
An Integrated Experiential Model for Student Transformation – Lessons Learned

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ABSTRACT: This paper is an update of previously published research on the development and implementation of an integrated experiential student transformation model for an undergraduate business program, focusing on the results and lessons learned from its implementation. The authors briefly review the evolution in thinking that generated this model and the related approach to teaching and learning, as well as the means by which this model was implemented into the student learning experience. Particular emphasis is given to assessment of the results from the implementation of this model and consideration of future implications.

INTRODUCTION

The business faculty and staff at a western New York Christian college for more than a decade wrestled with how to create a distinctive learning environment for its undergraduate business students and increase the effectiveness and lasting impact of these learning experiences. During this time, the faculty was engaged in an ongoing dialogue that challenged its paradigms about the purposes of a Christian business education, faculty roles as Christian business educators, and the means of engaging students in the learning process. This paper reviews the evolution of thinking in these areas and some of the scholarship that inspired it, the resulting educational implications, and the integrated student transformation model that brought cohesiveness to these efforts. Additionally, it examines the results achieved and lessons learned from the implementation of this model and considers future implications.

THE CHALLENGE — STUDENT TRANSFORMATION

Inspired by the work of Webb (1997) and Howard (1997), the undergraduate business faculty and staff began more than a decade ago to discuss its purpose and approach to business education with a shared desire to graduate professionally competent men and women who also display the character of Christ and a commitment to serve him. Webb (1997) argued that God calls everyone to leadership (influence).¹ He further asserted that “without an underlying motivation to influence others so as to make a difference in the world, the integration of faith and learning is just a sterile academic exercise” (p. 1). This challenged the faculty to consider its role in teaching and fostering leadership in its students in a much more intentional manner. However, Page (1996) cautioned that “we should not be factories producing leaders but rather organizations developing lead-

Table 1: Transactional vs. Transformational Teaching/Learning

Transactional Teaching/Learning	Transformational Teaching/Learning
Teacher and student have separate, but related, purposes	Teacher and student aspire to a common [higher] purpose
Courses viewed as a series of exchanges; student focus on grades	Courses viewed as shared opportunities for learning/growth
Course syllabus as a contract	Course syllabus as a roadmap or guide
Motivations for learning: getting a grade, meeting a requirement	Motivation for learning: a desire to learn or become
Success = grade earned, requirement met	Success = changed attitude, transformed mind, enriched world-view, improved ability
Instructional focus on content and input	Instructional focus on process and outcomes

Adapted from Howard (1997, pp. 4-5).

ership potential in our students” (p. 82) – an admonition that reshaped faculty understanding of what it meant to be a business educator, challenging them beyond simply imparting knowledge to actively developing leaders.

A second article that significantly shaped faculty thinking and dialogue about effective business education advocated a transformational (vs. transactional) teaching/learning/leadership model as a means of enhancing both student learning and leadership development (Howard, 1997). Howard contrasts transformational vs. transactional teaching/learning summarized in Table 1. Howard asserted that transformational teaching “not only improves the teaching, but leads to a natural integration of a Christian’s faith into the education process” (p. 2) and that the resulting “Christian teaching should facilitate change and activity that moves people toward God” (p. 8). He concluded that transformational teachers are people of vision, who know how to engage their students, are committed to values, and seek growth in themselves and others (p. 7). It is reasonable to assume, therefore, that a transformational faculty will collectively share these qualities and that a realistic (and perhaps assessable) outcome of their interaction with students might be the demonstration of these qualities in their students, because in the end “education is not just inputs and outputs but is a process of *becoming*” (p. 12, emphasis added). More specifically, its chief aim is “helping people become what God wants them to be” (p. 14). The implications of this understanding are enormous and powerful.

Another significant contribution to the thinking and dialogue of faculty and staff, and the design of the college’s business program, was Hersey and Blanchard’s (1969) life cycle theory of leadership², which hypothesized that leadership styles should reflect the maturity level of the followers. The faculty and staff believed that this theory had important implications for their growing interest in facilitating spiritual, intellectual, and professional transfor-

mation in students — helping them to achieve their God-given leadership potential. Specifically, the life cycle theory contends that as the maturity level of the follower (ability to act independently and assume responsibility and the desire to achieve success) increases, leadership style should move from high task-low relationship, to high task-high relationship, to high relationship-low task, to low task-low relationship. It seemed appropriate that because the maturity level of students tends to grow across their (typically) four-year educational experience, the program should be designed to embrace this developmental process while endeavoring to graduate fully mature, responsible, capable servant leaders.

As the faculty and staff discussed, prayed about, and wrestled with these theories of leadership, teaching, learning, and development, it became increasingly clear that their existing educational philosophies, models, and approaches were inadequate to accomplish the evolving vision of the department and needs of students. The shift in learning preferences for incoming students, accompanied by rapid advances in classroom technology, exerted significant pressure for new pedagogical approaches. As Fawcett (2003) noted, “Business education has seen a trend toward a more interactive style of pedagogy as students seem to prefer getting their ‘hands dirty’ while studying business” (p. 1). At the same time, the mission statements of the college and the business department were revised to expand the mandate beyond simply providing an education to transforming students so that they can transform society — a shift with powerful and, at times, overwhelming implications. The faculty was also increasingly dissatisfied with the effectiveness of its efforts to integrate faith with teaching; despite significant efforts, it too often seemed that business education and the consideration of related faith implications were, at best, parallel discussions.

As the faculty struggled with these tensions and searched for new solutions, it became clear that three overarching (and probably unstated) educational assumptions

needed to change. First, student learning needed to expand beyond the classroom in a much more pervasive manner. A traditional medical training motto is *See One, Do One, Teach One*, advocating that learning happens best when students have opportunities to observe, practice, and then instruct/mentor others. As Johnson (2003) noted, there is biblical precedent for such a learning model: “For Ezra had set his heart to *study* the law of the Lord and to *practice* it, and to *teach* his statutes and ordinances in Israel” (Ezra 7:10, NAS, emphasis added). This approach resonated with the faculty as an opportunity to meet the challenges they were facing. As a result, the faculty implemented a number of experiential learning initiatives to complement classroom learning: strengthening the internship program, initiating a Students in Free Enterprise (SIFE) team, implementing an annual departmental essay contest, incorporating experiential-learning projects within courses, utilizing more guest speakers, etc. A full-time coordinator for experiential learning staff position was also created to support these initiatives. The faculty also recognized a need to much more explicitly articulate its mission, goals, and learning model to current and prospective students. It also became increasingly clear that to achieve the results we were seeking, the faculty, staff, and administration needed to collaboratively share responsibility for facilitating student learning and transformation.

Although the faculty and staff did not fully appreciate it at the time, they were really struggling to articulate a shared vision of student transformation and comprehensive biblical integration. Holder (2005) noted the need for comprehensive biblical integration within academic programs (as opposed to course-by-course integration), arguing for a “progression of biblical truth presented in each course subsequently arriving at the desired student outcome” (p. 2). The model presented in Figure 1 attempts to do this, but also recognizes opportunities for integration outside the formal classroom. As such, it advances the type of integration suggested by Chewning (2001) and Holder, where a systematic coordination of integration efforts, styles, and methods challenges students “to incorporate Christian character development, utilize Scripture as a practical source of business principles, include biblical truth into marketplace practices, and continue their spiritual growth and development” (Holder, pp. 5-6). This effort to construct and implement a comprehensive integration model also addressed one of the gaps in the field of faith/business integration noted by Smith (2005) — the lack of integration meta-theory (How does integration happen? What are the models of integration? What are the intended outcomes?).

THE RESPONSE – THE DEVELOPMENT OF AN INTEGRATED STUDENT TRANSFORMATION MODEL

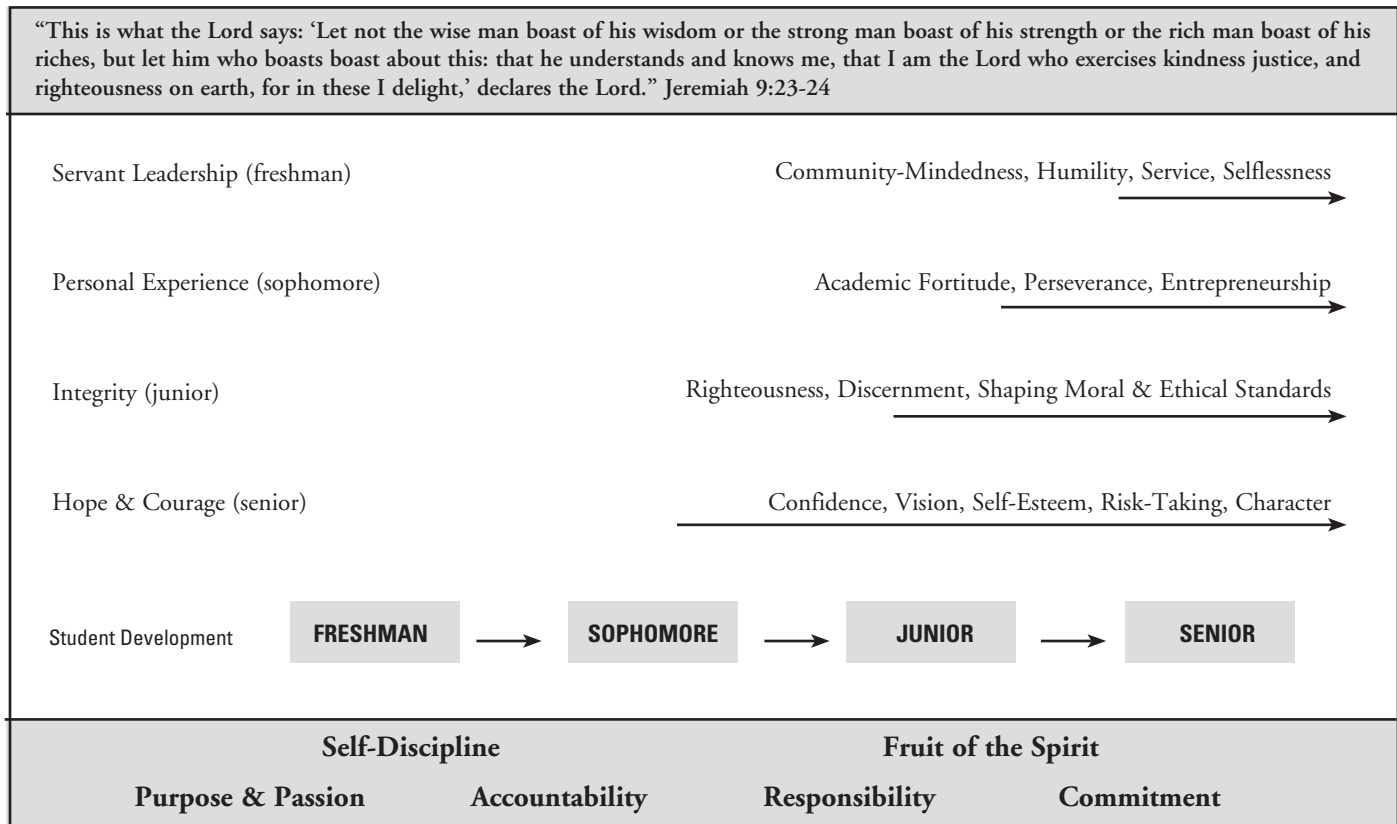
In response to an emerging shared vision for total student transformation and more intentional and comprehensive faith integration, the faculty began an extensive effort to articulate a four-year integrated model of student transformation that focused on both professional/educational outcomes and personal/character/fait h outcomes. This model would leverage intentional, coordinated, integrated classroom and experiential learning methods to achieve student transformation. The model is referred to as a “transformation process” because it serves as a unifying anchor for undergraduate business faculty and staff as they design transformative learning experiences and guide students through this process of being transformed by the renewing of their minds (Romans 12:2).

