.
  - b. Purpose of project.
  - c. Project objectives.
  - d. Project method – how will objectives be accomplished?
  - e. Organization of paper. Describe how the paper will be organized into sections, why, and what each section's relevance is to the project purpose and objectives. That is, how will each section contribute to meeting project outcomes?
2. Background to project.
  - a. Personal significance. State how the selection of project issue has personal or learning significance. Why was the project selected?
  - b. Expected service improvement. Describe what organizational performance challenges the project will address, and to what extent. Is the project expected to

produce sufficient service improvement? As well, to what extent does the personal and organizational interest converge with the project?

- c. Explicit servant leadership application. Indicate how the proposed project will be guided by a commitment to effective servant leadership practice and demonstrate how this linkage between leadership and service improvement will be addressed by the project.
  - d. Project ownership. Discuss to what extent the student's organization has an investment in the project. How committed to the project is the organization? Is it likely that organization management expects to implement service improvement recommendations? Or is this a project designed to meet coursework requirements only?
  - e. Broader social context. Specify other contextual forces that relate to the issue the project addresses. Are there social, demographic, or political factors/trends that influence the project issue?
3. Project methodology: A description of the project methodology a student proposes to use in completing the project is essential. Methodology speaks to the systematic *how* of the project activity required to complete project requirements.
- a. Sequenced activity phases. Project activity will consist of describing/defining the issue under investigation, identification of the purpose and results to be achieved by the project (and for whom), what activity goals need to be met to achieve the purpose and specified results, what activities will be undertaken to complete the project, and an implementation plan (together with target dates). This sequenced order should be made explicit.

- b. Project information sources. In certain cases, students will rely on literature alone to obtain conceptual information needed to complete each phase of the required project activity. However, in most cases, students will want to secure information from other persons being impacted by the project or participating in its activity. Whatever the case, it will be essential for the student to identify and describe the who, what, where, when, how much/many, and why issues in relation to each project phase. In many cases, students will obtain certain information from other organization employees, etc. In doing this, it will be essential to structure the information needs through interviews and guides, survey questionnaires, etc.
  - c. Ethics Review Board application. To ensure that project information obtained from participants is provided confidentially and anonymously, each proposal using human subjects must be presented to the TWU Research Ethics Review Board before project implementation takes place. Required information will accompany the proposal and will be reviewed initially by the project advisor. Please refer to detailed information and procedures under “Ethical Requirements Key Considerations” in Section II of this handbook.
4. Leadership principles and knowledge base.
- a. Focused literature review. Review relevant leadership literature and its implications for the issue being addressed. Identify both strengths and weaknesses (i.e., critique) of the literature. To the extent possible, indicate the applicability of the leadership literature (and documented experiences) to the project issue in question. For instance, if the paper addresses board performance improvement issues, how will the student’s commitment to effective leadership

practice impact the project?

- b. **Limitations.** Analyze and discuss what opportunities and limitations (constraints) there are (to the project) in the organization or organizations having addressed similar issues. To what extent are there limitations to successful resolution of noted performance challenges? To the extent applicable, identify those factors that will either contribute towards or detract from the successful conclusion of the project. What known important factors will impact achievement of specified results objectives?
5. **Applied leadership.** If a student has a specific project product or service improvement activity (e.g.: workshop curriculum, program evaluation, leadership handbook), he/she will want to make this visible in the major project. The student may choose to include this service improvement activity in a separate chapter, or as an appendix to the project. For those students who have chosen a literature-based project, application of this theory (literature review) to leadership practice must be articulated.
6. **Conclusion of the paper:** The conclusion of the paper reviews the extent to which the project achieved or is expected to achieve its purpose and expected results.
  - a. **Summarize the project.** Indicate which expectations were or were not met, to what degree, and why.
  - b. **Outstanding questions/issues.** Identify any relevant issues or new questions not adequately addressed in the paper. Potential areas of further study could be identified.
  - c. **Implementation benefits.** Describe specifically to what extent project findings have organizational implementation value for an organization.

