EDUCATING CHANGE AGENTS: TEACHING LEADING CHANGE TO YOUNG HONDURAN WOMEN

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ABSTRACT

Honduras is the second poorest country in Central America. Historically and traditionally, the Honduran culture is characterized by machismo, the societal domination of females by males. Poverty, homicide, high unemployment and chronic underemployment, drug and gang violence, and single mother-led households are facts of life for Hondurans, especially in rural areas. The scholarly activity described in this professional profile was conducted in the midst of the economic, social, and cultural challenges facing young Honduran women. The focus of this scholarly activity was to prepare young Honduran women to be successful as agents of change in spite of the challenges that arise in the cultural and economic setting that characterizes rural Honduras. The author hopes that other academics will respond to the call to take up their domain expertise to make a difference in the lives of those most in need somewhere in the world.

STATEMENT OF RESPONSIBILITIES

In a thought-provoking article, Boyer (2016) briefly recounted the history of U.S. academics actively taking part in the scholarship of engagement, which consisted of academics stepping off the university campus and into social, civic, moral, and economic realms "to participate in building of a more just society and to make the nation more civil and secure" (p. 18). Boyer lamented his observation that the academy had become too inwardly focused and had lost sight of the mutual value that comes to both the university and the broader community when academics actively pursue the scholarship of engagement. He went on to issue a clarion call to university campuses to become "staging grounds for action" (p. 27), "connecting the rich resources of the university to our most pressing social, civic, and ethical problems, to our children, to our schools, to our teachers, and to our cities" (p. 27). But Boyer did not stop there; he envisioned "not just more programs, but a larger purpose, a larger sense of mission …" (p. 27).

My Call to the Scholarship of Engagement

As a follower of Jesus Christ, I am convinced that the larger purpose, the larger sense of mission, that Boyer desired is rooted in bringing the Kingdom of God into the social, civic, moral, and economic realms in which we live. Jesus made it clear that the primary pursuit for His followers was to be the Kingdom of God and His righteousness (Matt. 6:33), not on meeting our own needs or building our own reputations. To that end, God has graciously given me what Sherman (2011) called "vocational power" (p. 20)—my education, social and professional networks, experience, skills and abilities, spiritual gifts, passion, and strengths, as well as all of the opportunities He has set before me to shape me into the person I am today. My desire as a follower of Jesus is to apply my vocational power, including my expertise and domain knowledge, to advance the Kingdom of God in whatever way I can.

The mission God has given me at this point in my life is to serve the Lord Jesus Christ by serving students in Christian higher education as a life coach, educator, and connector. Ultimately, my responsibility before the Lord is to live out the mission He has given me and to represent Him faithfully in whatever He brings me to do. My intention with the scholarly activity described in this professional profile, and in all of my professional activities, is to practice "vocational stewardship," which Sherman

(2011) defines as "the intentional and strategic deployment of our vocational power—knowledge, platform, networks, position, influence, skills and reputation—to advance foretastes of God's kingdom" (p. 20).

The Context for the Scholarship of Engagement

The scholarly activity described in this professional profile is centered in teaching and coaching students at The Leadership Center (TLC), located in rural Honduras. The primary scholarly activity to be explored in this paper is teaching a course in leading change to a cohort of young Honduran women who study English, leadership, and community development at TLC. TLC is an educational project of Leadership Mission International (LMI), a 501(c)(3) nonprofit organization. The mission of LMI is "to educate, train, and develop a new generation of ethical leaders by providing exceptional academics and hands-on leadership opportunities to individuals from underprivileged families" (LMI, n.d.). Students at The Leadership Center are unmarried Honduran females who have graduated from high school and who do not have children. TLC administration is intentional about accepting qualified students who would not otherwise be able to continue their education at the university level due to lack of family resources.

The Cultural Setting and the Need for Change

It is important to understand the cultural setting of rural Honduras. This is the setting in which TLC students were born, raised, and educated prior to attending TLC. And this is the cultural setting they will return to after graduating from TLC. The objectives of the scholarly activity described in this professional profile are to educate TLC students in the tools and techniques of change leadership and to prepare them to function as change agents when they return to their communities.