Model Overview

The shared hope of the business faculty and staff is that students (1) place their faith in Christ and have the conviction to follow his leading, (2) change their lifestyles to conform to biblical teachings as they grow in the faith, (3) develop an understanding of their unique God-given gifts and (4) begin to serve others using those valuable talents. Determining how to operationalize those stages into concrete, measurable goals was the challenge. As a result of fervent prayer, the faculty was inspired to design the model shown in Figure 1.

The model is multi-dimensional and encapsulates character attributes the faculty believes are essential to graduating students who reflect the character of Christ. These attributes are foundational to modeling Christ-like behavior: fruit of the spirit, self-discipline, purpose and passion, accountability, responsibility, and commitment. The Scripture from Jeremiah 9:23-24 captures the faculty’s greatest desire, that students will graduate “boasting” about the transformation God has made in their lives and that they will be well equipped to fulfill all the good purposes He has for them. The intention of the four themes is to provide a framework for students to develop these character attributes in unique ways each year, culminating in the graduation of students whose lives more clearly reflect Christ. Freshman classes emphasize hope and courage, sophomore classes emphasize integrity, junior classes emphasize personal excellence, and senior classes emphasize servant leadership. Additionally, one of the four themes is emphasized for all business students each year. In this way, each student who studies business at the college for four consecutive years is exposed to each theme multiple times and in multiple settings.

Figure 1: Student Transformation Process



IMPLEMENTATION

This section highlights the implementation of the transformational model. This school year, 2012-13, will complete the tenth year of integrating the model into the business program and marks the sixth year since the authors first published an article on the model's development and implementation. It is the faculty's intent, through service-learning pedagogy, advisement, and experiential opportunities, to provide students with occasions and circumstances to reflect on their life choices and become convicted of their personal beliefs through the grace of God. In other words, we seek to provide the environment and opportunities to lead students toward God's plan for their lives. As they become strengthened in their personal beliefs, the intent is to provide avenues for students to experience and reflect on what they believe in business and personal settings.

Over the past six years, the faculty has refined the methods used for operationalizing the model. Appendices A and B indicate the evolution of transformational activities, comparing strategies from 2006 to the implementation strategies we are using today. In order to assist the reader in understanding the rationale for making these changes, prior and current strategies have been evaluated

along the following continuum: essential, important, supportive, and discontinued activities, providing an indication of perceived effectiveness and priority.

At the beginning of each year, the business department hosts a kick-off picnic. The format of this event has transitioned from a "talking head" approach, talking *about* the model, to a more experiential format, integrating games and activities that reinforce the four themes. Students have the opportunity to earn prizes by participating and memorizing Bible verses associated with each of the four themes. This transition in format fosters a shared language around the themes and helps to build the culture of the program. It also models a more experiential learning model.

Each year one of the four core themes is highlighted while also emphasizing the appropriate theme for each level of course. For example, during the year in which *hope and courage* is the theme, all business students are asked to complete assignments and participate in activities which encourage them to develop confidence, take risks, and build self-confidence, establishing hope and courage in themselves and the power of the risen Christ to transform their lives into His likeness. At the same time, students in 100-level business courses are being further challenged to develop hope and courage through exposure to varied academic topics and campus life experiences connected to

these courses, students in 200-level courses are being asked to focus on integrity, 300-level courses focus on personal excellence, and 400-level on servant leadership. In the last few years, the faculty has more intentionally integrated the model throughout the curriculum, including articulating how course objectives and assignments connect to our themes by embedding a table in all syllabi, such as the one shown in Appendix C.

Another key means for integrating the model into courses has been the use of experiential-learning opportunities, in addition to a case study approach. For example, students in the second semester accounting principles course prepare an internal audit for a non-profit in our community and Principles of Management and Social Entrepreneurship students collect food for hunger relief agencies in our community (annually collecting over \$10,000 worth of food and monetary donations). Along with coursework, near the end of their sophomore year students apply to be accepted into one of the business majors. This process addresses academic achievement and character/transformation themes. It is a critical piece of evaluation and a strong connection between the themes of integrity (just emphasized) and personal excellence (the focus of the coming year).

The junior year focuses on personal excellence, building and testing a personal mission for the future. As part of the junior-level internship preparation course, students take a career and strengths assessment (Career Direct) to better understand the unique strengths, talents, and passions God has gifted them with. Students are encouraged to consider internship opportunities, including non-profit contexts, based on the calling they are sensing from God. In the Organization Development and Change course, students learn the tools of change management and apply them to address a social issue. Major-specific courses routinely take on external clients, serving the community while providing external feedback on the level of excellence demonstrated by students.

The senior year is the faculty's final year of discipleship, bringing all four years together so that the student leaves not only with a degree but with a mind and a heart for selfless dedication to service — servant leadership. The desire is that each student will graduate with the capacity to lead where Christ has placed him/her, patiently waiting for God to increase his or her influence. The goal is that students will demonstrate the character qualities of humility and selflessness as they focus on service to their communities and that they will be able to work effectively with others to accomplish tasks, in group and one-on-one situations, assuming leadership and follower-ship roles.

This is the focus of 400-level courses and specifically the two capstone business courses: Leadership Challenge and Strategic Management.

In both courses, students engage in introspective evaluation of how they can serve others and begin to establish a personal vision/mission for their lives. Seniors serve various organizations through their internships and mentor younger students via shared projects across courses and grade levels. This year students were provided an opportunity to develop a new skill in the use of social media, assisting in a crowd-funding project with a partner making a difference in our world. Senior students are given the opportunity to serve others and lead teams and projects. The senior year is capped off with a department banquet, the highlight of which is a Knighting Ceremony. During this ceremony, in the fashion of medieval knighting, students are commissioned and knighted as they prepare to go out into the world. Each year five students are recognized based on faculty input, with awards related to the model themes. One student is awarded for hope and courage, another for Integrity, a third for personal excellence and a fourth for servant leadership. The fifth award recipient is our Outstanding Student Award, and is given to the student who best embodies all four of the themes. The event has been powerful and affirming for seniors and an encouragement to underclassmen who attend the banquet. It has also become an important part of the culture.

Following the example in Ezra 7:10, the four-year transformation process allows for students to “*See One, Do One, Teach One.*” Freshman can *see* the possibilities ahead of them — see by becoming familiar with multiple avenues of learning and the diversity of the campus population and *see* by testing the limits of their personal preconceptions and knowledge: hope and courage. The sophomore and junior years are those in which students are challenged to *do*, to be hands-on with their learning through class projects, department-sponsored activities, and campus activities. These are the classes in which *doing* is encouraged over passive learning (*seeing* only): integrity and personal excellence. In the senior year, having *seen* the world, better understanding their capabilities, and having practiced their passions by *doing*, they are now ready to truly integrate all they have learned by *teaching* others: servant leadership.

Several additional strategies for integrating the model have been used during the past six years. The faculty continues to encourage a strong level of involvement in our SIFE/enactus student club. The enactus team engages in extra-curricular and co-curricular projects to address economic needs in our community and internationally. The opportunity for students to take what they are learn-

ing and apply their knowledge, skills, and the traits of the model have been another critical path to developing all four themes. On the macro, level the faculty has embraced experiential learning in the classroom and is more intentionally integrating service-learning pedagogy throughout the curriculum. The concept of social entrepreneurship has been infused in the business curriculum and resulted in the change of name for the management major to management and social entrepreneurship. The faculty has integrated the model themes into department chapels and the department now has a student chaplain who coordinates with other students and faculty to develop a chapel experience around our theme for the year.

The implementation of the transformation model continues to be guided by several operating assumptions. The response from the entire faculty and staff at the college has been overwhelmingly positive primarily because at the beginning this model was embraced by everyone and periodically throughout each year, there are opportunities for reassessment and sharing of implementation practices by everyone. The business department has partnered with programs across campus in its curriculum and service work. The key assumptions and keys to success from the faculty viewpoint are summarized in Table 2.

Specific implementation activities have evolved as new techniques have been tested, more powerful ways have been discovered to get the message across, and students

have become more actively involved in their own transformation process. Appendix A summarizes the specific activities used to implement the transformation model during its first four years. The appendix categorizes each activity, and any labeled discontinued are no longer in use to create room for more transformative activities. Appendix B show the activities used to implement the transformational model that have been added during the last six years.

RESULTS

Coincident with the implementation of the transformational model, an effort was made to assess the effectiveness of this model in producing graduates who understood and practiced the intended character attributes of hope and courage, integrity, personal excellence, and servant leadership. The specific intended outcomes for each of these attributes are:

- **Hope and Courage** — Graduates will possess the resolve to move forward as they face the unknown and demonstrate the willingness to attempt something new or different even though it might be hard or difficult.
- **Integrity** — Graduates will possess discernment to know good from evil and demonstrate through their actions evidence of what they profess to believe.