7. References.
8. Appendices.

Materials should be sequenced as follows. Preliminary pages should include the following, in the order presented:

1. Title Page. The form and contents of the title page must appear as shown on the Sample Title Page. Original signatures of the advisor and program director are required. (See “Example of Title Page.”) List the title of the degree (Master of Arts in Leadership). The universal copyright symbol must appear at the foot of the title page. The date of copyright is the month and year the student submits the final project.
2. Executive Summary. It must include the title Executive Summary, the major paper title, the author's name and a summary not exceeding 350 words.
3. Supplementary Summary. Please include a five to six page summary of the project for presentation on the MA Lead website and/or newsletter.
4. Acknowledgements.
5. Table of Contents. The table of contents must include the Executive Summary, other preliminary pages as applicable (e.g.: List of Tables, Preface, Acknowledgements), as well as all the main divisions of the project, reference list, and appendices. In order of appearance:
  - Preliminary pages:
    - Title page;
    - Executive Summary (abstract);

- Supplementary Summary;
  - Preface (optional);
  - Acknowledgements;
  - Table of Contents;
  - List of Tables (if any); and
  - List of Figures and Illustrations (if any).
- Body of text:
    - List of chapters and chapter headings.
  - Endnotes (if any).
  - References.
  - Appendices.
6. List of Tables. On a separate page provide a list of table numbers, full title, and page numbers in the order they appear.
7. List of Figures. On a separate page include graphs, photos, and other illustrative materials, including page numbers in the order they appear.

### **Specifications for Formatting and Submission of Major Project**

All specifications of the paper should conform to the guidelines of the Publication Manual of the American Psychological Association (6th ed.), unless other specifications are outlined here.

1. Typing/printouts. The font size and type should be consistent throughout the paper, including the references and the appendices. Recommended fonts include Times New Roman or Courier, and the size should be 12 points. The major consideration for the type

style is readability. The font must be dark, clear, and photocopy well.

2. Paper. The paper should be printed on one side only using heavy, acid-free white bond 8 ½ x 11 inch (22 x 28 cm) paper, 20 to 24 lb or 75 to 90 g weight, with a hard, bright, even surface.
3. Margins. The left side of the page requires a 38 mm (1 ½ inch) margin with 25 mm (1 inch) on the remaining sides. Do not use justified margin alignments.
4. Pagination. Number all pages consecutively, beginning with the title page, with arabic numerals in the upper right-hand corner. References and appendices are included in numbering.
5. Line Spacing. The project must be double spaced
6. Binding. Please put the project in a black, three-ring binder.
7. Submission. Submission of one paper and one electronic copy of the project to the MA Lead program is a requirement for convocation. Final approval of the major project and graduation status will be reserved until the project is properly submitted to the MA Lead Program Director. Responsibility for meeting all submission requirements rests with the student. In addition, students submit either a hardcopy or electronic copy to their advisor (depending on the advisor's preference) and are encouraged to submit an electronic copy (MS Word or pdf format) to post on the MA Lead website.

**Example of title page.**

APPLIED SERVANT LEADERSHIP IN PALLIATIVE CARE

by

JAYNE DOE

B.S.N, The University of Victoria, 1990

A MAJOR PROJECT SUBMITTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS IN LEADERSHIP

in the

SCHOOL OF GRADUATE STUDIES

We accept this major project as conforming to the required standard

---

*Insert advisor name with Title, Advisor*

---

Kirk Mitchell, Interim Program Director

TRINITY WESTERN UNIVERSITY

September, 2007

© Jayne Doe, 2007

### Examples of table of contents.

The table below illustrates how the type of project (i.e.: service improvement, literature-based, or data-based) will result in different table of contents.

