

Question 1**What is your proposed topic? (5 points)**

The Proposed topic is:

A study on the problem of student leadership reluctance in student led clubs and organizations at tertiary institutions.

My focus at this juncture of my academic career is on governance. I have served in the roles of faculty representative to the Board of Governors for Clarence Fitzroy Bryant College (CFBC) 2020-2023 as well as faculty advisor to both the Drama Club and Student Government Association. During this time, I have observed the reluctance of students to assume leadership roles in clubs and organizations. In discussions with fellow faculty advisors and colleagues, they too have witnessed the same behavior. This has been an observed growing problem over the last five years and amplified with the COVID-19 pandemic, to the point where several student clubs at the institution are currently dormant due to the lack of student participation in leadership.

Question 2**Why are you interested in this topic? (5 points)**

As a current faculty advisor to clubs and organizations at the college, it pains me to have to engage every academic year in an arduous uphill battle to search and convince students to be executives to lead clubs. There are approximately ten dormant clubs and organizations due to the lack of an executive body to govern (CFBC Student Activity Report, 2021). This has led to students not being able to fully participate in a rich college experience as well as not developing the much-needed leadership and social skills required further afield.

In delving into the situation, I've asked the following questions to spur my interest in this topic to shape the body of my research.

1. What do current and past students have to say about their experiences of governing clubs and organizations at the CFBC?
2. What are the gaps in knowledge about the governance of student led organizations?
3. What are some of the things we can do to expand knowledge about governance of student led organizations to improve student affairs deliverables?
4. How can we improve our orientation experience to get students curious about leading organizations during their tenure at the college?
5. What services and sessions can we provide to effectively train students to be ready to accept governance and leadership positions in student led organizations

Question 3

Why is the topic important? (5 points)

The Clarence Fitzroy Bryant College is currently committed to attaining accreditation and began the process in March 2023. As a small college with a population of less than 2,000 students, this undertaking is quite ambitious, and will have to meet specific standards. Part of the quest towards accreditation means that decisions are to be data driven. Therefore, this problem of student reluctance in leading clubs and organizations will seriously impact deliverables in Student Services. This topic is important and will have to be researched because the findings can direct student affairs decisions to find pathways to ensure the college's accreditation. This topic is important because the root of this problem can be unearthed, and best practice solutions derived to arrest the situation. This topic is important as the implementation of the recommendations can

serve to put the institution on a path of development and growth as it continues its quest towards accreditation and beyond.

Question 4

Who is the intended audience? (5 points)

The intended audience for this research will comprise of the CFBC Board of Governors, CFBC Senior Management, Student Services staff (globally), and faculty advisors (globally). As the CFBC Board of Governors sets policy for the institution, the findings from this research can assist in the institution's strategic planning process, and more specifically the Board pillars of *Accreditation* and *Creating a Collegiate Culture*. CFBC's senior management team can use the findings from this research to chart a course of action to help remedy the situation, (for example, authorize a series of seminars on club governance and its benefits). Student Services personnel across the globe can use this research to develop best practices to ensure this does not continue or occur at their respective institutions. Faculty advisors globally can use this research and realize that they are not alone. Therefore, if they are suffering through the same situation the recommendations can help them with meaningful ways to arrest the problem, learn and grow.

Question 5

List five sets of keywords, separated by commas or semi-colons, to find more information about your topic when searching resources such as Google Scholar or databases on the WIU Libraries website. (5 points)

Five key phrases have been useful in sourcing information on the topic:

1. Student club involvement;
2. Club culture of a university student;
3. Reluctance leadership;
4. Student club engagement;
5. Student leadership reluctance;

These key terms are specific enough to gather scholarly documents and reports to support the topic and give credence to the research. Item number 3 ‘Reluctance Leadership’ is an actual syndrome that has been studied and discussed at the corporate level. Sharing information on the syndrome may shed light on similar student behavior when asked to lead a college club. While Item number 1 may expound on several scholarly articles that provide the benefits of student club involvement in and out of the institution.

Question 6

What is your research question? (15 points)

My research question based on the proposed topic is:

How does leadership reluctance in student led clubs and organizations affect student growth and development at tertiary institutions?

This research question is focused on what has been observed and discussed with fellow faculty advisors and colleagues at CFBC. Leadership reluctance has been an observed growing problem over the last five years and was amplified with the COVID-19 pandemic, to the point where several student clubs at the institution are currently dormant due to the lack of student participation in leadership.

This research question allows for a deep dive into the concept of leadership reluctance and the prevalence of this behavior in student led organizations. This question allows for methodological discovery to focus on the ‘why’ this is happening – especially if the research is conducted at the CFBC. Once that part of the research has been completed, there can be a seamless correlation between this behavior and student development as well as showcasing how this debilitating behavior follows students into the workplace.

This will be a huge benefit for Student Affairs professionals as it spotlights an issue that will allow for the development of best practice solutions to ensure this behavior is curbed or discontinued.

Faculty advisors globally can use this research and realize that they are not alone. Therefore, if they are suffering through the same situation the recommendations can help them with meaningful ways to arrest the problem, learn and grow.

Question 7

What is one academic journal article or report you can use as a source? (5 points)

The report accessed and considered as a source is *Why Capable People Are Reluctant To Lead* and cited as follows:

Zhang, C., Nahrgang, J. D., Ashford, S. S., & DeRue, D. S. (2020, December 17). *Why Capable People Are Reluctant to Lead*. Harvard Business Review. Retrieved June 9, 2023, from <https://hbr.org/2020/12/why-capable-people-are-reluctant-to-lead>

Question 8

Tell me why you chose that resource. Why do you think it might be helpful for your research proposal? (5 points)

This article will be quite a useful source in the research of the topic as it provides new research that sheds light on the syndrome of Leadership Reluctance and provides information on the three most perceived risks that are associated with leadership and their effects in corporate society. The article explains in detail how the reluctance to lead is not only in corporate spaces but also looks at the genesis of the perceived risks from our lived experiences. The article then discusses the research parameters, the sample and data collection which are college graduates. A correlation can be made later in the interpretation of the data between college students' lived experiences filtering into corporate spaces. Finally, it clearly discusses the three main perceived risks and ways to mitigate against the risks which would serve as useful information that can be tailored into a way forward with respect to student leadership reluctance.