Honduras, the setting for this scholarly activity, is the second poorest country in Central America and "suffers from extraordinarily unequal distribution of income, as well as high underemployment" (CIA, 2016). It is one of the least developed nations in Latin America (Wood, 1993, p. 2), with one of the least developed economies (Meyer, 2016, p. 4). Pavon (2008) points out that Honduras "stands out, historically, as one of the slowest-growing and poorest countries in Latin America" (p. 194). More than 66% of the population was living in poverty in 2016, while in the rural areas approximately 20% of Hondurans "live in extreme poverty, or on less than US$1.90 per day", according to the most recent data available from the World Bank (2018). In a report prepared for the U.S. Congress, Meyer (2017) asserted that "nearly two-thirds (65.7%) of Hondurans live in poverty and 42.5% live in extreme poverty" (p. 8). The Honduran GDP per capita income is estimated to be US $2,609 as of 2016 data (p. 2). This per capita income figure is somewhat deceiving since "the country's income distribution is heavily skewed toward the wealthiest Hondurans" (p. 8). Data reveal that the bottom 10% of the population receives 1.2% of the country's income while the top 10% receives more than 42% (McFadden, 2009, p. 38). This economic situation, experienced most profoundly in the rural areas, is primarily due to the heavy dependence on agricultural production, a sector that has been shrinking due to reduced government spending in support of that sector (p. 29).

The problems of poverty in Honduras are accompanied by violence. The United Nations Office on Drugs and Crime reports that Honduras has the highest homicide rate of all countries in the world (UNODC, 2013). The presence of gangs and drug trafficking are major contributing factors to this sad distinction for Honduras. Meyer (2016) reports that "Honduras also serves as an important drug-trafficking corridor as a result of its location between cocaine-producing countries in South America and the major consumer market in the United States" (p. 7). These problems are exacerbated by high perceived levels of public sector corruption. Transparency International ranks Honduras 135 out of 180 countries and territories on the Corruption Perceptions Index 2017, with a score of 29 out of 100 (Martinez, 2018).

Unemployment and underemployment is yet another contributing factor to poverty in Honduras. The total unemployment among youths ages 15 to 24 is 14.2%, with unemployment among young women much higher than among young men—male: 7.6%, female: 25.6% (CIA, 2016), with underemployment estimated to be one third of the population (CIA, 2016; Wood, 1993, p. 2). Reporting on the entire population, Meyer (2016) stated that, "The percentage of the population that was unemployed or underemployed increased from

45.5% in 2014 to 62.5% in 2015" (p. 5).

Honduras is the original "banana republic" (Wood, 1993, p. 3). The economy of Honduras is centered in agriculture with approximately one half of the population living in rural areas (Lomot, 2013, p. 21). According to Merrill (1995), the majority of the rural population are "small farmers who till their own plots or landless laborers who work for wages on estates and smaller farms" (p. Rural Life). Recent information available from the World Bank (2018) confirms that "most of the country's poor live in rural areas and depend on agriculture for their livelihoods." The economy is characterized by two extremes within the agricultural sector: "Peasant self-provisioning and multinational fruit companies" (Rowlands, 1997, p. 32) with the most fertile land devoted to plantation agriculture dominated by large U.S.-based fruit companies (p. 29). Much of the country is mountainous with relatively poor soil (p. 29), resulting in little productive land available for the subsistence farming that is of critical importance to the rural population. Compounding these problems for women is the fact that Honduras has the highest level of economic inequality in Latin America (WorldBank, 2018)—"although the production of basic grains absorbs nearly half of the rural workforce" (Rowlands, 1997, p. 35), there is a lack of paid employment in agriculture for women. Lomot (2013) made the chilling observation that "being a woman in rural areas, the job market is almost non-existent" (p. 21).