Service improvement project	Literature-based project	Data-based project
EXECUTIVE SUMMARY SUPPLEMENTARY SUMMARY ACKNOWLEDGEMENTS CHAPTER ONE: INTRODUCTION AND BACKGROUND Introduction <i>Project Description</i> <i>Project Purpose and Objectives</i> <i>Project Method</i> <i>Organization of Paper</i> Background <i>Personal Significance</i> <i>Expected Service Improvement</i> <i>Servant Leadership Application</i> <i>Project Ownership</i> <i>Social Context</i> CHAPTER TWO: PROJECT METHODOLOGY Sequenced Activity Phases Project Information Sources Ethics Review CHAPTER THREE: LEADERSHIP PRINCIPLES AND KNOWLEDGE BASE Focused Literature Review Limitations CHAPTER FOUR: APPLIED LEADERSHIP Service Improvement Project CHAPTER FIVE: CONCLUSIONS Summary Outstanding Questions/Issues Implementation Benefits REFERENCES APPENDICES	EXECUTIVE SUMMARY SUPPLEMENTARY SUMMARY ACKNOWLEDGEMENTS CHAPTER ONE: INTRODUCTION AND BACKGROUND Introduction <i>Project Description</i> <i>Project Purpose and Objectives</i> Background Definition of Terms Outline of Paper CHAPTER TWO: LITERATURE REVIEW Introduction Methodology (of literature review itself) Literature Review (critique and synthesis) CHAPTER THREE: DISCUSSION AND APPLICATION OF SCHOLARLY LITERATURE CHAPTER FOUR: CONCLUSIONS AND RECOMMENDATIONS REFERENCES APPENDICES	EXECUTIVE SUMMARY SUPPLEMENTARY SUMMARY ACKNOWLEDGEMENTS CHAPTER ONE: INTRODUCTION AND BACKGROUND Introduction <i>Project Description</i> <i>Project Purpose and Objectives</i> Background Definition of Terms Outline of Paper CHAPTER TWO: LITERATURE REVIEW Introduction Search and Retrieval Strategies for Literature Review Literature Review CHAPTER THREE: RESEARCH DESIGN, METHODOLOGY, AND PROCEDURES Introduction Design Sampling Procedures Ethics Scientific Quality: Validity and Reliability Limitations CHAPTER FOUR: FINDINGS CHAPTER FIVE: DISCUSSION CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS REFERENCES APPENDICES

## APA Documentation Guidelines

The major project must be written using APA formatting. There are several helpful websites providing direction for APA formatting. See for example:

<http://www.library.ubc.ca/pubs/apastyle.pdf>

[http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)

<http://www.apastyle.org/>

<http://www.apastyle.org/learn/index.aspx>

Students are encouraged to consult the *Publication Manual of the American Psychological Association* (6th ed., 2009), for definitive guidance on matters of grammar and usage, style, crediting sources, and formatting.

## APA 5 to APA 6 Transition

The following policy governs the period of transition between APA 5 format and APA 6 format:

1. Before August 31, 2011, major papers will be accepted in APA 5 format or in APA 6 format.
2. After Sept 1, 2011, major papers will be accepted in APA 6 format only.
3. LDRS 590 in Spring 2011 will be taught and based on APA6 format.
4. Beginning with Summer 2011 courses all MA in Leadership and MA in Educational Leadership courses will be APA 6 format only.

Please note that APA 6 tutorials (free) and a summary of changes between APA 5 and APA 6 can be found at <http://www.apastyle.org/learn/index.aspx>

### **Tips for writing and formatting your paper.**

#### 1. Prewriting Stage:

- A good first step is to complete an outline. Write your sections as information is available. A good writer does not need to always start at the beginning.

#### 2. Writing Stage:

- Write in a declarative, clear, and simple style. Sentences should be brief to moderate in length. Use two spaces between sentences in the body of the paper.
- Do not repeat words and phrases in any one paragraph, and watch for the overuse of any word, phrase, or expression.
- Use Canadian spelling. Be careful of words that are often confused, such as effect and affect.
- Ensure that each section of your paper is discrete and non-overlapping; each section should be covered as a totality.
- The Abstract should grab the reader's attention and answer "What, Why, How," etc. It should also clearly express the results and conclusions.
- Maintain consistency with title, heading, and label levels, and keep them clear, brief, and simple.
- Use abbreviations correctly.
- Cite and reference sources carefully and properly.

- Format your paper with care. Be sure to check the *Publication Manual of the American Psychological Association* (6th ed., 2009), on matters of spacing, style, presentation, citation, and referencing.

3. Proofreading Stage:

- Some mistakes are more obvious in a printed copy of the paper. Proofread your paper carefully.
- Sometimes reading the work aloud can alert you to errors of grammar and flow.
- Check all aspects of formatting throughout the paper, including margins and headers.

4. Submission Stage:

- When assembling the paper, please ensure that the title, the student's name, the degree including the stream, and the year are correctly printed on the front and spine. Check with previously submitted papers in the Leadership Page Library for proper formatting.



