

BACKGROUND

- The Harvard John F. Kennedy School of Government has modeled Leadership Case Consultations (LCC) in academic settings as an active learning tool.¹
- LCCs may be implemented in a variety of learning and academic settings.
- LCCs utilize a small group format to help learners gain experience with solving complex problems.
- LCCs involve assignment of unique consultative roles to each individual in the small group to help learners master their understanding the specific knowledge frameworks undergirding the learning experience.

RESEARCH QUESTION

What are the quantitative and qualitative findings of assessing a Leadership Case Consultation (LCC) activity to help students apply of leadership frameworks to solve real-world leadership problems?

METHODS

- Students from two colleges of pharmacy applied knowledge of Leadership Frameworks to address real-world leadership problems in small groups. Each student served as a consultant from the perspectives of one of the three or four frameworks including, Clifton Strengths®, Kotter's 8 Steps, Heifetz' Adaptive Leadership, and Kouzes and Posner's Five Practices of Exemplary Leadership®.²⁻⁵
- Descriptive statistics were used to analyze quantitative student assessment data.
- Qualitative data were independently, blindly coded by 2 individuals, with adjudication and finalization of themes by a third reviewer.

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RESULTS

Quantitative Findings		
Learning Objective	Mean Agreement Score	% Students Agree/Strongly Agree Learning Objective Achieved
Identify and describe an active "leadership challenge"	3.16	96
Reinforce and/or develop expertise regarding specific leadership models	3.20	96
Develop skills related to provision of quality feedback to resolve a challenge	3.32	96
Reflect on personal abilities related to seeking and providing leadership advice	3.12	92
Expand your leadership development network	3.04	88

*Agreement was quantified by student using a Likert scale (1=Strongly Disagree, 2=Disagree, 3 = Agree, 4=Strongly Agree)

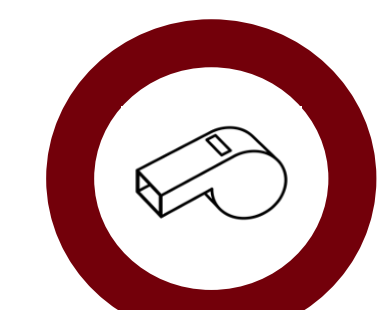
Qualitative Findings



Identify Leadership Frameworks



Understanding Others Perspectives/Experiences



Learning Coaching Skills



"The leadership circle itself was very beneficial, I like how the entire class was involved and I was able to get valuable feedbacks from my peers about my action plans. I also like how we utilized different leadership models to solve any problems/challenges associated with the action plan. This helped me learn more about the different models while also giving me information on what I can do to improve upon it."

-Student Comment

"I like how open the case consultations allow us to be. There are guiding elements and questions to help our encounters, but in the end we are allowed to go in whatever direction we please which has been beneficial."

-Student Comment

REFERENCES

1. Teaching with Cases. Harvard John F. Kennedy School of Government Website. <https://case.hks.harvard.edu/teaching-with-cases/>.
2. Rath, T. *StrengthsFinder 2.0*. Gallup Press; 2007.
3. Kotter JP. *Leading Change*. Harvard Business Review Press; 2012.
4. Heifetz, R., Grashow, A., Linsky, A. *The Practice of Adaptive Leadership*. Boston: Harvard Business Press; 2009.
5. Kouzes, J. & Posner, B. *The Student Leadership Challenge*. John Wiley & Sons, Inc; 2013.

CONCLUSIONS

LCCs represent an opportunity for teaching leadership development through experiential learning in the classroom. Findings from our student assessment data suggest it is a reasonable learning strategy, with some specific suggestions for optimizing future iterations.