Honduras embodies the typically patriarchal society, commonly referred to as machismo, that can be found throughout Latin America (Lomot, 2013, p. 15; Rowlands, 1997, p. 34). Within such a society men make all of the decisions: "The male population chooses when women become pregnant, how many children they have, what their daily chores are, and how far their education goes" (Lomot, 2013, p. 15). The machismo culture "encourages men to dominate women and to aggressively exercise power and control" (Giordano, Thumme, & Sierra, 2009, p. 997). Women are expected to fit into their gender role of "wife-mother-maintainer of the home" resulting in "women carrying the burden of domestic and reproductive labor" (Rowlands, 1997, p. 34). Teen pregnancy and large families are typical in rural Honduras (Lomot, 2013, pp. 19-20; Rowlands, 1997, pp. 34-35). Accompanying the problem of teen pregnancy, domestic violence has "become prevalent throughout much of the country" (Lomot, 2013, p. 24). Girls and women caught in this machismo culture struggle with issues of fear, low self-confidence, and low self-esteem (Lomot, 2013; Rowlands, 1997). As a consequence, "Many women do not enter the workforce because they feel they cannot perform adequately" (Lomot, 2013, p. 24); the rate of female participation in the labor force is consistently lower than other Latin American countries (pp. 22, 24-25). It is encouraging to note that in the past two decades Honduran women have been leading their male counterparts in educational attainment. However, those making the most significant gains are women from the middle and upper echelon of Honduran families, while women of indigenous and African descent and those who live in the rural areas have been excluded from these gains (McFadden, 2009, p. 40).

It is in this cultural and economic context that The Leadership Center endeavors to educate young women to go back into their culture as ethical leaders. It is the hope of the Board of Directors of Leadership Mission International and the staff of The Leadership Center that students and graduates will take on the challenge of community development. The scholarly activity described in this paper has been designed to prepare these young women to be successful as agents of change in spite of the challenges that arise in the cultural and economic setting that characterizes rural Honduras.

Scope of Professional Responsibilities

I taught a course in leading change at TLC in 2016, 2017, and 2018. I am a resident of the campus when I teach. My longest residency has been eleven weeks. My primary responsibility when on campus is to teach. My secondary responsibilities include serving as a life coach and as an encourager to the students. Encouragement is extremely important if these young women are to begin to think of themselves as change agents given that they grew up in a culture in which discouragement is an ever present reality for girls and women. Many of these students were told their entire life that they could not accomplish anything simply because they were female. I gladly accept my responsibility to help students understand that they are the unique workmanship of their heavenly Father, that they

have been created in Christ Jesus for good works which God prepared beforehand, and that they should live into the role for which God is preparing them (Eph. 2:10). Bringing encouragement into a culture characterized by discouragement for women is one way that I bring a foretaste of the Kingdom of God into rural Honduras.

In this professional profile I will discuss the scholarly activity of teaching leading change at The Leadership Center during the January to March 2017 quarter. In addition to the responsibilities described above, I had one major concurrent scholarly activity. During this period I conducted an ethnographic investigation into the motivational influences driving young Honduran women to pursue education and vocation, which is the topic of my doctoral dissertation. The students and graduates of The Leadership Center were participants in my study.

BIOGRAPHICAL SKETCH

I was born and raised in the Midwestern United States. My first visit to Central America was in 2003, when my wife and I took an eco-tour of Costa Rica. I have since taken many trips to Central and South American countries. I thank God that He has given me a love for the people and the natural beauty of that part of the world.

My first exposure to The Leadership Center in Honduras came in 2013. The Executive Director of The Leadership Center was one of my fellow students in the PhD Program in Leadership at Lancaster Bible College | Capital Seminary and Graduate School. My conversations with him ignited a desire to learn more and to experience The Leadership Center in person. I visited The Leadership Center for the first time in 2015 and have now made a total of eight trips to campus to teach seminars and classes. I am absolutely inspired by the drive the students have to improve their lives and to see positive change in their families, their communities, and their country. I have a deep desire to encourage and enable them on their path of growth and development.

I can testify to the truth that God prepares us well for the assignments He gives us. More than twenty years ago I began leading major change initiatives at Fortune 500 companies. I led my first major change initiative in 1993 as a consulting program manager to NCR Corporation, which had recently been acquired by AT&T. AT&T mandated the consolidation of both information systems and business processes across the NCR Information Products Publishing Division operations in the United States and Brussels, Belgium. This project was fraught with major political strife. The AT&T program manager assigned to lead the project was rejected by NCR personnel in the United States and Belgium. In addition, cross-border, cross-functional teams were not making progress. They disagreed about the best system and process to adopt as the standard. They also did not have an agreed-upon methodology to guide their project work. I was brought into this mix as an independent and objective program manager to untangle the mess and to move the project to the desired outcomes. It took us about one year of very intense work, but I was successful at building the teamwork and alignment necessary to achieve the goals set by AT&T.