<p><b>Use of appropriate resources within the contours of a well-defined personal vision</b></p> <p>____/10</p>	<p>Outstanding incorporation of personal vision as well as of references and resources. Extensive selection of references, including recent as well as classic papers from peer reviewed academic journals and other sources. All resources are highly relevant to the project topic.</p>	<p>Insightful incorporation of personal vision as well as of references and resources. Notably comprehensive and relevant selection of references from recent as well as classic articles from peer reviewed academic journals and other sources.</p>	<p>Very good incorporation of personal vision as well as of references and resources. Representative and relevant selection of references from recent as well as classic articles from peer reviewed academic journals and other sources.</p>	<p>Skillful incorporation of personal vision as well as of references and resources. Relevant selection of references from recent as well as classic articles from peer reviewed academic journals and other sources.</p>	<p>Appropriate incorporation of personal vision as well as of references and resources. Recent and relevant references from peer reviewed academic journals, but some gaps identifiable in literature, and/or use of academically inappropriate sources.</p>	<p>Barely acceptable incorporation of personal vision as well as of references and resources. Recurrent use of sources that are not peer-reviewed and/or are taken from semi-popular sources. Identifiable gaps in appropriate referencing.</p>
<p><b>Integration and application of relevant leadership principles</b></p> <p>____/10</p>	<p>Exceptional explication and application of generic and stream-related servant leadership principles (evidence-based), with superb examples relevant to the project topic.</p>	<p>Insightful explication and application of generic and stream-related servant leadership principles (evidence-based), with excellent examples relevant to the project topic.</p>	<p>Very good explication and application of generic and stream-related servant leadership principles (evidence-based), with good examples relevant to the project topic.</p>	<p>Thorough explication and application of generic and stream-related servant leadership principles (evidence-based), with skillful examples relevant to the project topic.</p>	<p>Adequate explication and application of generic and stream-related servant leadership principles (evidence-based), with some relevant examples. An occasional weakness or omission.</p>	<p>Minimally acceptable explication and application of generic and stream-related servant leadership principles (evidence-based). Some weaknesses or omissions.</p>
<p><b>Development of argument; logical approach to issue problem solving; justification of conclusions and recommendations</b></p> <p>____/10</p>	<p>Exceptionally well-reasoned, compelling development of position and conclusions. Extraordinary insight, critical analytical and evaluative ability, and creativity. Insightful and unusually well justified recommendations.</p>	<p>Very well-reasoned, compelling development of position and conclusions. Excellent insight, critical analytical and evaluative ability, and creativity. Persuasive and very well justified recommendations.</p>	<p>Well-reasoned, persuasive development of position and conclusions. Very good insight, critical analytical and evaluative ability, and some creativity. Persuasive and well justified recommendations.</p>	<p>Well-reasoned development of position and conclusions. Good insight, critical analytical and evaluative ability. Little creativity. Reasonably well justified recommendations.</p>	<p>Adequate development of position and conclusions. Satisfactory insight, critical analytical and evaluative ability. Little creativity. Passable justification of recommendations.</p>	<p>Barely passable development of position and conclusions. Overall quality of argumentation shows noticeable gaps and/or deficiencies, with a central thesis and/or recommendations that may be deficient and/or too limited.</p>
<p><b>Organization of project</b></p> <p>____/10</p>	<p>Table of contents and headings used exceptionally well to organize content. Exceptional use of linkages and transitions. Writing flows very smoothly. Outstanding introduction and conclusion.</p>	<p>Table of contents and headings used especially well to organize content. Excellent use of linkages and transitions. Writing flows very smoothly. Excellent introduction and conclusion.</p>	<p>Table of contents and headings used very effectively to organize content. Very good use of linkages and transitions. Writing flows smoothly. Superior introduction and conclusion.</p>	<p>Table of contents and headings used effectively to organize content. Good use of linkages and transitions. Writing flows smoothly. Useful introduction and conclusion.</p>	<p>Table of contents and headings used reasonably well to organize content. Adequate use of linkages and transitions. Writing generally flows smoothly. Satisfactory introduction and conclusion. Some minor organizational flaws.</p>	<p>Table of contents and headings used inconsistently or vaguely. Some linkages or transitions missing or imprecise. Writing not always smooth. Weak introduction and/or conclusion. Some organizational flaws.</p>