Table 2: Assumptions and Keys to Success

Assumption	Keys to Success
1. Responsibility for model implementation must be shared by all faculty and staff.	1. On-going discussion item at all program meetings. At the conclusion of each school year, a week-long strategy session is held. One of the agenda items is the reassessment of the model and the expansion of integration within and across courses.
2. Faculty need to carefully articulate the model and its justification to the students.	2. Link model to course objectives and assignments. Course evaluations ask about learning in each theme area.
3. The model must be infused to the fullest extent possible into everything we do (cannot be perceived as an additional component to what we already do – it is what we do).	3. Adopting one of the four themes each year for all department activities keeps faculty, staff, and students focused and cognizant of the application of that theme.
4. The model relies heavily on experiential/service learning and co-curricular opportunities to complement classroom instruction.	4. Linking class assignments to activities which support and enhance the themes helps reinforce the relevance of the theme and helps faculty and students integrate it within their personal experience.
5. Faculty must embrace a more transformational approach to teaching.	5. A willingness to grow and change ourselves is essential. Service-learning is a pedagogy we are growing in.
6. Transformation efforts must be assessed to the extent possible.	6. We take measurements at different points in time, combining student self-reflection and external assessment. E.g. course and internship coordinator evaluations.

- **Personal excellence** — Graduates will possess fortitude and perseverance and do their best in all their endeavors. They will be aware that the gifts and talents they have come from God and they will be accountable to him for how they use them. In addition, they must be proactive, responsible, and reliable individuals who will follow through on assignments and tasks.
- **Servant leadership and teamwork skills** — Graduates will demonstrate character qualities of humility and selflessness as they focus on service to their communities. They will be able to function interdependently and collaboratively; they will be able to work effectively with others to accomplish tasks, in both group and one-on-one situations. They will be able to assume leadership and follower-ship roles and be able to delegate, manage conflict, motivate, coordinate, and cooperate with the efforts of others.

Several direct and indirect assessment measures are used to generate data to assess these intended outcomes. Student and alumni self-reflection serve as indirect measures. Every student in every undergraduate business course is asked in his/her course evaluation to reflect on the extent to which the course has helped him/her grow in hope and

courage, integrity, personal excellence, and servant leadership. We track the percentage of students who agree or disagree that each course has contributed to growth in these areas. Figures 2-5 present these data by academic year from 2004 (the first year this data was collected) to the present for each theme, along with the corresponding trend line. These data are aggregated across all students and all business courses in a given academic year. The years in which a particular theme was emphasized across the department in all courses are indicated in each chart. These results indicate a positive trend in student perceptions of the contribution of the curriculum to their growth in each of the intended character attributes.

Business alumni are also surveyed periodically to gain their perspective on their educational experience. Among the questions in these surveys are the following, which ask alumni to assess their development as a business student in each of the four character attributes:

- As a business major, I developed in the area of hope and courage. {Hope & Courage}
- As a business major, I developed in the area of integrity. {Integrity}

