

# Leadership for whom? A Critical Dialogue on the Impact of Socio-Cultural Conversations Between Students and Marginalized Students

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## Abstract

Student leadership is at the basis of student retention and success. It is important to create leadership programs that provide developmental opportunities and meaning to the academic journey. Historically underrepresented students, specifically Students of Color are admitted to colleges and universities across the country, and enter racially toxic environments (Franklin, 2019). This research brief utilizes data based on the Multi-institutional Study of Leadership (MSL). Data within our brief is centered on understanding how socio-cultural conversations amongst various racial and ethnic groups at Indiana University Bloomington (IUB) and the BIG10 create cross-cultural experiences which attribute to effective leadership learning and advancement. Learning about identity in college is a significant portion of students' experiences, so it is also critical to examine the way Racial battle fatigue (RBF), impacts the way students interact and feel during their tenure on campus. The results of this research brief showed the critical impact of engagement within student leadership programs and institutionalized advancement based on the importance of socio-cultural conversations and interactions that contribute to increased student engagement.

## Keywords

Racial battle fatigue, leadership, students of color, socio-cultural conversations, campus environments

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Students begin to understand their leadership identity during their collegiate career; we recognize that leadership is developed over time and shaped through positive and negative experiences. Developing leadership skills is imperative because it can be the foundation for preparing students for the workforce and their careers. The National Association of Colleges and Employers (NACE) is a professional organization that provides insight into what employers are looking for in students post-graduation, highlights hiring trends in the job market, starting salaries, effective recruiting and hiring practices, student attitudes and outcomes, and informs best practices and goals through their career readiness competencies. The NACE competencies are broken into eight sections: career and self-development, communication, critical thinking, equity and inclusion, leadership, professionalism, teamwork, and technology (*National Association of Colleges and Employers*, 2022). With leadership being one of the competencies, it is crucial to examine how students make meaning of their leadership identity, and campus environments largely dictate how students discover themselves and become leaders. Using the NACE competencies are important for both students and professors. From a 2018 survey, NACE found that 76.2% of employers look for leadership to be on a candidate's resume when conducting hiring searches (*The Key Attributes Employers Seek On Students' Resumes*, 2018). University administration and professionals are able to create opportunities for students to participate in sociocultural conversations.

For students, they are able to understand the importance of working with diverse others to enhance their learning and development which will ultimately make them a stronger candidate for jobs after they exit the institution. Specifically, students who hold marginalized identities at predominately White institutions (PWI) have a different experience compared to their White counterparts (i.e., racism). Establishing culturally affirming spaces within the collegiate environment uplifts the voices and experiences of marginalized students and enhances student participation in the larger campus culture. Using the Multi-Institutional Study of Leadership (MSL), our research study will explore how students' collegiate experience is tied to their ability to engage in socio-cultural conversations<sup>1</sup> and how other factors such as leadership participation, belonging, and safety are influenced by how students interact with one another based on cultural differences and how the lack of culturally affirming environments could potentially lead to racial battle fatigue<sup>2</sup>. Finally, we will analyze how students responded to the NACE competencies survey questions to provide recommendations on how practitioners can learn and create culturally affirming environments to increase socio-cultural conversations and mitigate occurrences of racial stressors. Engagement in leadership opportunities is critical to student experiences, all students and specifically marginalized students can benefit from increased socio-cultural conversations as the positive conversations can support their leadership discoveries.

## Literature Review

The power of socio-cultural conversations amongst college students' experiences is critical to understanding how environments prepare students for post-collegiate careers. Within our paper, we focus on two specific areas of literature that are connected to engaging in sociocultural conversations: (a) leadership and (b) racial battle fatigue.

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<sup>1</sup> Socio-cultural conversations is defined as the “frequency of engagement with peers outside the classroom around a set of compelling social and cultural issues including diversity, human rights, and religious beliefs” (*Overview of MSL Core Instrument Scales*, p. 1.)