In 1996 I began leading change initiatives not as a consultant but as an internal change agent, first at Warner Lambert Company (a global pharmaceutical and consumer healthcare company), and then at Intel Corporation (a global semiconductor company). The change projects I led at both of these organizations crossed geographical and internal organizational boundaries. I built on the experience I had gained working with NCR and further developed the leadership, political, and interpersonal skills needed to be an effective change agent.

In 1998, I made the decision to increase my domain knowledge about leading change as an element of my professional development. My employer, Warner Lambert Company, sponsored me to enroll in the Organizational Change Leadership Certificate Program at the NTL Institute for Applied Behavioral Science. NTL specializes in Organizational Development and still offers classes related to organizational change leadership even though it no longer offers the Organizational Change Leadership Certificate Program. A brief description of this certificate program is given below:

The Organizational Change Leadership Certificate Program was designed to give the conscientious manager a tactical advantage in leading an organization through a myriad of change processes. The program provides participants the knowledge and skills needed in organization systems thinking, concepts and processes in planning and

managing change, and a critical understanding of group and team dynamics. (Source: NTL Institute Certificate Program brochure)

I completed the following courses to earn the certificate:

- Management Work Conference
- Leading Organizational Change
- Creating and Sustaining High Performing Teams
- Diagnosing Organizations with Impact
- Managing Conflict: Organizational and Interpersonal
- Power to Change Whole Systems

In addition to my training at NTL, I completed a course entitled, "Change, Power, and Conflict Management," as part of my doctoral studies.

Prior to even designing the Leading Change course for students at The Leadership Center, I had led numerous major change initiatives, completed a domain-specific certificate program, and had taken a relevant doctoral course. I put this experience and domain knowledge to work to design a course that would teach young Honduran women what they need to know to serve as change agents in the culture and economy of rural Honduras.

The Leading Change course at TLC is taught over a ten-week academic term. During the ten-week term, classes meet Monday through Friday in 50-minute sessions for a total of 50-class meetings. My primary collaboration in developing the Leading Change class was with the TLC Executive Director to ensure that the curriculum for Leading Change aligned with and complemented the curriculum for Community Development.

I returned to Honduras to teach Leading Change during the July to September 2018 academic quarter. However, since I was not able to be in Honduras for ten weeks, I modified the class to teach it over a five-week period, with two class sessions per day. Another TLC instructor modified his class to teach it over the five-week period of the second half of the quarter, thereby keeping the overall workload for students constant across the quarter while compressing the schedules for both classes.

SCHOLARLY ACTIVITY–TEACHING LEADING CHANGE IN HONDURAS

The scope of the scholarly activity described in this professional profile included all of the work necessary to develop and deliver a course in leading change to students at The Leadership Center in the January to March quarter of 2017. Leading Change is taught during the second year of the TLC curriculum. There were nine students in the second year cohort during the January to March 2017 quarter.

Objectives of this Scholarly Activity

One objective of my scholarly activity is to support the mission of LMI, which, as previously noted, is to "to educate, train, and develop a new generation of ethical leaders by providing exceptional academics and hands-on leadership opportunities to individuals from underprivileged families" (LMI, n.d.). The Leading Change course has been designed to educate young Honduran women in the principles, practices, processes, and tools of leading change, to train and encourage them to take on the role of change agent in their communities and in the organizations in which they will serve in the future, and to contribute to their development as leaders.

A second objective can be stated in the words of Roberts (2010): "To transform the individual and to reproduce transformation that brings change to an entire community" (p. 17). The Leading Change course has been designed to encourage personal growth and development on the part of students as well as to prepare them to go back to their communities as leaders, change agents, and enablers of community change and development. In addition to serving as the instructor for the Leading Change course, I also serve as a life coach to students. The purpose for this secondary scholarly activity is to come alongside students to encourage them to become the women that God created them to be. In so doing, I offer myself to the Lord Jesus as an instrument in His hands as He works in the lives of TLC students to transform them into His ambassadors to bring a foretaste of the Kingdom of God into their rural Honduran communities and the organizations in which they will eventually serve. Roberts (2010) offered solid advice to those seeking to bring transformational change when he stated, "In order to bring about change, you must be the change" (p. 76). In my scholarly engagement in Honduras, I desire to be the change that I hope to spark in the lives of students and their communities. I seek to be a role model for allowing God to change me as an individual. I

explain to students why I made changes in my life and lifestyle to follow the path God laid before me, which includes setting aside my typical life and leaving behind family, friends, and my dog Toodles to live in rural Honduras for a season of service to them.