<b>Expression, diction, grammar, and mechanics</b>  ____/10	Superlative style and language usage. Superb sentence variety and word choice. Impeccable grammar, punctuation, spelling, and proofreading.	Excellent style and language usage. Very effective sentence variety and word choice. Impeccable grammar, punctuation, spelling, and proofreading.	Commendable style and language usage. Effective sentence variety and word choice. Correct grammar, punctuation, spelling, and proofreading.	Commendable style and language usage. Good sentence variety and word choice. Generally correct grammar, punctuation, spelling, and proofreading.	Generally correct style and language usage. Acceptable sentence variety and word choice. Generally correct grammar, punctuation, spelling, and proofreading, but with some minor flaws.	Adequate style and language usage, but with weaknesses in some respects (e.g.: clarity, coherence, grammar, word choice). Overall quality shows noticeable deficiencies.
<b>Documentation and bibliography</b>  ____/10	Impeccable APA documentation and formatting in all details. Complete and flawless bibliography.	Excellent APA documentation and formatting in all details. Complete and correct bibliography.	Consistent APA documentation and formatting. Complete and correct bibliography.	A few minor inconsistencies or errors in APA documentation. Complete bibliography.	A few inconsistencies in APA documentation (e.g.: incorrect citations in text, missing references from reference list, incorrect use of headings). Minor bibliographical flaws.	Some inconsistencies in APA documentation. (e.g.: incorrect citations in text, missing references, incorrect use of headings). Some bibliographical flaws.
<b>TOTAL ____/100</b>	<b>A+ = 95-100</b>	<b>A = 90-94</b>	<b>A- = 85-89</b>	<b>B+ = 80-84</b>	<b>B = 75-79</b>	<b>B- = 70-74</b>

**Notes:**

- Extremely few major projects are awarded an A+ or a B-. The majority of well done major projects are assigned a B+, A-, or A.
- A C grade is a failure at the graduate level. A “C” project will display several deficiencies such as incomplete literature review; inappropriate or misapplied methodology; weak argumentation; unclear thesis; faulty conclusions and recommendations; lack of grasp of leadership principles and their application; confusing organization; frequent faulty grammar or mechanics; multiple errors in documentation style; or an incomplete bibliography.
- Advisors are appointed to be consultants and mentors. However, students are expected to take their own initiative for their project and its progress. It is their responsibility to keep up with the negotiated timelines and maintain regular contact with their advisors. They are also expected to respond promptly to advisor feedback. Failure to appropriately fulfill these responsibilities may result in a downward adjustment to the final grade.
- Advisors generally will give students feedback on submissions of drafts within two weeks of receipt. Note, however, that turnaround times may be longer if the advisor is traveling or on vacation.
- Students will now receive one grade for LDRS 690/691 (6 credits).

## **VI. Sample Topics**

- Servant Leadership in the High Tech Security Industry.
- Leadership in Promoting Cedars Christian School.
- Air Canada: The Role of Leadership in Leading Change.
- Developing a High Performance Team--Montgomery Middle School's Grade Eight Team: A Professional Development Plan.
- Teacher Growth and Evaluation.
- A Leadership Process for Westbourne Baptist Church to Plant a Daughter Church.
- Nurturing Growth Commitment Through Servant Leadership Within the Winnipeg Chinese Christian Professional Association of Young Professionals.
- Leadership Training for Pacific Rim Church.
- A Framework for Leadership Development of Middle Management at Xantrex Technology Inc.
- Exploring the Difference Between Founders and Next Generation Leaders of International Relief and Development Organizations.
- Developing a Student Life Strategic Plan for Lithuania Christian College.
- A Strategic Planning Executive for Credo Christian School.
- Seven Lessons for Developing Christ Centered Servant Leadership in an Organization.
- University 101.
- Using Personality Assessment and Spiritual Gifts to Develop Servant-Leadership.
- Leadership and the Need for Effective Teaching Teams in Large Schools.