<sup>2</sup> Racial Battle Fatigue is “described as the physical and psychological toll taken due to constant and unceasing discrimination, microaggressions, and stereotype threat” (Smith, 2014, p. 4)

## Leadership

Perspectives on leadership constantly shift as leadership is not solely positional, but leadership is viewed as a way of being rooted in inclusivity, social justice, and equality. Moreover, leadership contains several meanings because it can be exciting, socially constructed, described uniquely, and seen as collaborative (Dugan 2017; Guthrie et al., 2013; Kellerman, 2012; Kezar, 2017). John Dugan (2017) introduces four main components that aid in understanding how leadership is continuously evolving; 1) leadership is paradigmatically derived, 2) leadership is socially constructed, 3) leadership is inherently values-based, and 4) leadership is interdisciplinary (pp. 29-32). Per our research, we focused on how leadership is socially constructed. Through socially constructed and culturally affirming environments, students' leadership identity is either celebrated or tolerated. One way of understanding students' leadership is connected to their ability to engage in socio-cultural conversations as Dugan states, "how we understand leadership also becomes culturally contingent" (Dugan, 2017, p. 31), meaning that leadership is rooted in cultural experiences and it is based on socio-cultural awareness that positive socio-cultural conversations can become a part of the collegiate environment.

## Racial Battle Fatigue

Depending on cultural environments students begin to learn more about themselves and those around them. Ensuring that students' institutional environments are conducive to social identity exploration will expand individual cultural experiences. Cultural and family traditions extend past general family gatherings and holidays, as the traditions also shape how individuals learn to interact with other cultures and identities through conversations. Shifting cultural environment outcomes to enact approaches that encourage and increase sociocultural awareness will benefit the quality of conversations and experiences that students face while in collegiate spaces. Environments that offer minimal or negative socio-cultural conversations increase the chances of marginalized students experiencing racial stress related to racial battle fatigue. Effective encounters of socio-cultural conversations will shift student experiences on campuses related to racial exhaustion and stressors. The MSL data does not directly analyze RBF. Still, the concept of socio-cultural conversations is connected because socio-cultural conversations can help assist with deconstructing negative racial experiences through critical conversations that analyze the behavioral, psychological, and physiological outcomes that are impacted due to RBF (Franklin, 2019; Beatty & Lima, 2021). Additionally, engaging in socio-cultural conversations will provide insight into how Historically underrepresented Students of Color (HUSC)<sup>3</sup> engage in leadership environments.

HUSC are individuals who have been the minority in the United States, this group includes but is not an exhaustive list of; African Americans, American Indians/Alaskan Natives, Latinx, and Hispanics. Bourke (2016) states that members of underrepresented racial groups are underrepresented numerically and systematically through social structures and how power is situated among groups. This systemic underrepresentation reinforces the need for consideration of invisibility over time and how it continues to impact access and equity issues. This is important as more of these socio-cultural conversations happen to advance leadership development, engagement, and opportunities. Racial microaggressions, whether intended or not, impact HUSC experiences and creates unwelcoming spaces for them that determine their ability to engage, learn and develop (Franklin, 2019). Furthermore, relevant knowledge on the specific data survey we based our research on and the definition of critical terms is included in the following sections.

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<sup>3</sup> Historically Underrepresented Students of Color can be identified as individuals who have been the minority in the United States. In addition, this group includes but is not limited to; African Americans, American Indians/Alaskan Natives, Latinx, and Hispanics (Franklin, 2019)

## Theoretical Framework

We utilized the Social Change Model (SCM) for our research as our theoretical framework. The SCM “is a model of leadership development that identifies three groups of leadership values (individual, group, and community/society) with a total of eight leadership values” (Haber & Komives, p. 138, 2009). Utilizing the SCM as a part of our study will provide a lens to understand how each of the three leadership values groups is influenced by socio-cultural conversations on student leadership experiences and engagement within the environment. Haber and Komives (2009) state three core components that influence college student leadership development (1) co-curricular involvement, (2) holding a formal leadership position, and (3) engaging in leadership education and training programs. Therefore, the SCM assists in interpreting our data specific to socio-cultural conversations on college campuses and provides a guide to understanding where students can increase their engagement in either co-curricular involvement, leadership positions, and leadership training and education to increase their experiences engaging in socio-cultural conversations. The SCM provides context to how socio-cultural conversations look differently based on leadership values and outcomes.

## Methodology

We examined the socio-cultural conversations that take place amongst racial groups utilizing the Multi-Institutional Study of Leadership (MSL) survey that was conducted in the 2020-21 spring semester. The MSL “is an international research program focused on understanding the influences of higher education in shaping socially responsible leadership capacity & other leadership-related outcomes (i.e., efficacy, cognitive skills, resiliency) (Multi-Institutional Study of Leadership, 2021). For this present paper, data situated from the MSL findings are analyzed to support the aforementioned research topics and theoretical framework.