The most important questions I faced as I prepared for this scholarly activity had to do with the culture of rural Honduras: How do I best prepare young Honduran women to be change agents in a culture which views women as second class citizens? What can I do to bring encouragement into the lives of young women who have grown up in a culture of discouragement? How do I design a course in leading change that aligns to community development while also equipping students to serve as agents of change in businesses and non-governmental organizations? I took two primary steps to answer these questions. First, I spent time discussing community development in Honduras and the backgrounds and needs of students with the TLC Executive Director, a U.S. missionary who holds a master's degree in International Development. My conversations with him opened up ideas on how to align the Leading Change class with the Community Development classes. It was during those conversations that I suggested that we shift the sequence of classes so that Leading Change came earlier in the curriculum than it had been taught. Doing so gives students a change toolbox and preparation as change agents when they embark on their practical community development projects. The second step I took was to do extensive investigation of the literature related to the culture and economic situation in Honduras. This in-depth research served a dual purpose as background preparation for my doctoral dissertation while providing me with the context needed to design a course in leading change that would help prepare young women to be change agents in rural Honduras.

Preparation for the Scholarly Activity

The typical university course in leading change or the management of change is focused on organizational change and development. As one example, the change leadership course included in my doctoral program was entitled, "Change, Power, and Conflict Management" (LBC, 2017). This course covered an analysis of the change process, the role of power and authority, and the process of conflict management and resolution. It did not include any content related to personal change and development for the change agent. As yet another example, the 400-level course in change management at Grand Canyon University is entitled, "Organizational Change and Development." According to the syllabus for GCU course AMP-492, "This course provides an overview of approaches to organizational development with an emphasis on the practical aspects of changing organizations to improve effectiveness." It does not address the process of personal change.

This is not to say that Christian universities such as Lancaster Bible College and Grand Canyon University do not offer courses in personal change, growth, and development. Such universities may very well provide chapel services and offer courses to encourage the personal growth of students. However, the typical academic offerings in change leadership are designed around organizational change and do not address personal change or individual change for the change leader. Personal change is addressed separately from organizational change.

As I embarked on the design for a class in change leadership to be taught to students in rural Honduras, I determined that the course should be made up of three major components: (1) an understanding of models for personal change and an opportunity to engage in planning for and undertaking a program of personal change and development; (2) an understanding of the tools, methods, and practices of organizational change; and (3) experience applying the tools, methods, and practices of organizational change as part of a practical community development project.

The process of becoming a leader involves more than learning the tools, methods, processes, and practices of leadership or any related discipline. Becoming a leader is much more about developing interpersonal skills and the ability to inspire and influence others than it is about developing technical skills or gaining domain knowledge. As Thompson (2000) declared, "Organizational leadership at its best is not the sum of certain skills or competencies, or charisma, or facile style, but rather the sum of who the person is" (p. 8). McClellan (2009) pointed out that "behaviors, principles, and tools all have their place, but they will not make transformational leaders of us without a process of deep inner

change" (p. 92). This need to focus on becoming a person of depth and character and understanding and practicing change at a deep personal level is especially true in the process of becoming a change leader. Wheatley (2017) pointed out this need for personal change for anyone seeking to lead social change and community development when she asserted that "the work of social change requires a commitment to personal change" (p. 161). In making this statement, Wheatley is specifically pointing out the need for a commitment to personal change on the part of the change leader, not simply on the part of the change participants. I incorporated personal change into the design of Leading Change to best prepare the TLC students to be community leaders who have an understanding of and commitment to personal change. I endeavor to help them understand that any change—personal, community, or organizational—begins with them as the change leaders.

Students attending The Leadership Center in rural Honduras have not had the exposure to organizational behavior and theory that the typical undergraduate business major has at colleges and universities in the United States. Therefore, I had to find ways to teach them about change that does not presuppose an understanding of organizational behavior. We begin with a statement of fact: "Change happens constantly" (Finzel, 2004, p. 19). The textbook I selected for this course, Change is Like a Slinky, was written by Hans Finzel, who at the time of writing the book was the president of a mission organization. The book provides thorough coverage of the process of organizational change and does so in a way that is relatively easy to read and understand for students who are learning and speaking English as a second language. I designed the organizational change component of the course around the change model embedded in the textbook. In addition, we also examine change models developed by leading academic thinkers on the topic, including Kotter (1996). My focus when designing this component of the course was to make the tools, techniques, processes, and methods of organizational change both understandable and practical. I felt it was, and is, very important that students be able to apply what they are learning in Leading Change to the practical project they undertake for their Community Development class.

