My research aligns with two priorities in the National Leadership Education Research Agenda (Andenoro, 2013).

**Priority 2: Programmatic Assessment and Evaluation**

Applied Outcome—“Leadership educators and program administrators will be required to have greater intentionality with respect to their understanding of the differences that exist among leadership programs, a better understanding of programmatic assessment processes and their necessity in higher education, and a firmer grasp on the availability, utility, application, and implementation of programmatic assessment resources” (Andenoro, 2013, p. 9).

Specifically, my area of research under this priority is:

*Increase Understanding of Leadership Program Differences:*

This area relates to the “examination of how differences in curricular and co-curricular programs as well as curricular differences within programs such as courses of study, degree areas and levels, and institutional placement, impact assessment” (Andenoro, 2013, p. 9). My research specifically involves the assessment of co-curricular programs such as high-impact experiences (i.e. service learning and undergraduate teaching assistants) and how these experiences impact and empower the development of individual learners of leadership. My research also includes assessment of organizations as learning organizations.

*Theoretical and Conceptual Frameworks Applied:* Experiential Learning (Kolb, 1984), High-Impact Practices (Kuh, 2008), Learning Organizations (Senge, 1990)

**Priority 3: The Psychological Development of Leaders, Followers, and Learners**

Applied Outcome—“Leadership education is critically grounded in the psychological development of those that it is created to impact. The psychological roots of leadership education provide a critical foundation for higher-level organizational development and leadership practice. Although this is a foundational element of the leadership education landscape, the intricacies of personality and self-awareness, along with other variables, require continued development and additional research that will provide perspective for leadership educators tasked with preparing the next generation of leaders” (Andenoro, 2013, p. 13).

Specifically my area of research under this priority is:

*Development of Leader, Follower, and Learner Psychological Capacity*

*Development of Critical and Creative Thinking Disposition and the Accompanying Self-Efficacy to Demonstrate Action*

This area relates to the need for leaders and followers to develop perspective for self with an organizational and group context. Theoretical underpinnings of my research include the Social Change Model of Leadership, the Leadership Identity Development Model, and the Leadership Practices Inventory to examine how individuals become empowered to lead by being more self-aware of their leadership abilities, personality, and emotional intelligence. Through my research, I also want to examine how we can develop leaders who are critical thinkers and use their critical thinking skills for self-development and organizational growth.

College students in formal leadership academic programs

High-impact experiences

Coursework

Individuals Developmentally Ready for Leadership within their communities (locally, regionally, globally)