## Participants

Survey participants can be broken down into two categories: the BIG10 coalition<sup>4</sup> and IUB students. The BIG10 coalition is comprised of the following institutions that participated in the study and shared their data findings: Indiana University Bloomington (IUB), University of Maryland-College Park, University of Michigan, Northwestern University, Rutgers University, Purdue University, University of Minnesota, and the University of Illinois- Urbana-Champaign. The University of Wisconsin-Madison participated in the survey but did not share its data findings with the BIG10 Coalition. Additionally, the following institutions within the BIG10 did not participate in the MSL survey: the University of Iowa, Ohio State University, Michigan State University, University of Nebraska-Lincoln, and Pennsylvania State University. Within the BIG10 Coalition, 5,702 students completed the survey.

## Data Collection

Students who received the MSL survey received the information in two parts. The first part being questions that were formulated by the BIG10 coalition. These were 10 questions that measured students' leadership growth since entering college. The second part was custom questions that each institution were able to create based on their student demographics. For IUB, the questions ranged from students' ability to define leadership to how students saw cultural influence merging into their leadership style. See Appendix A for survey questions.

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<sup>4</sup> The BIG10 Coalition are specific institutions that opted into the Multi-Study of Leadership

## Data Analysis

We utilized the Analysis of Variance (ANOVA) Tests to understand the numbers present to inform higher education and student affairs practitioners on how students feel either at IUB or across the BIG10 due to socio-cultural conversations. Students who engage in socio-cultural conversations upon graduation are better prepared to enter the workforce and or continue their education in graduate school because of skills developed throughout these critical engagements. Each survey question from the MSL data offers several insights into students' experiences and utilizing ANOVA as a tool helped determine whether there were significant statistical differences amongst responses and data groups. After determining if there was a significant statistical difference we were able to better understand the possibility and number of students who share similar feelings on a specific question. Finally, the ANOVA test allowed us to examine multiple questions to see if there were trends across responses that each question aimed to address and it helped compare groups. Engaging in socio-cultural conversations better equips students to participate in critical dialogue actively and alleviate the impact of racial stressors that lead to racial battle fatigue (Franklin, 2019). Based on the IUB and BIG10 custom questions, we can summarize the percentages of each response and break down whether or not different racial groups have increased, equal, or few opportunities to engage in socio-cultural conversations through ANOVA. Therefore, ANOVA is the best practice for seeking to interpret information focused on a specific hypothesis and when wanting to determine if there are differences amongst results. Using ANOVA to explore how socio-cultural conversations come up in practice and if IUB students are either ahead or equal compared to other BIG10 institutions as it is linked to addressing racial microaggressions in leadership positions, leadership opportunities, and leadership education.

## Findings

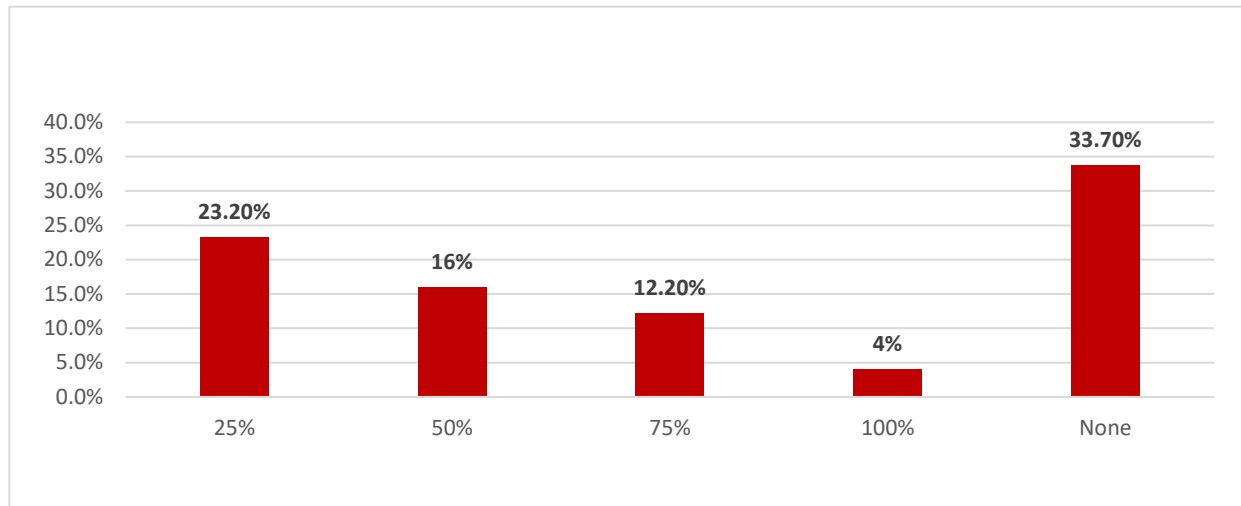
Student participants' responses served as the primary point of the study and paper. After analyzing all data utilizing ANOVA we were able to discover two prominent themes related to the IUB and BIG10 custom questions. The following themes are (a) cultural identity informed leadership decisions, and (b) embracing other cultural identities over time.