Much has been written about community development and the failure of programs funded by Western aid. As Easterly (2006) pointed out, "Most of the recent success stories are countries that did not get a lot of foreign aid and did not spend a lot of time in IMF programs" (p. 345). He went on to assert that "the great bulk of development success in the Rest comes from self-reliant, exploratory efforts, and the borrowing of ideas, institutions, and technology from the West when it suits the Rest to do so" (p. 363). Myers (2011) elaborated on this idea by hitting home the point that community development is best accomplished by the community. He asserted that "the transformational development story belongs to the community. It was the community's story before we came, and it will be the community's story long after we leave" (p. 174). Building on this theme, Easterly pointed out, "It is easier to search for solutions to your own problems than to those of others" (p. 345). The curriculum taught at The Leadership Center is based on the premise that sustainable community development will only come through community members who grow as leaders and are trained to be the leaders of change in their communities. I designed the Leading Change course as an integral element of this paradigm of community development.

The practical issues involved with preparing for my specific scholarly activity are the same as those associated with any mission trip or vacation out of the country for a period of months. One of the first things I did was to setup online banking/bill pay transactions to ensure that all recurring household bills would be paid automatically. Given that my wife works and is gone for nine to ten hours per day, I made arrangements for my dog to stay at my sister's house. My sister and brother-in-law are able to take my dog out regularly for his walks. My wife and I prepared lists of things that I normally do on a regular schedule, such as getting the garbage and recycling out for pickup. My wife takes over those responsibilities when I travel to Honduras for extended periods. It is a challenge to pack for a trip of eleven weeks. I have to carefully think through and plan what I take so that I can remain within weight limits for international travel, without paying penalties or for a second suitcase. Doing a scholarly activity such as the one I did for almost three months requires the cooperation and help of family members. I thank God that my

family supports me in undertaking such a scholarly activity as this.

Methods

The methods used to complete this scholarly activity are essentially the same as teaching a college-level course for any quarterly academic term. My class materials consist of a textbook and articles. I use a laptop and projector to display PowerPoint slides and videos. One of the major challenges we have at The Leadership Center is limited bandwidth for Internet access in general, with no access from the classrooms. As a result, everything I depend on must be available on my laptop or be in hardcopy format.

Beyond the classroom lectures and discussions, students further develop and demonstrate their understanding of course content by completing written assignments, both individually and in their community development teams. I designed the assignments to engage students in the processes of personal change and organizational/community change. All class assignments have been designed to help students build confidence and a change toolbox, which they will need as female change agents in a machismo culture.

On an individual basis, students complete a Reflective Self-Analysis to better understand themselves, their strengths, their passions, and what they are really good at, and to reflectively explore their possible calling. This assignment serves two purposes. First, it gives students the opportunity to explore and articulate their dreams and aspirations and who they are as young women. Many students have not been given the opportunity or encouragement to do so in a culture that views women as second-class citizens. Second, the Reflective Self-Analysis serves as input to the remaining individual-oriented assignments, including a Personal Change Plan, a Personal Learning Plan, and an assessment of their Personal Values and Anchors. The Personal Learning Plan serves as a first-step in encouraging students to consider lifelong learning. All of the individual assignments have been designed to help students better understand themselves and to build confidence in their ability to change and grow as individuals and as leaders.

The team-oriented assignments have been designed to give students the opportunity to apply course concepts related to organizational change to their community development projects. Students practice brainstorming techniques and creativity by developing Bold Ideas to Benefit the Community. They develop a Change Communications Plan and a Listening Plan to help them in their interactions with stakeholders for the community development projects. They also perform an assessment of the Culture of The Leadership Center to help them understand and apply the concepts of cultural analysis.

The TLC campus is in a remote location in rural Honduras. The closest town of any size is 30 to 40 minutes away by car. There are only dirt roads leading out to that town. As a result, all students and staff live on campus. I live in one of the casitas on campus when I am in residence. I do not have an office on campus, nor do I schedule office hours. I am available to students from early in the morning until later at night when I retire to the casita. I regularly meet with students in the little park we have on campus, in the library building, or in the comedor, the campus dining hall. Students and staff are a true community. We eat meals together, engage in social activities, share community devotions in the mornings, and participate in community worship on Sundays. This community environment is one in which it is possible to build lasting bonds with students.