Figure 2: Student Evaluation Results — Hope and Courage

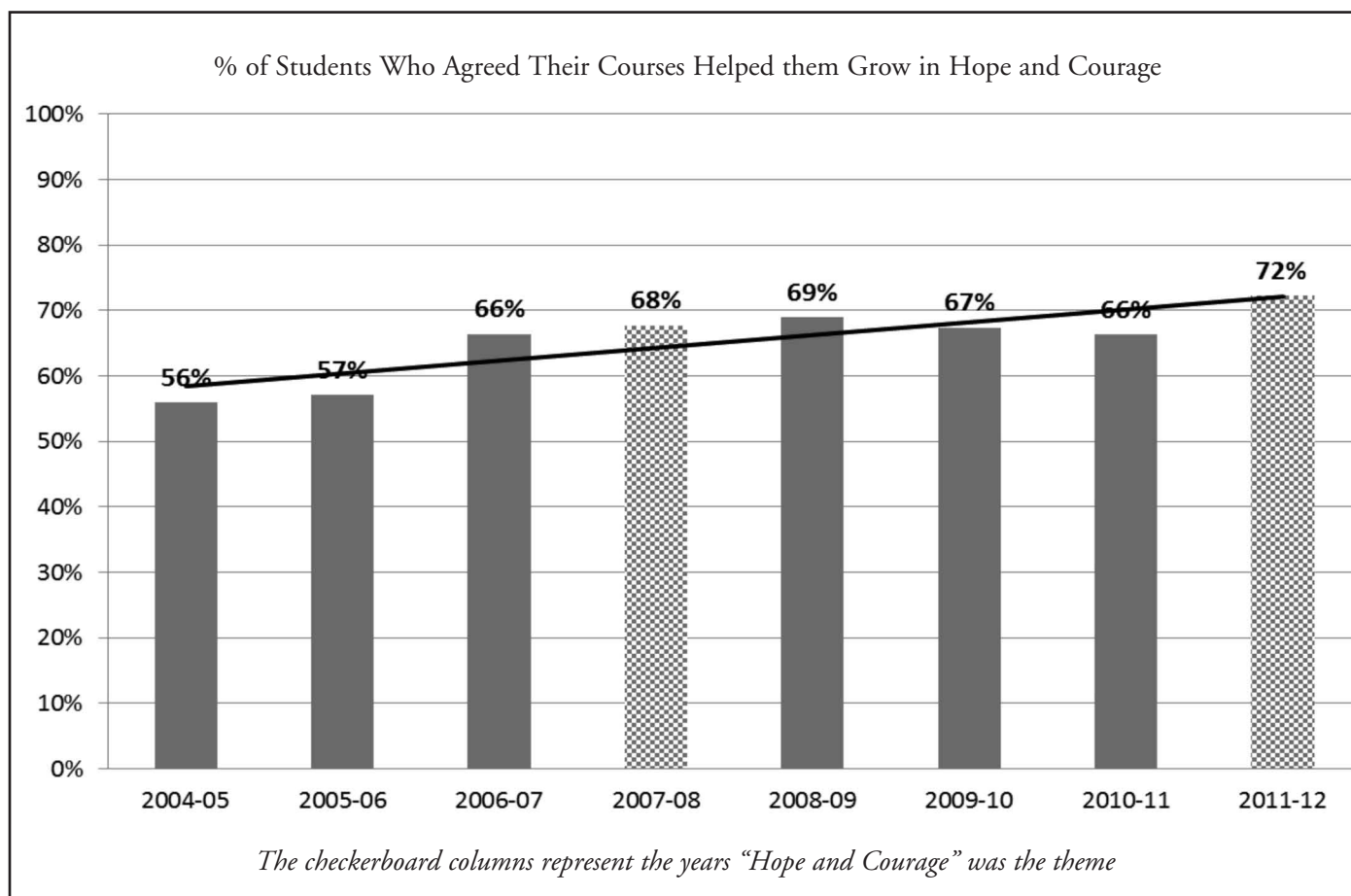


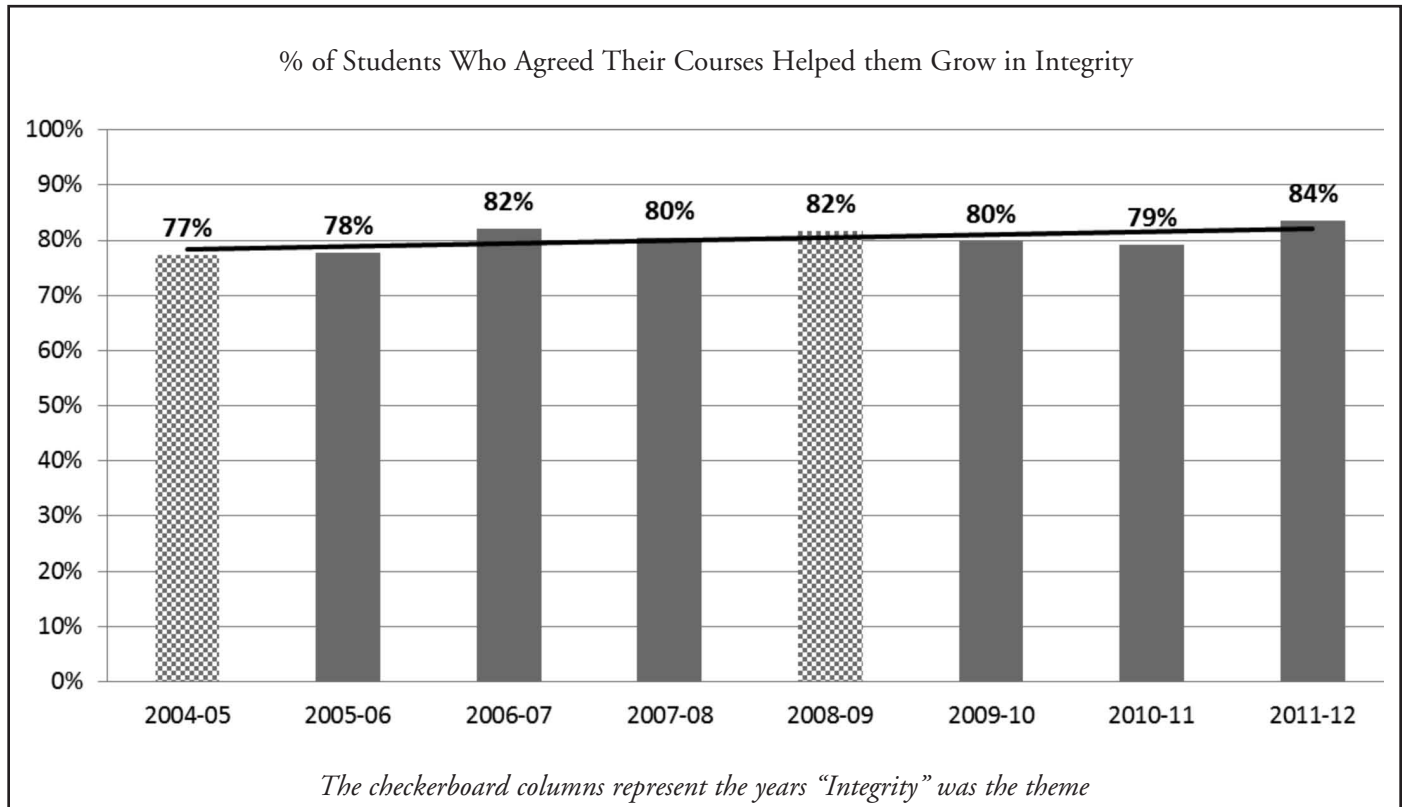
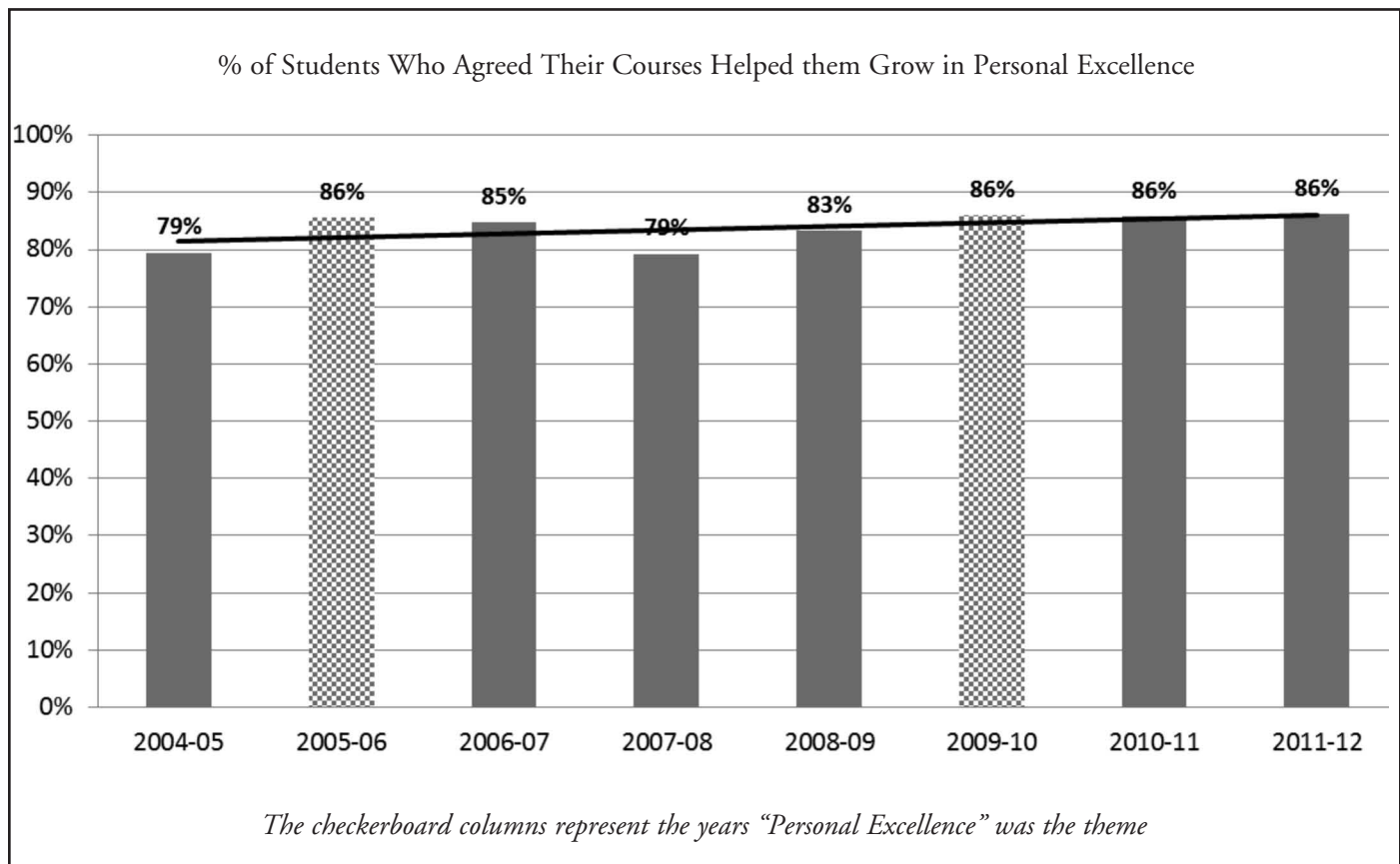
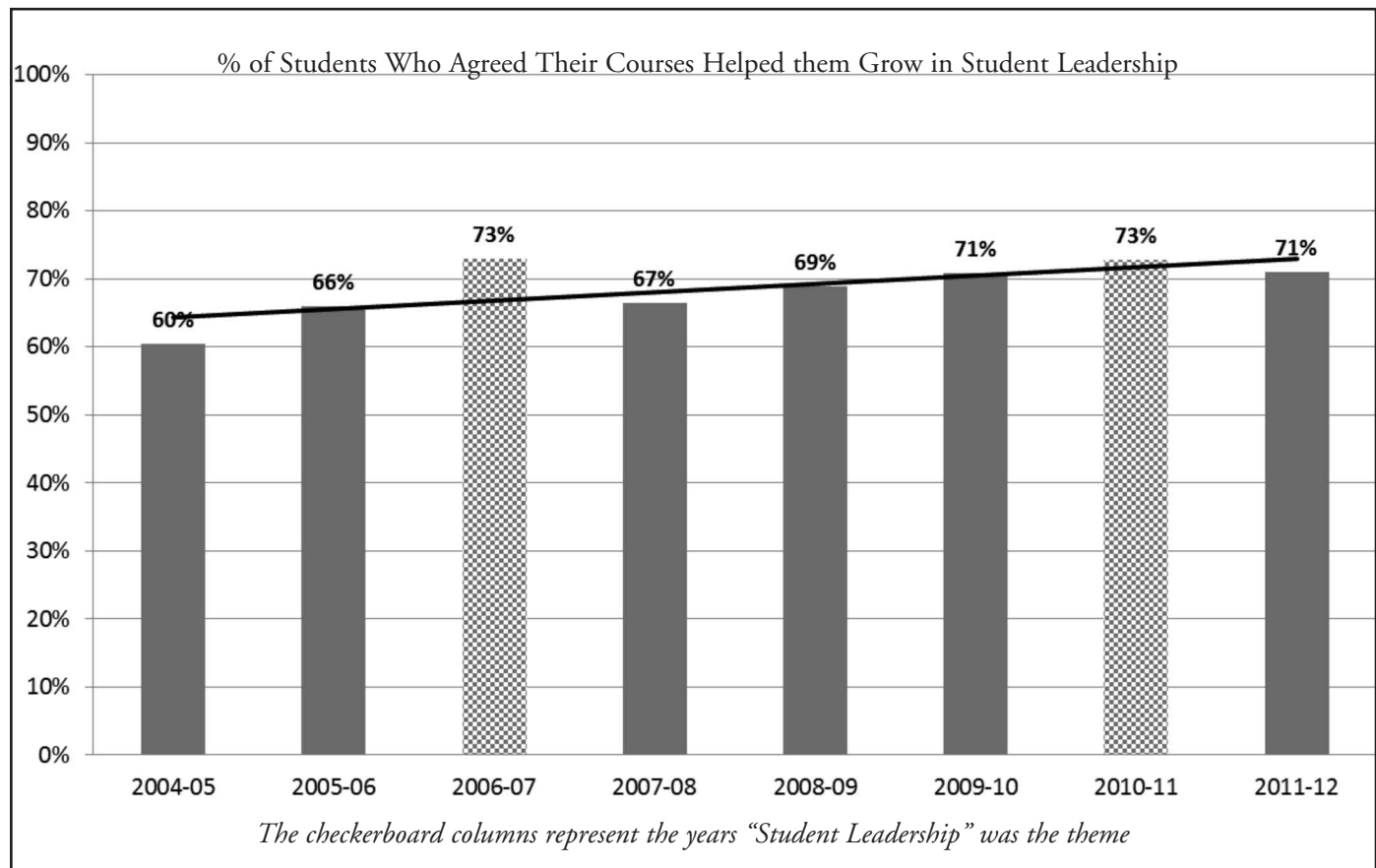
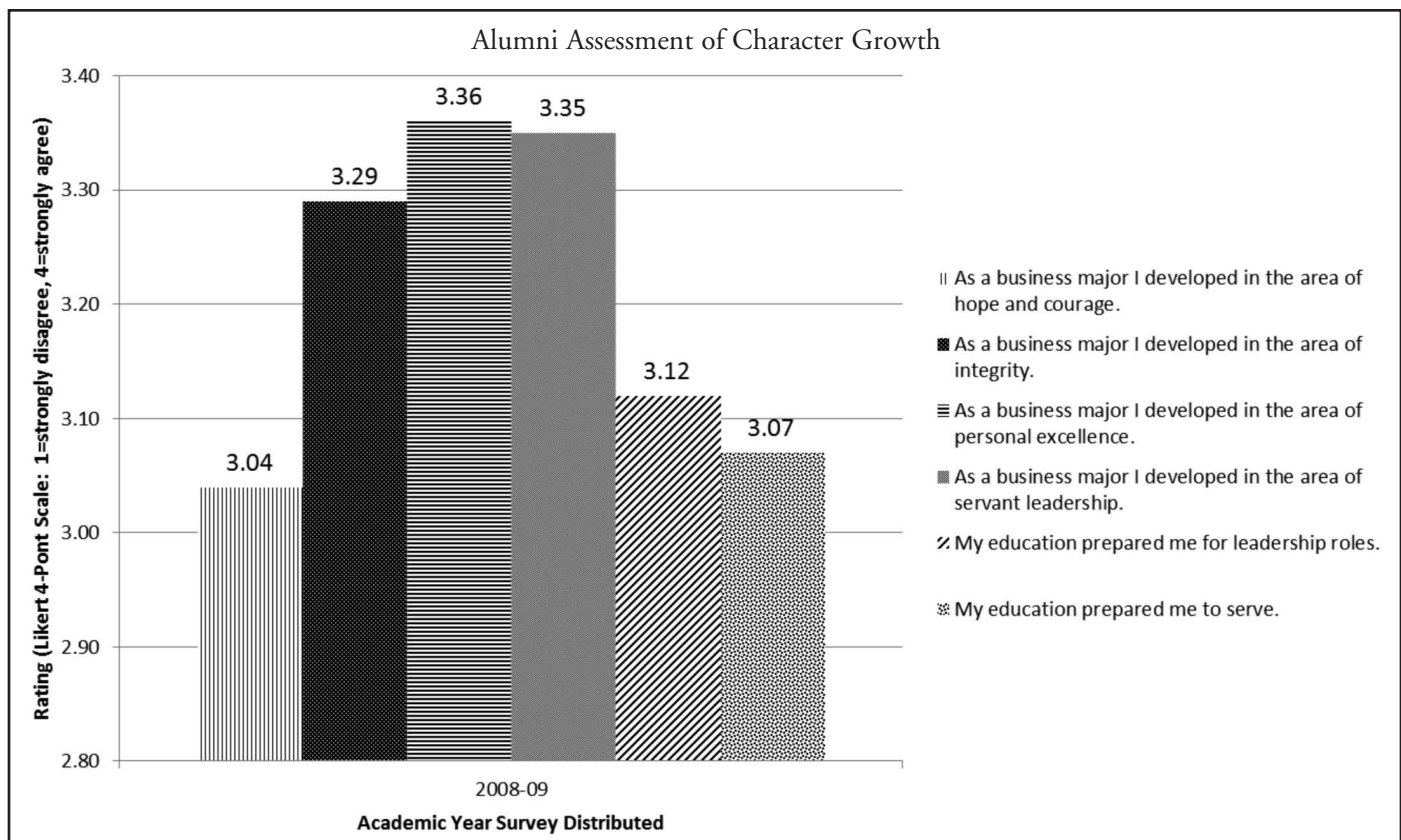
Figure 3: Student Evaluation Results — Integrity**Figure 4: Student Evaluation Results — Personal Excellence**

Figure 5: Student Evaluation Results — Student Leadership**Figure 6: Alumni Survey Results**

- As a business major, I developed in the area of personal excellence. {Personal Excellence}
- As a business major, I developed in the area of servant leadership. {Servant Leadership}
- My education prepared me for leadership roles. {Servant Leadership}
- My education prepared me to serve. {Servant Leadership}

Alumni surveys are distributed every five years. These data were collected for the first time in 2008-09 and will be collected again in 2013-14. Figure 6 summarizes the initial alumni feedback for each of these questions (four-point Likert scale, 1=strongly disagree, 4=strongly agree).