### Cultural Identity Informed Leadership Decisions

Based on students at IUB, there was a significant gap in student leadership cultural identity decision-making as they matriculated through their academic journey. When asked about students' ability to make decisions driven by cultural identity, 33.7% of students at IUB said that they did not consider this when making decisions. From a cultural standpoint, cultural decision-making is defined through traditions and values which are embedded in leadership styles (Glazer & Karptai, 2014). Engaging in leadership and allowing cultural identity to guide decisions can either create a welcoming and safe space for all or it can perpetuate negative and harmful spaces. In the MSL data, the majority of student participants did not have to consider their cultural identity as a factor when making leadership decisions because the majority of the participants identified as White. Due to the lack of cultural identity informed leadership decisions, IUB students may struggle upon graduation with the NACE competency centered on equity and inclusion which is also embedded in leadership. Additionally, HUSC are subject to more experiences of racial stress because they do not have someone in leadership spaces around them who are leading with a critical cultural lens which can increase their experiences of RBF. See Appendix B for the full racial breakdown for IUB and BIG10 responses.

**Figure 1**

*As a student leader, how much of your decision-making is driven by cultural identity?*

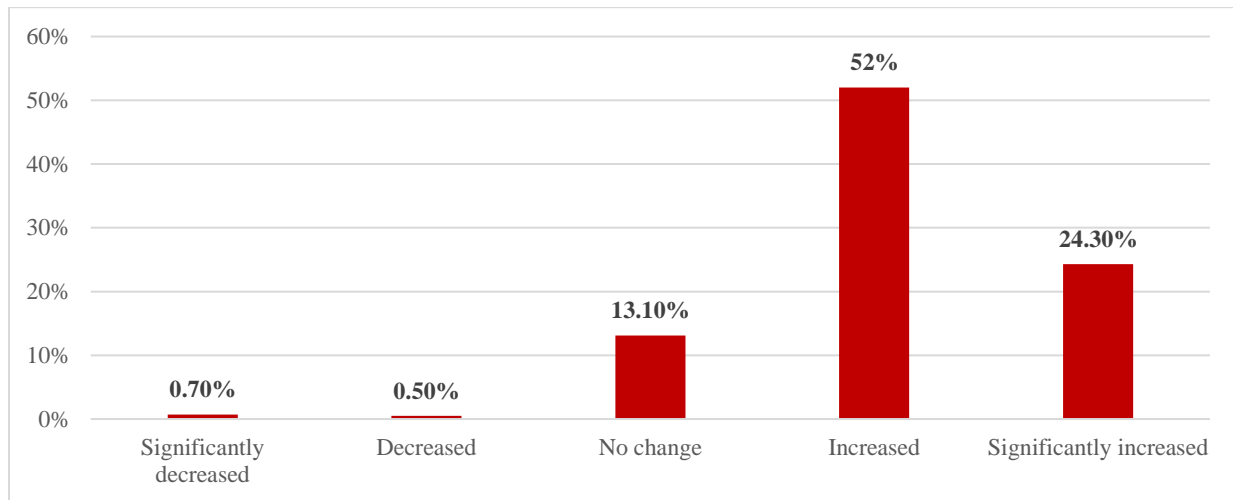


### Embracing Other Cultural Identities Over Time

In the IUB custom question illustrated below, the data reflect students' knowledge about other cultures and/or races increased by 52% since arriving at IUB. Additionally, students were given a set of questions and responded yes or no if they believed they had improved on a certain skill since arriving at their campuses during their first year. It is important to note that the students who participated in this survey indicated that participating in culturally-collaborative efforts with diverse people is lower than any other topic (i.e., pursuing opportunities to learn about someone different from you, working with others who are different than you, acting with the interest of a larger community in mind). See Appendix C for chart illustration. It