Classroom building on the campus of The Leadership Center

Results

Including the July 2018 quarter, I have taught Leading Change to three cohorts of TLC students, a total of 33 students. TLC has no formal way of tracking the impact students have on their communities and organizations as change agents. However, there are several anecdotal indicators of the outcome of this scholarly activity. One indicator

is an organization started by three young women who were students at the time their organization was initiated. A second indicator is an analysis of what students do after graduating from TLC. A third indicator is the brief reports by students about their community engagement when they visit their homes during school breaks.

Three TLC graduates started the organization Women with Purpose while they were still students at The Leadership Center. Women with Purpose was initially started as an organization for TLC students. The mission of Women with Purpose is "to encourage and help women to find a meaningful purpose for their life which will impact society" (Hernandez, 2016, p.1). The vision of Women with Purpose is for "Honduran women to become positive change agents in their communities" (p.1). Members of Women with Purpose have partnered with TLC staff members over the past three years to put on seminars and conferences in local Honduran communities, educating the women of those communities and encouraging them to take up the mantle of a change agent in their local community. After taking the Leading Change class, the founders of Women with Purpose added the change agent terminology to the document describing the organization. They also added the following statement: "Women with Purpose is making positive changes; we are the change" (p. 2). Continuing students have taken on leadership for Women with Purpose now that the three founders have graduated. As graduates, the founders carry the message and mission of Women with Purpose with them into their communities and will partner with students to pursue the vision of Honduran women becoming positive change agents in communities across Honduras. One of the founders of Women with Purpose told me that her intent is to eventually establish a non-governmental organization to pursue the mission and vision of Women with Purpose (R. Hernandez, personal communication, September 1, 2016). The mission of Women with Purpose is incredibly important for the women of Honduras, a country which ranks number 80 on the World Economic Forum Global Gender Gap Index 2015 (WorldEconomicForum, 2018).

The work that graduates are engaged in and the internships that students have accepted provide objective evidence that TLC students and graduates are serious about serving others. The work many of them are doing is other-oriented and the organizations that they are (or will be) working in are primarily focused on meeting the needs of others. These students and graduates are the change they want to see in their communities. They are role models of lives that have been changed. These young women are breaking the cycles of pregnancy at a young age and the resulting poverty that are part of the culture for females in rural Honduras.

The data in Table 1 is from 2017, the latest data I have. Based on the data in Table 1, 20 out of 35 graduates and former students are in roles that are directly focused on serving others. Five manage a business (one of which is a family-owned business; the other four were started by graduates). Graduates and former students are only counted in one role even though three of the graduates who manage their own business also serve as bilingual teachers in private schools. These individuals were counted in their primary role as business owners.

Table 1
Number of Graduates and Former Students in Role

Current Role	No. in Role (N=35)
Manage a business	5
Teaching/Bilingual teacher	12
Working in a NGO	6
Looking for work	1
Unknown	3
Married, not working	2
Working in other than a NGO	4
Christian school administrator	1
Caring for elderly grandparent	1

Of the seven internships accepted by the cohort of students in my Leading Change class in 2017, only one was in a business. The other internships were all directly focused on serving others, five in NGOs and one in a government entity. Each of these students was asked for her top three choices for an internship. Most were given their first choice. Internships are an indication of what students aspire to do upon graduation. The types of organizations in which members of this cohort served their internships include children's ministry, public health center, medical mission, municipality, orphanage/children's home, bilingual school, and a

small business in a community. Note: only seven students in this cohort served internships. Two students decided not to participate in the internship option.

Students are expected to engage with their community in some way when they go back to their homes during school breaks. Students submit a brief written report on their experiences when they return to TLC for the start of a new quarter. Students have engaged in a variety of activities to benefit their communities, including starting a book reading club for girls and young women who are not in school, visiting the elderly and sick members of the community, helping teachers in the community school, and recruiting other members of the community to complete improvement and beautification projects around the community. Students practice their leadership skills by stepping out to engage others in the community for the benefit of the community and its members.

The graduates and students of The Leadership Center are the change they hope to see in their families, their communities, and their country. They are engaging in the service of others with the intent of improving life in their communities and their country.