These initial results indicate that alumni exposed to the transformational model in its initial implementation phase (2002-2008) perceived that their course of study as a business major positively impacted their development and preparation in each of the four areas.

These perceptions from students and alumni confirm that the transformational model is, at least from their perspective, contributing to their understanding and development of hope and courage, integrity, personal excellence, and servant leadership. The data also indicate that these perceptions are growing over time. In addition to these indirect assessment measures, two direct measures are used to assess these intended outcomes: internship employer supervisor evaluations and National Survey of Student Engagement (NSSE) results.

Figure 7: Internship Supervisor Ratings by Theme Factors

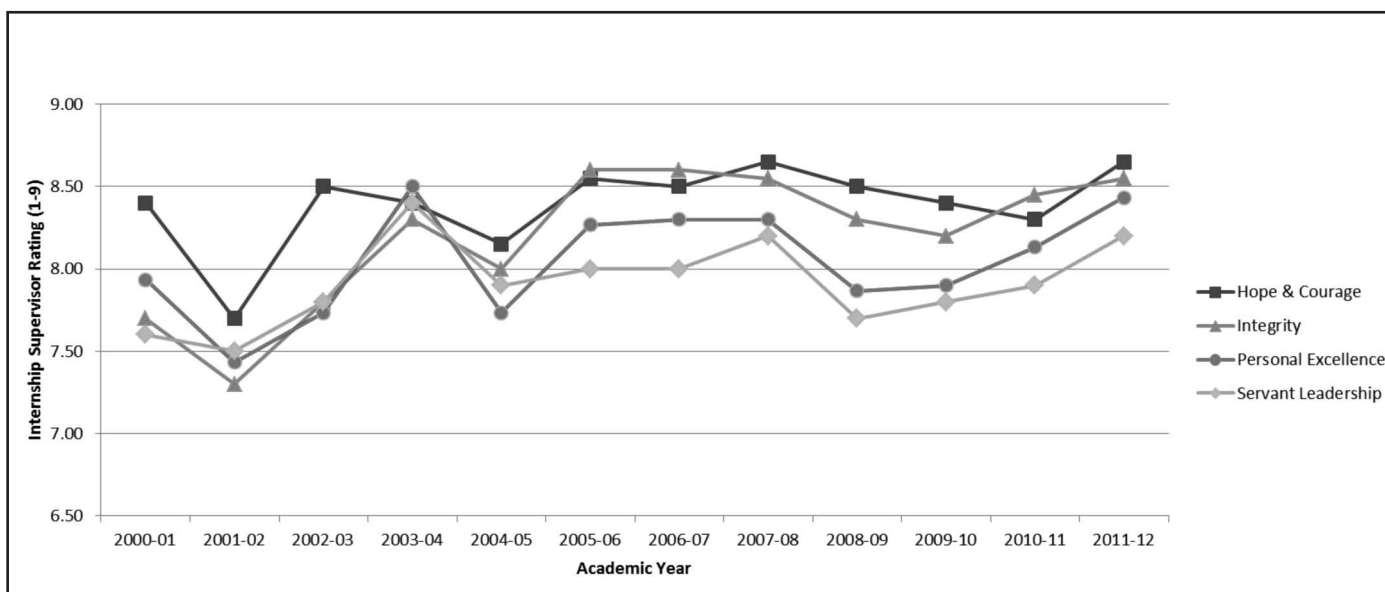
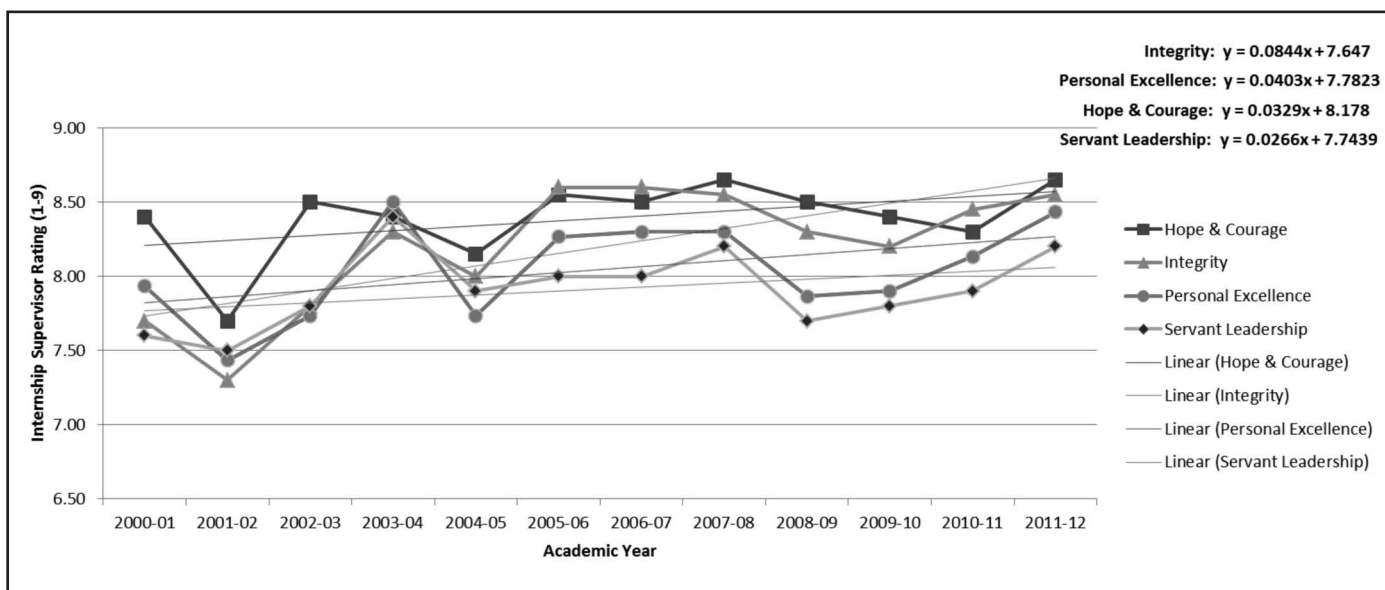


Figure 8: Internship Supervisor Rating Trend Lines by Theme Factors



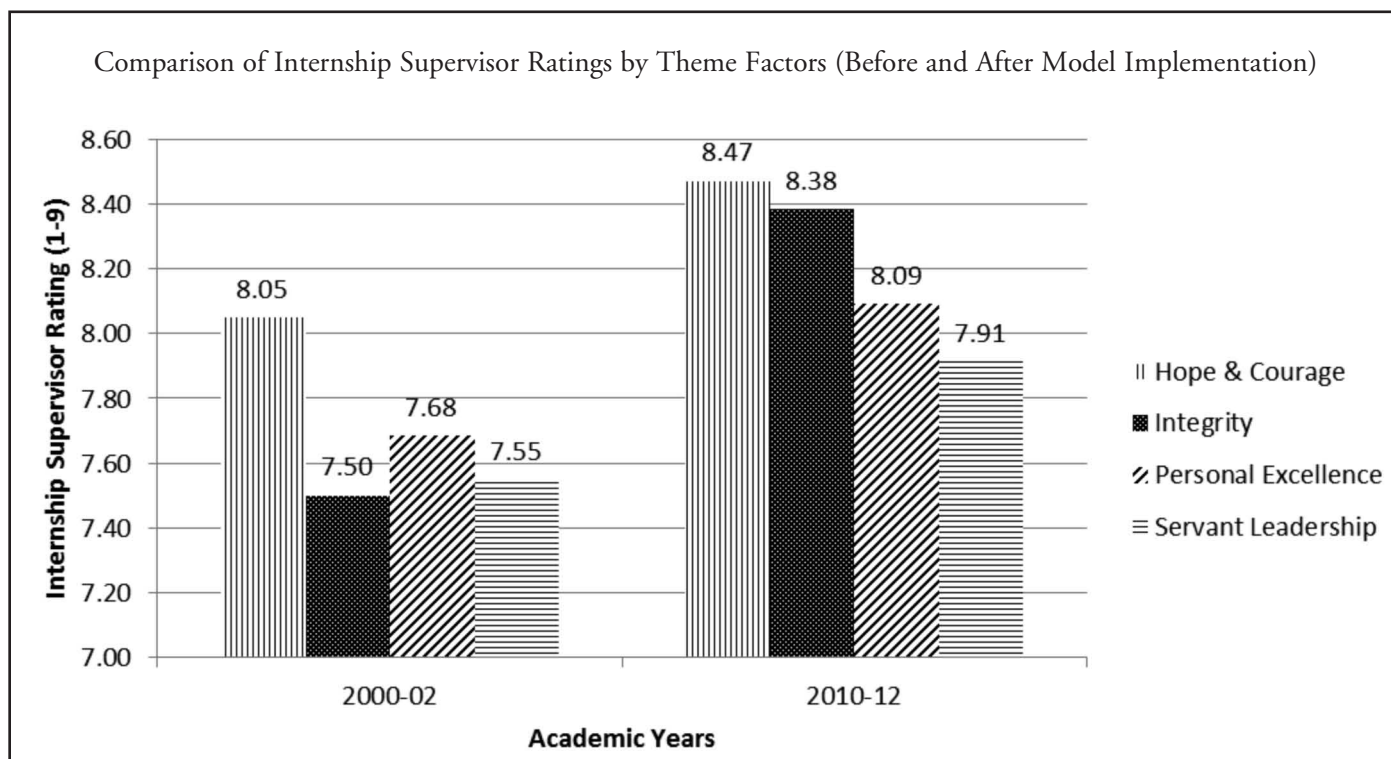
All undergraduate business students are required to complete at least one semester-long internship experience. At the conclusion of the internship, the student's primary internship supervisor is asked to complete an evaluation, which is then used to help determine the student's grade. Several of the questions on this evaluation form address the intended outcomes of the transformation model. More specifically, the supervisor is asked to evaluate the student intern on a scale of 1 (poor) to 9 (excellent) in several areas which provide evidence of intended transformational model attributes:

- Evidence of hope and courage
 - Attitude (outlook, courtesy, responsiveness, mood)
 - Personality and maturity (friendliness, self-confidence, self-awareness, humor)
- Evidence of integrity
 - Integrity (understanding, adherence to ethical standards) – added in 2005
- Evidence of personal excellence
 - Interest (enthusiasm, knowledge of profession)
 - Quality of work (attention to detail, ability to proof own work)
 - Technical development (had or developed skills needed to perform internship)
- Evidence of servant leadership
 - Leadership ability (desire to organize/direct, willingness to accept responsibilities)

Figure 7 presents aggregated mean supervisor responses for questions in each of the four model theme categories, by academic year, over the past decade. For example, the hope and courage rating for a given academic year represents mean evaluation scores for all interns across two semesters on the two questions related to hope and courage. Figure 8 presents these same data with trend lines for each model theme. These results indicate a positive trend in internship supervisor assessment across all four theme categories. Figure 8 also includes equations for each of the four trend lines, the slope of which indicates the extent to which supervisor ratings in each category are increasing (on average) each academic year. Thus, integrity and personal excellence have seen the most significant gains (from the employer perspective), followed by hope and courage and servant leadership.

Because the transformational model was implemented in 2002, Figure 9 compares internship supervisor ratings from the two years preceding the model's implementation to ratings from the past two years. These results, again, indicate increases across all four themes, with the most significant gains in integrity (+.88 on a 9-point scale), followed by hope and courage, personal excellence, and servant leadership. It seems quite evident that our student's internship supervisors are seeing growth in each of the intended areas of character development, adding credibility to the shared perceptions of students and alumni.

Figure 9: Internship Supervisor Ratings — Pre- and Post-Implementation



The final evidence of the impact of the transformational model is an assessment of National Survey of Student Engagement (NSSE) data from 2006, 2009, and 2012 for undergraduate business students. Several questions from the NSSE provide evidence related to the themes of the transformational model:

- Which of the following have you done or do you plan to do before you graduate from your institution? (Have not decided, Do not plan to do, Plan to do, Done).
 - Community service or volunteer work
- To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (Very little, Some, Quite a bit, Very much)
 - Understanding yourself
 - Developing a personal code of values and ethics
 - Contributing to the welfare of your community
 - Developing a deepened sense of spirituality

Each of these questions provides insight into how our business students (freshmen and seniors) perceive that their educational experience has shaped their thinking and influenced their actions. Because the transformational model is such an integral part of the business students' learning and development, it is reasonable to assume that exposure to the model would contribute to these perceptions.

These data were examined in several ways. First, the data from each NSSE survey year was examined to determine the extent to which the perceptions of business seniors differed from those of business freshmen. Positive

transformation should yield stronger positive perceptions from seniors. The data from 2006, 2009, and 2012 (Figure 10) indicates that in nearly every case, seniors responded with more positive perceptions than freshmen. In other words, seniors were more engaged (or planned to be) in community service or volunteer work and felt more strongly than freshmen that their college experience had contributed quite a bit or very much to their understanding of themselves, their development of a personal code of values and ethics, their contribution to the welfare of their communities, and their development of a deepened sense of spirituality. The most recent (2012) data indicates that 76 percent of respondents have completed community service or volunteer work and felt that their college experience had contributed to their understanding of themselves and their development of a personal code of values and ethics. Seventy-one percent felt that their college experience prepared them to contribute to the welfare of their communities, and 81 percent felt that their college experience had them develop a deepened sense of spirituality.

Figure 11 compares the most recent (2012) NSSE perceptions of business majors to those of non-business majors. In nearly every case, business majors indicated stronger positive perceptions and engagement than non-business majors. The sole exception is the development of a personal code of values and ethics, where 76 percent of business majors felt that their college experience helped them develop a personal code of values and ethics vs. 78 percent of non-business majors. However, business majors were more engaged in community service and volunteer work and felt that their college experience had deepened

Figure 10: National Survey of Student Engagement Results (emphasizing senior vs. first-year student perceptions)

		2006			2009			2012		
		Year in School			Year in School			Year in School		
		First Year	Senior	Total	First Year	Senior	Total	First Year	Senior	Total
Community service or volunteer work	Have not decided	0.00%	0.00%	0.00%	14.30%	10.00%	11.80%	9.10%	0.00%	4.80%
	Do not plan to do	0.00%	0.00%	0.00%	71.40%	70.00%	70.60%	0.00%	10.00%	4.80%
	Plan to do	60.00%	16.70%	36.40%	14.30%	20.00%	17.60%	9.10%	20.00%	14.30%
	Done	40.00%	83.30%	63.60%	0.00%	0.00%	0.00%	81.80%	70.00%	76.20%
Institutional contribution: Understanding yourself	Very little	20.00%	14.30%	16.70%	28.60%	10.00%	17.60%	18.20%	0.00%	9.50%
	Some	20.00%	0.00%	8.30%	0.00%	20.00%	11.80%	9.10%	20.00%	14.30%
	Quite a bit	0.00%	71.40%	41.70%	57.10%	40.00%	47.10%	54.50%	60.00%	57.10%
	Very much	60.00%	14.30%	33.30%	14.30%	30.00%	23.50%	18.20%	20.00%	19.00%
Institutional contribution: Developing a personal code of values and ethics	Very little	0.00%	0.00%	0.00%	14.30%	20.00%	17.60%	0.00%	0.00%	0.00%
	Some	40.00%	28.60%	33.30%	0.00%	0.00%	0.00%	36.40%	10.00%	23.80%
	Quite a bit	40.00%	42.90%	41.70%	42.90%	20.00%	29.40%	36.40%	80.00%	57.10%
	Very much	20.00%	28.60%	25.00%	42.90%	60.00%	52.90%	27.30%	10.00%	19.00%
Institutional contribution: Contributing to the welfare of your community	Very little	0.00%	0.00%	0.00%	14.30%	10.00%	11.80%	0.00%	0.00%	0.00%
	Some	40.00%	14.30%	25.00%	28.60%	30.00%	29.40%	36.40%	20.00%	28.60%
	Quite a bit	20.00%	71.40%	50.00%	28.60%	30.00%	29.40%	45.50%	70.00%	57.10%
	Very much	40.00%	14.30%	25.00%	28.60%	30.00%	29.40%	18.20%	10.00%	14.30%
Institutional contribution: Developing a deepened sense of spirituality	Very little	20.00%	0.00%	8.30%	28.60%	10.00%	17.60%	0.00%	0.00%	0.00%
	Some	20.00%	28.60%	25.00%	14.30%	0.00%	5.90%	18.20%	20.00%	19.00%
	Quite a bit	0.00%	14.30%	8.30%	14.30%	40.00%	29.40%	63.60%	70.00%	66.70%
	Very much	60.00%	57.10%	58.30%	42.90%	50.00%	47.10%	18.20%	10.00%	14.30%

Figure 11:
National Survey of Student Engagement Results
(emphasizing perceptions of
business majors vs. other majors

Spring 2012 NSSE Results				
		Total		
		Business Comparison		
		Business Majors	All Other Majors	Total
Community service or volunteer work	Have not decided	4.80%	6.60%	6.50%
	Do not plan to do	4.80%	7.10%	6.90%
	Plan to do	14.30%	21.30%	20.70%
	Done	76.20%	64.90%	65.90%
Institutional contribution: Understanding yourself	Very little	9.50%	5.80%	6.20%
	Some	14.30%	18.90%	18.50%
	Quite a bit	57.10%	41.30%	42.70%
	Very much	19.00%	34.00%	32.60%
Institutional contribution: Developing a personal code of values and ethics	Very little	0.00%	5.30%	4.80%
	Some	23.80%	16.30%	17.00%
	Quite a bit	57.10%	38.50%	40.20%
	Very much	19.00%	39.90%	38.00%
Institutional contribution: Contributing to the welfare of your community	Very little	0.00%	9.10%	8.30%
	Some	28.60%	26.40%	26.60%
	Quite a bit	57.10%	40.90%	42.40%
	Very much	14.30%	23.60%	22.70%
Institutional contribution: Developing a deepened sense of spirituality	Very little	0.00%	7.70%	7.00%
	Some	19.00%	19.20%	19.20%
	Quite a bit	66.70%	31.30%	34.50%
	Very much	14.30%	41.80%	39.30%

their sense of spirituality and better prepared them to understand themselves and to serve their communities.

Additional evidence is drawn from the 2009 NSSE Survey, which included supplemental questions for students at Council of Christian College and Universities (CCCU) institutions. Among the questions asked were the following (strongly agree, agree, neutral, disagree, and strongly disagree):

- The way I do things from day to day is often affected by my relationship with God.
- As a result of my experience at this institution, my values are more consistent with a Christian worldview and lifestyle.
- This institution has challenged me to critically evaluate and reconsider values that I have always held.

These data again indicate that senior business students responded with stronger agreement than first-year students to all three questions. Specifically, 90 percent of senior business majors agreed or agreed strongly that their daily activities are influenced by their relationship with God (vs. 43 percent of first-year business students), 70 percent of seniors indicated that their college experience challenged

them to critically evaluate and reconsider their values (vs. 43 percent), and 70 percent of seniors indicated that their college experience aligned their values with a Christian worldview and lifestyle (vs. 14 percent).

Alumni who completed the business program over the past few years were recently asked to share responses to the following two questions related to the impact of the transformational model on their lives:

In what ways did the RWC business division's transformation model, emphasizing hope and courage, integrity, personal excellence, and servant-leadership, shape you as a leader and business professional?

In what ways has the transformational model shaped you personally?

The responses help elucidate the themes presented by the data. A few excerpts are included here and the full responses are included in Appendix D.

...As I have held three professional jobs since graduating five years ago, these qualities were things my employers were looking for and because it was engrained in me over those four years; it was very natural to live them out. You experience all different kinds of people in the workplace and you quickly realize that many do not hold these values of integrity, personal excellence, hope and courage, and servant-leadership.