would be necessary to indicate that students may not have the tools to be able to communicate with others which determines how students rank other items lower. John Dugan (2017) wrote leadership is values-based. Ultimately, when student leaders make decisions either for a student group, in a committee, or in their daily lives they are acting with a set of values in mind, regardless if they are intentional or unintentional decisions. With the indicator that students are ranking culturally-collaborative efforts a lot lower than others, this could have an impact on how RBF could impact HUSC and influence NACE competency levels for all students. See Appendix B for responses that are most relevant to the topic.

**Figure 2**

*Compared with when you first entered college, how would you describe your knowledge of people from different races/cultures?*



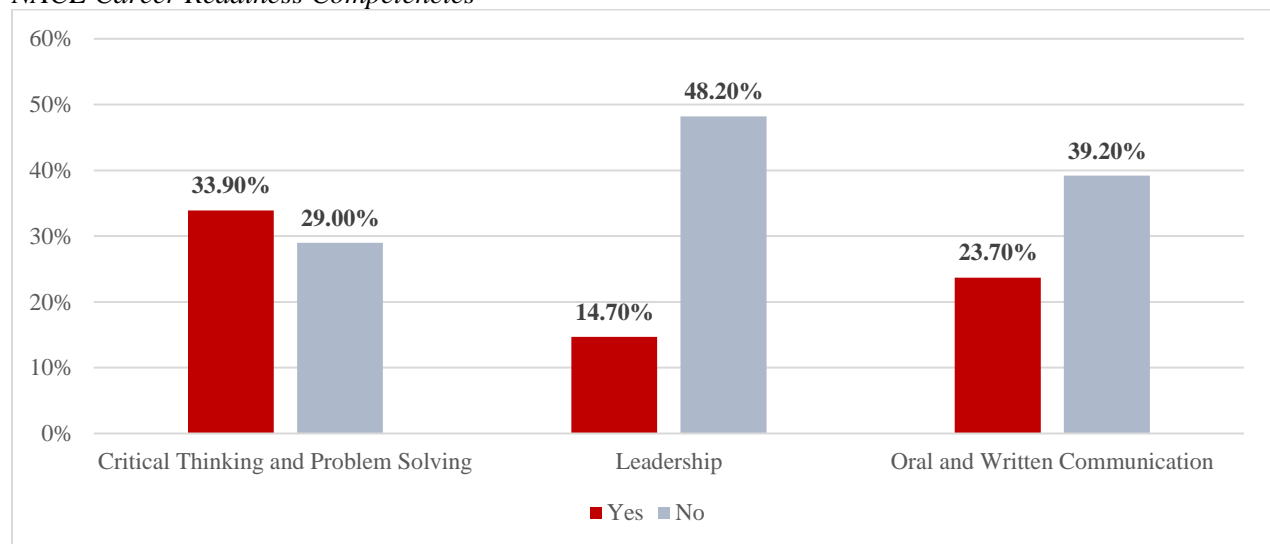
### Connecting the NACE Competencies

In the ANOVA IUB statistical implication, there is no significant difference in social-cultural conversations on campus. Further, examining the BIG10 statistical implication there is a significant difference in participation among student leaders in social-cultural conversations on campus  $<.001$ . This could be viewed both positively and negatively because there are many factors that could have influenced how students answered this question.

It is important to recognize the racial breakdowns to implement meaningful conversations and a better understanding of student experiences based on differences in racial identities. For this matter, “Sociocultural (or situative) approaches have increasingly been used to understand learning and development (of all students) in a way that takes culture as a core concern (Nasir & Hand, 2006, p. 450). Ideally, the effectiveness of these conversations will increase participation in organizations or leadership development programs on college campuses, particularly IUB. Figure 3 below will address how students in the BIG10 responded when asked what areas of the NACE Career Readiness Competencies they need to improve in since entering college; here, we have pulled the top competencies that are most related to our topic. With the exception of critical thinking and problem solving, most students said that they have not improved on leadership and oral and written communication skills.