The outcome of this scholarly activity contributes to the study of leadership and leading change by providing a model of a change leadership course that combines personal change and organizational change with application to a community development project. The outcome is an example of what is possible when young women, raised in a culture of poverty and gender discrimination, are educated and encouraged as leaders and change agents. The outcome of this scholarly activity contributes in a very real way to practical problem solving in rural communities across Honduras as students and graduates return to their communities, live out their own changed lives in those communities, and take on the role of change agent in their families, their communities, and the organizations they join.

Presentation

The scholarly activity discussed in this professional profile was a college-level course delivered to students at The Leadership Center in rural Honduras over a ten week period. Class sessions were held daily, Monday through Friday. Coaching interactions with students occurred daily. TLC periodically hosts mission teams who come to campus to interact with students and participate in construction and other projects. Visitors have joined the Leading Change class, observing and engaging in class discussions and activities.

The syllabus I developed for this scholarly activity was included in materials presented to CONEANFO, an agency within the Department of Education of the Honduran government. Translated into English, this acronym stands for National Department for the Development of Informal Education. After more than a year and a half of work with the Honduran government by the TLC Executive Director and staff, CONEANFO approved the curriculum of the two-year program of study at TLC as a technical certification program. Upon completion of the two-year program of study, which includes the Leading Change course, students are granted a degree of "Formacion bilingue en Liderazgo y Desarrollo Comunitario" (in English, Bilingual Formation in Leadership and Community Development). The Leading Change course is an approved course by the Honduran government as part of the second-year curriculum at TLC.

Reflective Critique of Scholarly Activity

I have not had other scholars or professionals assess or comment on the outcome of my scholarly activity. However, the fact that the Leading Change course is a component of the curriculum approved by the Honduran government is an important indicator of the value the Honduran government places on the TLC educational experience, including Leading Change.

From my perspective, the most important indicator is that of lives changed—students and graduates being the change they hope to see in their families, their communities, their organizations, and their country, with students and graduates presenting seminars for women in rural communities to encourage them to become change agents. In addition, I have had several graduates tell me about the impact things they learned from me in the Leading Change class has had on their lives and in their work. This is the appraisal that has the most meaning to me.

REFLECTIVE CRITIQUE OF CREATING THE PROFESSIONAL PROFILE

Creating the professional profile has been a very

useful experience for me. I have taught Leading Change twice at TLC, in 2016 and 2017. I returned to Honduras to teach it again in July 2018. Creating the professional profile has given me the opportunity to step back and think about why I include certain things in the curriculum for the Leading Change class. This experience has reinforced for me the importance of the three-part structure of the class: (1) an understanding of models for personal change and an opportunity to engage in planning for and undertaking a program of personal change and development; (2) an understanding of the tools, methods, and practices of organizational change; and (3) experience applying the tools, methods, and practices of organizational change as part of a practical community development project. I am absolutely convinced that "the work of social change requires a commitment to personal change" (p. 161), as Margaret Wheatley (2017) so eloquently put it. Change agents must be the change they hope to see in their families, their communities, and their country.

It is my hope that through this professional profile other scholars will take up the call to bring a foretaste of the Kingdom of God to parts of the world they have not previously thought about. It is my hope that some scholar may read this professional profile and think, "If he can do it, I can do it." It is my hope that others will understand that in order to bring about change in the world, they must be the change (Roberts, 2010, p. 76). It is my hope that other scholars will prayerfully consider how God would have them use their domain expertise to engage in a scholarly activity that touches the lives of those most in need. As Roberts (2010) put it, "This means engaging in an act of simple faith. It means taking the plunge, putting ourselves in his hands and placing ourselves at his disposal to accomplish whatever he wants" (p. 77). It is my prayer that God will use our university campuses to become "staging grounds for action" (Boyer, 2016, p. 27) to make a lasting difference in the world.

God has touched my life deeply through the scholarship of engagement in rural Honduras. I am changed by my experience of going to Honduras to teach the young women of The Leadership Center. By God's grace, I returned to Honduras in July 2018 to teach Leading Change to another cohort of TLC students. Reflecting on my experience with the scholarly activity described in this professional profile has reinforced my commitment to put myself in His hands and place myself at His disposal to accomplish whatever He wants me to accomplish wherever He wants me to accomplish it.

Soli Deo Gloria!

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