...The model allowed me to focus my development as a professional by first looking for the positive and keeping a good attitude, second remaining ethical and upright in all situations regardless of outcome, third striving for my best, and fourth providing leadership that comes alongside to lift up rather than direct influence downward.

...While I was on tour in Afghanistan, I encountered many trying situations that without hope and courage, integrity, personal excellence, and servant leadership, would have made my tour much more difficult. [The college] had taught me that when the going got tough, you need to come up with a game plan on what you need to do to make the situation better, and that with hard work and dedication, you can reach your goals. Today, I work full-time for the NY Army National Guard as a training NCO. Even

**Figure 12: National Survey of Student Engagement Results Supplemental CCCU Questions
(emphasizing senior vs. first-year student perceptions)**

2009 NSSE Supplemental CCCU Questions				
		First Year student or Senior Student		
		First year	Senior student	Total
Agree/Disagree: The way I do things from day to day is often affected by my relationship with God.	Strongly disagree	14.30%	10.00%	11.80%
	Disagree	28.60%	0.00%	11.80%
	Neutral	14.30%	0.00%	5.90%
	Agree	28.60%	60.00%	47.10%
	Strongly agree	14.30%	30.00%	23.50%
Agree/Disagree: As a result of my experience at this institution, my values are more consistent with a Christian world-view and lifestyle.	Strongly disagree	28.60%	20.00%	23.50%
	Disagree	0.00%	0.00%	0.00%
	Neutral	57.10%	10.00%	29.40%
	Agree	14.30%	70.00%	47.10%
	Strongly agree	0.00%	0.00%	0.00%
Agree/Disagree: This institution has challenged me to critically evaluate and reconsider values that I have always held.	Strongly disagree	28.60%	10.00%	17.60%
	Disagree	14.30%	0.00%	5.90%
	Neutral	14.30%	20.00%	17.60%
	Agree	42.90%	60.00%	52.90%
	Strongly agree	0.00%	10.00%	5.90%

though this is not the traditional business setting, the transformational model has applied in many ways. In my job today, I have to deal with many different situations that arise to include finances, college tuition for soldiers, re-enlistments, training, counseling, personnel management, and also a little bit of advertising. The transformational model has helped me to grow as a person and as a top performer.

... Personally, the transformational model has allowed me to grow my spiritual perspective of these attributes. I believe that if we live with a life based on these core values we will be able to serve and effect change in a greater way than we could possibly imagine. The model shifts the focus off what we can gain for ourselves and puts the emphasis on others, demonstrating the power behind service.

LESSONS LEARNED

As a result of ten years of experience, the faculty has learned several critical lessons:

- Speaking to the whole person is important.
- The model is a powerful way of being intentional about the growth and development of students.

- Many activities can encourage one or more of our four themes.

While the results are far from exhaustive, they show a clear and consistent positive impact on student's self-perception and the evaluation of external parties.

We have learned that some activities are more essential, and by focusing efforts on these more essential activities they become more sustainable. This has meant learning to say no to some good ideas and to evaluate current activities to make room for new, potentially more transformative strategies.

Based on an assessment of the results and feedback from the model, the faculty has narrowed its emphasis on experiential learning, giving greater focus toward service-learning pedagogy. This shift ensures greater reflection on the part of students about their service projects and focuses partnerships toward non-profits and businesses desiring to make a positive impact in the community and broader world. The faculty just recently began to formally embrace the ideas of social entrepreneurship and service learning, and it is hoped that these concepts and pedagogical models will further enhance the effectiveness of the transformational model.

The power of a common language, resulting from a singular focus on four themes and integration of these ideas throughout our program has helped create a unified

culture. The emphasis of themes across courses and the connection to assignments, objectives, and extra-curricular work has improved the intentional building of our model and the teamwork among faculty. “Buy-in” from the full faculty and staff continues to be critical to the model’s success. The team has fully committed to the transformational model and helped to indoctrinate new members as they’ve been hired.

Integrating the model in extra/co-curricular activities, events, and projects is vital to creating a culture that embraces hope and courage, integrity, personal excellence, and servant leadership. In the same way, the faculty seeks to educate the whole person, when the whole of a student’s academic experiences fosters the same set of core ideas, greater transformation takes place.

A final lesson learned is the importance of remaining open and flexible to changing activities, while holding onto core themes, enabling the impact of the model to grow. In summary, the lessons learned affirm original assumptions. The results support the adjustments made in terms of implementation. The model has proven to be a powerful mechanism for the growth and development of faculty, staff, and students alike.

FUTURE OPPORTUNITIES

There are several areas faculty are currently pursuing as future opportunities to deepen the impact and effectiveness of the model across the program and the campus. There are also several key challenges which could threaten the ability to sustain the model in its current form. This section will briefly explain the current areas of expansion for the model and the two primary external factors threatening its ongoing effective implementation and sustainability: the increasing numbers of transfer students and online learning.

The faculty has recently been exploring how to transition some courses into service-learning courses. Service-learning is “a method under which students learn and develop through thoughtfully organized service that is conducted in and meets the needs of a community and is coordinated with an institution of higher education and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience” (American Association of Higher Education). The hope is that students begin to understand the deeper meaning of servant leadership and the meaning of being salt and light in

the world; that service is not an activity, it’s an attitude. Rahima Wade (1977) said, “Service is also an attitude, a relationship, and a way of being in the world.... In fact, we may not be truly serving others if we act without compassion, engagement, and a willingness to be ‘with’ rather than just ‘for’ another” (as cited in O’Grady, p. 25). We want our students to leave college not just looking for a job but looking for a way to serve.

The faculty and staff have begun to define the business program as one which is focused on social entrepreneurship. This effort began two years ago with the change of the management major to management and social entrepreneurship. The faculty has continued to discuss how all of our majors can begin to emphasize this focus as well. The commitment to service-learning is an important catalyst to make this paradigm shift a reality.

The sustained focus on the transformational model has also had a ripple effect across campus and in the community and is beginning to bear fruit in other programs, activities, and venues. For example, the campus chaplain incorporates the model themes in chapels. There is discussion about incorporating these themes in small group discussions during Wednesday chapels. The department’s faculty and staff have actively sought out other programs to cross-develop and cross-list courses which are experiential and which focus on model themes. An example would be the Management Development and Change course which is cross-listed with the Social Work Department and was developed with their input and is now one of their electives. There have also been discussions with the Sociology Department about team teaching the Social Issues course. The SIFE (now Enactus) team presents in chapel every April and last year presented to the Board of Trustees and several groups of business executives. The basic tenets of the transformational model, because it is an expression of the integration of faith and learning, appeals to many faculty and programs on our campus and is the common ground for collaboratively exploring more transformational opportunities for students.

The possibilities for further expansion are still limitless, bounded only by abilities and energies. However, there are two threats that need to be considered, each of which could have significant implications for the implementation of the model: transfers and online learning.

More and more students, are coming to campus after having completed some portion of their college coursework at a community college. The model was built on a four-year premise but students transferring in will not experience the model for four years. How does the faculty bring these students up to speed and provide them with the same

opportunities for transformation? Additionally, the entire academic delivery system is incorporating online learning which is not at all conducive to experiential learning, at least the way experiential learning is currently done. The faculty has not even begun to think about how the model might be infused within an online course and/or program but feels the pressure and urgency to considering how it might be done.

In the initial version of this research, the authors indicated that the future of this model and its sustainability lies with the faculty and staff's desire to live it. At that time we made the following statement and believe it is still applicable as we move forward to extend and deepen the transformation process.

Perhaps the greatest opportunity and challenge for the faculty is to be living examples for the students, modeling that which we seek to foster in them. As Johnson (2003) asserted, "We teach most authentically that which we have been learning most actively." It is the intent of the faculty to purposefully and diligently role model the transformation process in all of our lives, faculty and staff, so that our students can *see* what it looks like, *do* or practice those behaviors resulting from God's transforming power, and *teach* the world by being salt and light — servant leaders.

CONCLUSION

This paper examined the results from the implementation of a model for student transformation that was implemented a decade ago in an effort to more intentionally develop and graduate servant leaders through an integrated process of curricular, co-curricular, and experiential learning and transformational teaching. These results included student perspectives (from a decade's worth of course evaluations and three sets of NSSE data), alumni perspectives (from an alumni survey and qualitative feedback on the impact of the model), and employer perspectives (from internship supervisor evaluations). Where possible, these data were examined longitudinally to determine how recent perceptions compared to those before (or early in) the model's implementation. The data clearly indicates that students, alumni, and employers share stronger positive perceptions over time of character development in each of the four intended model outcomes: hope and courage, integrity, personal excellence, and servant leadership.

While these results are both affirming and encouraging, much work remains to ensure that the transformational model remains relevant and impactful for our students. The results are due in large part to a shared vision among the department's faculty and staff about why we do the work we do and to what end, as well as to continuous dialog and commitment to do it better. These are factors that should not be taken for granted and must be continually encouraged, especially as team members change. Equally important is an understanding that the tools and strategies used for its implementation need to adjust based on experience and on a changing student profile and preferences. This includes changes in preferred educational formats, such as online delivery or 2+2 agreements.

In any event, the faculty and staff are excited about the work they are doing and the transformation they are seeing in their students. In the end, this is perhaps the best evidence that we are on the right track!

ENDNOTES

- ¹ Webb's 1997 research utilized the Miner Sentence Completion Scale (Miner, 1993), which measures motivation to lead, to compare business students at Messiah College to students from two nearby private, secular liberal arts colleges. This research was followed by a longitudinal study (Webb, 2001) that examined growth in motivation to lead from the freshman to senior years. Both studies were disappointing from the perspective that there was no significant difference in the motivation to lead, either across institutions or time.

- ² This is sometimes referred to as "situational leadership."