**Figure 3**  
*NACE Career Readiness Competencies*



*Note: Critical Thinking and Problem Solving - Exercising sound reasoning to analyze issues, make decisions, and overcome problems*

*Leadership - The ability to leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others*

*Oral and Written Communication - The ability to articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization*

## Limitations

The results reported herein should be considered in the light of some limitations. First, the data used is from a national organization. The data was received through a course taken at Indiana University Bloomington where the instructor of the course served on the board to assist in determining the questions students in the BIG10 and at IUB received. Second, looking at the demographics of the survey participants, mostly identified as White, meaning that if there were an even distribution of races and ethnicities the data finding could have looked differently. Despite the limitations, this study offers an important understanding of how students may or may not be aware of how to converse or work with other groups in hopes of limiting RBF experiences for HUSC.

## Implications for Higher Education

Based on the findings with the MSL data as it relates to sociocultural conversations at IUB and the BIG10. We were able to critically review and interpret the data to better understand student experiences and feelings of frustration and disengagement. In addition to understanding the feelings and frustrations, we were able to identify areas for improvement to increase NACE competencies while also developing strategies and practices that lead to reducing racial stressors and harm that further exacerbate RBF. As student affairs practitioners, it is important to care about student experiences, specifically in their conversations and interactions with other students, socio-cultural conversations prepare students for experiences post their undergraduate career, increase students' cultural awareness and embrace the diverse identities at the institutions. Reflected in the data, there was low cultural awareness. NACE competencies were examined to further connect theory to practice as key processes of student leadership development by embracing the power of sociocultural conversations among student populations at IUB and the BIG10.

Based on the following NACE competencies; leadership, equity and inclusion, critical thinking, and teamwork, students will develop the necessary skills to be proficient in socio-cultural conversations, which will become transferable in their personal and professional lives. Additionally, the NACE competencies are connected to the three groups of leadership values outlined in the SCM. As students are exiting higher education institutions and entering the workforce and beginning careers it is important to understand how NACE competencies show up at the individual, group, and community/society levels.

## Individual

Students who are proficient in NACE competencies serve a responsibility to increase their individual growth as it can be evaluated through the *Career and Self-Development* NACE competency. One way that higher education practitioners can support students to expand their individual growth is by providing leadership seminars that students can attend to discover more about their career opportunities along with education and training focused on individual social awareness. Social awareness prepares students to address any internalized biases, challenges, or weaknesses in order to better the quality of their leadership development and experiences at the individualized level. Creating individual spaces for critical thinking and cross-cultural engagement will increase students' knowledge of socio-cultural conversations and assist in offering culturally affirming spaces.

## Group

Learning how to work with more than one individual is important as it can increase goals and create opportunities for innovative initiatives. *Teamwork* is another NACE competency that can be utilized to measure leadership development at the group level specific to the SCM. Higher education institutions are catalysts for learning and it is important to provide opportunities for students to be in spaces where they have to be responsible for individual and team desires, along with opportunities to develop tools to effectively handle conflict and embrace and respect diverse personalities. Establishing intentional group work assignments in classroom settings, where students are required to work with individuals whom they may have not worked with prior but everyone should be focused on leading specific areas of the assignment. Additionally, affording the same opportunities in co-curricular experiences that are rooted in learning how to work with others. Gaining additional experience in teamwork will prepare students for careers and work with supervisors and co-workers post-undergrad. Working in an environment that is based on collaboration, develops a culture where everyone's voice matters and it affirms multiple perspectives and insights.

## Community/Society

As active members of society, it is important to develop skills that continue to positively impact the world and not further perpetuate negative world views and ideals. The Equity and Inclusion NACE competency is important when discussing community and societal engagement. Students should be leaving higher education with experiences that strengthen their awareness of other cultures locally and globally. As a way to reach the aforementioned NACE competency, practitioners in higher education can create a cultural diversity fair at the institution that gets students involved to come together and share their culture and salient identities with other students. This particular event will give students the opportunity to learn from their peers what is important to them, and it will grow their knowledge and understanding of other students on campus. Students who share their culture with others will feel a part of the larger community and this can increase participation in curricular and co-curricular activities as a way to increase cultural affirming spaces at the institution and engagement.