- Authentic Spirituality and Servant Leadership.
- Developing a Leadership Development Plan for Generation X Leaders.
- Producing Organizational Effectiveness.
- Impact of Technology on Organizational Leadership.
- Preparing for New Leadership in the Church.
- Leadership Development Paradigm for Teaching and Lab Assistants in the Chemistry Department.
- Empowering Board and Committee Volunteers: Serving Duncan Christian School.
- A Leadership-based Accountability Paradigm.
- Employee Retention: A Leadership Issue.
- Maintaining the Balance - an analysis of the EPA-PROVOCO Vegetarian Control Program.
- Developing a Leadership Development Plan for Generation X Leaders: The Brule Creek Centre.
- Serving the Health of a Nation: The Church's Voice in Healthcare.
- Strategic Plan for Glenmore Christian Academy.
- Servant Leadership and the Florence Nightingale Pledge.
- Discovering the Best Practices for Implementation of Change with Organizations: A Review of Literature and Compilation of Leader Interviews.
- Students First: Practical Servant Leadership in Trinity Western University's Student Administrative Services.
- Developing a Values-Based Humanities 9 Program with a Team Approach in a Public High School.

- The Challenge of Motivating Employees: A Leadership Role.
- Leading Change: A New Paradigm for Christian Higher Education in Canada

**Possible Topics:**

- A study of some Biblical examples of servant-leadership that could be implemented in my organization.
- A plan for using leadership to develop more participative decision-making in my organization.
- A leadership development plan for middle level managers in my organization.
- How a meaning based workplace could be built on servant-leadership.
- What women could contribute to leadership in my organization with a suggested implementation plan.
- How to hire servant-leaders who are not just company managers.
- A plan for changing the culture of my organization to one of servant-leadership.
- How men and women lead differently in my organization.
- How institutional culture impacts leadership style or vice versa.
- Guidelines for transitioning leadership.
- A leader's guidelines for open sharing of information in the organization.
- Strengths and weaknesses of leading by motivation.
- Loneliness in leadership and how to handle it.
- The role of forgiveness in leadership.
- Testing leadership skills.
- Interviewing leaders to determine their character.

- How can a leader change an organization's culture, with an actual example.
- Assessing leadership assessment.
- The role of self-confidence in female leadership.
- A leader's guide for improving institutional communications.
- A new decision-making model for my organization.
- The relationship of personality to leadership style.
- How to lead change in corporate culture or how could a leader implement a culture of change in the organization.
- Assessing or developing emotional intelligence in my organization.
- How leaders can make the most out of employee training opportunities.
- Design a program for teaching senior administrators in your organization how to work as a team in budget preparation and review.
- If you were a candidate for a Vice President's position (or the equivalent in your organization) what questions would you put to whom and why in order to understand the organization?
- Develop a plan for implementing experiential leadership development in your organization.
- How do leaders first discover and affirm their leadership potential?
- Evaluate the Carver model of how a CEO relates to his/her Board of Directors/Governors/Trustees.
- Imaging Christian Servant Leadership in your organization.
- Developing a leader's communication plan from conception to implementation.

- Leadership training for pastors/head nurses/project directors, etc.--what is the present state and what needs to be done?
- Analyze a leadership thought or quote in relation to your organization.
- What would it take for my organization to become a visionary one?
- An assessment of leadership in my organization.
- A curriculum for teaching/developing leadership in my organization.
- Measuring outcomes for leadership development.
- How to move from a follower's to a collaborative concept in leadership.
- A plan for improving teamwork in my organization.
- How to make servant-leadership measurement work for you (Laub, Page/Wong assessments including 360 degree feedback).
- A plan for implementing a model for conflict resolution in my organization.
- Why leaders cannot lead in my organization and what can be done to change this.
- Defining the balance between command and servant-leadership models.
- Using the Birkman Method to make leadership more relational in my organization.
- The human conversion factor in change--how to make it successful.
- If character is so important in leadership, how do we factor this into leadership development in my organization?
- The role of attitude in successful leadership and how to identify and develop proper attitudes.
- How to develop a team approach using the Learning Style Inventory test.
- Using a learning vs. a teaching paradigm to introduce leadership development.
- Comparing stress factors in male and female leaders.

- An organizational leadership profile (includes assessments and style inventory).
- A plan for making leadership more effective in my organization.
- Moving from management to leadership, a plan for how it can be done.
- Developing a values-based leadership style for my organization.
- Developing a situational leadership model for my organization (Hershey/Blanchard).
- Developing followers who will become leaders.
- What is required for motivational leadership to be successful.
- Exposing some popular myths of leadership in my organization.
- Leadership development for an intranet organization.
- Developing leader/coaches for my organization.
- Making communications work for the leader.
- Leading in times of crisis.
- Re-establishing credibility in leadership.
- An evaluation of a contemporary leadership theory.