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Appendix A: Transformational Model Activities (2001-2005)

Model Theme	Activity
Hope and Courage (Year 1)	<ul style="list-style-type: none"> • Kick-off picnic at start of year includes games that encourage getting out of comfort zone [essential] • Experiential activities to encourage risk taking [essential] • SIFE and class projects [essential] • Assigned book reading¹ with required essay for selected courses [important] • 1st annual awards banquet with senior awards in all four theme areas [important] • Essay contest on the year's theme open to all business students [supportive] • Guest speakers in various courses [supportive] • Began SIFE project, Women of Hope business camp² [temporarily on hold] • Faculty panel discussion [discontinued]
Integrity (Year 2)	<ul style="list-style-type: none"> • Kick-off picnic at beginning of year focuses on integrity [essential] • SIFE and class projects [essential] • Assigned book reading³ with required essay for selected courses [important] • Annual awards banquet awarding one senior for each category [important] • Essay contest on the year's theme open to all business students [supportive] • Panel discussion with local business leaders and educators [supportive] • Guest speakers in various courses [supportive] • Formed student-led book review session for in depth discussion [discontinued] • Assigned academic integrity officer [discontinued] • Class and SIFE projects including Biz World integrity workshops in area grade schools [discontinued]
Personal Excellence (Year 3)	<ul style="list-style-type: none"> • Kick-off picnic at beginning of year focuses on personal excellence [essential] • Assigned book reading⁴ with required essay for selected courses [important] • Annual awards banquet awarding one senior for each category [important] • Essay contest on the year's theme open to all business students [supportive] • Began student nominations for awards in personal excellence. Each week students who were nominated by other students or faculty for personal excellence were surprised in class by a "prize patrol," at which time they received a Personal Excellence T-shirt, pin, balloons, and their picture taken. Our faculty office hallway was turned into the "Wall of Personal Excellence," where the pictures of all the winners were displayed. Mass emails went out to the student body announcing the winners. At the end of the year, students surprised faculty with their own version of "prize patrol," giving personal excellence awards to each faculty. [supportive] • Guest speakers in various courses [supportive] • Panel discussion with THE COLLEGE staff and alumni [discontinued] • Class and SIFE projects including financial planning workshops in area grade schools [discontinued – replaced with other course and SIFE/enactus projects]
Servant Leadership (Year 4, in process)	<ul style="list-style-type: none"> • Kick-off picnic at beginning of year focuses on servant leadership [essential] • Students in selected classes will be required to perform a service of some type. The required essay will be their reflection about that experience. [essential] • Essay contest on the year's theme open to all business students. [supportive] • Panel discussion with alumni, business and non-business faculty, and staff whose lives demonstrate servant leadership. [supportive – on years we utilize] • Have student nominations for those who exhibit servant leadership. Will be publicized in a more understated manner than personal excellence, and awardees will be notified. [discontinued]

- ¹ You Don't Have to be Blind to See: Find and Fulfill Your Destiny Regardless of Your Circumstances (Stovall, 1996).
- ² Partnership with City of Rochester inner city school to bring 9th and 10th grade girls to campus over February break to teach business skills and create, make, market, and sell a product. Expanded the next year to include Jr. High boys for a Men of Standard business camp. Camps continuing every year.
- ³ Time for Truth, Living Free in a World of Lies, Hype, and Spin (Guinness, 2000).
- ⁴ Think Big, Unleashing Your Potential for Excellence (Carson, 1992).

Appendix B: Transformational Model Activities (2006-2012)

Model Theme	Activity & Category
Hope & Courage (year 1)	<ul style="list-style-type: none"> • Kick-off picnic with theme specific games & activities and Bible verses [essential] • Integration of matrix into course syllabi showing connection of objectives & assignments to themes [important] • Course assignments designed to stretch students outside their comfort zones (e.g. talking with community leaders, leading a team for part of a project etc...) [essential] • Reading books and other resources that promote hope & courage [important] • Participating in department chapel around our theme [supportive]
Integrity (year 2)	<ul style="list-style-type: none"> • Kick-off picnic with theme specific games & activities and Bible verses [important] • Integration of matrix into course syllabi showing connection of objectives & assignments to themes [important] • Participating in a department chapel around our theme [supportive] • Reading books and other resources that speak to integrity [important] • Application to major [important/supportive] • Service learning including: [essential] <ul style="list-style-type: none"> • Completing a audit for a non-profit • Raising funds for the hungry in our community • Consulting with non-profits and struggling businesses
Personal Excellence (year 3)	<ul style="list-style-type: none"> • Kick-off picnic with theme specific games & activities and Bible verses [supportive] • Integration of matrix into course syllabi showing connection of objectives & assignments to themes [important] • Use of career and personal assessments [important] • Reading books and other resources that promote personal excellence [important] • Planning a relevant internship and preparing for that internship [essential] • Cross-listed classes with other majors [supportive/important] • Service learning including: [essential] <ul style="list-style-type: none"> • Presentations to consulting clients • Consulting with non-profits and struggling businesses
Servant Leadership (year 4)	<ul style="list-style-type: none"> • Kick-off picnic with theme specific games & activities and Bible verses [supportive] • Integration of matrix into course syllabi showing connection of objectives & assignments to themes [important] • Reading books and other resources that promote servant-leadership [important] • Mentoring younger students [supportive – early stages, expect this to become important] • Senior awards and knighting ceremony [important] • Internship with non-profit or business [essential] • Service Learning [essential] • Leading our enactus team and projects [important]

Appendix C: Example of Model Matrix Used in Course Syllabus

Class Requirements and activities	Scholarship					Service			Spiritual Formation
	Hope & Courage	Integrity	Personal Excellence	Servant Leadership	Exp. Learning	Social Entrep.	SIFE project	Other	
Pre-Post tests		X	X						
Textbook questions			X						
Self-assessments	X		X	X					
Concept presentations	X		X		X				X
Class participation	X	X	X						X
Online discussions		X	X	X					X
Attendance		X	X						
Exams			X						
Discussion leader	X								
Group/team work	X			X					

Appendix D: Comments from Recent Alumni on the Impact of the Model

In what ways did the business department's transformation model, emphasizing hope and courage, integrity, personal excellence, and servant-leadership, shape you as a leader and business professional?

...The transformational model was extremely foundational for me. As a student it gave me a very clear vision of the kind of person I wanted to be in the workplace. As I have held three professional jobs since graduating five years ago, these qualities were things my employers were looking for, and because it was engrained in me over those four years, it was very natural to live them out. You experience all different kinds of people in the workplace, and you quickly realize that many do not hold these values of integrity, personal excellence, hope and courage, and servant-leadership. I have been very lucky to work with some incredible leaders and mentors since graduating and these qualities are foundational in who they are as leaders in the body of Christ and in the workplace. So these ways of being are even more important to me as I face people in the workplace who are depressed, stressed, and making poor decisions based on fear of losing their jobs with the current economy. It is VITAL that I live out these values in places that do not embody them because Christ has called us to be a light in the world of darkness. I have run into situations where I disagree with the integrity of a decision being made and because of my [educational] experience I became bold about challenging those decisions based on

what the right thing to do is. I think I have earned some respect from my co-workers because of that.

... I believe that [the business department] and especially the teachers have given me a great personal example of what means to lead by example. The education and experience that I have received have helped me to shape my integrity and set a path for a successful career in business.

... The transformation model utilized in the business [department] has been crucial in shaping me as a leader and business professional. The model lays out vital steps to becoming a leader who stands out above the rest. Unfortunately today there is much fraud, lack of integrity, and poor leadership. The model allowed me to focus my development as a professional by first looking for the positive and keeping a good attitude, second remaining ethical and upright in all situations regardless of outcome, third striving for my best, and fourth providing leadership that comes alongside to lift up rather than direct influence downward.

... As a leader and business professional, the values that I acquired from [the business department] and the values that I have always believed in helped me become a highly valued employee at [another prominent university] within a short span of time. I was able to make an impact on the people that I dealt with on a day-to-day basis. Whether it was coworkers or vendors or researchers on a quest to find

solutions to highly challenging problems affecting mankind, I made sure that I excelled in what I did. One of the reasons [my alma mater] was love at first sight was because of the values it stood for and the business department's transformation model. Values that were reinforced at [my alma mater] were very important, especially when I decided to work for a non-profit organization where the main component of business is service. It was a great relief to know that I was contributing to something as fascinating as research, mostly in keeping the researcher's accounts and cash flow up to date and finding ways and means to solve the discrepancies as and when they occur. My prompt problem-solving skills and investigative approach along with hard work and dedication helped me get promoted to the post of staff accountant within six months. I am very thankful for the education I received; it was education with a purpose!

... The [business department's] transformational model has shaped my life as a leader and business professional in many ways. Right after college I started a business with a friend of mine. We struggled for a little while, but with dedication and perseverance, the business has grown and my friend is doing very well. I gave up the business to my friend just before I left to go overseas to do a tour in Afghanistan. While I was there I, encountered many trying situations that without hope and courage, integrity, personal excellence, and servant-leadership, would have made my tour much more difficult. [The college] had taught me that when the going got tough, you need to come up with a game plan on what you need to do to make the situation better, and that with hard work and dedication, you can reach your goals. I was and am in a leadership position in the military, so during my tour I had many soldiers look up to me for advice and direction while we were there. Although I did not always have the answers to all of their questions, I always made it my personal goal to figure out the answers. There are many situations and stories that I could tell to emphasize how important it is to use and live the transformational model in your everyday life. Today, I work full-time for the NY Army National Guard as a Training NCO. Even though this is not the traditional business setting, the transformational model has applied in many ways. In my job today, I have to deal with many different situations that arise to include finances, college tuition for soldiers, re-enlistments, training, counsel-

ing, personnel management, and also a little bit of advertising. The transformational model has helped me to grow as a person and as a top performer.

In what ways has the transformational model shaped you personally?

... Having something to aspire to as an undergrad about the kind of person the world needs (someone with integrity, personal excellence, hope and courage, and servant-leadership) was foundational for my future. I decided that was who I wanted to be, and that has not changed. Being married has challenged me to look at those things in my life with more scrutiny and evaluate if I am truly living these values out in my life. My husband, who truly embodies these values, continues to challenge me to live them out with more boldness and confidence.

... The transformation model has given me a great amount of self-confidence that by working hard and using the right approach I can be successful.

... Personally, the transformational model has allowed me to grow my spiritual perspective of these attributes. I believe that if we live with a life based on these core values we will be able to serve and effect change in a greater way than we could possibly imagine. The model shifts the focus off what we can gain for ourselves and puts the emphasis on others, demonstrating the power behind service.

... It has made me a better person. Even though I was always interested in serving others, it was only at the back of my mind until I went to [the college]. Studying [there] made me realize that when you help others and do whatever little you can to improve the lives of people around you, those small steps lead to big steps. As often as I can, I have tried to do little things [for] those in need. Excellence at work was always important to me and when I started working I made sure that I took every opportunity to learn and grow and effectively use those skills in my day-to-day job. There was contentment, and I was at peace when I was working. Nonetheless, I can say that [the college] opened my eyes to things that I could do, made me more confident, and taught me to believe in my abilities. It was a place that transformed me and will continue to play a bigger role in my life as I continue to take on bigger responsibilities in personal as well as professional life.