At all levels of the SCM, higher education practitioners who establish spaces for their students through the use of the NACE competencies will ultimately be at an advantage in student outcomes upon graduation. More importantly, students will be able to speak more positively about their experiences in engaging in socio-cultural conversations and it can mitigate racial stressors that lead to RBF.

## Conclusion

While exploring our topic we were able to reflect on our individual experiences with students both during our undergraduate student leadership experiences and graduate careers serving in undergraduate student advising and supervision roles to see the importance of engaging in socio-cultural conversations for student development, leadership, and careers readiness. As higher education demographics and populations are evolving it is important to educate and support students along their journey in engaging in socio-cultural conversations. Increased social awareness will contribute to a more socially just society and better equip students for careers and jobs post-graduation. Therefore, it is the responsibility and role of all stakeholders in higher education that socio-cultural conversations become a common practice through curricular and co-curricular programs and initiatives.

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**Appendix A****MSL 2021 Custom Questions | Big10 Coalition**

{NOTE: These are coalition custom questions and should be displayed for the following institutions:

151351	Indiana Univ. Bloomington
147767	Northwestern Univ.
243780	Purdue Univ.
186380	Rutgers Univ.
145637	Univ. of Illinois Urbana-Champaign
163286	Univ. of Maryland College Park
174066	Univ. of Minnesota Twin Cities
240444	Univ. of Wisconsin Madison }

Q1: Select from the following list all those areas in which you think you have improved SINCE ENTERING COLLEGE.

**(Select all that apply)**

1. Acting with the interests of a larger community in mind
2. Analyzing different viewpoints to make a decision
3. Applying technology to solve problems in new ways
4. Building collaborative relationships
5. Exercising good time management
6. Giving a presentation to a group
7. Identifying areas for your own professional growth
8. Leveraging the strengths of others to achieve a common goal
9. Leveraging technology to complete tasks
10. Motivating a peer to achieve a common goal
11. Pursuing an opportunity that will advance your specific career options
12. Respecting diverse peers (e.g., different cultures, races, religions)
13. Seeking data and information to overcome a problem
14. Seeking out opportunities to learn about someone who is of a different background than yourself
15. Working with others who are different than you (e.g., different cultures, races, religions) to achieve a common goal
16. Writing or editing a complex, technical report
17. None of the above (ME)

Q2: Select from the following list the THREE areas in which you think you have improved THE MOST since entering college.

**(Select all that apply)**

1. Critical Thinking/Problem Solving - Exercise sound reasoning to analyze issues, make decisions, and overcome problems
2. Oral/Written Communication - Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization
3. Teamwork/Collaboration - Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints
4. Digital Technology - Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals
5. Leadership - Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others
6. Professionalism/Work Ethic - Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image
7. Career Management - Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth
8. Global/Intercultural Fluency - Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions
9. None of the above (ME)

Q3: Select from the following list the THREE areas in which you think you need to continue to develop.

**(Select three)**

1. Critical Thinking/Problem Solving
2. Oral/Written Communication
3. Teamwork/Collaboration
4. Digital Technology
5. Leadership
6. Professionalism/Work Ethic
7. Career Management
8. Global/Intercultural Fluency
9. None of the above (ME)

Q4: If you participate in leadership programs, why did you choose to participate in these programs? If you do not participate in any leadership programs, select "N/A, I do not participate in leadership programs."

**(Select all that apply)**

1. To become more effective at working with others who are different from me
2. I wanted to gain influence
3. I wanted to receive recognition
4. I was interested in the subject matter of the activity or organization
5. I was in a similar organization in high school
6. I thought it would be good for my career or professional development

7. I wanted to have fun
8. I wanted an outlet to relieve stress
9. I wanted to work for political or social change
10. I wanted to learn about people who are different from me
11. I wanted to build and/or maintain friendships
12. I wanted to contribute to campus and/or the broader community
13. I was selected for participation (participation was not open to everyone)
14. Other (Please specify): [TEXT RESPONSE]
15. N/A, I do not participate in leadership programs (ME)

Q5. What is your preferred leadership program delivery method?

1. Virtual - Synchronously (Primarily offered at a designated time)
2. Virtual - Asynchronously (Primarily completed on your own time)
3. In-Person
4. No Preference
5. N/A, I do not participate in leadership programs

Q6: During the past academic year, in which of the following activism related activities have you participated?

**(Select all that apply)**

1. Boycotts
2. Contacting elected officials (e.g., emails, texting, phone calls)
3. Organizing/Canvassing (e.g., door knocking, assisting with Census efforts)
4. Demonstrations/Marching/Protesting
5. Fundraising/Donating to a cause you care about
6. Signing petitions
7. Exercising your right to vote
8. Encouraging/Helping others to vote
9. Holding conversations with people who hold different viewpoints
10. Volunteering
11. Other (Please specify): [TEXT RESPONSE]
12. None of the above (ME)

Q7: Consider the activities you indicated you participated in above. Which of the following issues or social movements did those efforts address?

**(Select all that apply)**

1. Education access and reform (e.g., higher education)
2. Environmental causes
3. Housing reform
4. Immigration reform
5. Labor Laws
6. LGBTQ issues
7. Racial Issues/Racial Injustice
8. Police Reform
9. Trans & gender non-conforming rights
10. Voting Rights

11. Women's rights
12. Health Care Reform (e.g., mental health, access)
13. Animal Rights
14. Disability awareness
15. Gun Control or Gun Rights
16. Other (Please specify): [TEXT RESPONSE]
17. N/A, I did not participate in any of those types of activities (ME)

**MSL2021 Custom Questions | Indiana University-Bloomington**

Q151351\_Q1: How do you define leadership?

[TEXT RESPONSE]

Q151351\_Q2: As a leader working with others what do you bring to the group?

[TEXT RESPONSE]

Q151351\_Q3: Where did you learn about leadership and how do you apply it?

[TEXT RESPONSE]

Q151351\_Q4: Compared with when you first entered college, how would you now describe your knowledge of people from different races/cultures?

- 1 Significantly decreased
- 2 Decreased
- 3 No change
- 4 Increased
- 5 Significantly increased

Q151351\_Q5: As a Student Leader, how much of your decision-making is driven by cultural identity?

- 1 25%
- 2 50%
- 3 75%
- 4 100%
- 5 None

Q151351\_Q6: Select from the following list the THREE areas in which you think you have improved THE MOST since entering college.

*(Select all that apply)*

1. Learning and Reasoning – Ability to articulate the value and learning of prior experiences, build upon problem solving skills, and make informed situation-based decisions.
2. Self-Awareness and Development – Ability to have a firm understanding of self-reflective practices, core values, and overall sense of self.



3. Group Dynamics – Ability to create effective change, understand the process of group development and organizational behavior, and respond to power dynamics effectively.
4. Civic Responsibility – Ability to understand one’s own identity, the similarities and differences of others, the value of serving the community, and social responsibility.
5. Interpersonal Interaction – Ability to motivate, and empower, collaborate with, and build positive relationships with others.
6. Communication – Ability to negotiate conflict, facilitate discussion, and engage in active listening, non-verbal communication, and verbal communication.
7. Strategic Planning – Ability to effectively articulate goals, develop and implement a plan of action, and understand the importance of professional development.
8. Personal Behavior – Ability to take initiative, build upon personal responsibility, practice resiliency and adaptability, and act in an ethical manner.

Q151351\_Q7: Select from the following list the THREE areas in which you think you need to continue to develop.

*(Select all that apply)*

1. Learning and Reasoning – Ability to articulate the value and learning of prior experiences, build upon problem solving skills, and make informed situation-based decisions.
2. Self-Awareness and Development – Ability to have a firm understanding of self-reflective practices, core values, and overall sense of self.
3. Group Dynamics – Ability to create effective change, understand the process of group development and organizational behavior, and respond to power dynamics effectively.
4. Civic Responsibility – Ability to understand one’s own identity, the similarities and differences of others, the value of serving the community, and social responsibility.
5. Interpersonal Interaction – Ability to motivate, and empower, collaborate with, and build positive relationships with others.
6. Communication – Ability to negotiate conflict, facilitate discussion, and engage in active listening, non-verbal communication, and verbal communication.
7. Strategic Planning – Ability to effectively articulate goals, develop and implement a plan of action, and understand the importance of professional development.
8. Personal Behavior – Ability to take initiative, build upon personal responsibility, practice resiliency and adaptability, and act in an ethical manner.

## Appendix B

